

american libraries

SEPTEMBER/OCTOBER 2015

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

2015
LIBRARY
DESIGN
SHOWCASE
p. 40

PLUS

- Honoring Excellence: ALA Awards p. 32
- Creating Safer Facilities p. 50
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- A dedicated editorial addressing topics especially relevant to community colleges will be featured in selected issues.

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Building a Place for Dreams

by Laurie D. Borman

Students, teachers, professors, and librarians head back to educational institutions in late summer, and many will walk through the doors of a new library, too, whether it's a school, academic, or public library. Our annual Library Design Showcase, now in its 27th year, offers a diverse selection of new and renovated properties across the US and Canada. These truly are places for learning, growing, and dreaming.

This year, even though most of the submissions were new facilities, the trend was renovating and repurposing. And the results are impressive. Take a look at the new Sawyer Library at Stetson Hall at Williams College in Williamstown, Massachusetts, as shown on our cover. The architects created a soaring, glass-covered modern library that linked with the brick exterior of the college's historic Stetson Hall, built in 1921.

Another "new" facility was a former call center purchased by the Pikes Peak (Colo.) Library District that remained empty for 10 years. It

was transformed into Library 21c, with a computer commons area, spaces for 3D printing, woodworking, gaming, and crafts, as well as extensive collection and reading areas. Artists and makers in residence provide classes on diverse tech-

niques such as papermaking, origami, and stop-motion animation, bringing in patrons of all ages.

See more innovative library designs in our feature beginning on page 40, prepared by Associate Editor Phil Morehart.

Sadly, there were not a lot of new school libraries in our submissions. School libraries and school librarian jobs have been threatened for years, but there is hope. Learn more about this important issue in Keith Michael Fiels's Executive Director's Message on page 8. Incidentally, October is the ALA Washington Office's 70th anniversary. The office was established in 1945 to ensure that libraries are consistently, actively, and constructively involved in all relevant federal legislative and policy decision-making processes. Help them celebrate by reaching out to your senators or representatives on behalf of school libraries.

Academic makerspaces are popping up in libraries across the country. Students are taking advantage of the free or inexpensive resources to further their learning and explore new technologies. See the story on page 20.

Sonia Manzano, probably best known as Maria on *Sesame Street*, announced her retirement at ALA's Annual Conference and Exhibition in San Francisco in June. She took time out of her schedule to talk with *American Libraries* about her love of literacy, librarians, and the wonder and imagination a book can bring to a child. The interview is on page 25.

Hurricane Katrina's 10th anniversary was in August. Back then, *American Libraries* covered how it affected libraries, and we revisit the topic online in The Scoop. Check it out at americanlibrariesmagazine.org/blogs. ■

american libraries

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

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Library Card Spokesdog

Snoopy helps unleash 2015 Library Card Sign-Up Month

by Sari Feldman

Are libraries going to the dogs? We all know better than to believe those who deem libraries obsolete in today's fast-paced, tech-driven environment, but we also know that we need to consistently demonstrate the ways in which libraries are essential, innovative, and—dare we say?—*cool*. So we were thrilled to welcome Snoopy, the absolute coolest customer, as the 2015 National Library Card Sign-Up Month spokesdog!

Snoopy has inspired all of us at Cuyahoga County (Ohio) Public Library (CCPL) to expand Library Card Sign-Up Month into a dog-tastic extravaganza. We are crowd-sourcing a “top dog” to be featured on an official CCPL library card, and we’re giving customers the chance to create their own customized library cards during a special pet photo shoot event. Even my dog, Grady, is looking forward to expanding the fame he’s acquired via my @sari_feldman Twitter feed to have his photo featured on a CCPL library card. But, in an age when customers can simply log in online to request and download content or use an app to check out material, why all this attention on the physical card?

We know that libraries need to create affinity for the “library brand.” The library card, used in all types of libraries, remains a symbol of our brand. It’s a daily reminder that the library is an open, trusted source that belongs to the cardholder; it’s the physical proxy that

links the library’s core values of privacy, equity, intellectual freedom, and democracy to the individual library patron.

This is perhaps why President Obama recently issued the ConnectED Library Challenge, which calls for library cards for all children to ensure access to a library. A library card is their key to the education, employment, entrepreneurship, engagement, and empowerment opportunities that libraries provide.

If the library card is part of our brand identity, we need to support the brand through strategic marketing efforts. Our profession has always placed a budgetary priority on service over marketing, yet we can no longer rely on earned media and nostalgic sentiment alone. We need to invest in actively marketing libraries to capture mindshare and move the needle on public perception of the value of libraries. The “Libraries Transform” public awareness campaign is built upon the premise that elevating consciousness of the changing face of America’s libraries and engaging individuals and communities will increase support for libraries from a funding and information policy perspective.

I will be on the road this fall visiting library associations in Califor-

nia, Kentucky, Maine, Nebraska, and New York. It is a speaking tour but an even better listening oppor-

tunity. I want to hear from library advocates about the ways they will use the Libraries Transform website and tools. I want to understand how we might better create momentum as we head into a public launch of our campaign in October.

I hope we will all be inspired by Snoopy during National Library Card Sign-Up Month. He is a dreamer who spends his days imagining life as a writer, a flying ace, and, of course, Joe Cool. At the same time, he’s a trusted friend to “that round-headed kid” and the Peanuts gang. Like Snoopy, libraries invite imagination and serve as a trusted resource to anyone (person or service dog) who steps through our doors. Let’s look to Library Card Sign-Up Month as a catalyst for all individuals in schools, universities, and communities to become card-carrying members of America’s libraries. Let’s dream big like Snoopy and expand Obama’s vision of a connected society where libraries transform individual opportunity and community progress. ■

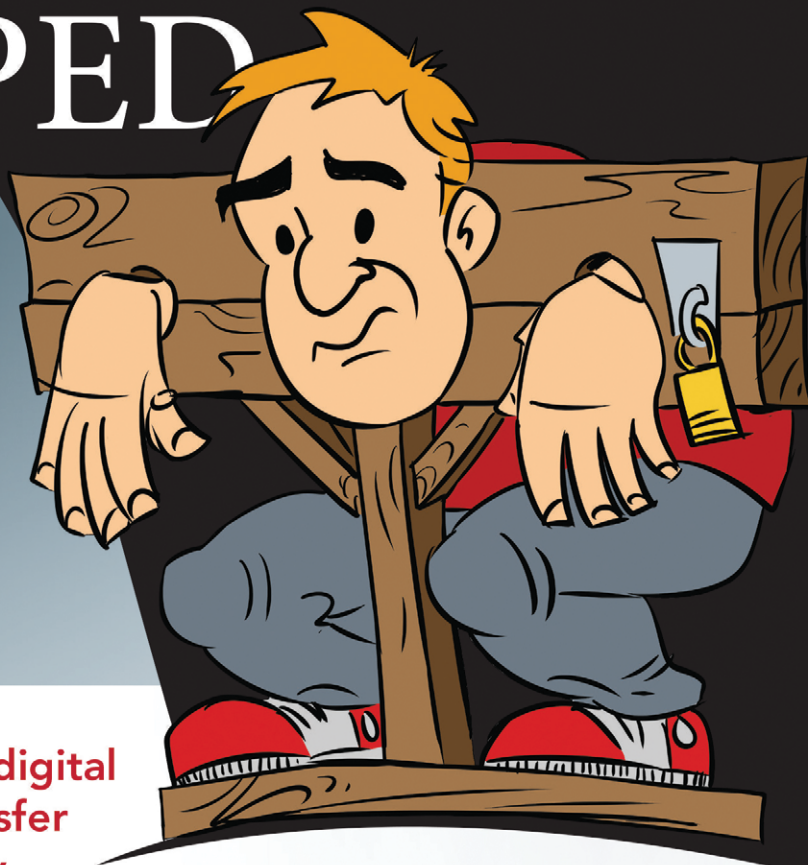


Even my dog, Grady, is looking forward to having his photo on a new Cuyahoga County (Ohio) Public Library Card.

SARI FELDMAN is executive director of Cuyahoga County (Ohio) Public Library. Email: sfeldman@cuyahogalibrary.org

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Support School Libraries!

We need your help this fall

by Keith Michael Fields

All across the country, millions of children are returning to school. For many of those students, their education and success are being threatened.

In some communities, we see that testing pressures and budget decisions have led to the elimination of school libraries and school librarians. In some districts, we see that school libraries are seen as a “frill”—nice to have but not essential to student learning.

Yet school libraries and school librarians are among the most effective and efficient resources to boost student academic achievement. More than 60 education and library research studies have produced clear evidence that school library programs staffed by qualified school librarians have a significant positive impact on academic achievement.

Schools with an effective school library program and a certified school librarian teach students how to learn and help teachers drive their pupils' success. When school libraries and school librarians are eliminated, students suffer.

Unfortunately, much of the blame lies at the federal level. No Child Left Behind, the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA), reduced targeted funding for school libraries and eliminated language that recognized school librarians as an integral part of the school's instructional program. Federal dollars used to support library activities under the

act dwindled until they were eliminated altogether over five years ago.

Library supporter Sen. Jack Reed (D-R.I.)

did manage to designate funds for school libraries, first through Improving Literacy Through School Libraries, then the Innovative Approaches to Literacy. But these are small grant programs and don't adequately support the critical role school libraries play in a student's education.

This year, Reed, Sen. Sheldon Whitehouse (D-R.I.), and Sen. Thad Cochran (R-Miss.) worked to bolster federal support for libraries through S. 1177, the Every Child Achieves Act of 2015 (the Senate bill that would reauthorize ESEA).

Because of their efforts, the Senate bill includes several new provisions in support of libraries, including:

- state and local planning requirements related to developing effective school library programs and digital literacy skills under Title I
- professional development activities for school librarians
- partnership opportunities for libraries
- competitive grants for developing and enhancing effective school library programs

As the House of Representatives and Senate prepare to compromise on their differing versions of ESEA reauthorization, we need your help



It is hard to think of anything that has more impact on the lives of children than a good school library.

now to ensure that we can maintain the library provisions already included in the Senate bill.

Please contact

your senators and members of Congress and ask that they contact members of the conference committee (Sens. Lamar Alexander and Patty Murray and Reps. John Kline and Bobby Scott) to encourage them to maintain library provisions from S. 1177 in the conference agreement to reauthorize ESEA.

We have a historic opportunity to win back federal support. But we need all hands on deck. All libraries—academic, public, and school—are part of an ecosystem that supports literacy and lifelong learning for all. Wherever we work, we must support one another.

In October, ALA will be launching its new Libraries Transform public awareness campaign. At its heart is the message that libraries transform the lives of individuals and transform communities. It is hard to think of anything that has more impact on the lives of students than a good school library. For millions of children, libraries make the difference between failure and success.

For more info on the campaign, see cqrcengage.com/ala/home. ■

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

Comment Enabled

Preserving digital content

Thanks for bringing preservation of the digital record to attention ("Preserving the Born-Digital Record," *AL E-Content Digital Supplement* to June 2015). Allow me to corroborate concerns about the ephemerality of born-digital content. In my work to preserve born-digital news content, I find that this issue is simply not on the radar of most news enterprises. In particular, newspapers, which have a strong tradition of keeping a library or "morgue" (in newspaper parlance), are focused on

economic survival in changing times. Compounding the problem, the ease of creating content means that the "first rough draft of history" is

more accessible and more at risk than ever before. The fragility of digital journalism and the risk to society's ability to keep its collective memory loom large. I would argue that librarians are natural candidates to address these issues; we have the experience, expertise, and motivation to do so. We lack resources, of course, but even more problematic is that we lack the connections with key stakeholders in journalism, government, information services, and other industries. I believe that libraries have a great opportunity to begin conversations with their

community news organizations about preserving and curating legacy content. For those who want to learn more, please visit the Journalism Digital News Archive website (rjionline.org/jdna).

Edward McCain
Columbia, Missouri

Preference for print

James LaRue supposes that library patrons may be backing away from ebooks because of long waiting lists ("The Washington Post on Libraries and Ebooks," *E-Content, AL Online*, July 13) and says that libraries are "just not very good at meeting their demand." An equally reasonable possibility is that many people have tried ebooks and discovered that, for at least some of their reading, they prefer print. I think it's a red herring to debate whether print or online reading is "better." It has become clear that different formats serve different needs and, consequently, librarians need to put a lot more thought into why we are offering one format or the other. Evidence suggests that about 23% of readers have a preference for ebooks ("Ebooks Still Outsold by Hardcover and Paperback," *Publishers Weekly*, Sept. 26, 2014) and that may be where the trend levels out. What if we started with an assumption that, given a choice, roughly three-quarters of readers would choose print and one-quarter would prefer ebooks? How would that change the way library budgets are allocated? How would that change the discussion about the future of libraries?

Amy Brunvand
Salt Lake City

Ebooks initiative

This initiative ("The Open Ebooks Initiative," *E-Content, AL Online*, July 17) is awesome and will provide books to many children who need access to them the most. Many schools will meet the requirements and, as ebook use grows in popularity in the school setting, teachers will have another avenue to provide literature to children. Children readily embrace technology and will readily embrace ebooks. I look forward to the launch of this Open Ebooks Initiative and hope it lives up to its potential.


Lisa Oxendine
Greenville, North Carolina

The fragility of digital journalism and the risk to society's ability to keep its collective memory loom large. Librarians are natural candidates to address these issues.


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Hinchliffe, Laughlin Seek 2017–2018 ALA Presidency

Lisa Janicke Hinchliffe, professor and coordinator for information literacy services and instruction at the University of Illinois at Urbana-Champaign, and Sara Gaar Laughlin, retired director of the Monroe County (Ind.) Public Library, are the candidates for the 2017–2018 presidency of the American Library Association (ALA).

Hinchliffe has been an ALA member since 1993 and served as the 2010–2011 president of the Association of College and Research Libraries (ACRL). She has held nu-

merous positions within ACRL and also served on various ALA and division committees, including the International Relations Committee, School Library Implementation Task Force, and the Digital Literacy Task Force for the Office for Information Technology Policy.

An ALA member since 1980, Laughlin served as the 2013–2014 president of the Association of Specialized and Cooperative Library Agencies (ASCLA) and was a member of ALA Council from 1991 to 1995. She is the current president of the Bloomington (Ind.) Rotary Club and is a past president of the Indiana

Library Federation and past president of the Friends of Indiana Libraries.

Hinchliffe and Laughlin will engage in a candidates' forum 4:30–5:30 p.m. on Saturday, January 9, during the 2016 ALA Midwinter Meeting & Exhibits in Boston. Each candidate will have an opportunity to make a statement and will answer questions from the audience.

Ballot emailing for the 2016 ALA election will begin on March 15, 2016, and voting will be open through April 22, 2016. Individuals must be members in good standing as of January 31, 2016, in order to vote in the ALA election.

Hildreth, Wong Running for 2016–2019 ALA Treasurer

Susan H. Hildreth, executive director of the Califa Group, Pacific Library Partnership, Peninsula Library System, and administrator of the NorthNet Library System in San Mateo, California, and Patricia M. (Patty) Wong, county librarian and chief archivist of the Yolo County Library in Woodland, California, are the candidates for ALA treasurer for 2016–2019.

A member of ALA since 1973, Hildreth is past president of the Public Library Association (PLA) and has served as a member of the PLA board of directors and an at-large member of the ALA Council. She has served as California state librarian and city librarian of San Francisco and Seattle. She holds a BA from Syracuse University, an MLS from the State University of

New York at Albany, and an MBA from Rutgers University.

Wong has been an ALA member since 1984. She has served on ALA Council, both as an at-large councilor and California chapter councilor and served on the ALA Executive Board from 2001 to 2004. She served as chair of the Budget Analysis and Review Committee (BARC) and has held numerous committee positions, including cochairing four ALA presidential initiatives. She holds a BA in women's studies and an MLIS from the University of California, Berkeley.

Hildreth and Wong will participate in a candidates' forum 4:30–5:30 p.m. on January 9, at the 2016 ALA Midwinter Meeting & Exhibits in Boston. Each candidate will have an opportunity to make a statement and answer questions.

Libraries Cheer Senate Support of FASTR

On July 29, the US Senate Committee on Homeland Security and Governmental Affairs voted to support the Fair Access to Science and Technology Research Act of 2015 (FASTR).

The legislation would accelerate scientific discovery and fuel innovation by making articles reporting on publicly funded scientific research freely accessible online for anyone to read and build upon. The library community, which has long advocated for public access to federally funded research, cheered the Senate committee's support of the bill.

"The public has a right to access government-funded information," said ALA President Sari Feldman. "This legislation provides the public, which includes students in libraries and schools across the nation, with opportunities to learn and grow from scholarly research."

The next step for the FASTR bill will be a full vote by the US Senate. Visit bit.ly/1he1kME for additional information.

ALSC Accepting Apps for Penguin Award

The Association for Library Service to Children (ALSC) and its Grants Administration Committee are now accepting online applications for the 2016 Penguin Young Readers Group Awards. This award, made possible by an annual gift from Penguin Young Readers Group, provides a \$600 stipend for up to four children's librarians to attend their first ALA Annual Conference and Exhibition in Orlando.

Applicants will be judged on:

- involvement in ALSC, as well as any other professional or educational association of which the applicant was a member, officer, chairman, etc.
- new programs or innovations

started by the applicants at the library in which he/she works

■ library experience

Applicants must be personal members of ALSC, as well as ALA members to apply. Deadline for submissions is October 1.

For information about the award requirements and to submit an application, visit bit.ly/1DjMjTE.

I Love My Librarian Nominations Open

ALA invites library users to recognize librarians who have transformed lives and communities through education and lifelong learning by nominating them for the 2015 I Love My Librarian Award.

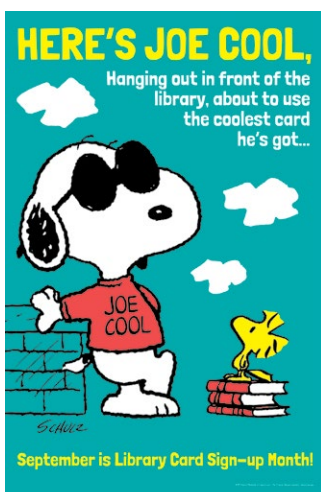
Ten librarians are chosen for the award each year. Winners receive a \$5,000 cash prize, a plaque, and a travel stipend to attend the I Love My Librarian Award ceremony and reception in New York City on De-

SNOOPY TO PITCH FOR 2015 LIBRARY CARD SIGN-UP MONTH

September is Library Card Sign-Up Month. And who better than Snoopy to remind parents and children that a library card is the most important school supply of all?

Snoopy, the world-famous beagle from Charles Schulz's *Peanuts* comic, is the honorary chair of Library Card Sign-Up Month. ALA has numerous Snoopy resources for your library to use to promote Library Card Sign-Up Month, including downloadable posters that can be customized with your library's name, and digital PSAs of various sizes for web and social media use. ALA Graphics has Snoopy posters, bookmarks, and more for purchase, as well. You can also get promo ideas by revisiting the July 21 webinar, "How to Leverage Snoopy to Run a Library Card Sign-Up Campaign for Your Library."

For more details, visit ala.org/conferenceevents/celebrationweeks/card.



CALENDAR

ALA EVENTS

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

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

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

Oct. 18–24: National Friends of Libraries Week, bit.ly/1DB8YbS.

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

Nov.: Picture Book Month, picturebookmonth.com.

Nov. 5–8: American Association of School Libraries National Conference, Columbus, Ohio.

Nov. 21: International Games Day, igd.ala.org.

2016

Jan. 8–12: ALA Midwinter Meeting & Exhibits, Boston.

Mar. 6–12: Teen Tech Week, teentechweek.ning.com.

Mar. 16: Freedom of Information Day, bit.ly/1F2lpZ.

Apr. 5–9: Public Library Association Conference, Denver.

June 23–28: ALA Annual Conference and Exhibition, Orlando, Florida.

cember 3, 2015, hosted by the Carnegie Corporation of New York.

Nominees must be a librarian with a master's degree from an ALA-accredited program in library and information studies or hold a master's degree with a specialty in school library media from an educational program accredited by the National Council for the Accreditation of Teacher Education. Nominees must be currently working in the US in a public library, a library at an accredited two- or four-year college or university, or at an accredited K–12 school.

Nominations will be accepted through September 28. Visit ilovelibraries.org/lovelibrarylibrarian for more information and to nominate a librarian.

The I Love My Librarian Award is sponsored by the Carnegie Corporation of New York and New York Public Library, and administered by ALA's Public Awareness Office.

ALA Public Programs Office Launches Site

The ALA Public Programs Office has announced the launch of its redesigned website, Programming Librarian.org, a resource for library programming-related news, ideas, and support for all types of libraries.

Using new web features, Programming Librarian users may:

- Learn how libraries plan, budget for, market, and execute programs; read advice from the planners; and view photos, videos, and planning materials from the events
- share program ideas by uploading library programs using the Share Your Program webform
- search for content by library type, program budget, or program topic
- explore upcoming and previously archived webinars and in-person training opportunities
- read posts by bloggers who repre-

sent public, academic, school, and state libraries; hail from small towns and large urban centers; and program for a variety of ages and interests

- learn about current and upcoming grant opportunities from the ALA Public Programs Office

ProgrammingLibrarian.org was first created in 2008 with funding

from the Institute of Museum and Library Services. Continuing support is provided by the ALA Cultural Communities Fund. To support ProgrammingLibrarian.org, visit ala.org/offices/ppo/ccf/donatenow.

Feedback, suggestions, and questions about the site may be sent to ProgrammingLibrarian@ala.org. ■

DON'T TAKE THE FREEDOM TO READ FOR GRANTED

In the marketplace of ideas, librarians believe we should have as much opportunity to choose what to read as we have to consume goods and services essential to sustaining lives.

Banned Books Week, September 27–October 3, celebrates the idea that the freedom to read and access ideas can transform lives, but when books are banned, readers are blocked from seeing all viewpoints and perspectives.

