

# american libraries

November/December 2018

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

## Good **JOB** Hunting

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Bob Ross p.16

TV News Archive  
Turns 50 p.64

**PLUS:** Drag Queen Storytimes,  
Brewchive, Andrew Luck





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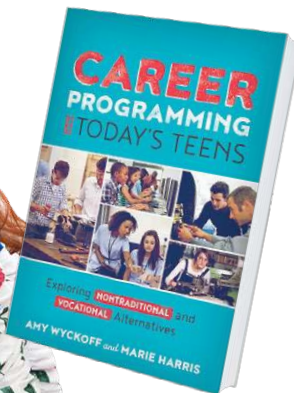
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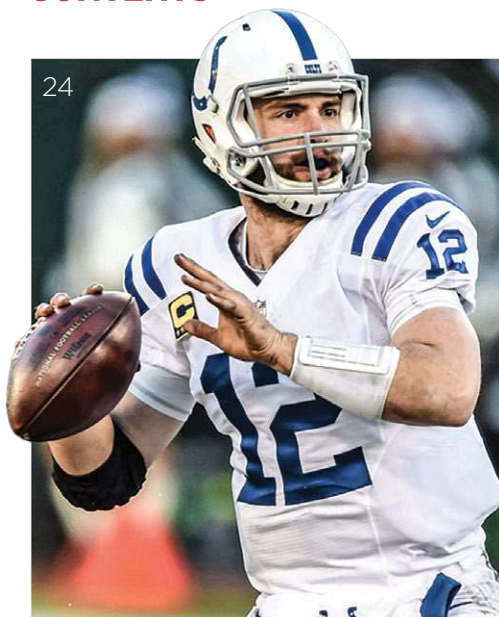
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from the  
EDITOR

## A Career Playbook



Sanhita SinhaRoy

Welcome to our first major jobs feature in six years—a series of articles that we hope will help spark your next career move, whether you're actually on the market or just in the mood to make a change (cover story, p. 26). For the past six months, our staff has been researching, interviewing, and collaborating on this special report so that we could present ideas for professional growth at every stage of your career, as well as practical advice, such as how to freshen up your résumé and how to negotiate the best salary. We also explore the barriers to employment faced by many people from marginalized communities and the ways in which they've navigated challenges.

Challenges of a different sort come to light in our feature on drag queen storytimes (p. 46). While protests against these library story hours have spiked in recent months, some communities have countered the anti-LGBTQ campaign by creating opportunities for dialogue and mobilizing solidarity.

From the fabulous we veer to football, with our News-maker interview with Indianapolis Colts quarterback Andrew Luck (p. 24). Luck began a book club two years ago to encourage a love of literacy among sports fans of all ages, especially reluctant readers. In our interview, the football star describes how he became an avid reader and how he met author John Green.

And if reading about football makes you thirsty, turn to page 22 to see what's on tap at the Brewchive in San Diego County. Special collections and history librarian Judith A. Downie profiles the archive on breweriana at California State University San Marcos Library, where the library helped develop the university's forthcoming brewing science certificate program.

Also preserving our cultural record is the Vanderbilt Television News Archive, which celebrates its 50th anniversary this year and is featured in our Bookend (p. 64). Part of Vanderbilt University Libraries in Nashville, Tennessee, the collection has chronicled some of our nation's most important broadcasting moments, including our political history. It's an especially relevant time to be reminded of the power of TV news. Cheers to the archive for marking its own major milestone!

Sanhita

Our cover story offers ideas for professional growth and career planning for different stages of your work life.



# Serving with Love

Embedding equality, diversity, and inclusion in all that we do



**Loida Garcia-Febo**

I am  
heartened  
to see light,  
hope, and  
commitment  
in library  
workers  
across the  
country.

I was recently asked about what makes me feel hopeful about the future of libraries. My answer is the renewed love I see for the communities we serve.

While hate, authoritarianism, and open oppression are seemingly on the rise worldwide, I am heartened as I travel to various communities across the country and see light, hope, and commitment in each one of you. Library workers are continually empowering one another, and I know we are ready to deepen the difference we make in our communities.

I have witnessed the spirit of diversity, inclusiveness, and relationship-building and how librarians are embracing those values. In the words of many poets, singers, and former President Barack Obama, we are the change we have been waiting for.

Much like our profession's trailblazers—E. J. Josey, Sharad Karkhanis, Hwa-Wei Lee, Virginia Matthews, Lotsee Patterson, and Arnulfo Trejo—whose leadership resulted in the American Library Association's (ALA) ethnic caucuses, we must continue to fight for all people, especially those from vulnerable groups. Our dream remains to create community spaces that reflect equality and respect among people. We have come a long way. But more is needed.

I agree with Michael Stephens, associate professor in the School of Information at San José (Calif.) State University, who has long advocated for connecting one's work to one's heart. Stephens says we should bring our hearts to work, and qualities such as empathy, emotional intelligence, and reflective action are all part of this process. Service steeped in humanism, compassion, and understanding should be the cornerstone of what we do, and why we do it, for all members of our communities, including the underserved.

In a recent collection of essays, Stephens urges librarians to "lead from the heart, learn from the

heart, and play from the heart." It means we are all-in, all the time: bucking the status quo to do the right thing at the right moment, owning our actions as professionals, and creating institutions that expand minds and open futures.

As a Caribbean woman with Spanish, Greek, African, and Taino blood, I am connected to those vulnerable groups. In my role as ALA president, I share many of the experiences from these groups, and I have a platform to create change and understanding across communities. I know about inequality, struggles, racism, and aggressions because I've lived them and they have touched my soul. I want to confirm that I am with you in the fight for greater equality. In my own professional practice, I am intentional about the work required to counter negative forces that impact our library services.

One of my key presidential efforts is in the area of diversity. My diversity advisory team and I are planning a number of webinars to address the promise and challenges of providing diverse and equitable services within our communities and our libraries. Together with ALA's Office for Diversity, Literacy, and Outreach Services, we are producing videos to help library workers understand how to incorporate the principles of diversity, inclusion, and intersectionality throughout their library services.

I wholeheartedly believe that librarians are enriching the conversation around these topics and must continue to move forward to embed humanity, compassion, empathy, awareness, and understanding into our library services nationwide. It is not an easy task, but as president, it is my intention to serve as a catalyst for this change.

I am confident that together we can continue moving these conversations and, more importantly, these actions forward. **AL**

---

**LOIDA GARCIA-FEBO** is an international library consultant.



# Challenge, Change, Opportunity

Working together to move ALA, libraries toward shared goals



**Mary Ghikas**

During this moment of change, we must continue to innovate, grow, and focus on the durable mission of the Association.

**L**ibraries and associations are intertwined. Both are about the power of individuals to come together, to bring their unique stories and skills with them, to change lives and change communities.

Over the coming months, our Association will be engaged in difficult but essential work. The task will require that we work together in good faith, trusting one another's commitment to the important job of library workers and the power of libraries to transform individuals and communities of all types.

The American Library Association (ALA) was founded more than 140 years ago and exists "to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all." That mission is fulfilled through the work of more than 58,000 members, representing a broad range of roles and specializations within and related to libraries. That critical mission is also carried forward by members in 57 ALA chapters, as well as affiliate groups of the American Association of School Librarians and chapters of the Association of College and Research Libraries; by 27 ALA-affiliated organizations that enhance the cultural and professional breadth of the "ALA community"; by library advocates in a wide range of organizations and businesses; and by ALA staff.

We—all of us—remain focused on the value of libraries, on the people who advocate for and deliver library services, and on the diverse individuals and communities who need those services. At the same time, libraries and library services have evolved, as have the work of library people, the range of specializations, and the skills required of them. What's more, our communities have changed and continue to change.

Over the next few months, we will be looking at these changes, their impact, and their

trajectory—and at the Association's mission in this context. This is a process taking place in many other associations that represent various professions, institutions, and industries.

As we encounter changes to libraries, the tasks of library workers, and our communities, we need to ask: "How must the Association *itself* change to effectively address the opportunities and challenges of its mission in a complex world?"

To help address this question, the ALA Steering Committee on Organizational Effectiveness has begun its work. The group will meet in the Chicago area in late October. And discussions will continue at ALA Midwinter and beyond.

Collectively, we are in a moment of challenge, change, and great opportunity. To achieve what our time requires, we must continue to innovate, grow, and focus on our durable mission. That means the Association must not only be financially and operationally strong, it must also nourish strong collaborations and focus our resources—including the critical work of members, staff members, and allies—on work that moves us toward shared goals.

We will be working together on several simultaneous and related streams:

- programmatic and infrastructure investment to build capacity in key areas
- an organizational effectiveness and governance review
- review of external studies of both communications and membership models
- internal reorganization and review
- exploration of a national advocacy network, in close collaboration with ALA chapters and other library-related state associations

Together we can build an even stronger support network for libraries and library workers. **AL**

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**MARY GHIKAS** is executive director of the American Library Association.



The @ala\_spectrum program is the reason I am a librarian now. The scholarship helped me get through grad school while working full time, and the friendships and connections I made at the institute are the ones I still have today, 13 years later! I love this program. ♥

@ARELLANOVER,  
in response to "Spec-  
trum's Significance"  
(The Scoop, June 27)

## Support for *Janus*

I am thrilled by the Supreme Court's decision on *Janus v. American Federation of State, County, and Municipal Employees* ("Why the *Janus* Decision Matters to Library Unions," The Scoop, July 24). That doesn't mean I want to "bust the union"—but only that unions should not be immune from the competition of the marketplace.

I also am a firm defender of freedom of speech. If an employee wants to join a union, fine—but don't compel me to join a union and pay dues. That would be the legal plunder of my hard-earned money through the state. Yuck!

David Tulanian  
Las Vegas

## Our Patrons' Data

Thank you for publishing Greg Landgraf's article, "Data Collection and Privacy" (Sept./Oct., p. 14). It is a helpful introduction to a thoughtful discussion of privacy policies among librarians, and I hope *American Libraries* will publish more explorations of the issues it raises.

And Landgraf mentions a couple points that deserve fuller exploration. We need a more robust and detailed discussion of the benefits as well as the risks of collecting and storing personal information. I note, for example, that according to its website, Landgraf's own library [Greene County (Ohio) Public



Library] offers patrons the option of retaining their borrowing history—an option that my local public library does not provide to me. Moreover, in professional discussions there is too little attention to the holistic issue of empowering patrons to decide for themselves. Landgraf mentions affording them the ability to opt out of data collection, but we must have much more discussion of the variations of opt-in and opt-out strategies.

If we truly believe in community empowerment and community-led librarianship, then we shouldn't set ourselves up as sole arbiters of how our patrons' personal information shall be handled.

David Shumaker  
Bethesda, Maryland

## Dewey's Privilege

Why is Laura Ingalls Wilder punished for reporting things that happened ("ALSC Changes Name

of Laura Ingalls Wilder Award," The Scoop, June 25) while a racist, sexist, misogynistic anti-Semite like Melvil Dewey gets a free pass ("Bringing Harassment out of the History Books," June, p. 48)? This is an outrageous example of white Christian male privilege!

And when are we going to correct the inequity in the way Dewey Decimal Classification assigns numbers to the world's religions?

Stanley Kalematis  
Melville, New York

## Insistence Toward Equity

When I joined the American Library Association (ALA) in 1997 as director of the Office for Literacy and Outreach Services (OLOS), my father, Albert "AP" Marshall, retired library administrator at Eastern Michigan University, wrote a column for the *Ypsilanti (Mich.) Press* expressing his pride in my new position. He had served on the

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OLOS Advisory Committee and was dedicated to its unheralded significance within ALA.

He sometimes talked about his introduction to ALA at the 1940 Annual Conference, which he and maybe half a dozen other African-American librarians, mostly if not all men, attended. Refused housing in local hotels, they stayed in homes and rooming houses in Cincinnati's black community. They were denied participation in conference meal events and could not ride the elevators in the conference hotels.

After one meeting, Daddy noted, he and a white attendee were on their way to the same meeting on another floor. Daddy was walking toward the stairs when the man suggested they ride the elevator together. Daddy hesitated but got on at the man's urging. As the doors opened at the next floor, another white attendee demanded that Daddy get off the elevator, cursing and calling him names. Daddy remembered that the man with whom he was riding abruptly announced they were on their way to a session and advised that the doors were closing, to the aggressor's astonishment.

Daddy considered that incident a moment of truth in his library career, believing participation in ALA would be challenging but that insistence toward equity might be possible for him and others.