Because so many books that include racial issues and diverse characters are challenged, it is particularly important that we create public awareness of the library mission to serve all people.

"The numbers don't lie—diverse books face a disproportionate number of challenges. But even more insidious is the 'soft censorship' that nonmajority narratives face at the hand of gatekeepers who assume that kids want to read only about characters who look and act like themselves," says I. W. Gregorio, author of *None of the Above*, and vice president of development for We Need Diverse Books.

"I thank my stars for the teachers, librarians, and booksellers who gave me books that opened up my world and my heart, introducing me to socioeconomic books, cultures, and religions I had never known, and allowing me to be friends with LGBTQIA and disabled characters that



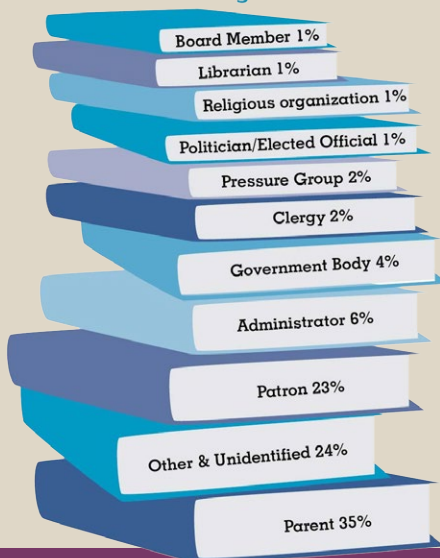
I. W.
Gregorio

have become friends for life. Reading without limits is truly the best way to engender empathy and understanding."

First observed in 1982, Banned Books Week reminds Americans not to take the freedom to read for granted. During Banned Books Week, thousands of libraries and bookstores will focus on the harms of censorship and celebrate the right to choose reading materials without restriction.

For additional information regarding Banned Books Week, please visit ala.org/bbooks.

CHALLENGES BY INITIATOR 2014 Who challenges books?



2015 ALA Nominating Committee Council Candidates

Hilary Albert

Reference Librarian
Mahopac (N.Y.) Public Library

Sonia Alcantara-Antoine

Public Services Manager
Virginia Beach (Va.)
Public Library

Patricia "Pabby" Arnold

Children's Coordinator
East Baton Rouge
Parish (La.) Library

Oscar Baeza

Librarian/Associate Professor
El Paso (Tex.) Community
College

Robert Banks

Chief Operations Officer
Topeka and Shawnee County
(Kans.) Public Library

Brett Bonfield

Director
Collingswood (N.J.)
Public Library

Polly D. Boruff-Jones

Dean of the Library
Indiana University
Kokomo

Karen E. K. Brown

Head, Alice Hastings Murphy
Preservation Department
State University of New
York at Albany

Ty R. Burns

School Library and
Children's/YA Literature
Consultant
Clear Creek Independent
School District
Pearland, Texas

Nicolas (Nick) Buron

Vice President, Public
Library Services
Queens (N.Y.) Library

Melissa Cardenas-Dow

Reference and
Instruction Librarian
University of California,
Riverside

Kathy Carroll

Library Media Specialist
Westwood High School
Blythewood, South Carolina

James D. Cooper

Director
Salt Lake County (Utah)
Library Services
West Jordan

Amber Creger

Youth Services Manager
Arlington Heights (Ill.)
Memorial Library

Jeremy Darrell Darrington

Politics Librarian
Princeton (N.J.)
University Library

Megan Dazey

Library Services Manager
Puyallup (Wash.) Public Library

Ana Elisa de Campos Salles

Adult and Teen
Services Librarian
District of Columbia
Public Library

Megan Elizabeth Drake

Systems and Applications
Librarian
Pacific University
Portland, Oregon

Valerie Ann Edwards

Educational Outreach and
Training Specialist
TeachingBooks.net
Madison, Wisconsin

Erica Findley

Cataloging/Metadata Librarian
Multnomah County
(Oreg.) Public Library

Mario M. González

Executive Director
Passaic (N.J.) Public Library

Mel Gooch

Learning and Instruction
Coordinator
San Francisco Public Library

Amanda L. Goodman

User Experience Librarian
Darien (Conn.) Library

April Grey

Catalog Librarian
Adelphi University
Garden City, New York

Clem Guthro

Director of Libraries
Colby College
Waterville, Maine

April Hathcock

Scholarly Communications
Librarian
New York University Libraries

Pat Hawthorne

Associate Dean for
Exploration and
Engagement
University of Oklahoma,
Norman

MEMBER ALERT

PREPARE FOR THE 2016 ALA ELECTION

Individuals interested in running for ALA Council by petition have until 11:59 p.m. Central time on January 29 to file an electronic petition with the ALA executive director. The petition must have the signatures of no fewer than 25 ALA current personal members. An additional form containing biographical information and a statement of professional concerns must also be submitted electronically with the petition. Instructions for filing petitions and additional voting information can be found at ala.org/aboutala/governance/alaelection.

Ballot emailing for the 2016 ALA election will begin on March 15. The election will close on April 22. Individuals must have renewed their ALA membership by January 31, 2016, to be eligible to vote.



Holly Hibner

Adult Services Coordinator
Plymouth (Mich.)
District Library

Jennifer Rushton Jamison

School Library Media
Specialist
Atlantic City (N. J.)
High School

Robin Kear

Liaison Librarian
University of Pittsburgh

Binh P. Le

Associate Librarian
Pennsylvania State
University–Abington

Dennis LeLoup

School Librarian
Avon (Ind.) Intermediate
School East

Lisa Longmire

Collection Management
Specialist
Kitsap Regional Library
Bremerton, Washington

Kate Mapp

Branch Manager
Summit County (Utah)
Library, Kamas Branch

John Turner Masland

Access Services
Assistant Manager
Portland (Oreg.) State
University Library

Sarah McHone-Chase

Head of User Services
Northern Illinois
University, DeKalb

Chulin Meng

Director of Library Technology
Lehigh University
Bethlehem, Pennsylvania

Kathryn Miller

Director of Libraries
Florida Polytechnic
University, Lakeland

Nanci Milone-Hill

Library Director
M. G. Parker
Memorial Library
Dracut, Massachusetts

Marilee Lynne Moon

Department Manager
Salt Lake City Public Library

Louis Muñoz Jr.

Reference, Interlibrary Loan,
and Outreach Librarian
Morristown and Morris
Township (N.J.)
Public Library

Muzhgan Israfil Nazarova

Catalog Librarian for Slavic
and Eurasian Languages
Duke University Library
Durham, North Carolina

James (Jim) Neal

University Librarian Emeritus
Columbia University
New York City

Denise Novak

Acquisitions Librarian
Carnegie Mellon University
Pittsburgh

Juliana Nykolaiszyn

Associate Professor/Librarian
Oklahoma State University
Stillwater

Floyd Clark Pentlin

Adjunct, Library Science
and Information Services
University of Central
Missouri, Warrensburg

Scott Piepenburg

Head of Cataloging
Valdosta (Ga.) State University

Colby Mariva Riggs

Project Coordinator–
Systems Librarian,
University of California, Irvine

John C. Sandstrom

Associate Professor/
Head of Acquisitions
New Mexico State
University, Las Cruces

Lindsay C. Sarin

MLS Program Manager
University of Maryland,
College Park

Jamillah Scott-Branch

Head Reference Librarian
North Carolina Central
University, Durham

Jennifer Suzanne Seebauer

Teays Valley Local
School District
Ashville, Ohio

Jules Shore

Systems Librarian
Bethesda, Maryland

Steven Escar Smith

Dean
University of Tennessee
Libraries, Knoxville

Catherine Soehner

Associate Dean for Research
and User Services
University of Utah,
Salt Lake City

Rosalind Tedford

Director for Research and
Instruction Services
Wake Forest University
Winston-Salem,
North Carolina

Annie Wu

Head of Metadata and
Digitization Services
University of Houston
Libraries

Sherry Jean Wyman

School Library/Technology
Integration Coordinator
State of Maine Department
of Education, Augusta

Jingfeng Xia

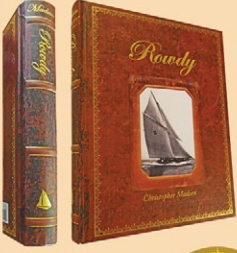





Associate Professor,
Department of Library
and Information Science
Indiana University
Indianapolis

Jessica Zaker

Central Branch Manager
Sacramento (Calif.)
Public Library

Multiple Award Winning "Gem of a Book" *Rowdy* by Christopher Madsen 978-0-9960260-0-0

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Bridging the Tech Gap

The internet has transformed our access to business, education, and government services, directing us to computers when we need to find a job, do homework, or acquire information about public resources—yet millions of low-income households across the country still lack broadband internet access at home. Pew Research Center’s Internet and American Life Project reported in 2013 that 30% of

US households were without broadband internet access. That percentage more than doubles in some low-income communities.

For years, libraries have helped bridge the digital divide by offering internet access at brick-and-mortar branches. Many are expanding this mission by offering patrons mobile Wi-Fi hotspots for check-out. New York City launched a program this year that provides 10,000 mobile hotspots to patrons

across three library systems, and in 2014, Chicago Public Library rolled out its “Internet to Go” pilot program with 100 mobile hotspots across six branches.

Small and midsize cities are also working to address digital inclusion. A staggering 70% of the Kansas City (Mo.) School District’s 14,100 students are without broadband access at home, according to Cheptoo Kositany-Buckner, deputy director of strategic initiatives at Kansas City Public Library (KCPL). “The urban core is still a place where we have digital deserts,” she says, calling the divide a “21st-century civil rights issue.”

KCPL is establishing its own pilot program this year to help students at two inner-city high schools. “The mission of the library is to be a doorway to knowledge for all; with this program, we hope to open the door for students and their families to be able to operate in today’s digital society,” Kositany-Buckner said when the program was announced in May.

KCPL’s program was made possible through a grant from Mobile Beacon, a Rhode Island-based nonprofit that provides low-cost internet access and mobile hotspots for educational institutions. Alisson Walsh,

“We hope to open the door for students and their families to be able to operate in today’s digital society.”

—Cheptoo Kositany-Buckner, deputy director of strategic initiatives at Kansas City (Mo.) Public Library



Mobile Beacon provides mobile Wi-Fi devices (as show on the tablet above) and grants to libraries for Wi-Fi lending programs.

Mobile Beacon’s communications and outreach manager, says her organization has been awarding grants to libraries for the past three years. This year’s awardees were KCPL and the rural Kitsap Regional Library in Bremerton, Washington, which serves a local American Indian community. Both library systems will receive 25 mobile hotspots, six months of free internet service and technical support, and 25 laptops, Walsh says.

Mobile Beacon partners with K–12 schools, community colleges, nonprofits, and libraries, and is currently working with 80 libraries across the country on Wi-Fi lending. “Nobody knows lending better than libraries,” says Walsh. Mobile Beacon’s status as a national Educational Broadband Service—the only one working with public libraries—enables the nonprofit to offer its partners internet service through Sprint for \$10 per month per device and mobile hotspot devices for \$85–\$150.

The majority of Mobile Beacon’s clients purchase the service, according to Walsh. San Mateo County (Calif.) Library launched its “Bring the Internet Home” program in April, through a combination of state grant funding and 200 donated mobile hotspots through Mobile Beacon’s donation program. Walsh says many libraries start out small and then search for larger funding sources. “A great way to start is to get one device and test it and see if it fits your needs,” she says.

New York City started out small in 2014 with 100 mobile hotspots after receiving Mobile Beacon’s pilot-program

grant. This year, the library launched the nation's most ambitious mobile hotspot lending program, dividing its 10,000 devices between New York Public Library (NYPL), Queens Library, and Brooklyn Public Library. A 2013 report by the US Census Bureau shows that 27%—or 730,000—of households in New York City are still without broadband internet access.

According to Charity Kittler, library hotspot program manager at NYPL, the project was funded through a \$1 million grant from Google, \$500,000 from the John S. and James L. Knight Foundation, and \$250,000 each from the Robin Hood Foundation and the Open Society Foundations. Kittler says NYPL is also providing subgrants and support to 18 library systems in rural Kansas and six library systems in rural Maine as they roll out their projects.



New mobile hotspot users attend a launch event at New York Public Library's Mott Haven branch.

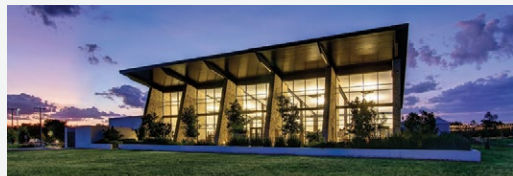
Libraries are just beginning to learn what works and what doesn't with mobile Wi-Fi lending, and they are taking vastly different approaches when it comes to the amount of time patrons can borrow a device. While the three New York City systems exist on the same grant funding, each system has established different terms. Queens patrons can check out a mobile hotspot for a month at a time and renew three times; NYPL will lend a device for six months at a time with one renewal; and Brooklyn allows a hotspot to be checked out for a year. KCPL will be checking out hotspots to students and their families for an entire school year.

"New York Public Library wanted a long loan period," Kittler says. "We wanted to give [users] enough time to experience what it's like to have the internet at home."

—Timothy Inklebarger is a freelance writer based in Chicago.



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Thwarting Book Thieves

In February 2014, Russell Graves walked into collectibles dealer Maritime International with a treasure to peddle: 75 Civil War-era photographs and 50 original World War I- and World War II-era posters. It was a collection the owner normally would have been interested in buying, but the items seemed familiar.

What Graves didn't know was that by the time he brought them to the dealer, the owner had already seen the items at the library a few weeks earlier.

"I had been talking about them to the owner while he was visiting our special collections area," says special collections librarian Bill Cook of Bangor (Maine) Public Library.

Graves was working as a janitor at the library through the city's workfare program and often spent time in the special collections area, claiming he was cleaning while in reality he was pilfering historical artifacts and documents to sell for a profit. The items had an estimated value of \$31,000, and Graves was later charged with a felony.

Theft of rare books, historical materials, documents, maps, and pictures isn't a new crime, says Travis McDade, curator of rare books at the University of Illinois at Urbana-Champaign's law library.

"It's a crime about one day less old than libraries themselves," says McDade, author of *Thieves of Book Row*, about the worst book theft ring in American history, a series of heists from the New York Public Library's rare-book room during the 1920s and 1930s.

It's not just something that happens at large nationally known libraries with enormous collections. Thefts at small and midsize libraries



A few of the 75 Civil War-era photographs that were taken from Bangor (Maine) Public Library and later recovered. These images, along with other stolen items, had an estimated value of \$31,000.

are likely a more regular occurrence and a serious problem, McDade says.

"Public libraries lose John Grisham books all the time, and they know how to deal with that, but when it comes to these small curated collections, they're absolutely in danger," McDade says. "Any library that has a little collection that is unique or rare—a few items that relate to local history—all of those things are at risk."

The theft of historical materials worldwide prompted more than a hundred librarians, rare-book dealers, lawyers, and law enforcement officials to come together this summer for a conference in the UK. The full-day seminar, titled "Written Heritage of Mankind in Peril," took place at the British Library in London and was the first of its kind, according to a May article in *The Guardian*.

Attorney Howard Spiegler, one of the conference organizers, has handled many cases of rare-book theft, including the looting of more than 50

books from the National Library of Sweden's special collections.

"Every institution that houses rare books, manuscripts, and maps is potentially subject to theft," Spiegler says. "The potential theft and illicit trafficking of rare books, maps, and manuscripts looted from [national] and other libraries and similar repositories is a global problem that could threaten the preservation of the recorded history of mankind."

Coming together to find ways to prevent theft is critical, says McDade, who believes that as a society, we put more energy into protecting our cars and smartphones than our history.

"Any of these things that we consider cultural heritage items are our most important things," he says. "They're often one of a kind, irreplaceable. It's the stuff on which our history—our story—is written. Once they're gone, they're gone."

—Megan Cottrell is a writer, blogger, and reporter in Michigan.

STEPS YOU CAN TAKE TO PREVENT THEFT AT YOUR LIBRARY

1 Have your collection evaluated. If you don't have a special collections librarian on staff, reach out to libraries in your region to find someone who specializes in the issue and have them look at your collection, says special collections librarian Bill Cook. Cook has evaluated collections at smaller libraries in his area and helped them identify what was most valuable.

2 Separate and protect. Once you've identified valuable items, put them in a protected place where they are locked and can be accessed only by a staff member with a key or ID. Keep good records of what materials patrons are accessing, and hold their library card or ID while they have materials in use.

3 Pay attention. "Short of an iron chain, the best way to prevent theft is [with] an attentive librarian," says Travis McDade, curator of rare books at the University of Illinois at Urbana-Champaign's law library. Have patrons use materials in a place where they can be observed, and don't allow them to have bags or coats while accessing materials. Many thieves have used X-Acto knives to cut images, maps, and bookplates from rare books.

4 Be wary of technology, but use it to catalog. Most libraries can't afford to spend thousands on security cameras and equipment, and McDade says it's not necessarily better than having vigilant staff anyway. But if you can use technology

to digitally archive your collection or keep better records, it can help.

5 Be a bit suspicious. Unfortunately, many library thefts are inside jobs, perpetrated by staff members. The disappearance of thousands of volumes from the Girolamini Library in Naples, Italy, for instance, led to the director, who was convicted of theft and embezzlement and was sentenced in 2013 to seven years in prison (later commuted to house arrest). Jerker Rydén, senior legal advisor of Sweden's National Library, says as libraries increase security for patrons, insider theft becomes more apparent. "[The thief is] usually the same person entrusted to safeguard something," Rydén says.

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From left: University of Nevada, Reno librarians Tod Colegrove and Chrissy Klenke work with “tech wrangler” Crystal Willis and Chuck Robinson to create a 3D scan of “Babe,” a five-foot-long frozen iguana. It is the largest organic object scanned by the library. Babe was the pet of Mary Ann Prall (wearing hat), when it died at age 21.

Making It in the Academic World

Makerspaces, which have grown wildly popular in public libraries and now are appearing in academic spaces, give students affordable access to expensive tools such as laser cutters, sewing machines, and virtual reality technologies. Workshops are often offered to teach users a new craft or how to use a piece of machinery.

Institutions first offered services to those who developed programming files to be printed but couldn’t afford a 3D printer, costing thousands of dollars. Those most likely to use such a space were people in the math and engineering fields. In recent years the spaces have begun to appeal to larger audiences; at colleges, this means students coming from many fields of study.

“We see students of all disciplines,” says Ian Roy, research technology project director of the Brandeis University MakerLab in Waltham, Massachusetts. The Brandeis lab, which is free to students, is “accessible to anyone who has the time and is willing to commit to it.” Roy says the value of makerspaces is not limited to their shared tools—3D printers, scanners, and the like—but also includes the knowledge that is exchanged in the space.

“A lot of it is not what you make in the room but what you discover in the room,” he says. “I see that as a future value for libraries.”

David Woodbury, associate head of user experience at North Carolina State University (NCSU), oversees the James B. Hunt Jr. and D. H. Hill libraries in Raleigh. The Hunt Library first operated a 3D printing service site, which inspired a full-on makerspace in the Hill Library. The Digital Media Lab opened at Hill in June.

Woodbury says the new space is moving past the model of having students drop off files to be printed by someone else and is focusing on letting more students get their hands dirty in the creation of things.

“We’re realizing that makerspaces are really much broader,” he says. “Our second makerspace was designed to give students a place to actually make things start to finish.”

One of the advantages of academic makerspaces is the often cheap, or sometimes free, admission cost. At the University of Nevada, Reno (UNR), the makerspace offers students the use of materials and machinery to which they wouldn’t otherwise have access. That, says Tod Colegrove, director of the school’s DeLaMare Library, is

“A lot of it is not what you make in the room but what you discover in the room.”

—Ian Roy, Brandeis University MakerLab

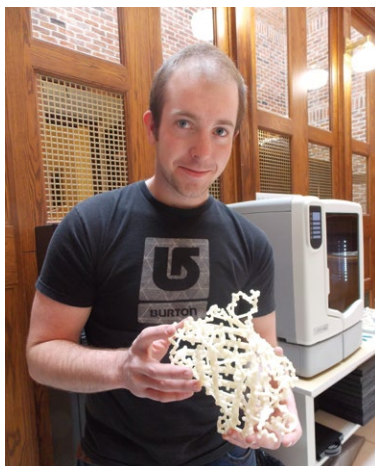
something libraries do best.

"The makerspace activity is integral to the role of the library," he says. "There's no doubt in my mind that this sort of activity will continue to expand."

UNR's makerspace has turned out projects such as a bicycle lock that opens upon recognizing a user's unique hand grip. Some student creations have been successful to the point of entering discussions of possible patents. Additionally, Colegrove says he finds student autonomy to be one of the chief charms of a makerspace. In doing the work for a student or faculty member, "we're crippling our customers and we're crippling ourselves," he says.

"What good is it if I do the work for you?" he speculates. "I would call that stealing people's fun."

One of the creations that recently came out of the Brandeis MakerLab is a virtual reality "walk-through" of the House of the Vettii in Pompeii, Italy. Students



UNR biotechnology graduate student Jackson Gratwohl shows the first 3D-printed model of a green fluorescent protein structure he created by converting a protein database file into a 3D-printable format.

used a 3D scanner to scan a model version of the ancient structure and then created programming to allow others to virtually explore the space while wearing binoculars.

Another student developed a Braille keyboard for the iPhone and yet another a prosthetic leg to be used for riding a bicycle.

"I don't know what people are going to come up with," Roy says, "but they come up with something and they run with it."

While academic makerspaces are a relatively new phenomenon, Roy, a self-dubbed "technology evangelist," feels that his efforts to recruit believers in them is not in vain. He says more people on campus are starting to see the innovative values of the spaces.

"I think libraries are not going to be a place where you store dead trees anymore," says Roy. "I think this is the future of libraries."

—Bailey Brewer is a freelance writer based in Los Angeles.