My mother, Ruthe Langley Marshall, also a librarian (although not at the time), reminisced about pre-Black Caucus of the American Library Association gatherings that took place in black conferees'

hotel rooms. I was told, when I accompanied my parents to the 1955 Annual Conference in Philadelphia, I would be sleeping, while in another part of the room, librarians would be strategizing upcoming actions before ALA Council or the Executive Board.

Daddy's ALA biography, which I received upon his death in 2001, reflects examples of his determination and that of dozens of others—female and male African-American, minority, and some white librarians—in initiatives to make ALA more inclusive and responsive.

I am thankful to hear of the passing of the "Resolution to Honor African Americans Who Fought Library Segregation" (reprinted Sept./Oct., p. 10) and appreciative of the 160-plus individual and organizational sponsors, signers, seconders, and endorsers. In the names of those brave souls on whose shoulders we stand, let us not rest on their achievements and accomplishments, but individually and collectively address the actions still begging for attention in 2018 and beyond.

**Satia Marshall Orange**  
Chicago

---

## Fine Deterrents

The discussion of whether a public library charges fees for late materials ("An Overdue Discussion," June, p. 44) is lost on me when lending periods are generally generous. It is my library's practice to give between two to four weeks with a book. We provide the service of proactive due date reminders—whether they're emails or snail mail—three days before, next-day

overdue reminders, and late reminders when items are two weeks past due date. We also provide a grace period on all of our materials that gives a patron three days after a due date to return materials without any late fees hitting their account.

Another service offered to prevent late fees is welcoming all patrons to contact us—stop in, call, email, text, whatever—to let us know you can't make it to the library to return materials on time. When a patron does this, there are no questions asked. We just simply renew all their materials and thank them for the heads-up.

So again, for me, the struggle isn't so much should we or shouldn't we assign late fees, but rather why a patron can't utilize the practices created for them to avoid late fees in the first place.

**Katie Schweisthal**  
Bethesda, Maryland

---

## Repetitive Design

Am I the only one who finds it relatively depressing that, year after year, the design honorees ("2018 Library Design Showcase," Sept./Oct., p. 22) have open, cavernous spaces filled with sparse Steelcase furniture, occasional patrons, and no books?

**Wendy Doucette**  
Johnson City, Tennessee

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## CORRECTION

In "2018 Library Design Showcase" (Sept./Oct., p. 22), *American Libraries* erroneously reported that the former Joplin (Mo.) Public Library building was destroyed in the 2011 tornado. In actuality, the building was not damaged but was donated to Missouri Southern Foundation in December 2017.

 Weeding is on my mind a lot lately and when I saw it mentioned in an @amlibraries article I was pleasantly reminded that it's about more than just the endless number of spreadsheets I see every day (sooo mannyyyy). It's about overall library UX.

**@MARYKATWAHL,**  
in response to  
"Design on the Cheap"  
(Sept./Oct., p. 32)



### Jefferson, Werner Seek ALA Presidency

Julius C. Jefferson Jr., section head of the Congressional Research Service at the Library of Congress in Washington, D.C., and Lance Werner, executive director of Kent District Library in Comstock Park, Michigan, are candidates for the 2020–2021 American Library Association (ALA) presidency.



Julius C. Jefferson Jr.



Lance Werner

Jefferson has been an active ALA member for 15 years. He has served on ALA Council since 2011, and recently completed a term on the ALA Executive Board. He has also been a member of several committees, including the Finance and Audit Committee, the Budget Analysis and Review Committee, the Intellectual Freedom Committee, and the Chapter Relations Committee, which he currently chairs.

Jefferson is a member of the Library Leadership and Management Association (LLAMA); the Intellectual Freedom Round Table; the Association of Specialized, Government, and Cooperative Library Agencies (ASGCLA); the Black Caucus of the ALA (BCALA); and the Asian/Pacific American Librarians Association.

He held a seat on the board of the Freedom to Read Foundation and served as its 2013–2016 president. He was also 2015 president of the District of Columbia Library Association and served on the BCALA board. He has received several awards, including the BCALA Outstanding Contribution to Publishing Award in 2013 and the Congressional Research Service Special Achievement Award in 2010.

Jefferson is coeditor of *The 21st-Century Black Librarian in America: Issues and Challenges* (Scarecrow Press, 2012) and speaks on library-related issues regarding diversity, leadership, and professional development.

In an August 28 statement, Jefferson said: “I look forward to being a champion for library workers, who should be recognized and celebrated for the value they bring to the communities they serve. I am also enthusiastic about advocating for a healthy library economy, creating strong financial support for libraries. The significance of ALA is the instrumental role our members perform in our communities. As ALA president I will seek to ensure that all voices are valued so together we can transform lives.”

Jefferson holds a bachelor's in history from Howard University and an MLS from the University of Maryland.

Werner has been an ALA member for 10 years and is a member of the Public Library Association (PLA), LLAMA, and the new ALA Policy Corps.

He has held several positions in the Michigan library community, including chairing the Michigan Library Association Legislative Committee and serving as 2015–2016 president of the Lakeland Library Cooperative. He is currently a fellow at the Michigan Political Leadership Program and serves on the advisory board of the Wayne State University School of Library and Information Science in Detroit.

Werner has received various awards and honors, including 2018 *Library Journal* Librarian of the Year, 2017 Michigan Library Association Librarian of the Year, and the Wayne State University Distinguished Alumni Award in 2017.

“The world is rapidly changing, making this an exciting time to help libraries because their role has never been more important than it is now,” Werner said in an August 28 statement. “While technology and politics attract a lot of attention, I believe that people and relationships are the core of libraries. Working with people at all levels of academic, public, and special services libraries is very rewarding to me because of our common goal to transform lives. Additionally, I’ve become involved with advocacy for libraries in Washington, D.C. because it’s important to engage stakeholders at all levels in ways that enable them to become part of the solution. This creates win-win situations for everyone.”

Werner holds an MLIS from Wayne State University and a juris doctor from Michigan State University College of Law.

Jefferson and Werner will engage in a candidates’ forum 4:30–5:30 p.m. on Saturday, January 26, during the 2019 ALA Midwinter Meeting & Exhibits in Seattle. Each candidate will have an opportunity to make a statement and answer questions from the audience.

Ballot mailing for the 2019 ALA election will begin March 11 and will run through April 3. Individuals must be members in good standing as of January 31, 2019, in order to vote in the 2019 ALA election. ●

# ALA Files Net Neutrality Brief

ALA filed an amicus brief with the US Court of Appeals for the District of Columbia Circuit on August 27, arguing in support of strong, enforceable rules to protect and preserve the open internet.

ALA, with other network neutrality allies—including the Association of Research Libraries, the American Council on Education, and Educause—filed in support of petitioners in the case of *Mozilla Corporation v. Federal Communications Commission (FCC) and United States of America*. The filings focus on how the FCC ignored the effects on libraries and institutions of higher learning in its decision to eliminate the 2015 open internet rules.

“The FCC made an ill-considered decision to roll back vital net neutrality protections in December 2017, and it will now have to defend its arbitrary move in court,” said ALA President Loida Garcia-Febo in an August 27 statement. “Network neutrality is essential to ensuring open and nondiscriminatory access to information for all, and we have long been clear that preserving strong protections is a vital concern for our nation’s libraries.”

The group of organizations filing in support of petitioners seeks to demonstrate to the court that the FCC’s action will, according to the brief, “imperil the internet’s continued operation as a reliable platform for research, learning, and information sharing, and that the FCC’s decision should be reversed as arbitrary and capricious.” ●

## Pace Running for 2019–2022 ALA Treasurer

Andrew K. Pace, executive director of technical research at OCLC in Dublin, Ohio, is candidate for treasurer of



Andrew K. Pace

ALA for 2019–2022, currently running unopposed.

A member of ALA for 23 years, Pace serves on the ALA Executive Board and ALA Council. He is an active member of LLAMA, PLA, the Association for Library Collections and Technical Services (ALCTS), the Association of College and Research Libraries (ACRL), and the Library Information and Technology Association (LITA).

Pace has been a member of the Finance and Audit Committee since 2016, and has served on several other

committees. He has held numerous positions within LITA, including 2008–2009 president and LITA Budget Review Committee member.

In 2006 Pace was named a fellow of the Frye Leadership Institute (now known as the Leading Change Institute). In 2002 he was named Librarian of the Year by Data Research Associates.

“I’m honored to have been selected by the nominating committee and humbled by the work ahead,” Pace said in an August 27 statement. “If elected, I look forward to following through on the exciting transformations being planned by the ALA Executive Board, Council, divisions, chapters, affiliates, and the membership at large. As treasurer, I want to do more than simply present financial data to the membership. I want to bring my library, business, and volunteer experience to bear on the issues

## CALENDAR

NOV.

### Picture Book Month

[facebook.com/picturebookmonth](https://facebook.com/picturebookmonth)

NOV. 2–4

### YALSA Young Adult Services Symposium

Salt Lake City

[bit.ly/yalsasymp](https://bit.ly/yalsasymp)

NOV. 4–10

### International Games Week

[games.ala.org](https://games.ala.org)

NOV. 8–10

### LITA Forum | Minneapolis

[forum.lita.org](https://forum.lita.org)

JAN. 25–29

### ALA Midwinter Meeting & Exhibits | Seattle

[2019.alamidwinter.org](https://2019.alamidwinter.org)

MAR. 3–9

### Teen Tech Week

[teentechweek.ning.com](https://teentechweek.ning.com)

MAR. 30–APR. 6

### Money Smart Week

[moneysmartweek.org](https://moneysmartweek.org)

APR.

### School Library Month

[ala.org/aasl/slm](https://ala.org/aasl/slm)

APR. 7–13

### National Library Week

[bit.ly/ALANatlibweek](https://bit.ly/ALANatlibweek)

APR. 9

### National Library Workers Day

[ala-apa.org/nlwd](https://ala-apa.org/nlwd)

APR. 10

### National Bookmobile Day

[bit.ly/ALABookmobileDay](https://bit.ly/ALABookmobileDay)

APR. 21–27

### Preservation Week

[ala.org/preservationweek](https://ala.org/preservationweek)

JUNE 20–25

### ALA Annual Conference and Exhibition | Washington, D.C.

[bit.ly/ALAUpcomingConfs](https://bit.ly/ALAUpcomingConfs)



facing libraries, library workers, and library users. ALA isn't at a crossroad; it's on a launchpad that will help define its future for the next 150 years. I look forward to being part of the diverse team that defines that future."

Pace holds a bachelor's degree in rhetoric and communications studies from the University of Virginia and an MSLS from the Catholic University of America.

Pace will participate in the candidates' forum, along with the president-elect candidates, during the 2019 ALA Midwinter Meeting & Exhibits in Seattle.

### Volunteer for ALA Council and Committees

Wanda Brown, ALA president-elect, seeks volunteers to serve on ALA Council and joint committees for the 2019–2021 term. Service can provide ALA members with leadership training, networking opportunities, and experience in working on specific association topics.

The online committee volunteer form ([bit.ly/ALACCommitteeVol](http://bit.ly/ALACCommitteeVol)) closes November 9.

Committee appointments will be finalized at the 2019 ALA Midwinter Meeting & Exhibits, with notifications in early spring.

### ALA Advocates Against Census Citizenship Question

On August 1, ALA joined 144 groups in opposing the addition of a citizenship question to the 2020 Census form. The groups stated their opposition in a letter submitted by the Leadership Conference on Civil and Human Rights to the Department of Commerce, which oversees the US Census Bureau.

The letter elaborates on the harm that would result from adding such a question to the census, including diminished data accuracy, an increased burden of information collection, and an added cost to taxpayers. The submission also points to the US Census Bureau's own January 19 technical review, in which Associate Director for Research and

## Council Rescinds Meeting Rooms Interpretation

On August 16, ALA announced the results of the August 9–16 electronic vote on a motion to rescind 2018 updates to "Meeting Rooms: An Interpretation of the Library Bill of Rights." The vote was held to address concerns regarding the use of the term "hate groups."

A total of 146 councilors voted on the measure, representing 82% of eligible voters. There were 140 votes to rescind, four not to rescind, and two abstentions. The Library Bill of Rights will revert to the 1991 version of the meeting rooms interpretation, which was in effect until the 2018 Annual Conference and Exhibition.

"I would like to express my gratitude to ALA members and staff for their collaboration and feedback as we work to respond to language found within updates to the Library Bill of Rights," said ALA President Loida Garcia-Febo in an August 16 statement. "The ALA continues to strive to provide resources that support equity, diversity, and inclusion and intellectual freedom. We can only do so when all of our voices are heard. Today's vote does not end conversations regarding the interpretation of the Library Bill of Rights, but rather continues our exploration regarding how we can support the profession's needs."

The Intellectual Freedom Committee established a working group that drafted a new revision of the meeting rooms interpretation and shared it in mid-October. Council is expected to vote on it prior to the 2019 ALA Midwinter Meeting & Exhibits in Seattle. ●

Methodology John Abowd concluded that adding a citizenship question would have an "adverse impact on self-response and, as a result, on the accuracy and quality of the 2020 Census." The technical review also states that using existing administrative records instead of asking a citizenship question would provide more accurate citizenship data at lower cost to the federal government.

The Association is engaging with the US Census Bureau and other stakeholders to keep libraries informed of and represented in the 2020 Census policy discussions and planning process.

### PLA Releases Family Engagement Toolkit

PLA has released a free promotional toolkit designed to help libraries raise family engagement awareness, available

at [bit.ly/PLAFamilyEngage](http://bit.ly/PLAFamilyEngage). The toolkit can be used to supplement libraries' marketing, fundraising, community relations, and political advocacy work.

The toolkit offers strategy and tactics for family engagement advocates, including message points, customizable graphics, promotional ideas, and program examples from *Ideabook: Libraries for Families*, a family engagement publication released in 2017 by PLA and the Global Family Research Project.

PLA established a Family Engagement Initiative in 2015 to help libraries serve families of all types with children.

### YALSA Introduces Dissertation Fellowship

The Young Adult Library Services Association (YALSA) has established a Doctoral Dissertation Fellowship that

supports research on teens, learning, and libraries—specifically research that aligns with YALSA's National Research Agenda—by encouraging and assisting doctoral students in the field with their dissertation research.

Up to \$3,000 annually will be given to one recipient to cover research-related expenses, including travel to conferences.

For eligibility requirements and to apply, visit [bit.ly/YALSAdocfellowship](http://bit.ly/YALSAdocfellowship). Applications will be accepted through March 1.

### AASL Seeks Presenters for 2019 National Conference

The American Association of School Librarians (AASL) invites proposals for 60-minute concurrent sessions to be held November 15–16 during its 2019 National Conference and Exhibition in Louisville, Kentucky.

Proposals should include up to three learning objectives and address how the session supports the AASL *National School Library Standards for Learners, School Librarians, and School Libraries*. Proposals should relate to one of the new content strands—Inquire, Include, Collaborate, Curate, Explore, and Engage—taken from the Shared Foundations within the Standards Frameworks. More information on proposal requirements and the Shared Foundations can be found at [bit.ly/AASLrfp](http://bit.ly/AASLrfp).

Complete proposals must be submitted online by December 3, and final decisions will be announced on or before March 1.

### 2019 ALA Scholarship Applications Open

ALA has more than \$300,000 in scholarships available to students of library science or school library media programs at the master's degree level. Applications will be accepted through March 7 for the current application year.

Scholarships range from \$1,500 to \$7,000 per student per year and include scholarships for those interested in children's, youth, and federal librarianship, as well as new media and

library automation. Scholarships are also available for minorities, persons with disabilities, and people who are already employed in libraries but do not have an MLS.

To be considered, applicants must be enrolled in an ALA-accredited master's degree program in library and information science. For more information, visit [bit.ly/ALAMLSScholarships](http://bit.ly/ALAMLSScholarships) or call the ALA Scholarship Clearinghouse at 800-545-2433, ext. 4279.

### ALA Lists Chicago Headquarters for Sale

On September 5, ALA announced it would list its headquarter buildings at 40 and 50 East Huron in Chicago.

ALA's Executive Board and ALA senior management reviewed how to strategically use ALA headquarters real estate and in February began to work with real estate firm Cushman & Wakefield.

A workplace assessment and scenario analysis were reviewed by the Executive Board during the 2018 Annual Conference and Exhibition in New Orleans.

Next steps will include determining the current market value of the buildings, engaging an architect to help define ALA's workplace requirements, and exploring opportunities to purchase or lease space elsewhere in the downtown Chicago area.

### ALA to Study Public Library Services for New Americans

A new ALA study will explore how public libraries are meeting new Americans' needs and how the library field can improve those programs and services.

The New Americans Library Project will convene a team of public librarians and partner organizations experienced in providing services such as literacy and civic engagement programming to new Americans. During the six-month project, ALA will evaluate existing library service models, opportunities, and challenges, and recommend a national service agenda for public libraries. Through research, personal interviews, and site

visits to public libraries, the advisors plan to identify current gaps in service, conceive professional development opportunities for library professionals, and start a national conversation in the profession about the future of library services for new Americans.

The result will be an implementation plan for national distribution of best practices, to be informed and adapted by local libraries as needed for community conditions and context.

Find more information about the New Americans Library Project at [bit.ly/ALANewAmericans](http://bit.ly/ALANewAmericans).

### ASCLA + FAFLRT = ASGCLA

The Association of Specialized and Cooperative Library Agencies (ASCLA) and the Federal and Armed Forces Libraries Round Table (FAFLRT) announced on September 4 that they have merged to form a new division: the Association of Specialized, Government, and Cooperative Library Agencies (ASGCLA).

The merger will add more than 400 federal and armed forces librarians to ASCLA's membership of specialized librarians. FAFLRT members endorsed the merger as a means for expanding networking and professional development opportunities.

More information about the new ASGCLA can be found at [asgcladirect.org](http://asgcladirect.org).

### ALA Supports Hurricane Florence Relief Efforts

ALA and its chapters in North Carolina, South Carolina, and Virginia are working to assist libraries affected by Hurricane Florence. Most Atlantic Seaboard libraries will be involved in support efforts, serving as a lifeline for residents in need of Federal Emergency Management Agency (FEMA) and insurance forms, access to electrical power, internet access, heat, or important information about storm relief and recovery efforts.

ALA members can visit chapter websites for information regarding donations and volunteer opportunities. Members



## UPDATE

and advocates interested in supporting ALA's Atlantic Seaboard library recovery efforts may visit [ala.org/donate](http://ala.org/donate).

A list of resources for dealing with natural disasters is available through the Association's Libraries Respond page at [bit.ly/LibrariesRespond](http://bit.ly/LibrariesRespond).

### Library Funding Secured in FY2019 Budget

On September 28, President Trump signed legislation that secures fiscal year 2019 funding for federal library programs.

Several programs received funding increases, despite cuts proposed in the president's initial budget request. The Institute of Museum and Library Services received a \$2 million boost. An additional \$70 million in state grants will be available through Title IV-Part A of the Every Student Succeeds Act, which supports school programs including libraries. Perkins Career and Technical Education state grants will also receive an additional \$70 million to provide more low-interest loans for nontraditional learners in schools and libraries.

Level funding was provided for the Library Services and Technology Act and the Innovative Approaches to Literacy and Striving Readers Comprehensive Literacy programs.

A chart outlining FY2019 federal funding for library programs and agencies is available at [bit.ly/FY19LibraryFunding](http://bit.ly/FY19LibraryFunding).

### Applications Open for YALSA Summer Learning Grants

YALSA is accepting applications for its 2019 Summer Learning Resources and Teen Summer Intern Grants, both funded by the Dollar General Literacy Foundation.

Twenty-five Summer Learning Resources grants worth \$1,000 each will be awarded to allow libraries in need to provide resources and services to teens who are English-language learners, struggling in school, and/or who are from socioeconomically challenged



## ALA Leadership Institute

Participants in the sixth annual ALA Leadership Institute pose with ALA Past President Maureen Sullivan (far right, striped shirt) at the Eaglewood Resort and Spa, held August 6–9 in Itasca, Illinois. Led by Sullivan and library and leadership consultant Kathryn Deiss, the immersive leadership development program covered topics such as leading in turbulent times, interpersonal competence, power and influence, the art of convening groups, and creating a culture of inclusion, innovation, and transformation.

For more information about the institute, including a list of 2018 participants and eligibility requirements, visit [ala.org/transforminglibraries/ala-leadership-institute](http://ala.org/transforminglibraries/ala-leadership-institute).

communities. Teen Summer Intern Program grants, also worth \$1,000 each, will be awarded to 25 libraries to support summer learning programs and give teens opportunities to build hands-on job skills.

To learn more about the grants and to apply, visit [bit.ly/YALSASummerGrants](http://bit.ly/YALSASummerGrants). Applications close January 1.

### AASL Revises National School Library of the Year Rubric

AASL has revised the application process and rubric for its National School

Library of the Year Award to align with the AASL *National School Library Standards for Learners, School Librarians, and School Libraries*. The \$10,000 award, sponsored by Follett, honors school libraries exemplifying implementation of AASL's Standards.

Applicants must submit an electronic portfolio that includes a community profile, collection report, and letters of endorsement. The complete award criteria and application can be viewed at [bit.ly/AASLNSLY](http://bit.ly/AASLNSLY). The deadline is January 1. **AL**

## Statement of Ownership, Management, and Circulation

### Extent and nature of circulation:

"Average" figures denote the number of copies printed each issue during the preceding 12 months. "Actual" figures denote the number of copies of the single issue published nearest to filing date, the June 2018 issue.

**Total number of copies (net press run):** Average 55,482; Actual 58,639

**Paid or requested outside-county mail subscriptions:** Average 47,608; Actual 50,002

**Paid in-county subscriptions:** None

**Sales through dealers and carriers, street vendors, and counter sales:** Average 1,860; Actual 1,930

**Other classes mailed through the USPS:** None

**Total paid and/or requested circulation:** Average 49,468; Actual 51,950

**Free distribution by mail outside-county:** None; **In-county:** None

**Other classes mailed through the USPS:** Average 41; Actual 46

**Free distribution outside the mail:** Average 752; Actual 807

**Total free distribution:** Average 793; Actual 853

**Total distribution:** Average 50,261; Actual 52,803

**Copies not distributed (office use, leftovers, spoiled):** Average 5,221; Actual 5,836

**Total:** Average 55,482; Actual 58,639

**Percent paid and/or requested circulation:** Average 98.42%; Actual 98.38%

*Statement of Ownership, Management, and Circulation (PS Form 3526) for 2017 filed with United States Postal Service in Chicago, Sept. 14, 2018.*

# ALA JobLIST

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# 2019 ALA Nominating Committee Council Candidates Announced

The ALA Nominating Committee annually nominates candidates from among the general membership for members-at-large of Council. Individuals who are not selected by the Nominating Committee may run for office by petition. Individuals interested in running for ALA Council by petition have until 4:30 p.m. Central time on December 5 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 be submitted electronically with the petition. Instructions for filing petitions and additional voting information can be found at [ala.org/aboutala/governance/alaelection](http://ala.org/aboutala/governance/alaelection).

## Devon Andrews

Branch Manager  
Charleston County (S.C.) Public Library

## Carl A. Antonucci Jr.

Director of Library Services  
Central Connecticut State University

## Oscar Baeza

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

## Jennifer C. Boettcher

Business Reference Librarian  
Georgetown University  
Washington, D.C.