American Libraries at the Library 2.015 Conference

Enjoy an expanded live edition of *American Libraries'* 2015 Library Design Showcase—the magazine's annual feature (see p. 40) that celebrates the best new and newly renovated or expanded libraries of all types—at the fifth annual Library 2.015 Worldwide Virtual Conference on October 20.

American Libraries Associate Editor Phil Morehart will host "Inside New Library Design" at 5 p.m. Central time. Morehart will highlight selections from our 2015 showcase and other related design topics from the September/October issue of *American Libraries*.

For more information and to register for the online conference, visit library20.com.

Watch an expanded live edition of *American Libraries'* 2015 Library Design Showcase online at the Library 2.015 Worldwide Virtual Conference.



Clareview branch, Edmonton (Alberta) Public Library

Driver's License Kiosks Expand to Iowa Libraries

Some Iowa patrons who are visiting their local libraries can now come home not only with books and DVDs but also a renewed or replaced driver's license or ID card.

After a successful two-year pilot project to make driver's license renewals easier for state residents via public kiosks, the Iowa Department of Transportation (Iowa DOT) began implementing similar kiosks in 11 libraries in late May.

One of those kiosks is inside Ames (Iowa) Public Library. Mary Logsdon, the library's adult services manager, says providing the kiosk makes services more accessible to patrons.

"People often come in and ask for the driving manual to study for the driver's test or use the internet to renew their license online," Logsdon says. "We're always looking to work with partners, and a state agency like the Iowa Department of Transportation is a natural partner for us."

The kiosks began as a pilot program that kicked off at the 2013 Iowa State Fair, says Mark Lowe, director of Iowa DOT's motor vehicle division. "During those first 10 days of the fair, we did about 1,000 transactions," he says. "We got a lot of great customer feedback."

Over the next two years, 10,000 residents renewed their licenses at four Iowa locations. In 2014, the agency approached businesses and libraries within a defined radius to see if there was interest in hosting a kiosk. After reviewing responses and locations, Iowa DOT selected its sites. The expanded project will cost \$1.1 million through road-use tax funds.

There are several eligibility requirements for using the kiosks: A



A patron renews her driver's license inside Ames (Iowa) Public Library in June. Iowa DOT unveiled 11 kiosks in libraries in May.

user has to be a US citizen and an Iowa resident, and he or she must be between ages 18–70.

The kiosk, which uses touchscreen technology, takes the user's photo and uses facial recognition software to match his or her picture with one on file. After filling out the required information, patrons pay with a credit or debit card and receive a transaction receipt.

Nyla Wobig, manager of Des Moines Public Library's Central Library, says the kiosks are fully self-service, which means librarians haven't had to assist patrons for anything other than occasional directional assistance.

Where you place the self-service kiosk is important, she says. Wobig and her staff have theirs on the second floor, near their business and

career section, in an area with 34 computers and six study rooms. "It's not really invasive of any of our space," she says. "The location [is] easily used, accessible."

Iowa DOT also requires that there be a blue surface in the background for license photos. "It just so happens I [recently] had the Central Library repainted," Wobig says, "and the blue I painted that particular wall met the criteria."

Lowe says the agency would eventually like to get to the point where each kiosk is doing 50–75 transactions a day, but he says this will probably vary by location. They also want to expand to other state services, such as providing voter registration, applications for vital records, and hunting and fishing permits.

Several other states also have driver's license kiosks, including Maryland, Mississippi, and Tennessee.

The Memphis (Tenn.) Public Library (MPL), for instance, has four public service kiosks in its library lobby, including a driver's license renewal kiosk that was installed in January 2013.

"[The public] is into self-service, touchscreen services, and finding out their own information, so I think customers like that interactive technology," says Stacey Smith, MPL's manager of public services.

And, she says, once patrons are at the library, they discover other services available to them.

For those who haven't visited in a long time, "they realize there's so much more to the library," Smith says. "It's a new library, and it offers more than just books."

—Alison Marcotte is an editorial intern at American Libraries.

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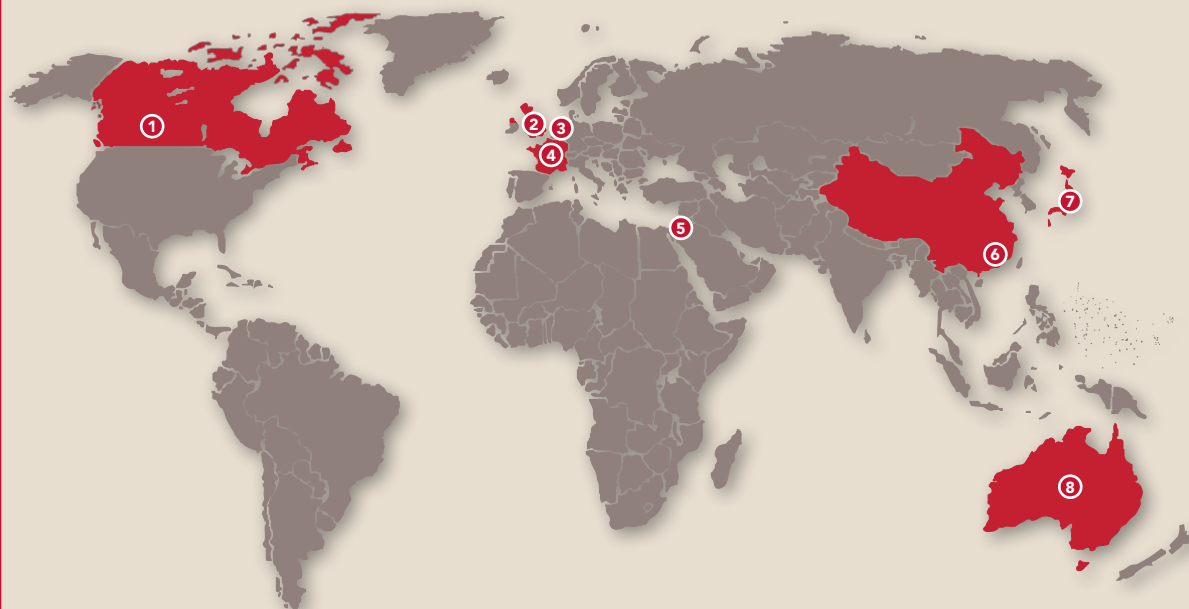
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The Saskatoon (Sask.) Public Library worked with forest fire evacuees to help them stay connected to their communities. Library Director Carol Cooley said the library's mandate is to be a community builder. People who were staying in the city temporarily because of the fires got a library card and could check out books, or just use the computers and internet to stay in contact with loved ones.—*CBC News*, July 9.

UNITED KINGDOM ②

A Koran manuscript held by the University of Birmingham has been placed among the oldest in the world thanks to modern scientific methods. Radiocarbon analysis has dated the parchment on which the text is written to the period between 568 AD and 645 AD with 95.4% accuracy. The test was carried out in a laboratory at the University of Oxford. The result places the leaves close to the time of the Prophet Muhammad, who is generally thought to have lived between 570 AD and 632 AD.—*University of Birmingham*, July 22.

NETHERLANDS ③

Erik Kwakkel, a book historian at Leiden University, is making an unlikely name for himself on the internet by posting "medieval eye candy" that he comes across during the course of his research (erikkwakkel.tumblr.com). The doodles are by far the most popular and include funny faces with long beards, big hats, or big noses, as well as animals, unidentifiable creatures, and even caricatures of teachers and colleagues.—*CNN Style*, June 30.

FRANCE ④

The French police have detained a low-level employee of the Bibliothèque Nationale de France in Paris in connection with the disappearance of a collection of 43 engravings by 16th-century artists valued at up to \$4.4 million. First detected on March 13, it was the second theft uncovered at the library this year. Earlier this summer, the library told the police that about twenty 300-year-old maps had vanished from its Richelieu-Louvois branch.—*New York Times*, July 22.

ISRAEL ⑤

The National Library of Israel and the British Library have signed an agreement providing for the digitization of at least 860 Hebrew manuscripts from the British Library's collection, in addition to 1,250 already being digitized and made available through an earlier project funded by the Polonsky Foundation. Through these two projects, all 3,200 manuscripts in the British Library's collection will be fully cataloged, and digitized images of at least 2,110 placed online.—*British Library*, July 23.

CHINA ⑥

A former university librarian has admitted to stealing 143 paintings by famous Chinese artists from a gallery he was in charge of and replacing them with fakes he painted himself. Xiao Yuan, 57, substituted valuable works including landscapes and calligraphies between 2004 and 2006, while working as the chief librarian in a gallery within the library of the Guangzhou Academy of Fine Arts in southeast China. And he was not the only one doing this; he said he had noticed fakes already hanging in the gallery on his first day on the job.—*Epoch Times*, July 21.

JAPAN ⑦

An educational campaign, launched earlier in 2015 by the Yokohama City Board of Education, utilizes sculptures of children made entirely from books. It's a literal representation of the notion that books shape who we are. The sculptures are placed in such educational settings as classrooms and libraries and are accompanied by short phrases like "Read a book. See the world differently." A creative team in Tokyo spearheaded the campaign to recruit more professional librarians.—*Spoon & Tamago*, July 18.

AUSTRALIA ⑧

In Australia, the gender pay gap is worse than in other countries, with women earning almost 19% less than men. But librarians make up the only occupation that reflects any glimmer of hope for closing the gap. The library system doesn't mirror the country's wage gap; upper management roles in libraries are largely dominated by women.—*AOL News*, July 13.

NEWSMAKER: SONIA MANZANO

Sonia Manzano grew up poor in the Bronx and left a home torn by alcoholism and violence to join the cast of *Sesame Street*, where she played Maria for 44 years. She also wrote for the show, earning 15 Emmy Awards. Her memoir, *Becoming Maria: Love and Chaos in the South Bronx*, will be published by Scholastic in October. *American Libraries* spoke with Manzano before her talk at the 2015 Annual Conference and Exhibition in San Francisco.



You once mentioned the importance of seeing *West Side Story* as a child. Could you talk about what it was like seeing representations of yourself in entertainment and what that meant to you?

SONIA MANZANO: When I was a kid, there were no people of color on television or in books. And so I grew up wondering how I was going to contribute to society that didn't see me, because I felt invisible. I couldn't articulate that in my brain as a little kid, but that was the sensibility that I had. And then I saw *West Side Story*, and it was the first time I'd seen Latin people or Latin culture, specifically New York Puerto Rican culture—I'm Nuyorican. I saw what used to be ugly neighborhoods all of a sudden beautified. And I think I had my first inkling of what art was: Art is taking something banal and making it glorious.

Providing representations of lots of different people also seemed to be a goal of *Sesame Street*. Why was the show set in an urban location instead of rural or suburban? Our first target

audience was children in the inner city who were underserved, and we thought that if they learned their basic cognitive skills, they could start kindergarten on an even level with their middle-class peers. It was a very idealistic time. But the first thing we had to do was make sure these children in the inner city could relate to us, and what better way than to have the show come to them from a place that was familiar to them—the stoop in Harlem. We populated the stoop with people of color, Latin people, and Jewish people—like Mr. Hooper, the candy store owner—so these kids could find somebody on television that they could relate to. But I'll go to any farm or suburb in America and I'll say, "Where's *Sesame Street*?" and kids will say, "Oh, it's right here!" even though it doesn't look anything like their neighborhood.

Maria's first job on *Sesame Street* was in the library. Were libraries important to you as a kid growing up in the Bronx? Unfortunately my own experience with libraries was very

little, as it is for kids who grow up in the inner city. There might have been a small library in the public school that I went to, but it had very few books. That's why it's very important to find ways to take books and the library experience to children who don't have that experience. I found sanctuary in stories when they were available to me. The teachers who showed us books are memorable to me. I remember my 5th-grade teacher's every expression because he read *Charlotte's Web* to us. It occurs to me that children today are analyzed, assessed, and tested even before they had the opportunity to experience the joy of thinking or imagining. And it's almost like the last place that they can imagine is through books that librarians bring to them.

On *Sesame Street*, Maria is friends with Oscar the Grouch. What have you learned about working with difficult people? Well, I can tell you that Oscar the Grouch is my favorite character. One, it's easy to write for him because he's negative. And he's nuanced—I can't tell if he's 8 years old or 40 years old. And, what we say on *Sesame Street* is that you just have to get along with people, even if they are grouchy, even if they are difficult. Just accept that that's how they are and you'll have a smoother way of going, which is obviously why Oscar the Grouch exists. ■

Read the full interview with Sonia Manzano at americanlibrariesmagazine.org after September 1.

Improving Retention

Leveraging collections for student success

By Irene Ke, Kristine Greive, and Porcia Vaughn

As our nation and campuses become more diverse, academic librarians are well positioned to play an important role in retaining underrepresented and nontraditional students at our institutions.

The University of Houston (UH) has more than 40,000 students from 137 nations. Among our undergraduates, 26.9% are Hispanic, 19.8% are Asian, 10.2% are African American, and 9.8% are international. Many of them are first-generation or nontraditional students.

UH is changing from a commuter school to a flagship destination research university, and student success is a top priority. Campus initiatives like “UH in 4,” which locks in tuition rates for students committed to following a four-year graduation plan, provide incentives and support for students. But with our six-year graduation rate currently at 48.1% and four-year graduation rate at 22.7%, we need more ways to help students.

That’s where our library stepped in.

Students who visit our library often ask, “Where are the books?” Indeed, with our library’s lower floors devoted to technology and meeting spaces, students rarely see our collections beyond the first floor’s leisure reading. If they don’t already know how to search the catalog and understand the configuration of the book stacks, they won’t find what they need.

For instance, books on study skills and academic success can be powerful tools for students struggling to adjust to university culture.



Books on study skills and academic success can be powerful tools for students struggling to adjust to university culture.

But students first have to be able to find these books. Students who need these types of books the most can often feel the least comfortable navigating the stacks.

When we began thinking about this issue, our books on building study skills and academic success were spread across a wide range of call numbers. Now, after creating a collection that is placed on our high-traffic first floor, we have been able to increase these books’ visibility.

Not only have we pulled existing books related to academic success from their regular stacks, we reinforced the collection with Learning Support Services (LSS), a campus academic counseling and support unit, to find titles that speak to the diverse student groups it works with.

In addition to general titles that promote study skills, like *Orientation to College Learning* (Cengage, 2013), we purchased titles geared toward particular student populations, such as *Getting Ahead as an International Student* (Open University Press, 2009), *The Adult Student’s Guide to Survival and Success* (Practical Psychology Press, 2008), *Studying with Dyslexia* (Palgrave Macmillan, 2012), *Finding Success as a Returning Veteran or Military Student* (Prentice Hall, 2012), and *The Latino Student’s Guide to College Success* (Greenwood, 2001).

We also selected books to help students understand the skills and culture of specific academic disciplines, like *Writing for Engineers* (Palgrave Macmillan, 2005), *Learning Skills for the Science Student* (Brooks/Cole Publishing, 1994), and *Business Degree Success: A Practical Study Guide for Business Students at College and University* (Palgrave Macmillan, 2008).

Our partnership with LSS has extended beyond collection development; we publicize their information and workshop schedules each semester, and LSS sends students to our shelves to find particular resources.

With a 70% checkout rate in the first eight months, the data shows that if students encounter these resources, they will use them. Our greatest challenge is keeping books on the shelf.

As we continue to develop the collection with new funding, we are considering adding mental health and wellness books to support a well-rounded, balanced student. We encourage others to look at their unique campus populations to develop specialized collections that can contribute to student success for all. ■

IRENE KE (ijke@uh.edu) is a psychology and social work librarian; KRISTINE GREIVE (kgreive@uh.edu) is the library specialist for liaison services; and PORCIA VAUGHN (pnvaughn@uh.edu) is biology and biochemistry librarian at the University of Houston.

What They Said

"Why are we treating college students like babies? You're supposed to be challenged in college. We can have our beliefs and still read and discuss things. We don't have to become zealots and say 'This has to be removed, and this has to be removed' and 'You have to be warned here because, oh, my goodness! Oh, my goodness!' There are many, many challenges to books. All you have to do is look at a bulletin of the National Coalition Against Censorship or the ALA's Freedom to Read Foundation newsletter and you will see that there are still plenty of things being challenged. The desire to censor or ban or challenge is contagious."

JUDY BLUME, in *Time* magazine's "10 Questions" (June 8), on the use of trigger warnings in college classrooms.

"If we lose our library, we all lose out, and we will never get it back—it's been a part of my childhood, with storytimes, and craft sessions—and I really don't want to see it disappear. Shouldn't all children be able to access books? Lots of my friends play on their computers and phones, but this can be really unhealthy—our minds need proper exercise with our imaginations being stretched, otherwise who is going to be the next generation of storytellers, or creative developers? I know you are on the other side of the Atlantic, but I'm sure you understand the importance of what we are trying to do."

RHIANNON MORGAN PLOWRIGHT, 13, in a letter to Michelle Obama, quoted in the *Lincolnshire (UK) Echo*, June 17 ("Michelle Obama Receives Letters from Lincolnshire Children About Future of County's Libraries"). Plowright and her younger siblings wrote for help in saving their Deepings, South Lincolnshire, library from

budget cuts after the First Lady said in a speech that libraries are not luxuries or extras that can be passed over while money goes toward other goals.

"I think our libraries are one of the most important institutions in our country, and they're essential.... I go into the great main reading room in the Boston Public Library often, and I'll see nothing but people sitting at those tables looking at their computers. But nonetheless, they're using that library. And I like to remind people that anybody could get a full education, the equivalent of a college education, by just, for free, going to the library. Now, it would help if you had some guidance from someone, but that could be arranged. And I use them all the time. I've used them all my working life and before. And when people get down about the state of American culture, I like to remind them: Don't forget there are still more public libraries in our country than there are McDonald's."

DAVID MCCULLOUGH, author and historian, in the *Martha's Vineyard (Mass.) Times* ("Author David McCullough Gives Credit Where Credit Is Due," July 15), on whether he thinks technology will undermine the importance of libraries to our society.

"For generations now library and government officials have argued that the public library's most important role is to provide access to useful information that develops intelligent consumers and informed citizens—the kind of information Thomas Edison pursued in his public library that, many argue, people can now retrieve on their computers, at home. Public library users, however, show a different set of priorities.... Recent research in the fast-

"Libraries are the lifeblood of communities, breathing energy, giving access, and offering safety and shelter for residents. Communities and civilizations that accept the death of libraries and higher learning will perish."

L. A. PARKER, columnist, on the closing of four library branches in Trenton, New Jersey, because of budget cuts, in "Closing City Libraries Not Part of the American Pie Dream," *The Trentonian*, July 18.

developing field of social neuroscience shows that substantial benefits accrue to those who experience high levels of face-to-face contact, including improved vocabularies, an increased ability to empathize, a deeper sense of belonging, and—most important—a longer lifespan."

Author WAYNE WIEGAND in "All Those Techies Who Predicted the Demise of the Public Library Were Wrong," *AlterNet*, July 16.

"I was an early adopter of the e-reader. The idea of a limitless library in my purse was awesome. I remember going to the library as a kid and walking up to the circulation desk with an armful of books, only to be told that I could only check out 10. Ten?!? Ten was never going to be enough to last me until my next visit."

JUSTINA IRELAND, author of *Vengeance Bound and Promise of Shadows*, in "How I Lost Control of My E-reading," at *BookRiot.com*, May 12. ■

What I Learned

ALA presidential runner-up reflects on the campaign

by Joseph Janes

Hmmm, where was I? Ah yes, running for president. That was, to say the least, quite the ride. I got to meet and talk with lots of great people and share my vision for the profession with many of you, so I have to say I enjoyed most of it. Right up until the end. Losing ... was hard, particularly as close as it was (22 votes, for those who are counting). And I won't lie, it still hurts a little. None of which diminishes my gratitude for the opportunity or my genuine best wishes to President-Elect Julie Todaro for a successful and enjoyable term.

I'm forever asking my students, at revelatory moments, "So what do we learn from this?" Now that the idiomatic shoe is on the other foot, it's my turn: What did I learn?

ALA is a big organization, with lots of constituencies and interests. During the course of the campaign, the other candidates and I were posed numerous questions from various divisions, round tables, groups, bloggers, and press. Fascinating stuff, mainly because many of these questions were quite specifically—even narrowly—focused on matters that are of deep, if not broad, interest. A few of these were of the "What should ALA do about ..." variety, and I knew full well that if any ALA presidential candidate were to say "ALA

should do something about ..." people would scream bloody murder about overreaching.

One theme emerged in numerous guises: concerns about representativeness and diversity. I wholeheartedly agree that we have work to do in recruiting and preparing librarians that better reflect and represent our communities, which

is everybody's responsibility, including mine as an educator. The power and strength of ALA lie not only in its size but also in the scope and

reach of our work and institutions and the commonalities of that work; there is much more that binds us together than divides us.

There is great passion, depth of feeling, energy, generosity, and vitality in our Association, and our profession. There is also great apathy, scorn, anger, disconnectedness, even despair and, most perniciously, indifference. Harnessing the former while counterbalancing and countering the latter is a tall order and absolutely crucial.

I'd like to offer a few words, which will likely sound like sour grapes, but aren't, to the 40,000 eligible folks who didn't vote. We all know that the most popular sport in our Association is kvetching about it, about how it's too unresponsive, too sclerotic, too diffuse, does too much (or too little, or the wrong

things), is too expensive, too dumb, too whatever. True or not, there were four candidates with a wide variety of backgrounds, interests, perspectives, and goals, and there should have been somebody you could support to try to make it better. You didn't vote. Fine, that's your choice, but as my dad always said, "If you don't vote, you can't bitch."

Regardless of how (or if) you voted, I hope more members take an interest and role in the shape and future of ALA. It'll only get better if people of goodwill step up and do the hard and necessary work.