## Laura Bonella

Associate Professor/Academic Services Librarian  
Kansas State University

## Derrick Burton

Library Director  
Waldorf University  
Forest City, Iowa

## John Eric Byrnes

Upper School Librarian and Media Specialist  
Christ Church Episcopal School  
Greenville, South Carolina

## Andrew J. Cano

Open Education Librarian  
University of Nebraska–Lincoln

## Kathy Carroll

School Librarian  
Westwood High School  
Blythewood, South Carolina

## Katie Cerqua

Youth and Family Services Manager  
Virginia Beach (Va.) Public Library

## Peter D. Coyl

Library Director  
Montclair (N.J.) Public Library

## Amber Creger

Youth Department Director  
Schaumburg (Ill.) Township District Library

## Lindsay Cronk

Head of Collection Strategies  
University of Rochester in New York, River Campus

## Ana Elisa de Campos Salles

Senior Librarian  
Palo Alto (Calif.) City Library

## Natalie DeJonghe

Technology Engagement Librarian  
Oak Lawn (Ill.) Public Library

## Kim DeNero-Ackroyd

Deputy Director  
Cleveland Heights–University Heights (Ohio) Public Library

## Cynthia Ellison Dottin

Fellow, Honors College  
Florida International University  
in Miami

## Maggie Farrell

Dean of University Libraries  
University of Las Vegas

## George J. Fowler

University Librarian  
Old Dominion University  
Norfolk, Virginia

## Erica Freudenberger

Outreach and Engagement Consultant  
Southern Adirondack Library System  
Saratoga Springs, New York

## Kevin R. Garewal

Associate Director  
Harvard Law School Library  
Cambridge, Massachusetts

## Debra Rhodes Gibson

Library Director  
St. Johns County (Fla.) Public Library System

## Bitsy Griffin

School Librarian  
Old Town Global Academy  
Winston Salem/Forsyth County (N.C.) Schools

## Michael A. Gutierrez

Head of Public Services  
South Dakota State University

## Carl A. Harvey II

Assistant Professor  
Longwood University  
Farmville, Virginia

## April Hathcock

Scholarly Communications Librarian  
New York University

## Chris Hemingway

Circulation Librarian  
Hagaman Memorial Library  
East Haven, Connecticut

## Holly Hibner

Adult and Teen Services Coordinator  
Plymouth (Mich.) District Library

## Shana Higgins

Interim Library Director/Library Instruction Coordinator  
University of Redlands  
in California

## Shanna Hollich

Collection Management Librarian  
Wilson College  
Chambersburg, Pennsylvania

## Andrea Q. Jamison

Diversity Fellow/Lecturer  
Valparaiso (Ind.) University

## Sara Kelly Johns

Online Adjunct Instructor  
Syracuse (N.Y.) University

## Lisa N. Johnston

Director of Library Services  
Eckerd College  
St. Petersburg, Florida

## Jessica Jupitus

Public Services Manager  
Sacramento (Calif.) Public Library

**KYmberly Keeton**

Art Librarian  
ART | library deco  
Jefferson City, Missouri

**Rebekah Kilzer**

Director, Member Education  
OCLC  
Dublin, Ohio

**LeRoy LaFleur**

Associate Director, Ginn Library  
Tufts University  
Medford, Massachusetts

**Amy Spence Lappin**

Deputy Director  
Lebanon (N.H.) Public Libraries

**Maricar Laudato**

Director of Library Services  
Santa Margarita Catholic High  
School  
Rancho Santa Margarita,  
California

**Rodney Lippard**

Director, Gregg-Graniteville  
Library  
University of South  
Carolina–Aiken

**Christin H. Lopez**

School Library Media Specialist  
William L. Dickinson High  
School  
Jersey City, New Jersey

**S. A. Mairson**

Program Assistant  
Syracuse (N.Y.) School of  
Information

**Willie Miller**

Information and Journalism  
Librarian  
Indiana University–Purdue  
University Indianapolis

**Kathleen Moeller-Peiffer**

Deputy State Librarian  
New Jersey State Library

**Louis Muñoz Jr.**

Reference and ILL Librarian  
Morristown and Morris  
Township (N.J.) Library

**Susan Mythen**

Library and Learning Commons  
Manager  
Florida State College at  
Jacksonville

**Muzhgan Israfil Nazarova**

Turkic Languages Librarian  
Library of Congress  
Washington, D.C.

**L. Angie Ohler**

Director of Collection Services  
University of Maryland, College  
Park

**Michelle V. Ornat**

Assistant Director  
Chesapeake (Va.) Public  
Library

**Eileen M. Palmer**

Executive Director  
Libraries of Middlesex  
Automation Consortium  
Edison, New Jersey

**Anchalee (Joy)**

**Panigabutra-Roberts**  
Head of Cataloging  
University of Tennessee

**Scott Piepenburg**

Head Cataloger  
Our Lady of the Lake University  
San Antonio, Texas

**Sarah M. K. Potwin**

Executive Library Director  
Niagara Falls (N.Y.) Public  
Library

**Jana L. Prock**

Library Director  
Keller (Tex.) Public Library

**Brenda Pruitt-Annisette**

Library Media Consultant and  
Researcher  
AnnBroChi LLC  
Stone Mountain, Georgia

**Nathan Putnam**

Director, Metadata Quality  
OCLC  
Dublin, Ohio

**Deborah Rinio**

Nontenure Track Faculty  
Member  
Montana State University

**Daniel A. Sabol**

Adjunct Librarian  
Bronx (N.Y.) Community  
College/Mercy College

**Romelia Salinas**

Associate Dean, Library and  
Learning Resources  
Mt. San Antonio College  
Walnut, California

**Jules Shore**

Systems Librarian  
Shore Library  
Rockville, Maryland

**Jon D. Solomon**

Library Manager  
Englewood (Colo.) Public  
Library

**Nicole Spoor**

Social Sciences and Education  
Librarian  
University of North Carolina  
at Charlotte

**Brenda S. Sprinkle**

Elementary Librarian  
Greendale Elementary School  
Abingdon, Virginia

**William “Bill” Suduth**

Head, Government Information  
and Maps Department  
University of South Carolina  
in Columbia

**Ann K. Symons**

Library Activist/Library  
Consultant  
Dermott O’Toole Memorial  
Library  
Juneau, Alaska

**William Thurston**

Adult Services Librarian/  
Reference Librarian  
Oswego (Ill.) Public Library  
District and Waubensee  
Community College

**Joyce Valenza**

Assistant Professor of Teaching  
Rutgers University  
New Brunswick, New Jersey

**Erica Ann Watson**

Adjunct Librarian and Teen  
Services Librarian,  
Berkeley City College and  
Alameda County (Calif.)  
Library

**Nancy J. Weiner**

Assistant Director, Access and  
Information Services  
William Paterson University of  
New Jersey

**Don Welch**

Manager, Learning Resource  
Center  
Fortis College  
Grand Prairie, Texas

**Amber Williams**

Managing Librarian, Strategic  
Initiatives  
Spokane (Wash.) County  
Library District ●

## 2019 Election Dates

Ballot emailing for the 2019 ALA election will begin on March 11. The election will close April 3. Individuals must have renewed their ALA membership by January 31, 2019, to be eligible to vote.



# TRENDS



More than 250 patrons attended a recent “Paint-Along with Bob Ross” event at Ann Arbor (Mich.) District Library.

## Painting with Purpose

Libraries are helping patrons discover their inner Bob Ross

BY Lara Ewen

For 11 years, Bob Ross hosted *The Joy of Painting* on PBS. His soothing instruction helped budding artists paint landscapes, mountain ranges, and hundreds of “happy little trees.” The show ended in 1994 and Ross died in 1995, but the internet and streaming services have given new life to him and his program. Libraries have taken up the palette, hosting paint-along nights that blend nostalgia and stress relief—and bring new audiences through their doors.

### Patron paint-alongs

During the events, patrons watch an episode of *The Joy of Painting* and paint along, while library staff facilitate and provide canvases, paints, and other supplies. Some libraries hire Certified Ross Instructors, trained by Bob Ross Inc., to lead the workshops; others obtain video permissions from the official Bob Ross YouTube channel or buy authorized Bob Ross DVDs.

At Salt Lake City Public Library (SLCPL), Jen Scott, adult services librarian at the Corinne and Jack Sweet branch, has been running the program for more than a year. “It’s such a fun idea, and nostalgia is in now,” she says. The program, which initially began at the Marmalade branch, is held once a month at Sweet and at other system branches as time and demand allow.

The programs have proven quite popular around the country. Josie Parker, library director of Ann Arbor (Mich.) District Library system, says her first event, held in fall 2017, went so well it was expanded into two rooms. Both rooms filled up, so the free program is expanding again. “We expected 60 people, and about 90 attended, so we turned it into a series,” Parker says. Participants ranged from “teenagers to elderly people who are playing around and having fun, to serious painters, to people who pick up on it as a nostalgia thing, and even

people who have never heard of Bob Ross.” The most recent event—held over two sessions on September 8—attracted 250 patrons.

Sarah Burris, community relations and marketing coordinator at Northwest Regional Library System in Panama City, Florida, heard about SLCPL’s events and reached out to Scott for details. “One thing libraries are really great at is sharing with other libraries,” she says. Her library has held two programs so far and hosted 20 people per program—double the anticipated attendance. “And we still have a waiting list,” says Burris, “so we’re going to have a third program [in October].”

### Costs and benefits

Burris says her total cost for both two-hour classes was \$160. “Some supplies need to be refilled, and some don’t,” she points out. Canvases need to be replaced each time, for example, and they had to buy more paint and replace a few brushes. She shows the “Shade of Gray” episode from YouTube because of its manageably limited color palette. “And for the last two minutes of the event, we pause with Bob Ross in the background so people can take pictures with him,” she says.

For libraries hosting more than one event, SLCPL’s Scott says that planning ahead helps stretch programming dollars: “The cost to buy everything was about \$250, and that lasts for six or seven programs, plus \$50 per program for canvases.” The free 90-minute to two-hour program, broadcast from YouTube,



has benefited outreach efforts. “It’s attracted all types of people from all across Salt Lake County. It’s been a great way to get people into the library, and [it’s gotten] a lot of press,” she says.

“Occasionally libraries will approach Bob Ross Inc. for permission to run a class,” says Sarah Strohl, executive assistant at Bob Ross Inc. “We advise the library to contact one of our Certified Ross Instructors about teaching at their event.”

That was the best route for Jennifer Shepley, manager of community services at Chesterfield County (Va.) Public Library (CCPL). Her system’s programming budget is supplemented by its Friends group, and while the instructor fee was high—\$800—it included all the painting supplies. Attendees, who were mostly in their 20s and 30s, paid \$25 for a one-time, two-and-a-half-hour Friday evening event, including two drink tickets. Proceeds cycled back to Friends of CCPL, and the program attracted a lot of social media attention. Shepley says the program was a huge success. “We

formed a committee to discuss attracting 20- and 30-somethings to the library,” she says. “The county itself suffers from millennial flight, so to speak, and [was] looking for ways to attract this age group.”

### How to be like Bob

Librarians looking to host their own paint-along events should keep a few tips in mind. “Try the painting yourself before you do the program, and take notes, because that really helps when you’re facilitating,” says Scott. “And it is an intensive program, so when I’m finished, I’m pretty exhausted. But I get so many compliments, it’s worth the work.”

Parker, who brings a life-sized Bob Ross cutout to her events, agreed. “He’s so calm and happy, and you feel great,” she says. “It’s a moment in time to just clear your head, and I think a lot of people are searching for that peace, particularly right now.”

See more paint-along photos at [bit.ly/ALBobRoss](http://bit.ly/ALBobRoss) after Nov. 1. **AL**

**LARA EWEN** is a freelance writer based in Brooklyn, New York.



Library Technician Valerie Sobczak (standing) created the Bob Ross paint-alongs at Ann Arbor (Mich.) District Library and has watched them grow in popularity.

## BY THE NUMBERS

# Picture Book Month

## 2011

Year that November was designated Picture Book Month by Dianne de Las Casas and fellow children’s book authors and illustrators Katie Davis, Elizabeth Dulemba, Tara Lazar, and Wendy Martin. The international literacy initiative was in response to a 2010 *New York Times* article, “Picture Books No Longer a Staple for Children.”



**62** Number of languages that Eric Carle’s *The Very Hungry Caterpillar* has been translated into, including Aramaic, Icelandic, Latvian, Luxembourgish, Somali, and Yiddish.

## 3.1

Weight, in ounces, of the Caldecott Medal. The medal has been awarded annually since 1938 by the Association for Library Service to Children to the artist of the most distinguished American picture book for children.



## 1974

Year that George Ford became the first illustrator to receive the Coretta Scott King Book Award. He was honored for the children’s book *Ray Charles*. ●



TRENDS



collection development has become more complicated because we don't have settings in which we automatically interact with faculty," Jacobs says. "Thinking about the library has dropped to the bottom of their list."

For example, she says, each month she sends *Choice* book reviews to relevant departments and asks them to alert her to any new items that should be acquired. But faculty response has dropped significantly.

"The music department just says, 'Choose for us,'" she says. "That works okay because I have a music background, so I can do it pretty easily. Whereas with social inquiry, I wouldn't begin to know."

Many miles to the east, a \$16 million budget shortfall led the University of Southern Maine to lay off 50 faculty and 100 staff members and eliminate several departments a few years ago. As for the library, it was told to slice 10% of its budget—about \$380,000, says Director of Libraries and University Librarian David Nutty.