Finally, and most important, I learned what I already knew: that I have great friends. I was buoyed by the support of so many of them, longtime and new, including my colleagues at the University of Washington. One last time, I want to thank all my supporters and everybody who voted for me; I also want to thank the staff at ALA (especially the indispensable JoAnne Kempf in Governance) for their help and professionalism and my fellow candidates for a spirited campaign. And of course my beloved husband Terry, who was there through thick and thin and snow and sun, and who made it all so much easier.

Now, I'm back, ready to find some new kind of trouble to get into ... but that's another story. ■

JOSEPH JANES is associate professor and chair of the MLIS program at the Information School of the University of Washington in Seattle.



The power and strength of ALA lie not only in its size but also in the scope and reach of our work.

Altmetrics, Bibliometrics

Librarians and the measurement of scholarship

by Robin Chin Roemer and Rachel Borchardt

In September 2010, Jason Priem, a doctoral student at the University of North Carolina at Chapel Hill's School of Information and Library Science, was interested in promoting the value of a set of metrics that could describe relationships between the social aspects of the web and the spread of scholarship online. He saw few terms available to describe this diverse group of analytics, so he coined the word "altmetrics."

For practical purposes, the best-known definition of altmetrics, "the creation and study of new metrics based on the Social Web for analyzing and informing scholarship," comes from altmetrics.org, a website set up by Priem and three of his colleagues (altmetrics.org/plosone). Since then, others have questioned the definition and the methods of calculating altmetrics in various scholarly contexts.

More than a decade earlier, changes in information technology and scholarly communication had made the idea of a set of web-based metrics for measuring impact a tempting proposition—not only for scholars but also for publishers, toolmakers, and librarians. However, Priem's positioning of altmetrics as an alternative to citation-based bibliometrics created an immediate set of obstacles for the movement.

Bibliometrics, originally defined as a set of quantitative methods used to analyze scholarly literature, have been around since the early 1960s.

These measures are largely concerned with counting and track-

ing journal article citations. Because journal articles tend to cite other journal articles, the major providers of bibliometrics are closely connected to established indexers of scholarly journals, such as Thomson Reuters, Scopus, and the increasingly popular Google Scholar Metrics.

In the STEM fields particularly, article-based productivity metrics are commonly accepted for purposes of evaluation and benchmarking. However, for scholars in areas that emphasize scholarly monographs over journal articles, such as the humanities, bibliometrics wield significantly less clout. The same goes for scholars whose research portfolios go beyond the bounds of traditional citation, such as the fine arts.

Although the field of altmetrics may have been positioned originally as an alternative to the filtering systems offered up by print- and citation-based bibliometrics, both approaches seek insight from the quantitative analysis of information related to scholarly output and publication. This similarity has not, however, prevented occasional periods of tension between the two fields' respective followers.

As altmetrics have emerged and continue to grow and evolve, so too has the role that academic librarians play in supporting altmetrics,



As librarians, we are natural leaders in the field of altmetrics.

bibliometrics, and citation impact, from support to

professional use to advocacy. It's a familiar role. Impact factor, a measure of the average number of citations to recent articles in a given journal, was created as early as 1955 for use by librarians in making collection development and retention decisions. Libraries continue to bear primary responsibility for acquiring bibliometric tools, notably Web of Science, *Journal Citation Reports*, and Scopus, and training researchers in their use. Support for these tools extends to academic social networking, institutional repositories, and the web services CiteULike and Mendeley.

Librarians are supporting and interacting with altmetrics in such areas as acquisition, evaluation, outreach, training, and collection development. As librarians, we are natural leaders in the field of altmetrics because of our skills with these tools and our relationships with various groups in the academic community. Our historic connections across departments make us a neutral voice, able and willing to advocate for the needs of others. ■

ROBIN CHIN ROEMER is instructional design and outreach services librarian at University of Washington. RACHEL BORCHARDT is science librarian at American University. This article is adapted from their *Library Technology Report* on "Altmetrics," vol. 52, no. 5.

It's Not Us Versus Them

Unpacking resistance to change

by Meredith Farkas

I came into my first professional library job filled with ideas and enthusiasm. I wanted to change everything. I figured that with my fresh knowledge of current trends in libraries and technology, I was perfectly positioned to shepherd lots of innovative changes at my new job. Never mind the fact that I knew very little about the institutional culture or the patrons and their needs; I was a change agent!

The level of hubris I had—and probably exhibited—back then embarrasses me today. I'm sure everyone probably feels that way looking back on their shiny new-to-librarianship selves. Luckily, I had patient and understanding colleagues who were, by and large, pretty game to try new things.

These days, I cringe when I read things that accuse experienced librarians of being against progress or innovation in libraries. Yes, some people in this profession fear and fight change in any form, but painting everyone who resists specific changes with such a broad brush is an overgeneralization.

Resistance to new ideas has many causes. Some colleagues may be reasonable and some not, but writing them off as being change-averse simply creates an “us versus them” dichotomy that will not help anyone move forward.

Sometimes the idea itself is brilliant but a bad fit for the setting. It's easy to get excited about something another library is doing and want to

replicate it at your own. I remember early on trying to implement social technologies like blogs as a communication mechanism at my library before I even understood how people communicated there. Not surprisingly, no one took to them. But two years later when we needed a way for librarians to create research guides without knowing HTML, a wiki was a great fit. The problem wasn't social technologies; it was trying to solve problems that didn't exist.

Sometimes change resistance comes not from the quality of the idea but from the way it's presented. Organizational culture is the shared values and unwritten rules about how the organization works and how things get done. Whether the organizational culture is functional or not, it cannot be ignored. Learning and working within the culture is critical for change leadership. Ambiguity can also trigger resistance, so provide clarity on what it will take to create the change and what is required of each individual. Just because your vision is clear to you doesn't mean it's clear to your colleagues. The *Harvard Business Review* article “Leading Change: Why Transformation Efforts Fail” (bit.ly/chngghbr) illustrates many additional ways we can sink (or save) our own ideas.



I cringe when I now read things that accuse experienced librarians of being against progress or innovation in libraries.

I've more recently had the chance to be on the other side: resisting a change I didn't think was good for our patrons. Years ago, when advocating for improvements to a library

instruction space, a colleague suggested that we buy iPads and a cart to wheel across campus to classrooms. What appeared to be the innovative choice was a bad one for us for a variety of pedagogical and logistical

reasons. Given our understanding of our patrons' technology skills and the mobile unfriendliness of many online research tools, it wasn't a good fit. But to the person who was relatively new to the library and keen on implementing mobile technologies, it may have appeared that we were against progress.

I still go into every new job and new academic year full of ideas and enthusiasm. I also understand the importance of learning how patrons use the library and what they need from it, as well as working within the organizational culture.

In the end, change is not just about doing cool stuff; it's about providing a better experience for our patrons. ■

MEREDITH FARKAS is a faculty librarian at Portland (Oreg.) Community College and a lecturer at San José State University School of Library and Information Science. She blogs at *Information Wants to Be Free*. Email: librarysuccess@gmail.com

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2015 ALA AWARD WINNERS



**Honoring
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and leadership
in the library
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The American Library Association (ALA) recognizes the achievements of more than 200 individuals and institutions each year with a variety of awards. This year's award winners, chosen by juries of their colleagues and peers, are distinguished for their leadership and vision, as well as their continued commitment to diversity, equality, and intellectual freedom. This selection represents only a portion of those honored in 2015; see more award winners at ala.org/awardsgrants.



Beverly P. Lynch

BETA PHI MU AWARD of \$1,000 is for distinguished service to education for librarianship.

DONOR: Beta Phi Mu International Library Science Honorary Society

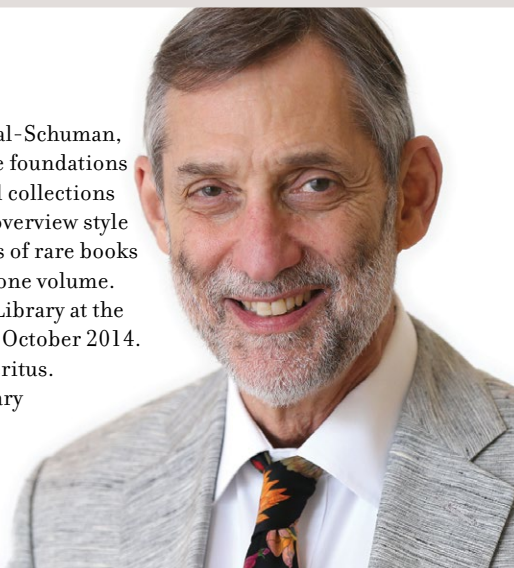
Lynch, a senior faculty member in UCLA's Department of Information Studies, has consistently excelled as a professor and leader. She has published a number of books and articles on library education, systems of higher education, and knowledge management. After serving on the board of the Rare Book School at the University of Virginia, Lynch helped create the California Rare Book School in 2005 and worked with an advisory committee composed of leaders in research libraries, rare books and manuscripts, and the antiquarian community. For the past 25 years, she has served as director of UCLA's Senior Fellows Program. In 1985, Lynch began her term as ALA's 100th vice president/president-elect. She has served on the board of the Center for Research Libraries and was also executive director of the Association of College and Research Libraries (ACRL).

Sidney E. Berger

ABC-CLIO AWARD FOR THE BEST BOOK IN LIBRARY LITERATURE award of \$2,500 recognizes those who improve management principles and the practice, understanding, and application of new techniques, or who further the education of librarians or other information specialists.

DONOR: ABC-CLIO

Rare Books and Special Collections, published by ALA Neal-Schuman, provides a broad yet comprehensive examination of the foundations and practices that are integral to rare books and special collections librarianship. This book was selected for its in-depth overview style that effectively captures and discusses the key elements of rare books and special collections principles and management in one volume. Berger was the Ann C. Pingree director of the Phillips Library at the Peabody Essex Museum in Salem, Massachusetts, until October 2014. He continues to work with the museum as director emeritus. Berger also teaches at Simmons College School of Library and Information Science and the College of Arts and Sciences, and he is an adjunct professor at the Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign.



Camila A. Alire

EQUALITY AWARD of \$1,000 honors an outstanding contribution that promotes equality in the library profession.

DONOR: Rowman & Littlefield Publishing Group

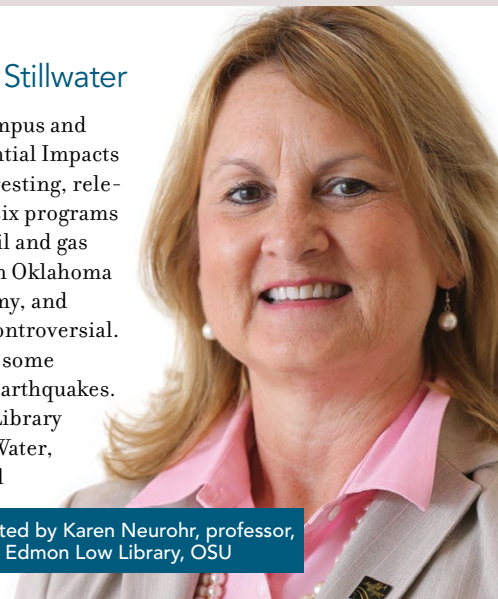
Alire has encouraged and inspired librarians and library staff to join in the struggle for equality throughout her career. Her leadership roles in ALA, ACRL, Reforma, and myriad other library organizations have been models for promoting gender and racial equality. Her ALA presidency (2009–2010) focused on inclusion for all segments of the profession, enhancing the Spectrum initiative, and advocacy for all library staff. Her books, articles, courses, and presentations have promoted diversity throughout the world. Alire is dean emerita at the University of New Mexico in Albuquerque and Colorado State University in Fort Collins. She is adjunct professor of practice in the PhD program in managerial leadership at Simmons College in Boston and has been an adjunct professor for San José (Calif.) State University Library and Information Science's executive MLIS managerial leadership program. She served as dean of libraries at the University of Colorado at Denver and worked as a community college library director, special library director, school librarian (K–12), and assistant to the dean/instructor at the University of Denver's LIS program.

Oklahoma State University Library | Stillwater

ALA EXCELLENCE IN LIBRARY PROGRAMMING AWARD of \$5,000 recognizes a library that demonstrates excellence in library programming by creating a cultural/thematic program type or program series that engages the community in planning, sponsorship, and/or active participation, addresses an identified community need, and has a measurable impact.
DONOR: ALA Cultural Communities Fund

The Oklahoma State University (OSU) Library and its campus and community partners created “Science Café at OSU: Potential Impacts of Oil and Gas Exploration,” a series that highlights interesting, relevant, and current science-related research. Altogether, six programs with a total attendance of 521 were held on the topic of oil and gas exploration, including hydraulic fracturing (fracking). In Oklahoma the oil and gas industry is important to the state’s economy, and fracking is prevalent. However, this drilling process is controversial. Some oppose it for safety and environmental reasons, as some research has shown a correlation between fracking and earthquakes. Programs held at the OSU Library and Stillwater Public Library included “Hydraulic Fracturing: Implications for Land, Water, and Communities,” “Drilling Basics,” “Communities and Housing,” “Costs and Benefits,” and a forum. Presentations were delivered by OSU scientists and speakers from various cities in Oklahoma.

Accepted by Karen Neurohr, professor,
Edmon Low Library, OSU



James V. Brown Library | Williamsport, Pennsylvania

GALE CENGAGE LEARNING FINANCIAL DEVELOPMENT AWARD of \$2,500 is presented to a library organization that exhibits meritorious achievement in creating new means of funding for a public or academic library.
DONOR: Gale Cengage, Inc.

The James V. Brown Library in Williamsport, Pennsylvania, developed an annual fundraising campaign that allowed patrons to “Own a Day” at the library to honor or memorialize someone, or to celebrate a birthday or anniversary. The honoree’s name is placed on the library’s website, the calendar of events, and on all the receipts for that day. In 2013, the library hoped to sell 120 days to raise \$12,000. They were able to meet this goal and increase the amount of participation each year. As of 2015, they are on track to keep up or expand the program, with 120 dates already spoken for. Each year has seen a growth in the number of sponsored days, with more than \$69,000 raised since the program’s inception in 2010. The program works as a supplemental revenue stream to maintain services while it strengthens ties to the community: Patrons make a point of coming in on their special day to take pictures of the digital displays, reinforcing a sense of ownership and pride in the library.

Accepted by Robin Glossner,
development director



Ohio Library Support Staff Institute | Cincinnati

H. W. WILSON LIBRARY STAFF DEVELOPMENT GRANT awards \$3,500 to a library that demonstrates merit in a staff development program that furthers the goals and objectives of the library organization.
DONOR: H. W. Wilson Company

The Ohio Library Support Staff Institute (OLSSI) created a cooperative venture to provide professional development opportunities for support staff from academic, public, school, and special libraries throughout Ohio. The program’s focus is to develop and train library support staff to become good supervisors and to serve their patrons better. With this grant, the OLSSI plans to provide attendees interested in library supervision with some basic skills needed to motivate employees, evaluate performance, navigate the implementation of library policies, and determine their own best management style. All attendees can attend the supervisory track, but especially the five library support staff who apply for a \$275 scholarship with the supervisory track in mind. Attendees will evaluate the sessions, and there will be follow-up with participants to see how many have taken on supervisory responsibilities in the year following the institute and/or how many applied for a supervisory position.

Accepted by Linda Dobb, university librarian,
California State University—East Bay



Sally Goode

Landis Intermediate School Library | Vineland, New Jersey

ALA/INFORMATION TODAY, INC. LIBRARY OF THE FUTURE AWARD of \$1,500 honors a library, library consortium, group of librarians, or support organization for innovative planning for, applications of, or development of patron training programs about information technology in a library setting.

DONOR: Information Today, Inc.

When Landis Intermediate School used its state grant to purchase technology for classrooms, Goode, Landis media specialist, saw an opportunity to create a model for schools to embrace everyday technology and weave it throughout curricula. The model asked teachers to consider pedagogy before technology. Teachers first considered learning outcomes, curricular goals, and student engagement across subject areas. Goode introduced a variety of technologies and how they might be used to engage students, allow them to demonstrate learning in subjects in which she did not possess expertise, and connect skills to life and careers. As teachers began to incorporate technologies into their lessons, Goode worked individually with both teachers and students to help them use the technology. Her efforts have not only made her an asset to her school and district but also the model for all the innovative things that media specialists and librarians can do with their unique skill sets.



James G. Neal

JOSEPH W. LIPPINCOTT

AWARD of \$1,500 is presented annually to a librarian for distinguished service to the profession of librarianship, such service to include outstanding participation in the activities of the professional library association, notable published professional writing, or other significant activity on behalf of the profession and its aims.

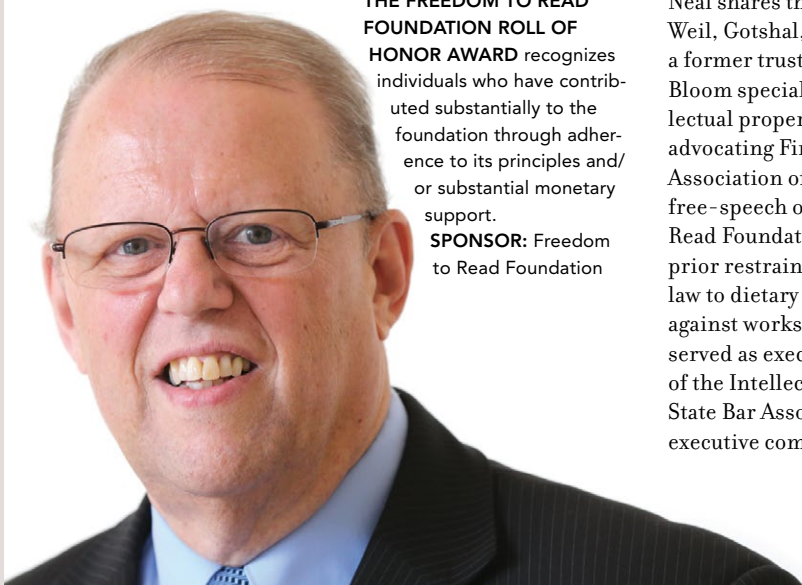
DONOR: Joseph W. Lippincott III

Neal, recently retired vice president for information services and university librarian at Columbia University, is a key leader in the library community as an advocate for intellectual freedom and the role of libraries in First Amendment and freedom of information issues. Previously, he served as the dean of university libraries at Indiana University and Johns Hopkins University and held administrative positions in the libraries at Penn State University, University of Notre Dame, and the City University of New York. He has represented the American library community in testimony on copyright matters before Congress, was an advisor to the US delegation at the World Intellectual Property Organization diplomatic conference on copyright, has worked on copyright policy and advisory groups for universities and for professional and higher education associations, and during 2005–2008 was a member of the US Copyright Office Section 108 Study Group.

THE FREEDOM TO READ FOUNDATION ROLL OF HONOR AWARD recognizes individuals who have contributed substantially to the foundation through adherence to its principles and/or substantial monetary support.

SPONSOR: Freedom to Read Foundation

Neal shares this award with Jonathan Bloom, counsel to Weil, Gotshal, and Manges LLP in its New York office and a former trustee of the Freedom to Read Foundation. Bloom specializes in media, First Amendment, and intellectual property law. He has written amicus briefs advocating First Amendment rights on behalf of the Association of American Publishers and other media and free-speech organizations, including the Freedom to Read Foundation, in appeals involving Son of Sam laws, prior restraint, the application of consumer protection law to dietary advice publications, and defamation claims against works of satire and fiction. Since 1998 he has served as executive editor of *Bright Ideas*, the newsletter of the Intellectual Property Law Section of the New York State Bar Association, and as a member of the section's executive committee.

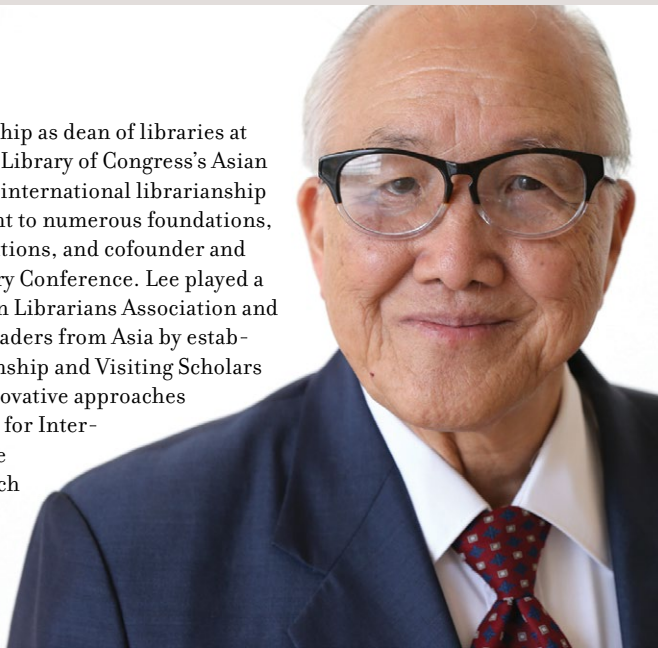


Hwa-Wei Lee

MELVIL DEWEY MEDAL and \$2,000 are awarded for creative professional achievement in library management, training, cataloging and classification, or the tools and techniques of librarianship.

DONOR: OCLC

Among Lee's achievements are his leadership as dean of libraries at Ohio University; his tenure as chief of the Library of Congress's Asian Division; and his leadership in advancing international librarianship as a librarian, Fulbright scholar, consultant to numerous foundations, administrator, author of dozens of publications, and cofounder and moving spirit behind the China-US Library Conference. Lee played a vital role in creating the Chinese American Librarians Association and helped train a new generation of library leaders from Asia by establishing the International Librarians Internship and Visiting Scholars Program. He is also recognized for his innovative approaches to building collections, such as the Center for International Collections and Overseas Chinese Documentation and Research Center, which he established at Ohio University, and the Asian American Pacific Islander collection, which he initiated at the Library of Congress.