"I knew that I couldn't just cut 10% out of collections," Nutty says. "Our collection budget's not that big. It would have just devastated collections, and what's a library without collections? That's kind of our job. I knew [instead] I would have to touch personnel."

Before making cuts, he decided on some principles to work from, "so that there was some rhyme or reason to what we were doing." The first of those: Do everything possible to maintain services. The second: Try to preserve as many positions as possible, knowing that "these things are almost always cyclical and that at some point down the road the university would come back. I didn't want to position the library in such a way that it wouldn't be [able] to recover."

# When Universities Cut, Libraries Bleed

## How academic libraries respond to shrinking offerings

BY Anne Ford

**W**hen a university cuts majors, programs, or even an entire school, what happens to its library? The obvious answer: Nothing good.

As universities across the country trim offerings in hopes of addressing budget deficits, academic libraries must attempt to maintain services, even as it becomes more and more difficult to fulfill their missions.

"We're really getting slim," says Laura Jacobs, library science professor and interim director of the Jim Dan Hill Library at the University of Wisconsin-Superior. The university, which has a reported budget deficit of \$2.5 million, has suspended 40 programs, including the library science (LS) minor, since 2014. The library budget has seen large cuts as well.

Suspension means that a program is not permitted to accept new students as majors, not that the program itself is closed. That means that the library must continue to support the suspended programs, even while it has only two staff librarians (not including Jacobs) to serve a student population of 2,500.

"The administration would like us to expand hours," Jacobs says. "That's pretty hard to do." The library no longer maintains a reference desk, instead encouraging students seeking reference help to make appointments with a staff member (something many students appear reluctant to do). Even the number of student workers in the library has dropped, given the elimination of the LS minor.

Painful as it is, Jacobs finds it preferable to cut back on services rather than to spread herself and her staff even thinner.

"You can't split yourself into too many jobs," she advises. "If you're working on updating databases, to mentally shift over to reference or to do instruction for a class or to try to do collection development—it's pretty much crazy-making."

She's also attempted to shore up the library's relationship with university faculty, which, she says, has suffered from the fact that she is the only remaining member of the LS faculty.

"Building the personal relationships that are necessary for





In addition to making personnel cuts, the library has stopped acquiring journals, monographs, and other items in subject areas supporting the eliminated departments. “We’ve got great interlibrary loan, we’ve got access to databases, but we really can’t operate as a research library,” Nutty says. “We just had to respond to the environment we were in.”

On the bright side, that environment seems to be changing: For fiscal year 2019, the library received a budget increase, something Nutty attributes at least in part to the way in which it conducted the previous cuts. “Because we handled the cuts as professionally as we could, that has given us credibility where the administration feels like they want to invest back in the library,” he says.

At Rider University in Lawrenceville, New Jersey, a decision to sell the university’s music school, Westminster Choir College, to a Chinese company has left the library feeling as if it’s about to “separate conjoined twins,” says Senior Associate Provost and Dean of Libraries Richard L. Riccardi. “We can’t offer every discipline. We just can’t anymore.

“We have fine arts here at the Lawrenceville campus, and we have organ, voice, piano, and handbell [library offerings] up at Westminster, and where those resources overlap is going to be an interesting challenge,” he continues. “All these database contracts will need to be renegotiated, because we won’t have a branch campus anymore. Westminster moving forward will have to join consortia as its own entity.”

“You can’t split yourself into too many jobs. It’s pretty much crazy-making.”

**LAURA JACOBS**, library science professor and interim director of the Jim Dan Hill Library at the University of Wisconsin-Superior

In addition to selling the music school, Rider has eliminated several majors in the past few years. Riccardi declines to give specifics as to how these changes have affected the library’s collection decisions, saying only, “Any library will look at use statistics and things like that. It’s the mathematics of the moment.” **AL**

**ANNE FORD** is *American Libraries* editor-at-large.

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Dr. Dave demonstrates Bernoulli's principle with a leaf blower and toilet paper at Ohio State University's Whiz Bang Science Café at Worthington Libraries.

to the public, and in the summer kid-friendly cafés are held at the Worthington (Ohio) Libraries. Past topics have included animal cloning, Ohio forests, and puppy behavior.

Organizer Danny Dotson, head of the OSU Orton Memorial Library of Geology, says that he has received many "requests for a repeat performance—even as our presenters were just winding up." Most rewarding, he says, are the children who remember what they learned from a previous event and tell other presenters all about it.

# Excited about Science

Academic libraries get their students and community engaged

BY Alison S. Ricker

**O**n our campus there lives a microbe that can poop gold," says Danica Lewis, collections and research librarian for life sciences at North Carolina State University (NCSU) in Raleigh. "We just don't know where it is." That's how, last spring, Lewis enticed NCSU students into joining a Wolfpack Citizen Science Challenge, the university's periodic call for student engagement in ongoing research, which saw them looking for samples of *Delftia acidovorans*, a bacterium known for its curious ability to produce tiny pellets of 24-karat gold after feeding on a solution of gold chloride.

The library furnished students with kits that they used to gather soil samples around campus, which were then returned to NCSU's biotechnology lab for extracting DNA to locate the "gold-pooing gene," as Lewis calls it. They then took the samples with the most *Delftia* and sequenced a portion of the gold genes at the

Genomic Sciences Laboratory. With those sequences, NCSU Libraries led a bioinformatics workshop where participants conducted further genetic analyses.

"Thanks to our incredible volunteers," Lewis says, "we were able to collect more than 200 samples from all over campus." Some of the analyses even indicated the potential presence of a previously unknown species of *Delftia* at NCSU.

The Wolfpack challenge is one example of how libraries can collaborate with campus labs to achieve scientific results. Another way is to host a science café in the library, where people with similar interests take a deep dive into a specific topic and forge effective partnerships in an informal setting.

The Ohio State University (OSU) libraries in Columbus, in collaboration with the scientific honor society Sigma Xi, have hosted a monthly science café in various campus locations since 2008. The cafés are open

## An inconvenient webcast

Faculty buy-in was crucial when Oberlin (Ohio) College Libraries partnered with the school's environmental studies program in 2017 to host a screening of the documentary film *An Inconvenient Sequel: Truth to Power*, accompanied by a live nationwide Q&A webcast with its subject, former US Vice President Al Gore. Oberlin faculty shared information well in advance and submitted questions from students, one of which Gore answered during the webcast.

The Oberlin chapter of the grassroots environmental group Citizens' Climate Lobby was busy outside the Science Center's lecture hall, engaging students in conversation and reinforcing the film's message. Students wrote postcards to elected officials, telling personal stories about climate change and asking officials to reduce carbon pollution and mitigate global warming.

The University of Calgary's Gallagher Library celebrates science with its Beakerhead festival, held every September since 2013 at multiple locations throughout the city. Library Director Heather Ganshorn

says that the festival gives the library an opportunity to promote its services, including its audio-visual editing booths, makerspaces, and virtual reality studio. “We recruit faculty and science students from across campus and from our own staff who can demo maker kits, simulations, virtual reality, and other cool stuff,” Ganshorn says. This year the festival included wearable tech, robot improv puppet theater, dynamic math simulations, and a 3D sculpting workshop.

The Kelvin Smith Library at Case Western Reserve University in Cleveland partners with scientific vendors and publishers to present the Science and Engineering Library Resources Lab, which takes place in the engineering department and aims to familiarize faculty, staff, and students with the library’s STEM offerings. Vendor representatives appreciate the direct interaction with users and support the event by providing refreshments and giveaways. “The food and prizes may be the initial attractions, but we have observed students staying long after the food is gone,” Daniela Solomon, research services

librarian for engineering, says. “Their interest is confirmed by the feedback we collect after the event and throughout the school year.”

### Pop-up programs and social media

Some libraries showcase their resources with pop-up events. Matt Hayward, STEM librarian at University of Texas at San Antonio, timed his pop-up event on female scientists to coincide with Women’s History Month last March. Students had the opportunity to play citizen scientist mobile games created by women, watch streaming videos about women in STEM, browse a bookcase filled with science books and DVDs, and add notes to a whiteboard in answer to the question, “Who or what inspired you to study a STEM field?”

Social media is another venue for highlighting library resources and science musings. Becca Greenstein, STEM librarian at Northwestern University Libraries in Evanston, Illinois, is one of many who use Twitter to promote science-related library events, services, and collections. The Oberlin social media

Academic libraries are a natural habitat for encouraging science literacy on campus.

accounts function in a similar manner, often featuring science news beyond campus.

Digital displays broaden the view from the library. Harvard University will use both mobile and fixed displays in its newly renovated Cabot Science Library to showcase research data from different labs around campus, including a solar wall from the Center for Astrophysics, according to Amy Van Epps, Cabot’s director of sciences and engineering services.

Academic libraries are a natural habitat for encouraging science literacy on campus. Creating excitement around science helps build the momentum for evidence-based decision making that serves the common good. **AL**

**ALISON S. RICKER** is head of the Science Library at Oberlin (Ohio) College.

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Judith A. Downie poses with growlers from CSUSM Library's Brewchive.

Collecting more recent materials provides active learning opportunities for students studying business (marketing and business planning), science (recipe development and industry technology), and history (archival research experience and exhibits), as well as for scholars and community members.

After a year of planning, the Brewchive launch campaign culminated in August 2017 at an event at Stone Brewing in Escondido.

As the CSUSM “beer historian,” I am involved in local and national collaborations with other archives and historians as well as local outreach. I hear a great deal of enthusiasm for the project, eagerness to visit the collection, and gratitude that our beer history is being saved. Much time is spent building personal connections with local brewers to prove that we are serious about this project. And it has paid off: Stone Brewing, the largest brewery in Southern California, has donated hundreds of boxes of its archival materials.

There are challenges, most notably the scarcity of materials. I have prioritized searching for individuals active in San Diego brewing’s early

# Tapping into Beer History

University creates archive for local breweriana

Who’s collecting San Diego’s beer history?” This question—asked by Char Booth, California State University San Marcos (CSUSM) Library associate dean, during a brewing science certificate proposal review in 2016—launched what would become the Brewchive at CSUSM Library. In 2018, the archive received the American Library Association’s John Cotton Dana Library Public Relations Award.

BY Judith A. Downie

San Diego County is an epicenter for the craft beer movement, with more than 150 large and small craft breweries. But how did we get here? Relatively few materials exist from pre-Prohibition San Diego breweries. Some breweries were established post-Prohibition, but they were unable to compete with larger national breweries and closed by 1953. A resurgence in the mid-1980s grew into the industry that thrives today.

With the approval of CSUSM Library Dean Jennifer Fabbi, I explored local resources and could

find no institution actively collecting San Diego-area breweriana or business archives for research purposes. Brewchive planning began in 2016 with a small advisory group of local brewing-industry professionals. We defined our audience and scope to meet the needs of CSUSM students in the brewing certificate program as well as those of local professionals. We decided to focus on evidence of personal and business brewing activity in San Diego County from the 1980s to present, such as articles of incorporation, marketing materials like glassware and coasters, and oral histories.

We decided to focus on evidence of personal and business brewing activity in San Diego County from the 1980s to present.



years so I can collect their oral histories, which will be transcribed and digitized for the Brewchive website ([archives.csusm.edu/brewchive](http://archives.csusm.edu/brewchive)). This project requires time, patience, and trust-building as many breweries are busy, one-person operations. Others do not see value in saving or donating their time and materials. One challenge I may never resolve is a request for a particular brewery's beer recipe: It is proprietary information, and even if the brewery retires the beer, it may get brewed again in the future.



Judith A. Downie removes a beer tap from storage in the Brewchive.

It is too early to measure our success—we are still processing collections to be ready for the start of CSUSM's brewing science certificate program in spring 2019—but we hope to use what we learn to develop other specialized collections with ties to our region. We also plan to use the ArchivesSpace online information management system and implement digitization efforts to make the collection more visible and accessible. I'm also thinking about how to ensure growth beyond my efforts. I'm often asked how someone can become a "beer historian," which opens a conversation on a wide range of new opportunities in information sciences. **AL**

**JUDITH A. DOWNIE** is special collections and history librarian at California State University San Marcos Library.

## GLOBAL REACH

### Galileo's Lost Letter



Galileo Galilei's 1613 letter in which he criticizes the church's geocentric model.