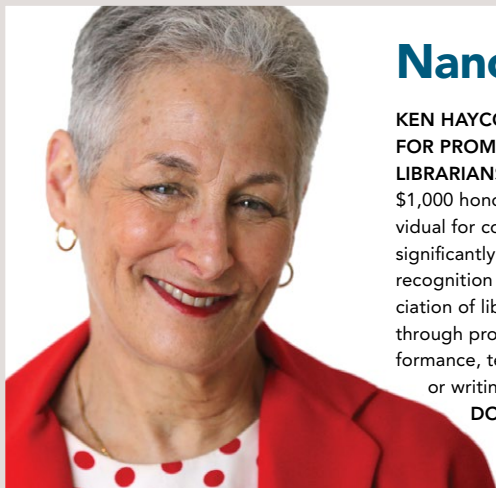


Nancy C. Kranich

KEN HAYCOCK AWARD FOR PROMOTING LIBRARIANSHIP of \$1,000 honors an individual for contributing significantly to the public recognition and appreciation of librarianship through professional performance, teaching, and/or writing.

DONOR: Ken Haycock

Kranich, special projects librarian and lecturer at Rutgers University, has worked tirelessly for the advancement of the library profession for more than 40 years. Kranich not only engages her students and ALA members in the fight for a fair and equitable information society but also articulates these values in testimony before Congress on our behalf. She has actively participated in the ALA and served as 2000–2001 president. Kranich holds a master's degree in library science from the University of Wisconsin–Madison and a master's in public administration from New York University. Since 1973, she has worked in academic and public libraries and as a library educator.

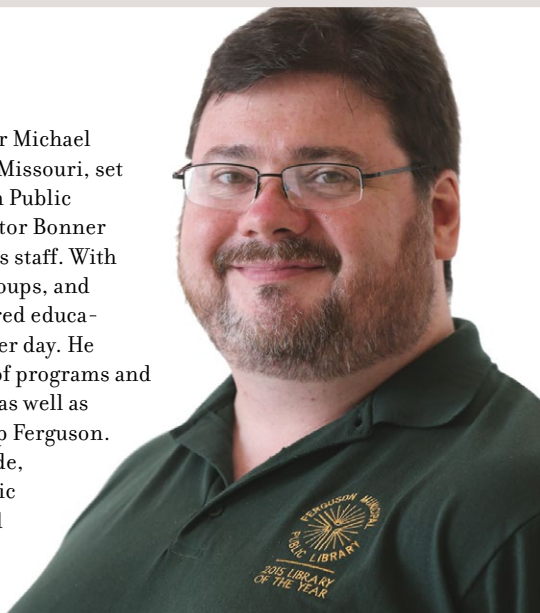


Scott G. Bonner

LEMONY SNICKET PRIZE FOR NOBLE LIBRARIANS FACED WITH ADVERSITY annually recognizes a librarian who has faced adversity with integrity and dignity intact. The honoree receives \$10,000 and an odd object from author Daniel Handler's private collection.

DONOR: Daniel Handler (Lemony Snicket)

On August 9, 2014, the shooting of unarmed teenager Michael Brown by police officer Darren Wilson in Ferguson, Missouri, set off a string of protests and civil unrest. The Ferguson Public Library remained open and engaged, thanks to director Bonner and the vital and tireless work of every member of his staff. With the help of volunteers, Teach for America, church groups, and local educators recruited by Bonner, the library offered educational programming and served up to 200 children per day. He organized community groups to offer a broad range of programs and services to help individuals and businesses recover, as well as hosted many nonprofit organizations working to help Ferguson. With donations from nearly 13,000 people nationwide, Bonner developed a library collection focused on civic engagement, diversity, the history of civil rights, and trauma recovery.



Nathan Scott

PAUL HOWARD AWARD FOR COURAGE of \$1,000 honors a librarian, library board, library group, or individual biannually for exhibiting unusual courage benefiting library programs or services.

DONOR: Paul Howard Memorial Fund

Scott is a library assistant for security at Florida State University's Stroz Library in Tallahassee. He is recognized for his actions on the night of November 20, 2014, during an active shooter situation. Despite being shot in the leg and at great risk to himself, he ran from the front desk in the lobby, past the security barriers, and inside the library proper to warn others. With the door locked and patrons and staff taking cover, his actions inarguably helped save lives. His goal as a library assistant for security was to protect library patrons, and his quick actions did just that.



SCHNEIDER FAMILY BOOK AWARDS of \$5,000 honor authors or illustrators for a book that embodies an artistic expression of the disability experience for children and adolescent audiences. Recipients are selected in three categories: young readers (ages 0–8), middle readers (ages 9–13), and teen readers (ages 14–18).

DONOR: Katherine Schneider

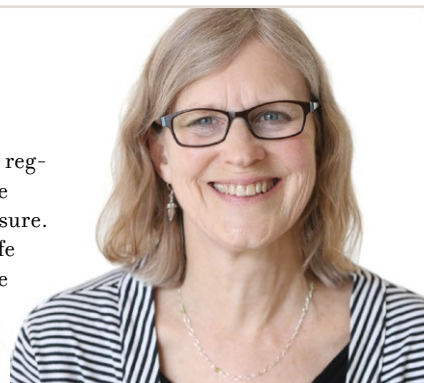


Gail Giles

The teen award winner is *Girls Like Us*, written by Gail Giles. After completing their high school's special education program, Biddy and Quincy are placed as roommates—to Biddy's delight and Quincy's horror. Through unflinching dual points of view, these young women discover that they have much to gain and learn about life from each other, including a sense of family.

Ann M. Martin

Rain Reign, written by Ann M. Martin, won the award for best middle school title. Rose's life is regulated by rules, her love for her dog Rain, prime numbers, and homonyms, in almost equal measure. When a superstorm causes a tumult in Rose's life and that of her community, she is faced with the need to make a courageous choice.



Alan Rabinowitz and Catia Chien

A Boy and a Jaguar, written by Alan Rabinowitz and illustrated by Catia Chien, won the award for young children. As a young boy growing up in Brooklyn, Rabinowitz felt alienated because of his uncontrollable stutter. Relief comes when speaking to animals: He vows to be their voice and keep them from harm. Making good on that promise, Rabinowitz advocates on behalf of the jaguars of Belize.

Chien is an artist and children's book illustrator originally from São Paulo, Brazil; she lives in New York City.



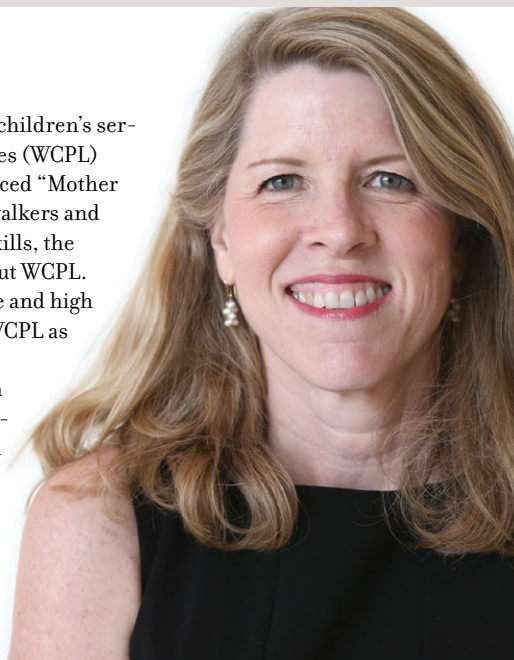
Ann Burlingame

SULLIVAN AWARD FOR PUBLIC LIBRARY ADMINISTRATORS SUPPORTING SER- VICES TO CHILDREN

is given to an individual who has shown exceptional understanding and support of public library service to children while having general management, supervisory, or administrative responsibility that has included public service for children in its scope.

DONOR: Peggy Sullivan

Deputy Director Burlingame's leadership and focus on children's services have benefited Wake County (N.C.) Public Libraries (WCPL) patrons and the community tremendously. She introduced "Mother Goose Time" at the North Regional Library, giving prewalkers and adult caregivers the opportunity to gain early literacy skills, the model for "Baby Storytime" currently offered throughout WCPL. "The Teen Library Corps," a service program for middle and high school students, has been expanded to all libraries in WCPL as the "Teen Leadership Corps." Burlingame ensured that every library branch had a dedicated professional youth services librarian on staff. WCPL rolled out the early literacy program "Every Child Ready to Read (ECR2R)" in large part due to Burlingame's revitalization of youth programming. WCPL launched "Every Teen Ready to Lead" in 2014, providing tweens and teens a chance to take leadership roles while volunteering in programs, such as "Reading Buddies" and "Homework Help" offered for younger children.



Phil Klay

**W. Y. BOYD LITERARY
AWARD FOR EXCEL-
LENCE IN MILITARY
FICTION** of \$5,000 is given to the author of a military novel that honors the service of American veterans during a time of war.
DONOR: William Young Boyd II

Author and Marine veteran Klay's *Redeployment* is a compelling collection of short stories about the wars in Iraq and Afghanistan. The author's writing takes the reader into the depths of war through the eyes of the soldiers who are doing the fighting, and the officers and civilian bureaucrats who are in charge of the troops and the reconstruction. His stories cover all aspects of the war—from the chaos of the fighting to the work of the mortuary officer after a battle to a chaplain trying to understand through religion to the work of a civilian trying to help rebuild Iraq and finding the bureaucracy to be unyielding. Klay portrays soldiers as they try to cope with stress of fighting and what happens when they try to return to normal life. This graphic collection of stories of war should be required reading for understanding the types of war that American soldiers are now fighting.



Judith Wines

**SCHOLASTIC
LIBRARY PUBLISHING
AWARD** of \$1,000 honors a librarian whose unusual contribution to promoting access to books and encouraging a love of reading for lifelong learning exemplify outstanding achievement in the profession.
DONOR: Scholastic Library Publishing

Wines, director at the Ravena-Coeymans-Selkirk Community Library in Ravena, New York, was nominated for her extensive programming and outreach efforts at the Altamont (N.Y.) Free Library. In response to a direct need, she developed programs such as "Create Your Skate" and "Boards to Books," which engaged preteen youth with an interest in skateboarding. She provided preteens with materials to build their own skateboards and a place to skate in a nearby park. In exchange, the youth developed afterschool and summer reading programs. Other programs she developed include "Junior Iron Chef" and connecting young people with local professionals, such as a juggler, a comic book illustrator, and a microbiologist. Wines has been the library director at Altamont Free Library and an adjunct instructor at Bryant and Stratton College. She has also been a teacher in the Upward Bound and Peace Corps programs.





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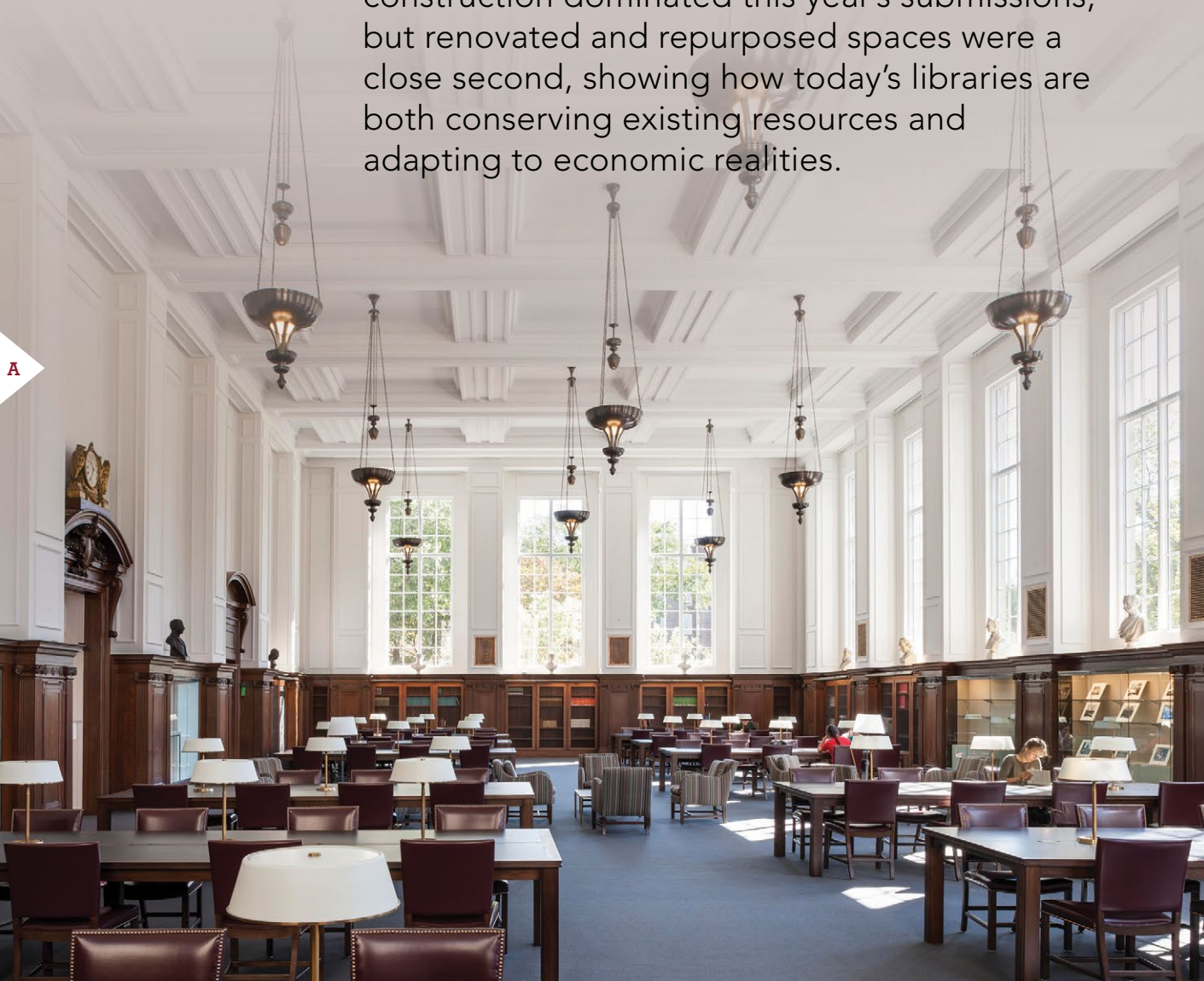
Steelcase®
EDUCATION



From the **PAST,** the **FUTURE**

By Phil Morehart

Welcome to the 2015 Library Design Showcase, *American Libraries'* annual celebration of new and renovated libraries. These are shining examples of innovative architecture that address user needs in unique, interesting, and effective ways. New construction dominated this year's submissions, but renovated and repurposed spaces were a close second, showing how today's libraries are both conserving existing resources and adapting to economic realities.



A



RENOVATING HISTORY

The John Hay Library, Brown University, Providence, Rhode Island

A Built in 1910, the John Hay Library at Brown University was brought into the present with recent renovations. In addition to enhanced research spaces in the main reading room and special collections room, the library added a new ADA-accessible entrance and safety and security features that are integrated into the historic building's original architecture.

PROJECT: Renovation

ARCHITECT: Selldorf Architects

SIZE: 78,961 square feet

COST: \$15 million

PHOTO: Brown University

Sawyer Library at Stetson Hall, Williams College, Williamstown, Massachusetts

B The massive library complex at Williams College is a marriage of the traditional and modern. After demolishing a 1970s-era library building, the college united the historic Stetson Hall with a modern five-story facility housing the new Sawyer Library, the Chapin Library of Rare Books, and the Center for Education Technology.

PROJECT: Renovation and expansion

ARCHITECT: Bohlin Cywinski Jackson

SIZE: 178,000 square feet

COST: \$66.8 million

PHOTO: Peter Aaron

Mary Helen Cochran Library, Sweet Briar (Va.) College

C Renovations to the 1929-built Mary Helen Cochran Library restore the building to architect Ralph Adams Cram's original vision. A 1967 wing that obscured Cram's design was replaced with a structure built from masonry, slate, and brick used throughout campus. The addition enhances sightlines to campus and increases interior natural lighting by opening up windows blocked by the old construction.

PROJECT: Renovation and expansion

ARCHITECT: VMDO Architects, P. C.

SIZE: 54,000 square feet

COST: \$8.8 million

PHOTO: Ansel Olsen



REPURPOSED

Southeast Branch, Nashville Public Library, Antioch, Tennessee

D The Southeast Branch of Nashville Public Library is housed in a former J. C. Penney department store. Sharing the space with a community center, it has a makerspace with 3D printer and a 24-hour-accessible lobby with touchscreen displays to access downloadable materials.

PROJECT: Adaptive reuse

ARCHITECT: HBM Architects

SIZE: 25,000 square feet

COST: \$18.4 million

PHOTO: Tonda McKay

Northside Library, Jefferson- Madison Regional Library, Charlottesville, Virginia

E HBM Architects transformed a steel structure built in 1988 that once served as a building supply store into the Northside Library. Warm colors and bright accents disguise the space's former use, and new skylights and a glass wall bring natural light and transparency to the facility.

PROJECT: Adaptive reuse

ARCHITECT: HBM Architects

SIZE: 36,500 square feet

COST: \$11.8 million

PHOTO: Steve Trumbull

Library 21c, Pikes Peak Library District, Colorado Springs, Colorado

F Pikes Peak Library District breathed new life into a space vacant for decades, creating a hands-on learning facility with 3D printers, sewing machines, video game development capabilities, a 400-seat venue for presentations, audio and visual recording studios, and an e-help center.

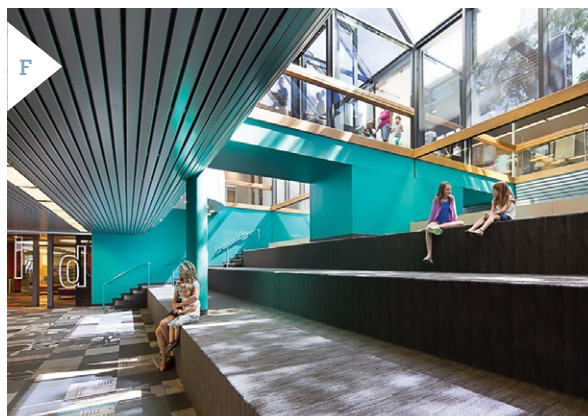
PROJECT: Adaptive reuse

ARCHITECT: Humphries Poli Architects

SIZE: 112,883 square feet

COST: \$10.7 million

PHOTO: Humphries Poli Architects



SHARED SPACES

Clareview Branch, Edmonton (Alberta) Public Library

G The City of Edmonton and Edmonton Public Library joined forces to create a joint branch library and recreation center. The facility has become a transformational force, offering library and learning services and social and cultural activities to a neighborhood with lower-than-average household incomes and rates of secondary education.

PROJECT: New construction

ARCHITECT: Teeple Architects, Inc.

SIZE: 19,316 square feet

COST: \$7.4 million

PHOTO: Tom Arban

Mitchell Park Library and Community Center, Palo Alto, California

H The Mitchell Park Library and Community Center replaces two outdated facilities. Designed with community input, the LEED Platinum-certified building looks to the future with vibrant colors, bold architectural elements, and abundant light. To celebrate the community's heritage, a large existing oak tree in the courtyard has been incorporated into the building's design.

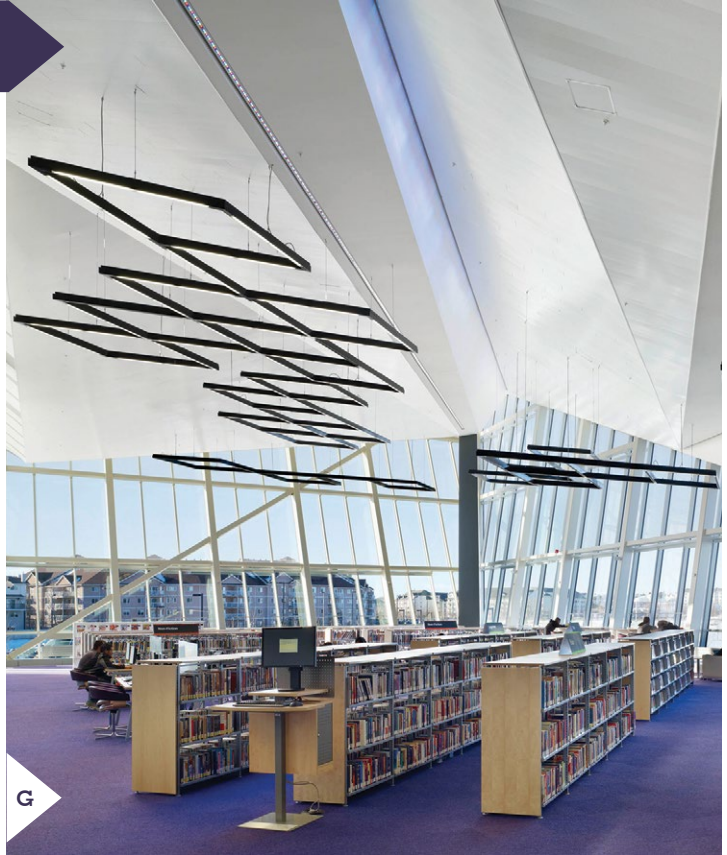
PROJECT: New construction

ARCHITECT: Group 4 Architecture,
Research + Planning, Inc.

SIZE: 56,000 square feet

COST: \$46.3 million

PHOTO: Gregory Cortez





FOR THE KIDS

Central Library, Boston Public Library

I The second floor of the Central Library's Johnson Building has been transformed into a kid and teen wonderland awash in natural light and bright colors. The kids' area features new storytime spaces and a tween area, while the teen area is tech-friendly, with a digital lab, a media lounge, and homework and hangout booths.

PROJECT: Renovation

ARCHITECT: William Rawn
Associates, Architects, Inc.

SIZE: 42,245 square feet

COST: \$16.1 million

PHOTO: Boston Public Library



East Hampton (N.Y.) Library

J East Hampton (N.Y.) Library channels the East Coast's seafaring history into its kids section with a reference desk shaped like a boat, two 10-foot-tall model lighthouses, hanging lights shaped like seagulls, and a local map on the floor complete with a sea serpent and Native Americans canoeing across Peconic Bay.

PROJECT: Renovation and expansion

ARCHITECT: Robert A. M. Stern
Architects, LLP

SIZE: 25,000 square feet

COST: \$6.5 million

PHOTO: Francis Dzikowski/OTTO

A/V TEENS

Main Library, Monroe County (Ind.) Public Library, Bloomington

K Monroe County (Ind.) Public Library transformed its movie and music areas into two state-of-the-art digital creation centers. The ground floor teen space encourages collaboration with its open modular design, while the second floor houses a green-screen video production studio and two soundproof audio recording studios.

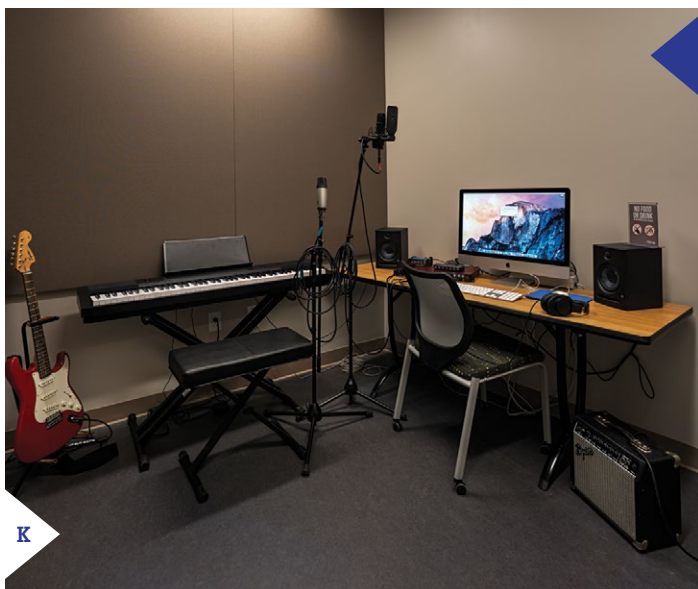
PROJECT: Renovation

ARCHITECT: Christine Matheu, Architect

SIZE: 131,598 square feet

COST: \$633,000

PHOTO: Kendall Reeves/Spectrum Studio Inc.





HIGHER LEARNING

Library Learning Commons, Southern New Hampshire University, Manchester

L Southern New Hampshire University's Library Learning Commons is a large, impressive structure at the heart of the campus. It houses the university's relocated Shapiro Library and features a new innovation lab, a learning center, a makerspace, an IT help desk, and a café.

PROJECT: New construction

ARCHITECT: Perry Dean Rogers | Partners
Architects

SIZE: 50,000 square feet

COST: \$17.3 million

PHOTO: Chuck Choi



Jerry Falwell Library, Liberty University, Lynchburg, Virginia

M The new Jerry Falwell Library is a structure devoted to student activity, with a wide range of flexible spaces to work and socialize. A large learning commons and public areas offer informal gathering spots, while personal study zones and small- to medium-sized group study rooms allow for quiet retreat.

PROJECT: New construction

ARCHITECT: VMDO Architects, P. C.

SIZE: 170,000 square feet

COST: \$50 million

PHOTO: Alan Karchmer



Syracuse (N.Y.) University, College of Law Library

N Natural light streams in through glass window walls on all four sides of the new law library at Syracuse University. Part of a new LEED-certified College of Law building, the library has 44,211 feet of shelving, 300 seats, a 20-seat classroom, eight group study rooms, a climate-controlled rare book room, and is connected to a ceremonial appellate courtroom and public space.

PROJECT: New construction

ARCHITECT: Gluckman Mayner Architects

SIZE: 31,928 square feet

COST: \$100 million

PHOTO: Steve Sartori



AT ONE WITH NATURE

East Roswell (Ga.) Branch, Atlanta-Fulton Public Library System

O The design for the East Roswell (Ga.) Branch Library connects the facility with the surrounding wooded areas, creating a library within the trees. A covered bridge entry leads patrons into a library where open sightlines, stone, wood, other warm natural materials and products, and expanses of glass blur the boundary between exterior and interior space.

PROJECT: New construction

ARCHITECT: HBM Architects

SIZE: 15,200 square feet

COST: \$6.2 million

PHOTO: Tonda McKay



Main Library, East Baton Rouge (La.) Parish Library at Goodwood

P The East Baton Rouge (La.) Parish Library's Main Library takes full advantage of its location within a community park to offer an immersive experience with nature. A three-story glass wall offers views of a botanical garden, while a central plaza connects the library to gardens, soccer fields, and a new café. A rooftop terrace completes the effect.

PROJECT: New construction

ARCHITECT: Library Design Collaborative: A Joint Venture

SIZE: 129,000 square feet

COST: \$42.2 million

PHOTO: Josh Peak

OPEN AND AIRY

The Arthur A. Houghton Jr. Library, Corning (N.Y.) Community College

Q Corning (N.Y.) Community College's Arthur A. Houghton Jr. Library is a hub for student learning that provides ample space for collections, student work, and technology. It also looks like it's light as air when viewed from the outside, with its towering glass walls that reveal large open inside spaces.

PROJECT: Renovation

ARCHITECT: HOLT Architects, P. C.

SIZE: 34,200 square feet

COST: \$7.9 million

PHOTO: Revette Studio





WOW FACTOR

Wolf Creek Branch, Atlanta-Fulton (Ga.) Public Library System

R Designed in collaboration with Fulton County and area stakeholders, the Wolf Creek Branch Library symbolically embodies the progress and connectedness of the deeply rooted African-American community of Wolf Creek. The building blends into its lush surroundings, while features like the striking slanted roof reflect the community's upward mobility.

PROJECT: New construction

ARCHITECT: Leo A. Daly

SIZE: 25,000 square feet

COST: \$7.1 million

PHOTO: Ron Rizzo/Creative Source Photography, Inc.



Bellevue Branch, Nashville (Tenn.) Public Library

S The Bellevue Branch Library reflects a community reenergized after being devastated by a flood in 2010. The building's elongated modular form recalls stacks of books, emphasizing the importance of learning, wonder, collaboration, escape, and critical thinking to community development and revitalization.

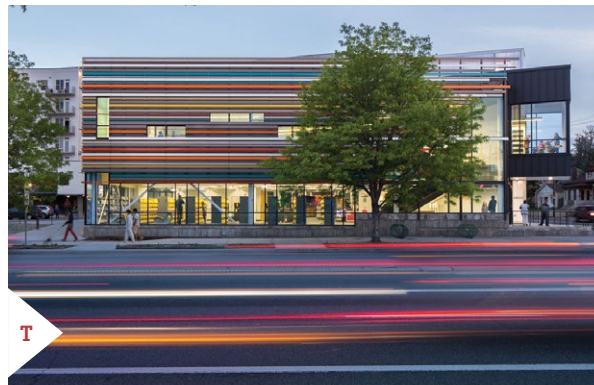
PROJECT: New construction

ARCHITECT: Hastings Architecture Associates, LLC

SIZE: 25,000 square feet

COST: \$6 million

PHOTO: Zach Goodyear/Aerial Innovations



Rodolfo "Corky" Gonzales Branch, Denver Public Library

T The colorful Rodolfo "Corky" Gonzales Branch embraces the "library as greenhouse" concept, with a three-story plenum wall that serves as a light, water, and air filter. The "living" wall bisects the building and safeguards water, facilitates a passive displacement ventilation system, invites and filters daylight into the library, and showcases the building's automated systems to patrons.

PROJECT: New construction

ARCHITECT: Studiotrope Design Collective

SIZE: 27,000 square feet

COST: \$14 million

PHOTO: David Lauer

AIA/ALA Library Building Awards

The following libraries are winners of the 2015 Library Building Awards, sponsored by the American Institute of Architects (AIA) and ALA's Library Leadership and Management Association. The biennial award recognizes distinguished accomplishment in library architecture by an architect licensed in the United States for any library in the US or abroad. The awards were presented at the 2015 ALA Annual Conference and Exhibition in San Francisco.





A Slover Library

Norfolk, Virginia

Newman Architects with
Tymoff + Moss
Photo: Graham Hebel

B Cedar Rapids (Iowa) Public Library

OPN Architects
Photo: Wayne E. Johnson

C The Claire T. Carney Library, University of Massachusetts, Dartmouth

designLAB; Austin Architects
Photo: Peter Vanderwarker

D The Hillary Rodham Clinton Children's Library and Learning Center

Little Rock, Arkansas

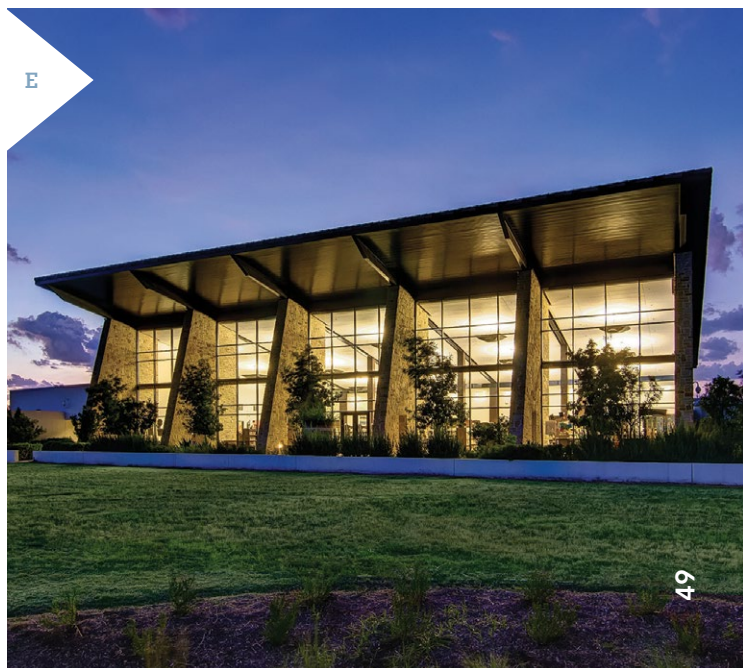
Polk Stanley Wilcox Architects
Photo: Timothy Hursley

E Mission Branch, San Antonio Public Library

Muñoz and Company
Photo: Chris Cooper/Luis M. Garza

F Vancouver (Wash.) Community Library

The Miller Hull Partnership
Photo: Benjamin Benschneider





BETTER **COMMUNICATION,** **SAFER** **FACILITIES**



When I ask library people, “Who is in charge of safety and security for your library?” the most common answer is, “The police department or sheriff’s department.” Some people will say, “The library director,” and a few brave souls will give me the correct answer: “Everyone who works here and even the patrons.”

Safety and security are everyone’s jobs. This includes the library director, every department head, every supervisor, all full- and part-time employees, library board members, Friends of the library members, elected officials, and even patrons—who can and should tell us about safety or security concerns when using our branches.

Safety and security themes

Facility safety and security are big responsibilities and important ones; we’re talking about people’s lives here. Crime, conflict, and violence are real possibilities, so it helps to have some absolutes when it comes to our methods and approaches to keeping staff members and patrons safe. I suggest these five:

- We will treat all patrons with respect, even and especially when we disagree with their behavior. We will accept all patrons, without having to accept their inappropriate behaviors.

- We won’t tolerate crimes, threats, or acts of workplace violence. We won’t wait for events to make smart security improvements. Security and safety at our facilities is a work in progress.

- There should be consequences for patrons who violate the law, our codes of conduct, and our safety and security policies.

- We will offer support and assistance for every employee and every patron who asks for or needs help with safety or security concerns, including bringing in law enforcement.

- As to our work culture, we will agree that asking for help does not mean employees don’t know how to do their jobs with patrons; it just means they need help at that moment. And we will ask all staffers to do their jobs safely, not just do their jobs.

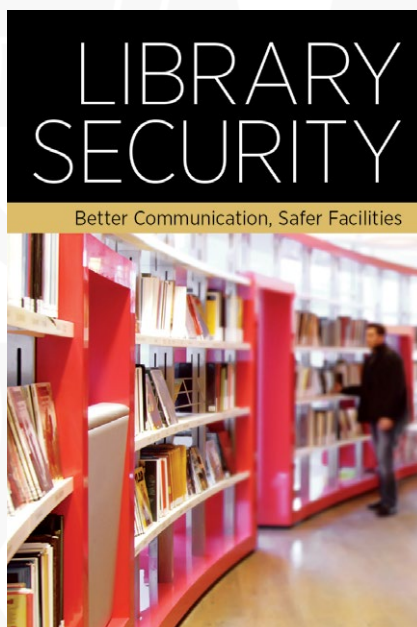
Degrees of alertness

When you’re watching out for one another and keeping safety in mind, you are in what I call Condition Yellow. This refers to your ability to pay attention to your safety and security anytime you’re on the library floor, in the stacks, at the service desk, in transit between the floors of your facility, entering or leaving your facility, or in view of or in contact with the public. Condition Yellow represents an everyday level of alertness, but you must keep in mind the other two security levels: Condition White and Condition Red.

Condition White is best viewed along a spectrum. It serves its purpose when you are on a break, in a safe back office, eating your lunch, chatting with colleagues, or behind the scenes and otherwise not actively engaged with patrons or strangers. Condition White means relax, catch your breath, and energize to finish the day. The

other end of the Condition White spectrum is when you are caught unaware by a situation or a patron’s behavior because you weren’t paying attention and didn’t consider the possibility that he or she would erupt. The operant phrases for the not-good Condition White are: “What just happened?” “I didn’t see that coming.” “I was caught off guard.”

Condition Red gives you two choices: get out of the dangerous situation immediately or, if necessary, protect yourself by fighting back. I prefer the first to the second—as I’m sure your supervisor, library director, human resources representative, municipal attorneys, and joint powers insurance carrier do as well—but I’m not discounting the need to protect yourself physically. Many people have done brave and heroic things to protect



This is an excerpt from *Library Security: Better Communication, Safer Facilities*, by Steve Albrecht (ALA Editions, 2015).

themselves when faced with violence and lived to tell about it, even if they originally had thought they never could.

Three core values for a safer workplace

Three elements can keep you safer (and saner) while you interact with patrons.

Self-protection. You can't take care of others if you're not safe yourself. When working around people you don't

know, it makes good security sense to stay at least an arm's length away until you feel more comfortable coming closer. When people feel crowded, they often react with anger. Give people their space, especially if you see that they are starting to get upset.

Read situations with angry or entitled patrons by examining their tone, facial expressions, and body language for signs that they feel embarrassed, humiliated, or disrespected; maybe there are no good solutions or you see escalating anger or sudden rage. In these events, their next response could be to use violence. If that happens, you have every right to disengage, physically leave the situation, and get help.

You can't just walk away if a patron raises his or her left eyebrow at you, but you are under no obligation to stand at your desk or on the library floor and wait to be assaulted either. Justify why you left to get help after the situation has stabilized.

Anger management and stress management. When it comes to dealing with difficult or challenging patrons, who may use mean words to try to degrade you, your job, or your efforts, always remember QTIP: Quit Taking It Personally.

Most of the time, angry, or entitled patrons aren't mad at you personally; they're mad at what you represent—a public space entity with rules, a code of conduct, and policies they find irritating, chafing, or not meant for them. They don't have the right to abuse, threaten, or harm you, but you will have to use patience, perspective, and customer service skills when dealing with them.

Working smart. You must know what to say, what to do, when to stay or go, whom to call, and how to get help when dealing with challenging patrons. Most times you can use good communication skills to solve a patron's problem; sometimes you just need to get another employee or supervisor with a different approach.

Getting help isn't a bad reflection of your customer service skills. Think about the concept of "the right person for the right patron in the right situation at the right time" as an alignment of sorts. Human beings align and connect with one another for a variety of reasons, including race, age, gender, religion, country of

MAKING SAFETY, SECURITY, AND SERVICE RULES WORK

- Know that a good predictor of future bad patron behavior is past bad patron behavior.
- If you impose no consequences for problem behavior, expect it to stay the same or escalate.
- Don't trade security for convenience. Lock employee-only doors, protect yourself and your colleagues, and use your security devices, policies, and procedures.
- Don't rationalize irrational patron behaviors.
- Don't ignore safety or security problems; they rarely go away.
- Listen carefully to colleagues and patrons as they explain their view of a situation.
- Avoid snap decisions unless it's an emergency situation. Assess several possible responses before you make a decision.
- As best as you can, stay focused and nonjudgmental; don't lose your patience or your temper or become fearful—both hurt the decision-making process.
- Paraphrase what you hear back to the patron until you both agree what the problem is.
- When you understand what the problem is, take action to resolve it quickly by valuing the patron's time.
- Explain your position using firm, fair, consistent, and assertive language.
- Keep your tone neutral and polite. Take special care to not use a condescending tone, especially when you're tired, frustrated, or at the end of your day.
- Work as a team with colleagues on particularly difficult patron situations.
- Get outside help, support, and advice if necessary, especially from safety and security stakeholders (police or sheriff's department, human resources, city attorney, county counsel, risk management personnel, facilities staff).
- After a difficult patron situation, debrief, support, and praise one another when it's safe to do so.

origin, neighborhoods, hobbies, and lifestyles. You can use this to your advantage in service situations by trading off with one another based on who gets along best with the approaching patron.

You've certainly seen this many times: A patron comes in who seems to like you but hates your coworker. Or here comes the patron who can't stand you, and tells you so, but he or she seems to connect with your colleague in a way that's a clear signal for you step away and let them interact. Once you and your colleagues recognize these alignments, you can trade off so that an employee works with certain patrons who align with him or her best. It's not always possible to do this, but when it is, you can choose to go with a patron's flow instead of trying to swim upstream.

A key component of working smart is the ability to document bad behavior, using an informal memo or email to your boss or a more formal approach, like filling out a security incident report.

Here's one example where after-the-fact documentation can help protect your professional reputation: You are speaking on the phone to an increasingly angry patron who starts cursing at you. You warn him that he can't speak to you this way and tell him that if he continues, you'll hang up. If he keeps cursing, keep your promise and hang up. Take a few stress management breaths and then document the conversation, including the actual curse words verbatim.

When this type of patron calls back to complain to your supervisor or shows up in person to meet with your library director, he or she is often wearing a shiny halo and a set of tiny angel wings. This is what the director will hear: "I've never been treated like that in all my years!" or "I was shocked, insulted, embarrassed, and now I'm thinking of speaking to my lawyer." It's important to depict accurately exactly what the person said to help your boss justify why you did what you did.

Posting and enforcing codes of conduct

I say this with love in my heart, but after having looked at dozens and dozens of code-of-conduct rules from libraries across the US, my conclusion is that many of them sound like they were written by city attorneys and not by true library people. The language is stilted, stiff, and almost biblical. ("Thou shalt not consume thy foods in said building.") This is hardly surprising since much about compliance with policies, especially in government, is derived from advice from our legal friends.

Facility safety and security are big responsibilities and important ones; we're talking about people's lives here.

What's best is a patron-friendly code of conduct written so there are no gray areas about what you can and can't do in the library. It should be firm but not sound so legalistic that patrons get a little mad by the time they're done reading it.

I'm always puzzled when library directors or library employees tell me they have behavioral problems in their libraries and yet the only place to find the code of conduct is on a clipboard behind the circulation desk (which no patron has ever actually asked to read) or on the library's website.

Having your code of conduct posted in several highly visible places throughout your library is an important first step toward ensuring continued patron compliance. Hiding these important rules from view is a mistake because it allows patrons to fall back on standard answers about noncompliance: "No one ever told me." "I didn't know I couldn't do or say that." "Other people are doing the same thing." "I've been coming here for a long time, and I always thought I could do this or that."

I'm a big believer in putting the rules of library conduct on large posters that are visible near the entrance and other common areas. I also like changing the language from negative to positive.

"No cellphone calls in the library" should be rewritten as "Please take your cellphone calls outside." "No eating or drinking in the library" can be recast as "Please enjoy your food and beverages before you come inside." You will get better compliance from patrons and create a more welcoming atmosphere by using positive language instead of negative rules. ■



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IT'S ALL IN THE NUMBERS

*Calculating the
growth of
collections
and spaces*

By Ricky Espinosa

In my 25 years of working in libraries, I coordinated many library moves. The question of how much space is needed is a constant concern. Libraries grow and shrink based on the size of their collections.

Calculating the growth of spaces and collections can be a source of anxiety for library managers, who must evaluate the various factors that affect growth from their own perspective. Many times the calculations fail, resulting in a building that is too large or too small.

The costs associated with predictive errors can bleed budgets and cause problems due to the imbalance of resulting space versus demand for library services. In many cases, new spaces have been designed by taking into account only the historical growth (HG) of the library to be moved, leaving out many contributing factors. In other cases, they have considered several factors, but correct proportional weight has not been assigned to them.

THE SIZE OF THE COLLECTION

When building a library or moving an existing one, architects, engineers, and builders must know the actual size of your collection to determine how much space will be needed to house it all. Collections should be measured in a serious, responsible, and accurate manner, and the unit of measurement used should be uniform and shared by architects, builders, and the moving company.

While designing spaces to relocate the collection, we must also take into consideration any other objects that will share the space where the collection will be located. This should include magazines, CDs, DVDs, vinyl albums, and microfiche as well as all documents, files, leaflets, posters, maps, artwork, and manuscripts that are not located on the shelves but will be displayed at the new location.

The following objects are often overlooked but should be considered and included in a space estimation:

- vertical files
- boxes for returning books
- library carts
- card catalogs
- study cubicles
- steps and ladders
- information and reference desks
- small shelves
- microfilm readers
- materials for cleaning and preparation of resources
- tables, chairs, and other furniture
- artworks
- computers, monitors, and printers
- book holders
- any other object or document that will remain with the collection

Changes in the space of a library not only define the building's area but also affect technical and administrative aspects to be modified. These include:

- library and support personnel
- shelf arrangement and installation
- library carts, steps, and other service tools
- tables, chairs, desks, displays, and other furniture
- computers, copiers, printers, and other tech tools
- maintenance of facilities
- budget
- space for growth

COLLECTION GROWTH

Space for growth is what we worry about most often because there are many factors to consider to determine how much will be needed. While you want to get enough space to house the collection and allow for growth, it would be impractical to build with too much unneeded space. You also have to consider how new trends in format changes, especially from paper to digital, might affect those needs.