**UNITED KINGDOM** The original letter, long thought lost, in which Italian astronomer Galileo Galilei first set down his arguments against the church's doctrine that the sun orbits the earth, was rediscovered in August in the Royal Society Library in London. Its unearthing exposes critical new details about the saga that led to his condemnation for heresy in 1633. The seven-page letter, filled with edits, was written to a friend on December 21, 1613, and provides strong evidence that Galileo actively tried to spread a toned-down version of his claims. The letter had been misdated in the library catalog since at least 1840. —*Nature*, Sept. 21.

**BRAZIL** A massive fire that raced through the 200-year-old National Museum in Rio de Janeiro on September 2 has destroyed almost 90% of its collection of more than 20 million items, ranging from archaeological finds to historical memorabilia. Firefighters battling the flames were joined by dozens of museum employees who tried to salvage invaluable artifacts and documents. Officials confirmed in mid-September that its substantial scientific library survived the blaze. Institutions around the world sent their condolences, with the British Library tweeting that the tragedy was a "reminder of the fragility and preciousness of our shared global heritage."

—Associated Press, Sept. 2; British Library Twitter, Sept. 3; BBC News, Sept. 4; Museums Association, Sept. 13.

**TAIWAN** A collaboration between architectural firms Bio-Architecture Formosana and Italy's Carlo Ratti Associati won the international design competition for the southern branch of the National Taiwan Library and Repository in Tainan. The design is based on the idea of a library being an open environment with "rooms of knowledge." The building will also have space for a book gallery, academic archives, and a digital preservation center.

—*Taiwan News*, Sept. 24.

**CANADA** In response to the rise in homeless people using its branches, the Toronto Public Library has hired Rahma Hashi, its first full-time social worker to deal with homelessness, a move that could be copied by big-city libraries across Canada. The social worker will help raise awareness among branch librarians on how to deal respectfully with vulnerable people who may suffer from mental health issues, addiction, and homelessness. —*Toronto Star*, Sept. 19. ●

# Andrew Luck

Pro football star shares his love of literacy with rookie and veteran readers

If you follow the National Football League (NFL), you know that Indianapolis Colts quarterback Andrew Luck is back. The star QB has returned to the field after undergoing shoulder surgery and missing the 2017 season. But while sidelined, he had time to focus on another passion—reading. The Andrew Luck Book Club ([andrewluckbookclub.com](http://andrewluckbookclub.com)), which started in 2016 with both a pick for younger “rookie” readers (*Maniac Magee* by Jerry Spinelli) and more seasoned “veterans” (*The Boys in the Boat* by Daniel James Brown), uses regular book selections, social media, and podcasts to drive discussions with students, fans, and authors, and motivate reluctant readers. *American Libraries* talked with Luck about his initiative, his relationship with books, and meeting author John Green.



**Have you always been an avid reader? Do you have any fond book or library memories from childhood?** I always have been an avid reader. It was encouraged in our household. I remember an 18-hour car ride to Colorado from Houston, and reading *Lonesome Dove*

[by Larry McMurtry] for like 17 and a half of those 18 hours.

[When my family was] living in Europe, we would come back to the States and visit my grandparents in Houston during that part of the summer when you couldn't be outside for too many hours of the day. So every third day we ended up in the library, checking out books or sitting and reading.

**What made you start your own book club?** I wanted to share my love and enjoyment of reading with others and really try to encourage kids to pick up a book that maybe they wouldn't have otherwise. I think literature is such a big, big world. How awesome would it be if more kids were reading books instead of being on their phones or computers all day?

**What's been the reaction to the Andrew Luck Book Club among your teammates and other players in the NFL? Have they asked for personalized reading recommendations?** The reaction has been positive. Like anything, you get ribbed, but guys enjoy asking about

it. I do try and recommend books to my teammates and get recommendations from them. It's a big locker room with a lot of diversity, which makes it an amazing place. I don't think people appreciate how cool an NFL locker room is and how many different interests there are.

**What's a book you've read recently that really stuck with you?** The [veterans] book for July was *Homegoing* by Yaa Gyasi. It's fiction, and it recounts two half sisters in Africa many, many, many generations ago who get split up. One line of the family stays in Africa, and one gets shipped to America through the slave trade. It is very powerful and emotionally evocative.

**Earlier this year, you interviewed author John Green for The Great American Read campaign. How was that experience? Were you previously familiar with Green's work?**

I am very familiar with John Green's work and his fan base. I was not as familiar with his vlog and online education work. I knew him more as an author and was honestly introduced to his writing because of the movie *The Fault in Our Stars*.

Interviewing him was great. He is fantastic, funny, and sharp. He very much put me at ease and it was special. (To watch Luck's full interview with Green, visit [bit.ly/LuckGreen](http://bit.ly/LuckGreen).)

**In that interview with Green, you were pretty forthcoming about the anxiety you felt working through your injury. How are you feeling now, being back on the field?**

I think John [Green] does a great job writing about anxiety in *Turtles All the Way Down*, and certainly parts of it spoke to me. But it is really awesome being back on the field. I feel great. There is still a lot of work to do, and there always will be work to do, but I feel really rejuvenated. **AL**



**“We have an obligation to support libraries. To protest the closure of libraries. If you do not value libraries, you are silencing the voices of the past and you are damaging the future.”**

**NEIL GAIMAN**, “Neil Gaiman and Chris Riddell on Why We Need Libraries—An Essay in Pictures,” *The Guardian (UK)*, September 6.



“Today, as cities and suburbs continue to reinvent themselves, and as cynics claim that government has nothing good to contribute to that process, it’s important that institutions like libraries get the recognition they deserve. It’s worth noting that *liber*, the Latin root of the word *library*, means both ‘book’ and ‘free.’ Libraries stand for and exemplify something that needs defending: the public institutions that—even in an age of atomization, polarization, and inequality—serve as the bedrock of civil society.”

**ERIC KLINENBERG**, “To Restore Civil Society, Start with the Library,” *The New York Times*, September 8.

**“Dear Forest Park (Ill.) Public Library, I know it’s silly to write a love letter to my library, but you know how it goes. Love makes one do silly things.... You are just so charming.”**

**ASHLEY HOLSTROM**, “A Love Letter to My Former Library,” *Book Riot*, August 7.

**“Knowledge is the most powerful transformative force that helps nations evolve, and libraries are the backbone.”**

**ALI HAMSA**, chief secretary to the government of Malaysia, during the Opening General Session of the International Federation of Library Associations and Institutions’ World Library and Information Congress in Kuala Lumpur, Malaysia, August 25.

**“THIS IS NOT JUST A BARGAINING CHIP OF AN ISSUE FOR US. THIS IS A FUNDAMENTAL ETHIC OF OUR PROFESSION.”**

**MARTIN J. BRENNAN**, copyright librarian at UCLA, in “Do College Librarians Have Academic Freedom? Amid Push, California’s ‘Will Not Be Silent,’” *The Chronicle of Higher Education*, August 27.



# Good JOB Hunting

How to make “You’re hired!” happen

**J**ob-seeking: It’s not for the faint of heart. No matter how well you polish your résumé, press your interview outfit, and practice your handshake, there’s something about looking for a new position that sets the nerves fluttering.

Fortunately, the traits that bring librarians to the profession—diligence, curiosity, intelligence, and flexibility—are the same ones that can win them a position. And *American Libraries* is here to show you how.

Just a few of the things we cover in this special package:

- How to network without feeling like a phony
- The LIS skills that can help snag higher salaries
- What leads some people of color to give diversity fellowships a miss
- Why résumé length doesn’t matter as much as you think
- The signals of a truly welcoming workplace

Not on the market right now? There’s still plenty for you here, including the pros and cons of joining a union, plus guidance on growing professionally at every stage of your working life.

Whether you’re fresh out of library school or in the middle of your career, hoping to make a change or just make some money, you’ll find something in these pages to help push you forward. Read on. **AL**





# Résumé Yea or Résumé Nay?

The dos and don'ts that can land you the job

BY Anne Ford

**M**ost of us update our résumé only every few years at most—meaning that as times change, it can be difficult to know how to present this crucial document in the most effective and up-to-date way. That's why we've enlisted National Résumé Writers' Association President Mary Jo King and San José (Calif.) State University School of Information Student and Alumni Career Consultant Jill A. Klees to give the thumbs-up or thumbs-down on several common résumé practices.



## Objectives

Once, many résumés led with a section titled "Objectives," listing what the applicant sought: "A challenging entry-level librarian position with opportunities for professional growth," for example.

No more. "We don't do objectives anymore, because they all

read the same," says King. Instead, she recommends a short opening summary that includes a positioning statement or slogan encapsulating what differentiates you from your competition. She recently crafted the following example: "Improving process, safety, and infrastructure for bottom-line results."



## Keywords

The first eyes on your résumé are unlikely to be human. Rather, most employers now use an applicant tracking system (ATS) to weed out the initial round of job seekers. That ATS determines which applicants are qualified for an interview on the basis of keywords. So how do you know which keywords to include?

You mine them from the job posting, King explains. If the posting states that

the employer is looking for an adult programming librarian to "provide readers' advisory and reference services," you'll want to make sure that your résumé includes the words "readers' advisory" and "reference," for example.

This is especially crucial when it comes to technological requirements, which an ATS often weights heavily. If the job posting says applicants must be proficient in Microsoft Office and familiar with LibGuides, the exact words "Microsoft Office" and "LibGuides" must appear in your résumé if you don't want to be automatically disqualified.



## Templates

There they are, right in Microsoft Word or on the internet, dozens of résumé templates free for the taking. Resist them, Klees counsels.

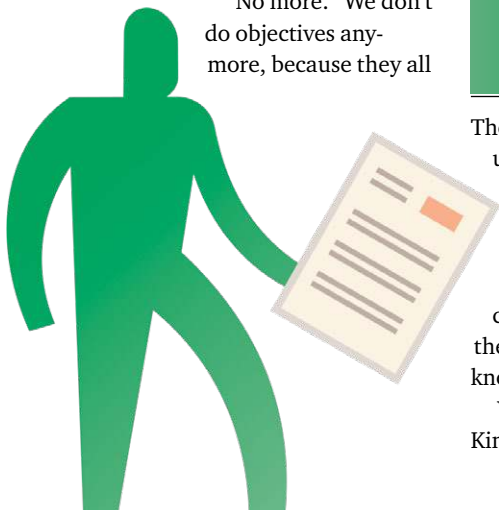
"When students send me a résumé, I can tell very quickly if it's in a template format, and I recommend they take it out," she says. "Templates are very confining. They don't let people create a document that's the best representation of themselves and what they can offer. And a lot of times, the template formatting is really odd. It might have thick borders or a big heading section that takes a lot of real estate. It just looks awkward."



## Metrics

"Everything an individual does over the course of a workday either contributes to or detracts from the bottom line," King says. "Metrics make that story strong."

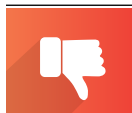
Don't just state that you reduced turnover on your team; point out that you reduced it by 25%. Have you orchestrated a change from one enterprise





platform to another? Make sure to note that you increased information retrieval efficiency by 10%.

"A lot of times people will say, 'I don't know the exact number,'" Klees says. "I say, if you can guesstimate, go for it."



### One-page limit

Now that résumés are seldom submitted as hard copy, their length matters less than it used to.

"It's not about the length. It's about the space that it takes to tell the story adequately," King says. In her view, employers care much less about how long a résumé is than they do about how easy it is to navigate. Try to squeeze your résumé onto a single page and you're likely to end up short-selling your accomplishments and creating a document that resembles a wall of text.

That said, for brand-new graduates, one page is still usually appropriate. Though, Klees says, "if you have enough really good, solid information that relates to the job, and it goes to two pages, fabulous. Do it."



### Nonlibrary work experience

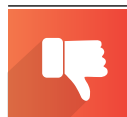
Let's say you're a new library-school graduate with little or no work

experience in the field. Is it worth including your job experience in other areas? Absolutely, as long as you tailor it to the LIS field. This applies even if, say, you worked your way through college taking orders at Whataburger.

"You might think, 'Well, nobody cares about what a server did, so I don't have any relevant experience,'" King says. "But we can use that information to the candidate's benefit nonetheless. We can demonstrate motivation. We can demonstrate customer service skills. If you were a server and you got employee of the month because of the scores your customers returned on surveys, that's something worth mentioning."

Take Kelly Drifmeyer. In a past life, she was a college professor and professional musician. By turning her 12-page, music-oriented curriculum vitae into a two-page, library-focused résumé, she landed a position as a librarian at San Antonio College Library.

"Musicians are in the library all the time," Drifmeyer points out. "Because I worked at a school that was primarily an education program for performance students, I maintained my own library in my studio. Cataloging and assessing materials, reading—all of those skills are things you often use in other professions. You just have to name them with the language that librarians use, not with the language that a teacher or a businessperson would use."



### Worry about longevity

"It's a much more transient work environment than it used to be," King reports. "When I first started writing résumés, longevity was critical; we wanted to demonstrate at least a couple of years' employment in each job."

These days, she says, just making it to a year in each position counts as longevity. Employers know that if younger workers aren't happy in a job, they move on. So don't worry if your résumé doesn't include a 10-year stint at a company the way your parents' résumés did.



### Persist

Using the techniques recommended here can help speed up a job search. Still, everyone experiences rejection at some point, and it's important not to let it interfere with your efforts.

During her yearlong search, Drifmeyer racked up about two rejections a month. "For 19 positions, I did not get a nibble," she recalls. "For one of them, I interviewed and was not offered the job. And the job I have now is number 21. They were like, 'Yay! Come work for us!'" AL

**ANNE FORD** is editor-at-large of *American Libraries*.



"Have your résumé reviewed by a librarian in your specific field of interest. Make sure to highlight your accomplishments—no need to be humble."

**PAOLO P. GUJILDE**, Emerging Leaders, Class of 2015 and collections and scholarly communications librarian/associate professor, National Louis University in Chicago



# The Salary Question

Negotiating the ins and outs of earning a fair compensation

**F**or more than 10 years, David Connolly has interacted with job seekers and employers in his role as recruitment ad sales manager with ALA JobLIST, the online career center administered by *American Libraries*, ACRL's *College and Research Libraries News* magazine, and ALA's Office for Human Resource Development and Recruitment. We asked Connolly for his insights on salary negotiations, including the biggest mistake applicants make regarding salary.

## What's the first thing someone should think about when negotiating salary?

Research. If there is one aspect of job negotiation that is tailor-made for someone with an LIS background, it's this. Exhaust every available resource to

come into any negotiation armed with evidence to support the worth of your expertise and services in a position. Research will give you the facts to refer to during negotiations and, with that, the confidence to take a firm position.

Here are a few tips I offer people for salary research:

- Several regularly published industry salary surveys focus on different aspects of the workforce. See if your LIS school or library has print copies of recent survey results or access to online databases.
- Search current and recent job ads for similar positions in similar cities or organizations.
- Many public sector jobs are required to disclose at least some salary information in publicly available data sources.
- Consult online salary data aggregators such as Glassdoor.
- Look for references to salaries, benefits, and other staffing expenditure trends in the organization's recent annual reports. Is it investing in its staff? Have there been regular pay raises? Have there been layoffs or furloughs?

**You mentioned looking for salary info in job ads, but a lot of employers leave that out. Why don't all employers include salary and benefits information in their ads?** For many of the employers who don't mention salaries—or offer unhelpfully obscure phrases like “commensurate with experience”—it seems to be a negotiating tactic. Strategies for any type of negotiation often recommend that you avoid being the first to suggest a price for something. It's a regrettably widespread practice across most professions. Less frequently, some employers take that even further and request the applicant's salary history, which can put a prospective employee at an even greater negotiating disadvantage. Several states—such as California, Massachusetts, and Vermont—prohibit employers from requesting salary history information from job applicants.

### What should be done about ads that don't include salary information?

Some job seekers say they refuse to apply for any position that doesn't provide concrete salary and benefits details up front. But that could mean passing on what might otherwise be an appealing job prospect, which is not realistic for everyone. Employers will change their practices when they believe that it's costing them good employees, so let them know that you notice when salary information is or is not included in their ads. You can also find a bevy of strategies and background information to negotiate personal salary and effect institutional change in the ALA–Allied Professional Association's "Advocating for Better Salaries Toolkit," along with other resources for improving the salaries and status of library workers, at [bit.ly/ALA-APApay](http://bit.ly/ALA-APApay).

ALA has tackled this issue from several angles over the years. For example, from the late 1970s through the early 1990s, the Association rejected job ads that did not provide salary information. This did not result in changing advertisers' practices, however; they instead chose other avenues to get their recruiting messages out. Most libraries operate within a larger organization's HR and recruitment practices and are subject to rules they might not agree with, whether they are part of a municipal or other government, college or university, school system, or corporation. ALA continues to recommend that employers include a salary range with all listings whenever possible. More background on ALA's policies on salaries in job ads can be found at [bit.ly/JobAdFAQ](http://bit.ly/JobAdFAQ).

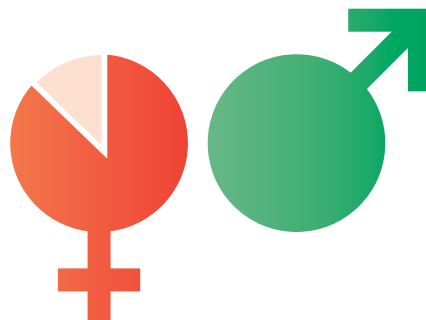
### What's the biggest mistake you see people make regarding their salaries?

The most costly mistake some people make is failing to negotiate their salary at the time they're hired. While there

are exceptions, it is nearly always a good idea to counter the initial offer rather than accept what the employer offers without question. If the proposed salary is firm, they will tell you. But if your counteroffer is reasonable, it is unlikely to sour them on you. If they can't move on salary, say, for budget reasons, see whether benefits such as professional development funding, flexible schedules, or vacation time can be negotiated. I recently heard about an academic librarian who negotiated an improved placement on her university's daycare waitlist as part of her hiring package.

**Any final thoughts about the job search?** There is little unique about the library job search. General job search advice—or advice tailored to the type of organization you want to work for—is at least as valuable as any you find specifically about librarianship. A job search requires intentionally learned and practiced skills, whether it's effectively preparing your application, interviewing, or negotiating. My advice is to never stop looking for and reading articles on these topics, attending talks and workshops, referring to your school's career or placement services office resources, and getting feedback from those who have succeeded before you. [ALA](#)

Many ALA units offer webinars, conference programs, articles, and other professional development opportunities with advice about the job search, negotiations, and other topics related to career planning. The ALA Office for Human Resource Development and Recruitment maintains career development resources at [bit.ly/ALACareerDev](http://bit.ly/ALACareerDev), including a free "Career Development Resource Guide" that was recently released. ALA JobLIST also offers resources for job seekers at [bit.ly/ALAJobTips](http://bit.ly/ALAJobTips), including a section on salary negotiations.



Median annual salary  
for full-time librarians:

**\$50,671**  
WOMEN

**\$57,961**  
MEN

Source: US Bureau of Labor  
Statistics (2016)



**3 out of 5**

American employees **DID NOT**  
**NEGOTIATE** their salary in their  
current or most recent job.

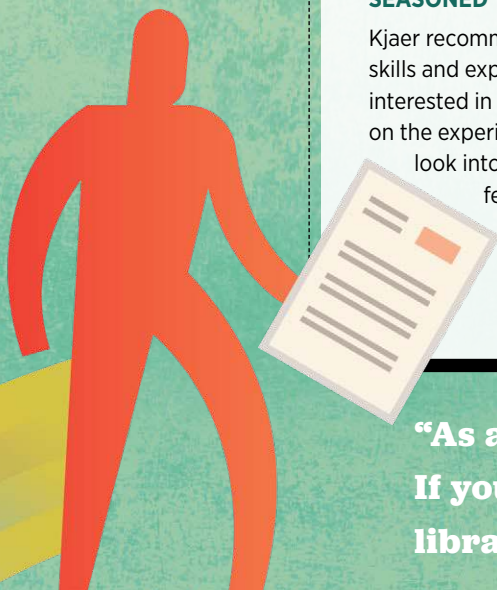
Source: Glassdoor (2016)



# Advice for Every Phase

**T**here's no shortage of career advice out there, but what works for one person in one situation might not be helpful in other cases. In this chart, we've collected some of the best advice for all phases of a career—in a variety of tricky job-related situations.

We talked with Sara Kelly Johns, retired school librarian, online instructor, and school library activist; Kathryn Kjaer, head of library human resources at University of California, Irvine; and Jill Klees, career consultant to students and alumni at San José State University School of Information. **AL**



## ► Finding a Job

Don't neglect **networking** (see also p. 42). According to a 2016 survey by hiring consultant Lou Adler, networking plays a role for at least half of applicants who find jobs.

### STARTING OUT

**Cast a wide net.** Assess your skills and all the ways they can be used. "Students and recent graduates often undersell their skills," says Klees, "so they tend to shy away from applying for jobs if their skills don't match the description exactly. People don't see the transferability of their experience."

### MID-CAREER

Consider **lateral moves**, which might not immediately increase pay but will teach you new skills and increase your value. In the meantime, "develop your career story and your narrative," says Kjaer, "so you can explain what you've done, where you're hoping to go next, and why."

### SEASONED

Kjaer recommends **assessing** your skills and experience: "If you're interested in branching out, build on the experience you have and look into opportunities in different areas."

## ► Networking

Get involved with **professional associations** at the local, state, and national levels. "Get over any personal shyness you have," says Johns. "In order to make a difference in my library program, I had to accept that it wasn't about me—it was about my students and working collaboratively with faculty."

### STARTING OUT

Maintain the connections you build in school. Recognize that most librarians are happy to meet colleagues who want to learn from them, and that finding a **mentor** can play a big part in job satisfaction. According to a 2016 Deloitte survey, having a mentor more than doubles the chance that a millennial will stay with an organization for more than five years.

### MID-CAREER

Continue to make **connections** in classes and at conferences, workshops, and ALA meetings. Don't forget to follow up after an event! Says Klees: "Any time you're making a career change is a great time to reach out to your network, and so are people's birthdays. Meet them for lunch or coffee, or schedule a chat on the phone."

### SEASONED

Consider **consulting** or remaining involved in the field after retirement. Reach out to your network beforehand to let them know your plans.

**"As a librarian, you never stop learning. If you do, you're in trouble, and your library community is in trouble." —SARA KELLY JOHNS**



## ► Career Planning

Kjaer suggests setting clear **objectives**: “An annual plan where librarians work with their supervisors to develop goals ... and ideas for professional development can be really valuable.”

### STARTING OUT

Collect information about **career opportunities** and necessary skills, using your school's career resources, [librarycareers.org](http://librarycareers.org), and ALA JobLIST to understand typical library jobs. “The best thing is to talk to people who are doing jobs that sound interesting to you. Get as much information as you can,” says Klees.

### MID-CAREER

**Fight burnout!** If you find yourself just going through the motions, find ways to refresh or innovate in your position—or take your ennui as a sign to move on.

### SEASONED

Plan for **succession** by identifying key people and making sure they have the skills necessary to transition into and thrive in a new role. Also determine how involved you want to remain in the profession after retirement.

## ► Professional Growth

“Never be afraid to accept **challenges**,” Johns says, “even if you don’t have the needed skills or resources yet. You’re going to find them from other library professionals and from conferences and workshops, as well as online and through social media connections.”

### STARTING OUT

Apply for ALA’s **Emerging Leaders program** ([bit.ly/ALA\\_EL](http://bit.ly/ALA_EL)). If there’s a project you want to work on, speak up; let your team know your professional interests. Read professional journals, and read and contribute to blogs and discussion lists.

### MID-CAREER

Look at job postings to see what skills employers are looking for, and take **classes** to keep up with market trends. Develop skills by volunteering in the community and leading committees or task forces. Consider applying for the ALA Leadership Institute ([bit.ly/ALALeaders](http://bit.ly/ALALeaders)).

### SEASONED

Explore **postgraduate certification** opportunities. Review leadership training resources such as the ones on this list: [bit.ly/ALALeaders](http://bit.ly/ALALeaders).

## ► Personal Fulfillment

Engaging with the profession outside your organization can open your eyes to new possibilities and provide **perspective**. Be honest with yourself about how professionally involved you want to be outside your main job. “Not everybody needs those challenges in their life,” Johns says. “Maybe their challenge is to climb mountains instead.”

### STARTING OUT

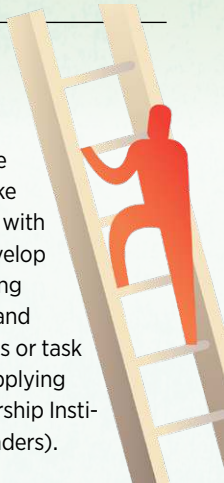
Get to know your **community** and administration and what’s important to them. Understand that not everyone in your community will be ready to incorporate your ideas right away. “Find a few people who are willing to change their instructional practices to incorporate your information,” Johns says. “And then promote the collaboration—success breeds success!”