It would be implausible to think that a library with 50,000 volumes would move to a building with capacity of 5 million, unless offerings and services will change radically. Nor would you want to build a cramped library building because objects and service tools beyond the collection were overlooked.

When considering collection growth, include the mathematical equations and potential format changes, especially if less space is required. The size of the collection, added to the growth that it would exhibit for a certain period of time, defines the space to be occupied during that specific period. The collections developer must be aware of this phenomenon and should guide the library managers on future changes.

When planning spaces to accommodate a collection, you must consider all possible change factors. The most common are:

- publication format changes
- donations
- policies regarding collection development, acquisition

ABBREVIATION KEY

HG = Historical growth
PG = Projected growth
AG = Available growth
ICF = Individual change factor
TCF = Total change factor
CS = Collection size
AS = Available space

CHANGE FACTORS	ESTIMATED GROWTH	INDIVIDUAL CHANGE FACTORS
Format	$100\% - 20\% = 80\%$	0.8
Budget	$100\% + 25\% = 125\%$	1.25
New acquisitions	$100\% + 5\% = 105\%$	1.05
Users' preferences	$100\% + 50\% = 150\%$	1.5
Volume of publication	100%	1
	Total Change Factor (TCF)	1.12 (Σ ICF/n, or 5.6/5)

TABLE 1

tions, selective removal, and use of resources

- administrative policies
- user preferences
- change in budget for new acquisitions

HISTORIC AND PROJECTED GROWTH

Three types of growth should be taken into consideration: historic growth (HG), projected growth (PG), and available growth (AG). When a library undertakes new construction or needs to expand its space, it should project the growth of the collection for a specific period of time and request that the new space meet the demands of the library. However, if the library will be established in an existing enclosure, the growth will be subject to the limits of space. In either case, it is worthwhile to calculate the growth of the collection to plan its arrangement and development.

The HG of a collection is the growth shown during a past and defined period of time and can be expressed in volumes, trays, shelves, or square footage. There is a mathematical relationship between the HG and the PG of a given collection for a given period of time. The individual change factors (ICF) affecting collection growth affect this relationship.

The PG of a collection is an estimate of the increase or reduction in the amount of information resources that collection would exhibit in the future. It also refers to the area, trays, or shelves that the collection would claim as it grows in a defined period of time.

In long-established libraries, PG is traditionally

calculated based on the HG of the collection. Until the beginning of this millennium, it was assumed that a collection would grow more or less uniformly year after year if the ICF remained unchanged. However, with the advent of and growing demand for digital resources, the spatial growth is not exclusively proportional to the amount of information resources that are incorporated into the collection.

To calculate the PG of a collection we use the following equation:

$$PG = HG \times \text{Total change factor (TCF)}$$

In the above equation, PG is the projected growth, HG is the historic growth exhibited by the collection during a particular period of time, and TCF is the value estimated for a future period equal to the historical period considered. The equation has many uses and applications. It projects the growth expressed either in bibliographic resources, trays, shelves, or physical space; it would depend on the unit of preference used to express growth.

Since the HG is given, we just need to calculate the TCF to obtain the PG of that collection. The total change factor is the sum of the ICF divided by the number of factors (n) considered.

$$TCF = \Sigma ICF / n$$

For example:

A collection has shown an overall growth of 160 shelves in the last 20 years. It will move to new premises and library managers are planning the space for the next 20 years of service. Format changes portend a 20% space reduction. However, other factors of change will increase for the same period. The budget for new acquisitions will increase by 25%, a 50% increase of patrons is expected, and now the acquisition policy will allow 5% more books than in the past period. No changes are expected in the volume of publication. (See Table 1 above.)

With a TCF of 1.12, the projected growth will be:

$$PG = 160 \text{ (HG, or shelf growth over the last 20 years)} \times 1.12 \text{ (TCF)} = 179.2 \text{ shelves}$$

Calculating the growth of spaces and collections can be a source of anxiety for library managers, who must evaluate the various factors that affect growth from their own perspective.

COLLECTION	AVAILABLE SPACE (SQ. FT.)	COLLECTION SIZE (SQ. FT.)	AVAILABLE GROWTH (SQ. FT.)	% AVAILABLE GROWTH
Circulation	60,000	30,000	30,000	100%
Reference	16,890	12,400	4,490	36%
Art	6,000	6,000	0	0%
Music	4,800	5,000	-200	-4%

TABLE 2

The library should add about 180 shelves to accommodate the growth of its collection in the next 20 years.

AVAILABLE GROWTH

When a new library is being built or an existing one is relocated to another building, there are two possible scenarios. In the first, the available space in the new building is at least sufficient to accommodate the collection. When this happens, the move is less stressful, since there is confidence that the collection can enjoy the same space it had before, there is no need to reduce the collection, and there will probably be available space for the collection to grow.

In the other scenario, where space is less than it was before, adjustments must be made to deal with the limitations. These adjustments involve a thorough and detailed analysis of the collection prior to relocation, decisions about materials that cannot be carried to the new building, and a lot of stress by anticipating greater discomfort at the new location.

The AG will determine increasing or decreasing the collection according to the space offered. To calculate AG two values are needed: the size of the collection and the building's available space.

Collection size (CS) can be determined by observing the collection's current space. It can be expressed in feet, yards, trays, or shelves.

To determine the capabilities of the new building, you need to start with a sketch that illustrates its space where you can rehearse the arrangement of shelves and furniture in the rooms designated to house the collection. Architects usually do this work with automated software designed for managing and maximizing the use of space.

In large buildings the accommodating models are practically infinite. The most important thing is ensuring the collection flow is logical, simple, and patron-friendly. The distance between shelves, the hallway dimensions, and other details must respect the laws of equal access and adhere to local building codes, as well as aesthetics.

The next step is to calculate the linear space for the accommodation of resources offered by this model, using the unit of measure of preference, for example, yards, trays, or shelves. That will be the available space (AS).

Now, to calculate AG of the collection in the new space, subtract the CS from the AS that will accommodate the collections.

$$AG = AS - CS$$

If the result of the subtraction is positive, there will be space available for growth. If the result of the subtraction is negative, you must reduce the current collection or find another accommodation model that yields a positive result. If the result of the subtraction is zero, it means the collection will fit tight, with no chance to grow in size.

To better appreciate the available growth, it must be expressed in growth percent by dividing the AG by CS. While an acceptable percent of growing space will depend on institutional expectations, usually keeping 30% or more of AG is healthy for a general collection.

In Table 2, the circulation and reference collections are well covered in the new location since they have positive growth, or in other words, room to grow. The art collection would have no possibility of growing (neutral growth), while the music collection staff would have to modify the collection by storing volumes offsite or using shelves located in other collections.

FOLLOW THE GUIDE

These equations should serve as a guide rather than a strict, objective mathematical calculation. Many factors can change their estimations. For example, a projection of future budget can be easily changed by new policies or with the advent of a new institutional administration. Regardless, these formulas are certainly much more accurate and reliable than visual estimates that usually govern many decisions regarding library spaces. Don't trust your eyes only—do the math. ■



RICKY ESPINOSA is a retired librarian from the University of Puerto Rico and former director of the Carnegie Library of San Juan.

Open Access Publishing

By
MARCUS
BANKS

WHAT IT IS **AND** HOW TO SUSTAIN IT

In the past 13 years, open access publishing—in which academic journal content is free for anyone to read online—has moved from a fringe populist movement into the mainstream. Immediate open access could someday become the default publishing model for articles in the biosciences, and perhaps for the humanities and social sciences as well. No one knows for certain if this will happen, much less how or when, but the subscription-based scholarly publishing system that matured prior to the internet appears unlikely to sustain itself indefinitely.

“I really believe open access is not a passing fad,” Mary Ellen Davis, executive director of ALA’s Association of College and Research Libraries (ACRL) division, told an open-access panel at the American Historical Association’s 2014 annual meeting. “I believe open access is a durable feature of the landscape of scholarly communication.” ACRL made its scholarly journal *College and Research Libraries* open access in 2011 and went online-only three years later, “after members begged us to end the print edition,” Davis said.

Advocates for open access argue that online publication costs are lower than those for print, research is often funded by taxpayers, and authors and reviewers work for free. Consequently, advocates contend, the articles should be free to the public and all types of libraries.

Subscription-based publishers have another point of view, and say their value-added services—such as assessing whether articles are sufficiently rigorous and managing the review process—deserve payment. Some publishers also note that the cost per article in their journal packages is very low, though

advocates counter that the absolute cost of most of these packages is high, often with yearly increases.

“Some publishers would be happy if open access were to disappear, except perhaps those who have invested heavily in infrastructure, but at this point they see it as a vehicle for growth, albeit on a small base, in an industry that craves positive results,” Deni Auclair, vice president and lead analyst at Outsell Inc., a research and advisory service, said in a June 11 interview in *The Scholarly Kitchen* blog (scholarlykitchen.sspnet.org). Outsell Inc. released a report in April called *Open Access 2015: Market Size, Share, Forecast, and Trends* (outsellinc.com/store/products/1300). Auclair said that open access is “something publishers can point to and say that they are supporting, even with its lower margins, for the good of science.”

A risk to profits?

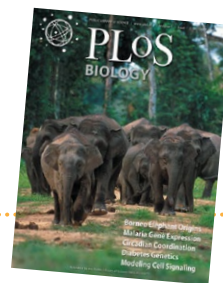
Publishers are not intrinsically opposed to open access, according to David Crotty, a senior editor with Oxford University Press and executive editor of *The Scholarly Kitchen*. He says that open access would be the ideal medium for communicating and sharing scholarly research results, especially in the biosciences. The challenges to implement-

“If open access represents a potential risk or a perceived loss in profits then it is a very tough sell.”

—David Crotty, senior editor with Oxford University Press and executive editor of *The Scholarly Kitchen*



Milestones in Open Access History



2002

The Budapest Open Access Initiative calls for “free and unrestricted online availability,” aka open access. (budapestopenaccessinitiative.org)

2003

The Public Library of Science (now PLOS) begins to publish *PLOS Biology* as a new and prominent open access journal. (plos.org)

The Bethesda Statement on Open Access Publishing defines an open access article as freely available and secured for posterity in a reliable digital repository. (dash.harvard.edu/handle/1/4725199)

ing widespread adoption of open access lie in “finding sustainable ways to cover the costs involved and in how it would work within an academic system that favors secrecy and competition,” Crotty says.

“If open access represents a potential risk or a perceived loss in profits,” he adds, “then it is a very tough sell.” That is because the primary duty for commercial publishers is to the financial interests of their shareholders. Many scientific and scholarly societies rely heavily on funds raised through their journals in order to do work on behalf of their communities, and their survival may be at risk as well.

Publishers emphasize that they need to find a way to make open access work within their own organizational contexts and business models.

At the moment, this usually involves an embargo period in which articles are available only by subscription for a period of time (generally a year) before becoming open access.

This conversation has persisted for more than a decade, and the market has evolved into a mix of fully open access publishers, hybrid publishers who offer some open access titles, and publishers who provide

open access articles alongside subscription-only articles in the same journal.

Collective open access

The Open Access Network (OAN) was launched in 2015 by Lisa Norberg and Rebecca Kennison, the two principals of K/N Consultants, to support open access in the humanities and social sciences. These fields have faced their own challenges; as bioscience subscriptions have consumed an increasing share of library budgets, social sciences and humanities purchases have declined. The OAN is attempting to rectify this through “a collectively supported funding mechanism that would provide broad support for open access publishing and archiving.”

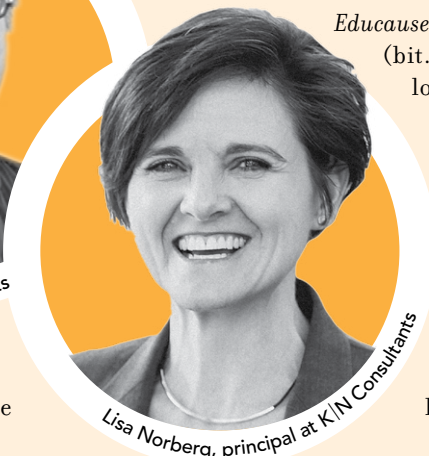
In the OAN, all colleges, universities, and other key stakeholders would contribute to the development of a robust and sustainable scholarly communication infrastructure. Supporting arguments for the OAN are available in “A Scalable and Sustainable Approach to Open Access,”

Educause Review, September 14, 2014 (bit.ly/1JiYgtH). The numerous

logistical, administrative, and technological details that underlie such an endeavor are still under discussion and will evolve. Yet Norberg and Kennison’s proposal is a clear recognition of the fact that there is enough money overall to support open access publishing. The challenge now,



Rebecca Kennison, principal at K/N Consultants



Lisa Norberg, principal at K/N Consultants

Photos: Rebecca Kennison, Erica Beckman; Lisa Norberg, Annika Thiem



2008

The US Congress approves a policy that requires all papers resulting from funding by the National Institutes of Health be made available through PubMed Central (open access) no later than 12 months after publication.

2010

The Scholarly Publishing Roundtable in the US releases a report on how to improve access while respecting interests of publishers, librarians, and researchers. (bit.ly/1KojBJR)

2012

In the UK, the Finch Report lays out a strategy to ensure immediate open access to research funded by the government. (researchinfonet.org/publish/finch)

2013

The US Office of Science and Technology Policy issues a directive that all federal agencies must ensure that the research they fund will be open access. (1.usa.gov/1eIT3UJW)

2014

K|N Consultants launch the Open Access Network, a strategy for cost-sharing and sustainable open access in the social sciences and humanities. (openaccessnetwork.org)



"Scholarly societies hold the key to the next wave of the transition to open access."

—Cameron Neylon, former director of advocacy at PLOS

which is by no means small, is to muster the institutional will to make it happen.

But change must begin with the higher education community, not publishers or scholarly societies. "Scholarly publishing is a service industry," Crotty says. "Companies succeed by best serving the needs of their customers. If institutions and funding agencies change their criteria for career advancement and funding, then publishers will react to meet those needs or be forced to the margins by others who can do a better job."

Expanding scholarship

Scientific societies are well placed to move the gears toward open access, says Cameron Neylon, until recently director of advocacy at open access publisher PLOS. "Scholarly societies hold the key to the next wave of the transition to open access," Neylon says. "They have the brand prestige and communities that new open access journals have had to create from scratch. But they also have a mission to share knowledge."

Many of these scientific societies, he says, "are looking to make the shift but feel like they can't make the sums add up. A new generation of low-cost and open source technologies could make the shift to open access attractive for these publishers and their communities." The continuing evolution of technology—such as cloud-based storage and inexpensive or free editorial management programs—could provide the breakthrough needed. If societies make use of these tools, then open access publishing would be a much less daunting prospect for them.

Another path to open access might be a significant number of cancellations to subscription-based titles that would force publishers to change their business models. But this seems less likely, Neylon says, because "mass cancellations will require librarians to persuade institutional authors (or require authors to persuade librarians, for that matter) that the loss of access in the short term is worth it for longer-term gains." Neylon thinks it is more plausible that scholarly societies will use inexpensive tools to become open access publishers.

So whether the spark for change emerges from academic circles, scientific societies, or cooperative networks, the economics of scholarly communication is at a crossroads—whatever path it ultimately takes will lead to profound changes in the ways that libraries serve the researchers that make use of them and the general public. ■



MARCUS BANKS is a blogger at *Marcus' World* (mbanks.typepad.com). A 2002 MLIS graduate of Dominican University, he became interested in open access as an associate fellow of the National Library of Medicine. The opinions of those he interviewed for this article are not necessarily those of their respective organizations.

GET READY NOW!

THE CONVERSATION STARTS HERE...

ALA MIDWINTER MEETING & EXHIBITS
BOSTON, JANUARY 8–12, 2016

Every day, **libraries transform** lives, communities, and the work we do—and the ALA Midwinter Meeting & Exhibits bring together thousands of library professionals to engage, network, and deepen our understanding of what it means to be a part of a dynamic profession. Current issues to be covered in discussion groups, “News You Can Use,” and other wide-ranging sessions will include trend watching; diversity and inclusion; digital content and ebooks; innovation; books and authors; leadership; public awareness and library advocacy; community engagement; policy news, including ALA Washington Office

updates; and pertinent new research and data.

Attendees at Midwinter engage in the face-to-face committee work that moves projects forward and builds on virtual collaboration, as well as quality conversations with exhibitors on a less crowded exhibit floor. They will return to their libraries and other institutions with the renewed sense of energy generated by in-person events, as well as new tools and ideas for successful innovation and improvements.

Boston is always an exciting host city, with its variety of restaurants (all types of cuisine at a wide range of price points), museums, galleries, shopping, concerts, theaters and shows, and

other cultural options that offer plenty of indoor activity. For those wanting to enjoy outdoor activities, options include winter walking tours or ice skating on Frog Pond.

HIGHLIGHTS

■ **ERT/Booklist Author Forum, RUSA Book and Media Awards Ceremony and Reception**—including for the first time at Midwinter the announcements of the Andrew Carnegie Medals for Excellence in Fiction and Nonfiction—and **Youth Media Awards** announcements for book awards, including Newbery, Caldecott, Printz, Coretta Scott King, and more.

■ **450+ exhibitors** highlighting new and favorite titles, emerging technologies, and new products and services,



DON'T GO HOME EARLY!

CHELSEA CLINTON will be the 2016 Midwinter Meeting Closing Session speaker on **Monday, January 11, 2–3 p.m.** She will speak about her new book, *It's Your World: Get Informed, Get Inspired & Get Going!*, which addresses our biggest challenges, offers ideas for action, and inspires readers of all ages to do their part to make the world a better place. There's more about the project at penguin.com/itsyourworld.



with the popular opening reception on Friday evening. Also in the exhibits: hundreds of authors, events on live stages, signings, ARCs, and more.

■ **Thought leaders and bestselling authors** speaking at the Auditorium Speakers Series, ALA President's Program, Arthur Curley Memorial Lecture, Martin Luther King Jr. Holiday Observance and Sunrise Celebration, and more.

■ **"News You Can Use"** sessions that focus on the latest updates from experts based on new research, surveys, reports, legislation and regulation, projects, beta trials, focus groups, and other data.

■ **ALA Masters and Ignite Sessions**, which feature your colleagues' innovations. Share with peers also at **Unconference**, **Library Camp**, **Networking Uncommons**, and **Kitchen-Table Conversations**.

■ **ALA JobLIST Placement Center** connecting job seekers and employers, with free career counseling.

■ **New in 2016!** "Deep Dive" half-day education sessions for active, participatory learning in a workshop-style setting, Saturday–Monday. CEUs will be available, with registration for each session capped at 25. Advance registration (separate from Midwinter registration) will be required.

Save money when you **BUNDLE** your 2016 ALA Midwinter Meeting & Exhibits and Annual Conference and Exhibition registrations!

GET THE MOST AT THE BEST PRICE—plus priority access for housing. Bundle registration for both events is open from noon Central time, September 9, through noon Central, September 30.

MIDWINTER MEETING-ONLY early-bird registration opens noon Central, October 1.

ANNUAL CONFERENCE-ONLY early-bird registration opens noon Central, January 19, 2016.



WWW.ALAMIDWINTER.ORG | WWW.ALAANNUAL.ORG

For the developing list of speakers and events, and to find out about the in-depth professional development opportunities offered by Midwinter Institutes and the new Deep Dives, visit alamidwinter.org and follow the hashtag #alamw16.

Registration and housing for the ALA Midwinter Meeting & Exhibits is open at noon Central time, October 1, at alamidwinter.org. ■

Need to show how **YOU'LL BE MORE VALUABLE** to your institution after attending ALA Midwinter Meeting & Exhibits? Use the Making Your Case to Attend resources at alamidwinter.org.

Currents

■ Miami-Dade Public Library System named **Gia Arbogast** as director July 14.

■ Miami-Dade Public Library System recently appointed **Raymond Baker** as assistant director.

■ **Brittney Barbour** became librarian at Wilkes County (N.C.) Public Library's Traphill branch in June.

■ **Daniel Barron** retired July 1 as director of Avery-Mitchell-Yancey Regional Library System in Burnsville, North Carolina.

■ **Denise Beaubien Bennett** recently retired as engineering librarian at the University of Florida George A. Smathers Libraries in Gainesville.

■ July 31 **Elizabeth Bird** joined Evanston (Ill.) Public Library as collection development manager.

■ **Lesley Boughton** retired after 17 years as Wyoming State Librarian in June.

■ **Amber Westall Briggs** was promoted to director of Avery-Mitchell-Yancey Regional Library System in Burnsville, North Carolina.

■ June 23 Pflugerville (Tex.) Public Library promoted **Jennifer Coffey** to library director.

■ **Linda Cook** retired as chief executive officer of Edmonton (Alberta) Public Library July 3.

■ New York State Library in Albany has named **Carol Cusano** library development specialist.

■ **Carolyn Della Sala** recently became manager of Somerset County (N.J.) Library System's North Plainfield branch.

■ San Francisco Public Library promoted **Cathy Delneo** to chief of branches in July.

■ In July **Georgianne Doyle** joined Geauga County (Ohio) Public Library as technical services manager.



Gia Arbogast



Carol Cusano



Shelli Dronsfield



MaryEllen Firestone

■ In July **Shelli Dronsfield** joined the Public Library of Cincinnati and Hamilton County as strategic initiatives director.

■ **Maryanne Duffy** was promoted to director of Garwood (N.J.) Free Public Library in June.

■ The State Library of Ohio in Columbus promoted **Andy Ingraham Dwyer** to chief information officer July 27.

■ **MaryEllen Firestone** retired as director of East Brunswick (N.J.) Public Library May 29 after 25 years with the library.

■ **Martin Garnar** became dean of the University of Colorado at Colorado Springs Kraemer Family Library in August.

■ **Diane Gatke** retired July 31 as materials services librarian at Hillsboro (Oreg.) Public Library after 46 years with the City of Hillsboro.

■ **Peggy Griesinger** has been appointed metadata and cataloging librarian at George Mason University Libraries in Fairfax, Virginia.

■ Birmingham (Ala.) Public Library appointed **Angela Fisher Hall** as director in May.

■ **Kathy Hill** retired in June as librarian at Red River High School in Grand Forks, North Dakota.

■ **Ashley Ireland** was appointed dean of libraries at Murray (Ky.) State University July 1.

■ **Stef Johnson** was promoted to director of Butte-Silver Bow (Mont.) Public Library in June.

■ **Benn Joseph** recently joined the Paul V. Galvin Library at the Illinois Institute of Technology in Chicago as head of university archives and special collections.

■ **Madeline Kelly** recently became head of collection development at George Mason University Libraries in Fairfax, Virginia.

■ **Jean Langley** retired June 30 as director of Northborough (Mass.) Free Library after 39 years with the library.

■ July 1 **Carol Lombardo** retired as director of Garwood (N.J.) Free Public Library.

■ **Jeffrey MacKie-Mason** became university librarian at the University of California, Berkeley.

■ Edmonton (Alberta) Public Library promoted

CITED

■ **Charles Edwin Hockersmith**, librarian at Delcastle Technical High School, in Wilmington, Delaware, was inducted in May into the Hall of Fame of the Delaware Army National Guard, from which he retired as command chief warrant officer in 2008.

■ The Northeast Florida Library Information Network awarded **Betsy Simpson**, chair of the Cataloging and Metadata Department at the University of Florida George A. Smathers Libraries in Gainesville, its Distinguished Career Award.

Pilar Martinez to chief executive officer July 4.

■ **John McGraw** became director of Faulkner County (Ark.) Library July 11.

■ June 20 **Ola Norman** retired after 20 years as librarian at Wilkes County (N.C.) Public Library's Traphill branch.

■ The University of Florida's George A. Smathers Libraries in Gainesville has appointed **Allison O'Dell** as meta-data librarian.

■ **Kathleen Rippel** retired as reference and rural services consultant, inter-library loan, and technical services consultant at Central Kansas Library System in Great Bend.

■ June 8 **Marla K. Roberson** became director of academic resources at Greenville (S.C.) Technical College.

■ **Richard Saltzburg** joined the University of Florida George A. Smathers Libraries in Gainesville as Arabic, Slavic, and Germanic studies liaison librarian.

■ **Betsy Simpson** retired as chair of the cataloging and metadata department at the University of Florida George A. Smathers Libraries in Gainesville.

■ **Teri Switzer** retired in August as dean of Kraemer Family Library at the



Kathleen Rippel



Marla K. Roberson

OBITUARIES

■ **Judith A. Hawsworth**, 70, a librarian at All Saints' Episcopal Day School and Madison Rose Lane Elementary in Phoenix for 31 years, died July 4 of pancreatic cancer.

■ **Beth Oljace**, 61, a librarian for Anderson (Ind.) Public Library for 33 years, died May 19. She started in the Technical Services Department before moving to the library's Indiana Room, where she supported genealogy research. She received the community's Andrew Carnegie Award in 2013, honoring outstanding contribution to the improvement of public library services to the community.

■ **Margaret (Maggie) Preiss**, 64, a children's resources and marketing manager for the St. Charles (Mo.) City-County Library District since 1973, died January 18.

■ **Zelantha A. Phillip**, 44, a division manager at Queens (N.Y.) Public Library, died April 20 af-

ter a short illness. She managed a computer center at Queens Public Library, served as project manager for a \$1 million National Science Foundation-funded project, and received the Queens Library Luminary award in 2000 and 2002.

■ **Patience Rogge**, 78, a trustee of Jefferson County (Wash.) Rural Library District for 11 years, died in May. Rogge was an active member of the Washington Library Association, serving as board member and chair of the Washington Library Friends and Trustees Association and representing WLA on the Pacific Northwest Library Association Board. In recognition of her advocacy work, she was named to ALA's National Advocacy Honor Roll in 2005.

■ **Hikyung Yoon Lee**, 80, a librarian at Princeton (N.J.) University for more than 30 years until her 1997 retirement, died March 17.

University of Colorado in Colorado Springs.

■ **Nancy Tessman** retired in August as director of Fort Vancouver (Wash.) Regional Library District.

■ **Margaret Tufts Tenney** retired as head of the Harry Ransom Center Reading Room at the University of Texas at Austin July 3.

■ **Jeri Wieringa** is the new digital publishing production lead for the Mason Publishing Group at George Mason University Libraries in Fairfax, Virginia.

■ **Jennifer Kelly Wilder** has been named development and communications officer at George Mason

University Libraries in Fairfax, Virginia.

At ALA

■ July 6 **Scott Allen** joined the Public Library Association as project manager.

■ **Susan Brandehoff**, director of program development and partnerships for the Public Programs Office, retired in May.

■ **Terra Dankowski** joined *American Libraries* as associate editor July 13.

■ **Kim Diehnelt** became acting program officer for the Freedom to Read Foundation July 7.

■ **Jenny Levine**, strategy guide in ALA's Information

Technology and Telecommunications Services department, was appointed executive director of the Library and Information Technology Association (LITA) August 3.

■ **Rebecca Lomax** became art director of *American Libraries* July 20.

■ **Melanie Napoleon Welch** joined the Public Programs Office as project director June 15.

■ **Maggie Reagan** became *Booklist's* Books for Youth associate editor September 14.

■ **Mary Taylor** retired July 31 as executive director of LITA. ■

Send notices and color photographs for *Currents* to Amy Carlton, acarlton@ala.org.

A Place for Play

Building early literacy skills can be fun

by Abby Johnson

Children learn through play. In fact, play helps them develop early literacy and school-readiness skills, and it can be a load of fun. So how do librarians encourage play within library spaces and programs?

There is a wide range of possibilities, no matter what your budget may be. An amazing play space can make your library a destination for young patrons, as it has at the Barrington Area (Ill.) Library (BAL), where open-ended activities engage a variety of age groups and encourage

adult-child interaction.

BAL's activities and spaces in its youth services department were designed to support many different types of learning and give rise to

meaningful interactions, says Head of Youth Services Alyson Prchal. "Daily activities include reading quietly in a cozy chair with a grown-up, preparing and serving an inventive meal at the pretend marketplace and sandwich shop, and acting out a story with new friends inside a submarine built with the library's Imagination Playground foam blocks," she says. "It's important for our library, as a safe and familiar space in our

community, to provide opportunities for this type of learning."

BAL's youth area includes a giant "Light Bright" wall (see the library's video at bit.ly/1TP0gh8), giant foam blocks, and a slide, but even simple spaces dedicated to imaginative play can result in a myriad of creative options.

Librarians at Indian Prairie Public Library (IPPL) in Darien, Illinois, invested in a simple play structure that can be transformed into a flower shop, a bakery, a post office, or other venues, just by changing the props. "In an age where children are constantly surrounded by stimuli, we really wanted to get back to the basics of imaginative play," says IPPL Early Literacy Librarian Katie Salo. She sees children and caregivers engaging in tons of imaginative play, which results in much talking and interacting—a great way to build early literacy skills.

Even unused tables in your children's room can be converted into play stations. At the La Crosse (Wis.) Public Library, Early Literacy Librarian Brooke Newberry converted a small table into a play cooking stove by adding heating coils made of paper. She has also converted the building's pillars into early literacy stations by placing matching games and other activities along the sides.

Play can also be included as a component of your programs. Consider including playtime at the end of your storytimes in place of or in

addition to a craft activity. Playtime offers an excellent opportunity for librarians to model play techniques with children and for patrons to interact with one another. Learning how to interact with other children and practicing concepts such as sharing and taking turns are school-readiness skills that will help kids succeed.

You don't need a huge budget to provide play activities at your library. You may want to invest in commercial play sets and toys, but there are many ways to include play activities on the cheap. Make your own Play-Doh substitute and provide the recipe (bit.ly/1FD4Bt6) to take home. Building with discarded cardboard boxes and egg cartons can offer an imaginative experience before those materials go to the recycling bin. Young children love to pour dry beans back and forth using measuring containers or cups made out of different substances. Dry beans make a great filler for sensory bins—storage containers that can include any number of other objects for tactile engagement. Parents and caregivers can easily replicate these activities at home for little or no cost, making it easy to continue the learning at home.

Your library may not be an actual playground, but there is a place for play in any library. Make it a priority—and watch the learning happen. ■

ABBY JOHNSON is children's services/outreach manager at New Albany-Floyd County (Ind.) Public Library. Find her at abbythelibrarian.com.



Play can be included as a component of your programs to help develop school-readiness and early literacy skills.

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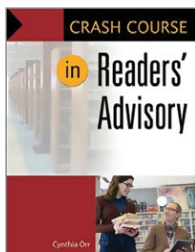
Librarian's Library

Understanding Diversity

by Karen Muller

This isn't the column I wanted to write. Inquiries from the field in the days following the June 17 church shootings in Charleston, South Carolina, changed my direction and sent me to the stacks to see what recent material may assist librarians who are asked for reading suggestions to enhance understanding of diversity or who are tasked with developing community programming on this complex topic.

Even if we would like, we cannot know every book in our collection; nor is it likely that we will know the reading interests of every patron. How then do we advise those looking for reading suggestions? *Crash Course in Readers' Advisory*, by Cynthia Orr, reviews the basics of readers' advisory services, starting with a restatement of two of Ranganathan's laws: "Every reader, his or her book. Every book, its reader." Following an overview of the importance of stories, the impact of reading, and tips for understanding the reader, the literature, and genres currently in vogue, Orr offers guidance on working with people and tips for identifying books to suggest. There are extensive lists of resources, both on readers' advisory services and the tools

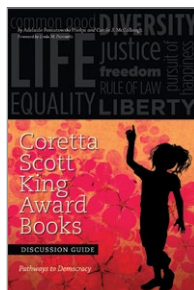


The June 17 shootings in Charleston, South Carolina, sent me to the stacks to find books to enhance understanding of diversity.

for winnowing through the literature to find the right book or group of books to incorporate into a programmatic offering.

INDEXED. LIBRARIES UNLIMITED, 2015. 173 P. \$45. PBK. 978-1-61069-825-2 (ALSO AVAILABLE AS AN EBOOK.)

Many readers' advisory tools are geared to children. *Coretta Scott King Award Books Discussion Guide: Pathways to Democracy* and *The Coretta Scott King Awards, 1970–2014*, fifth edition, both edited by Carole J. McCollough and Adelaide Poniatowski Phelps, are no exception. These books provide a wealth of information about books, authors, and illustrators who have won this award over the past 45 years. The discussion guide in particular takes an in-depth



look at many titles, offering summaries, discussion openers, some leading questions and activities for follow-up, and books for further discussion. The books are grouped by age range, and each has been selected to open conversation on a core democratic value, such as the pursuit of happiness, justice, and equality. The award winners are a rich resource of fiction, historical fiction, poetry, and nonfiction.

INDEXED. ALA EDITIONS, 2014. 280 P. \$46. PBK.

978-0-8389-3604-7

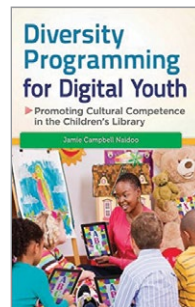
INDEXED. ALA EDITIONS, 2015. 192 P. \$50. PBK.

978-0-8389-3610-8

Jamie Campbell Naidoo takes on the importance of developing cultural competence—or the ability to link one's own cultural experiences and heritage to the larger world—through programming. In *Diversity Programming for Digital Youth: Promoting Cultural Competence in the Children's Library*, Naidoo looks at the impact of digital media in children's lives and how it is present in contemporary libraries. After reviewing a number of cultural and digital literacy programs, the author offers criteria for selecting appropriate media, along with sources for additional materials.

INDEXED. LIBRARIES UNLIMITED, 2014. 187 P. \$55.

978-1-61069-487-2 (ALSO AVAILABLE AS AN EBOOK.)



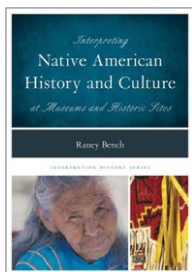
Archives Alive: Expanding Engagement with Public Library Archives and Special Collections, by Diantha Dow Schull, documents another



form of collection-based programming. The 100 projects described by Schull are the result of evolutions in the identity of the public library from a static repository to a source of learning and engagement; in digital technologies transforming information delivery; and in the role of archives and special collections in education and community building. The ideas offered in this compilation can be implemented using local collections, along with growing on-line resources.

INDEXED. ALA EDITIONS, 2015. 352 P. \$65. PBK. 978-0-8389-1335-2

Interpreting Native American History and Culture at Museums and Historic Sites, by Raney Bench, is not about programming in libraries. However,



the suggestions for initiating programs and building trust across the communities whose lives, culture, and history are documented in the archives will be helpful in developing culturally sensitive programming. Of particular importance are the suggestions for respecting traditions even as they are being interpreted to an external audience. There are several case studies describing effective programs.

INDEXED. ROWMAN & LITTLEFIELD, 2014. 148 P. \$29.95. PBK. 978-0-7591-2338-0 (ALSO AVAILABLE AS AN EBOOK.) ■

KAREN MULLER is librarian and knowledge management specialist for the ALA Library.

THE BESTSELLERS LIST

THE TOP-SELLING BOOKS FROM ALA PUBLISHING
(SINCE JULY 1, 2015)

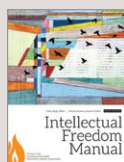
TOP 3 IN PRINT



1. Leading Libraries: How to Create a Service Culture
Wyoma vanDuinkerken and Wendi Arant Kaspar
This valuable resource gathers the principles and best practices of leadership and points the way toward creating a service culture that makes every staff member a library leader.



2. Assessing Service Quality: Satisfying the Expectations of Library Customers, 3rd edition
Peter Hernon, Ellen Altman, and Robert E. Dugan
Offering guidance for applying a customer-centered approach to evaluations, this book shows how to nurture improvement through effective service quality assessment.



3. Intellectual Freedom Manual, 9th edition
Trina Magi, editor, and Martin Garner, assistant editor, for ALA's Office for Intellectual Freedom
The new edition of the *Intellectual Freedom Manual* is a compendium of guiding principles and policies, as well as an indispensable resource on maintaining free and equal access to information for all people.

TOP 3 IN EBOOKS



1. Start a Revolution: Stop Acting Like a Library
Ben Bizzle with Maria Flora
Focusing on creative ways to pull patrons in rather than just push the library out, the authors share techniques for success alongside a provocative marketing philosophy that will spur libraries to move beyond their comfort zone.



2. New on the Job: A School Librarian's Guide to Success, 2nd edition
Hilda K. Weisburg and Ruth Toor
From job search strategies to the nitty-gritty of creating acceptable use policies, this book shares the joys and perils of the profession, along with practical advice from decades of experience in school library programs.



3. Every Child Ready for School: Helping Adults Inspire Young Children to Learn
Dorothy Stoltz, Elaine M. Czarnecki, and Connie Wilson
Presenting models that can be easily adapted to state-mandated school-readiness requirements, this book helps libraries fashion their own innovative early literacy outreach programs.

Libraries Go to the Movies



Films offered by Digitalia Film Library (left, center) and India for Everyone (right).

Digitalia Film Library

The Digitalia Film Library, a division of Spanish-language e-content provider Digitalia Publishing, allows libraries to bring the world of cinema to their patrons.

Digitalia offers contemporary and classic fiction and nonfiction films, documentary programming, animation, and television shows from Argentina, Brazil, Cuba, France, Mexico, Spain, and the US that can be accessed via a three-tier subscription-based streaming service. Libraries can subscribe to the complete Digitalia collection of more than 700 films; a specific curated collection, such as nature and wildlife, travel documen-



India for Everyone

tary, history, or a collection organized by the films' country of origin; or an individual title.

All subscriptions include public performance rights, allowing libraries to legally screen films in their facilities.

For more information or to subscribe, visit digitaliafilmlibrary.com.

India for Everyone

The Cupertino, California-based nonprofit organization India for Everyone was founded in 2005 with a mission to make it easy for libraries to build collections of materials from India.

Servicing more than 100 libraries, India for Everyone offers fiction and nonfiction books in

MPLC LEGAL SCREENING

Product: Motion Picture Licensing Corporation (MPLC), library.mplc.org

Details: MPLC provides umbrella copyright licenses that allow libraries to legally screen films in their facilities for patrons.



User (pictured): Kati Irons, audiovisual collection development librarian for the Pierce County (Wash.) Library System in Tacoma and author of *Film Programming for Public Libraries* (ALA Editions, 2014)



What are the main benefits? I like the depth of studio offerings from MPLC. I like the confidence knowing that I will almost never have a branch ask if it can show a film that is not covered.

What would you like to see improved or added to its service? It has been making strides, but I would like to see a lot more improvement to MPLC's website. It needs to be easier to determine if a film is covered by its licenses. Unlike the MLUSA site, I can't give the web address to a staff member and expect that they will be able to figure out if the film they want to show is covered. MPLC needs to think about improvements in terms of how customers need to use the website. Most of the time, it's library staff members wanting to know if they can show a particular movie, and right now that's still very confusing.

How do you use MPLC's services? We use MPLC as a supplemental license. We also have a Movie Licensing USA (MLUSA) license.

How does it serve your library's needs? MPLC allows us to show a broader range of films than using MLUSA alone, particularly from smaller niche studios. MPLC also gives us access to all the Fox-affiliated studios as well, which means that with MPLC and MLUSA we can show pretty much any major motion picture without worry.

Gujarati, Hindi, Marathi, Punjabi, Tamil, and Urdu, as well as graphic novels, but the nonprofit's specialty is Bollywood cinema.

India for Everyone has a large collection of contemporary Bollywood films available on DVD for purchase. The films are easily searchable on indiaforeveryone.org, where they are grouped by year of release and include OCLC codes and links to the film in WorldCat. India for Everyone's website also includes a list of recommended films to add to collections.

India for Everyone is an OCLC WorldCat partner. Every purchase includes OCLC MARC records, and India for Everyone can create and edit OCLC MARC records to meet a

A wealth of resources help libraries bring the world of cinema to patrons.

library's needs. India for Everyone also offers theft detection devices, spine labels, label protectors, barcode labels, and property stamps that can be customized to a library's specifications.

For more information and to browse the films, visit indiaforeveryone.org.

The Criterion Collection

The Criterion Collection, an imprint of Janus Films, is one of the world's most respected distributors of films spanning the history of cinema. The Criterion Collection

from Alexander Street Press is an online collection that delivers 315 of Criterion's films on one optimized online learning platform.

Alexander Street also provides features that encourage engagement with the films, including synchronized scrolling transcripts for each title and a searchable interface that presents related multimedia content—film scripts, silent films, and more—from Alexander Street's other cinema studies collections.

The Criterion Collection from Alexander Street is available to academic libraries in North America via one- or three-year subscription plans. Visit alexanderstreet.com/products/criterion-collection for more information. ■

To have a new product considered for this section, contact Phil Morehart at pmorehart@ala.org.

URBAN RENEWAL

LIBRARIAN INTRODUCES POPULAR STREET LIT GENRE

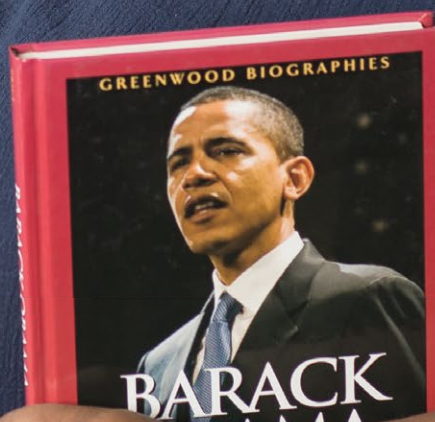
When K. C. Boyd was a librarian at Chicago's Copernicus Elementary School in 1999, she noticed an absence of books that appealed to her students. As she continued to teach throughout the district, she observed that kids were not interested in "traditional literature." Then she discovered urban fiction, a genre that told stories with which students could identify.

"These are stories that are about inner-city life and urban life, and the kids could really relate," says Boyd, now library media specialist and director of social media at Wendell Phillips Academy High School, where she has worked since 2010.

When Boyd began advocating for the urban fiction genre, she was sometimes misunderstood. Many people, for instance, want students to read only the classics. While those books should be read, she says, educators need to also capture the attention of kids. She points out that many classics are also considered street literature, such as Stephen Crane's *Maggie: A Girl of the Streets*.

With Boyd's help, Wendell Phillips's reading culture has changed drastically. Students' favorite authors include Ashley and JaQuavis, Wahida Clark, John Green, K'wan, Paul Langan, Stephenie Meyer, Ni-Ni Simone, and Sister Souljah.

"The library has turned into a place where kids can meet, feel respected, and feel safe to express their opinions and ideas. And they're able to try out things that are new with technology," she says. "The library has truly become the heart of the school." ■



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.

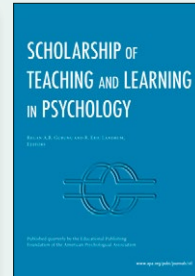
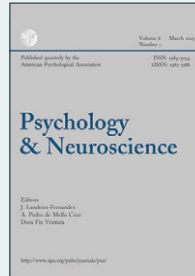
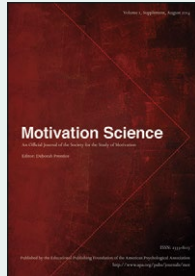
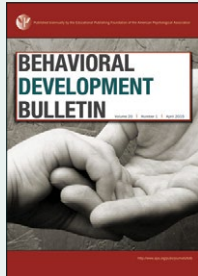


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