### MID-CAREER

**Stay energized.** Says Klees: “If I were working with someone who’s burned out, I’d say, ‘Let’s look at your values and compare that to your job and see where the gaps are.’” Take note of resources for caregivers: [bit.ly/caregiverstoolkit](http://bit.ly/caregiverstoolkit).

### SEASONED

Understand that **giving back** through mentoring and professional involvement can be personally as well as professionally gratifying.



**“When I was moving from my first professional job to my next one, my director told me, ‘Never forget where you came from.’ Be kind and respectful to people as you move on in your career.” —JILL KLEES**



# HR Confidential

Inside tips from higher-ups who hire

by Anne Ford

**Y**ou've checked your résumé for typos and had your interview outfit dry-cleaned. What else can you do to make the best impression on your would-be workplace? We asked three library HR experts to spill the beans on the secret things—little and big—that can help candidates get the (best) job offers.

## Applying for a job

"I know we're all guilty of this in the HR profession: We sometimes create a very lengthy **list of qualifications** in our job postings. I have heard that that can be daunting to early-career people. I would suggest they go ahead and apply but try to amplify in their cover letter or résumé things they've done that show they have some of these skills and that they have the potential to learn more."

—KATHRYN KJAER, head of library human resources, University of California, Irvine

"Do provide a **cover letter**. Not everybody does, and that's a big mistake."

—ANONYMOUS PUBLIC LIBRARY HR MANAGER, southwest Indiana

"We really don't care about your **GPA**. Your experiences are what's important."

—ANONYMOUS

"In our postings, we indicate that we're a welcoming environment to all individuals. It's not just that compliance statement that a lot of companies use; we actually put time and effort into creating a more comprehensive **diversity statement** that indicates that everybody is welcome. And we like to see that reflected in some way, shape, form, or fashion in an applicant's résumé or cover letter." —D'SHAUNDR A WOLFE, human resources senior business partner, University of Michigan Library in Ann Arbor

"It's a pet peeve when you reach out to [an applicant] for an **interview** and you don't hear from them. It's okay to say, 'I'm not interested' or 'I've found another position.' I think sometimes applicants feel like, 'Because I've withdrawn, they might not consider me for future opportunities,' and that's not the case. We actually appreciate it, because then we can move on." —WOLFE

"If you're going to apply for a librarian position, it's about **community**. It's no longer going to be somebody sitting behind a desk. You need to be willing to go out in the community, walk around the library, and be there for your customers. Demonstrate that." —ANONYMOUS

## Navigating the interview

"One of the things that people aren't conscious of is the **handshake**. There was a guy I interviewed for a position, and he didn't realize his strength. He almost broke my hand, that's how hard he was shaking it. It was just a combination of him being excited and nervous at the same time. You don't have to shake so hard." —WOLFE

"**Do your homework**. People come in and they're like, 'Well, I don't really know much about you.' It's like, 'Have



you seen our website? That might give you a clue.' Look at the website, go through the board meetings, look at the programs, really immerse yourself in what's going on at the library you're applying to." —ANONYMOUS

"Sometimes we have candidates find out who's on the **search committee** and try to talk to them and get an in that way. We tell our search committee not to respond to queries like that but to direct them to HR. Our process needs to be very fair. If you do know someone on the search committee already, I don't think there's any harm in highlighting 'I've worked with so-and-so.' But you shouldn't be overly optimistic that throwing names around will give you a particular edge." —KJAER

"In academia, most people will need to do a **presentation** as part of the interview. The ones who are a hit are the ones who aren't just reading their slides. They have engaging visuals, and the candidate really engages with the audience. Some folks think, 'Let me put together a very scholarly impressive text,' which is not what people are actually looking for. You want to show a little bit about yourself and your communication style and try to connect with the audience, not just give textbook answers." —KJAER

"If someone says anything obviously **offensive** toward another group or demographic, that is definitely a no-no. That will automatically leave us feeling like this person's not a good fit. And just because you look like me doesn't mean you should feel comfortable having certain conversations with me. For example, I'm black, and I've been in interviews with people who are black,



# Help Wanted

## Get better job ad results and attract stellar applicants

**H**ow you share news of a job opening at your organization can significantly affect the number—and quality—of applicants you see, regardless of the overall job market. Here are several tips to get the best possible people to notice your job post and apply for it.

**1 Focus on the job seeker, not just staffing needs.** Many job announcements have become no more than a dry HR position description pasted into an email. Remember that this is an advertisement, and your goal is to attract the interest of terrific candidates. Save the laundry list of infrequent duties for later in the process, sticking only to major job functions. Spend time using the ad to persuade candidates to pursue your opportunity over others: What are some exceptional benefits you offer? Do you value professional development and provide support? What's appealing about your institution's unique vision and work culture? What makes your community great to live in? If your organization has a marketing and public relations department, ask them for help.

**2 Include a salary range.** You'll get a better response rate and unlock great applicants who otherwise wouldn't waste time applying at organizations that aren't upfront about compensation. Some also consider this a moral issue, believing that greater salary transparency can help narrow or eliminate wage gaps for women and underrepresented communities. If your library can't do this because of HR policy restrictions, work to change the policy.

**3 Build your brand as an employer.** When using a job board, add your company or institution logo and make sure to complete the employer profile section. Rather than repeat your organization's standard boilerplate, describe your institution in a way that would appeal to prospects.

**4 Prioritize outreach.** Go beyond your usual community. DIY efforts to spread the word might save a bit of money and time, but relying on email discussion lists and your Twitter circle often wind up reaching candidates similar to you, excluding fresh voices. Make an effort to diversify your candidate pool by posting to sources that are open and highly visible to all job seekers, such as ALA JobLIST.

*For more advice on improving your job ads, look for resources from the Society for Human Resource Management ([shrm.org](http://shrm.org)) and other associations for human resources. •*

and sometimes they get comfy because we're the same race, and it's like, 'No, you can't say that [offensive thing about another race], and if that's your mindset, you're obviously not a good fit for us.'" —**WOLFE**

"I have seen a shift toward emailed **thank-you notes**. That might be sufficient for the interview team, but from an HR perspective, I still think a handwritten note shines. You can also say something specific about the interview, so you're communicating that you were really present. Maybe even include a follow-up like, 'I was thinking about that on the way home, and I wanted to expand a little more on this.'" —**ANONYMOUS**

"Just know that just because you didn't get the job doesn't mean you aren't well qualified. It's not an exact science, so don't take it as total **rejection**. We've had people who applied multiple times and were eventually hired." —**ANONYMOUS**

### Getting (and negotiating) an offer

"When we're talking about **salary negotiations**, a lot of candidates don't think they can counter, and they don't do their homework. For many colleges and universities, salary information is public, so



Source: TheLadders.com (2014)

you can do your own research and find out what individuals within a particular classification are making. If you're offered a position and the salary is not what you're expecting, or it's below the median, you can come back and say, 'Hey, the market median is \$80,000. I would feel more comfortable being in this range.'" —**WOLFE**

"If you are the person offered the position, while the administrator might not come right out and say, 'This is totally negotiable,' you should understand that there is an expectation that you will want to have a conversation about **compensation**. If there is no back-and-forth, the person's supervisor might be alerted: 'You might want to work with

this person on their collaboration skills and ability to be a little more assertive.' I don't think it's the kind of thing that would make us say, 'We're not going to offer that person a job.' It would just highlight that this individual is pretty inexperienced, and we'll need to work with them a little bit." —**KJAER**

"I've had people who have negotiated their office, down to a particular chair. At the same time, the administrator has to take into account **equity** within the organization. It's not like the sky's the limit if you just really press. You don't want to be too obstinate or ask for things that are out of line. This could convey that you might be difficult to work with." —**KJAER**

"Regarding **sign-on bonuses**, you have not because you ask not. A lot of times, people are so excited about getting the job that they don't want to disrupt that. They feel like, 'If I ask for a sign-on bonus, it's going to appear that I'm greedy.' When you know your worth, it's not a problem. If that person is extremely strong, and we're hungry for that person, we'll make it happen." —**WOLFE** **AL**

**ANNE FORD** is editor-at-large of *American Libraries*.



"You want to put your best foot forward with everything you present. If a potential employer requests a diversity statement or writing sample, take your time and craft a meaningful piece that reflects your values and professional strengths."

**ALEXIA HUDSON-WARD**, Emerging Leaders Class of 2007 and Azariah Smith Root director of libraries at Oberlin (Ohio) College and Conservatory



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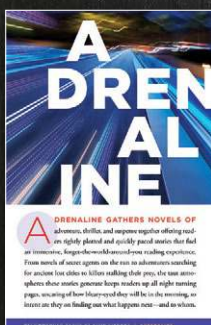


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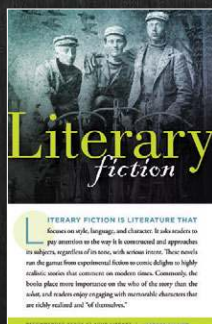
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# Underrepresented, Underemployed

In the library-job search, some face special barriers

by Anne Ford

**A**yoola White's first name rhymes with "Crayola"—a fact she communicates through her email signature, her Twitter handle, and even her business cards.

Still, the Simmons College student worries that after she graduates in December with dual master's degrees in library science and history, her name, which is of Nigerian origin, will hamper her search for an academic library position.

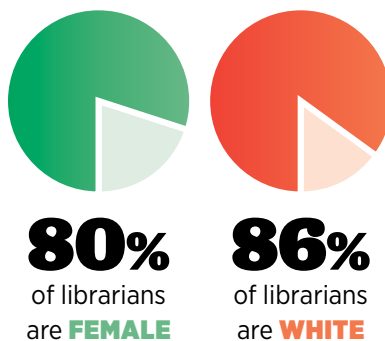
"My first name is something that most people in the United States would not be familiar with," White says. "There have been studies showing that if you have a name the interviewer or search committee doesn't think they can easily pronounce, they are less likely to move forward with your application, even if you have the same or similar credentials as someone else." In one of those studies, job-seekers whose names sounded Middle Eastern or Chinese had to submit 64%–68% more applications to get the same number of interview requests as candidates whose names sounded white ([bit.ly/jobnames](http://bit.ly/jobnames)). In another, résumés bearing white-sounding names received 50% more interview requests than résumés with names that sounded African American ([bit.ly/jobnames2](http://bit.ly/jobnames2)).

In addition, White is partnered with a woman and worries "about navigating the job search as somebody who wants to be able to move somewhere with my partner." Some of the job ads she comes across specify that they don't

discriminate on the basis of sexual orientation, but others don't.

White's concerns represent only some of the potential obstacles that people from underrepresented demographic groups face when applying for positions in the library field—a field that remains about 86% white and 97% able-bodied (per the 2017 American Library Association Demographic Survey, which did not ask about sexual orientation).

Because the library profession has been trying to diversify itself for a



Source: US Bureau of Labor Statistics (2017)

long time—particularly racially, and particularly through initiatives such as diversity task forces and diversity fellowships—some may be surprised that people from underrepresented communities still encounter barriers to library employment.

Theresa S. Byrd isn't. "We have failed miserably at diversifying the profession," says Byrd, dean of the University of San Diego's Helen K. and James S. Copley Library. "There's just no other way to say it."

## POC and PWIs

Byrd cites reason after reason for the library field's lack of racial diversity. First, young librarians of color often don't have mentors who are leaders in the field, she says. That's why, several years ago, Byrd helped develop the Association of College and Research Libraries' Dr. E. J. Josey Spectrum Scholar Mentor Program, which links library school students and newly graduated librarians of color with established academic librarians.

From the program's inception, "it was very obvious that we had to have white librarians serve as mentors, because there were not enough people of color (POC) to serve in those roles," Byrd says. "The question I'd always get asked was, 'I'm white. Can I do this?' The answer is: 'Well, who else, if not you? We don't have enough minority leaders to go around.'"

Second, she adds, the culture of many libraries is unwelcoming to employees of color, often because if there is a POC on staff, there's usually only one. In Byrd's experience, this is particularly true at academic libraries.

"The obvious solution is, hire more than one [POC]," she says. "At least hire a few, so that people aren't alone." Failing that, "there may be other people of color on campus, so introduce them to those people when they come for an interview."

What could help them find a community that would give them support, even if they feel some otherness at work?”

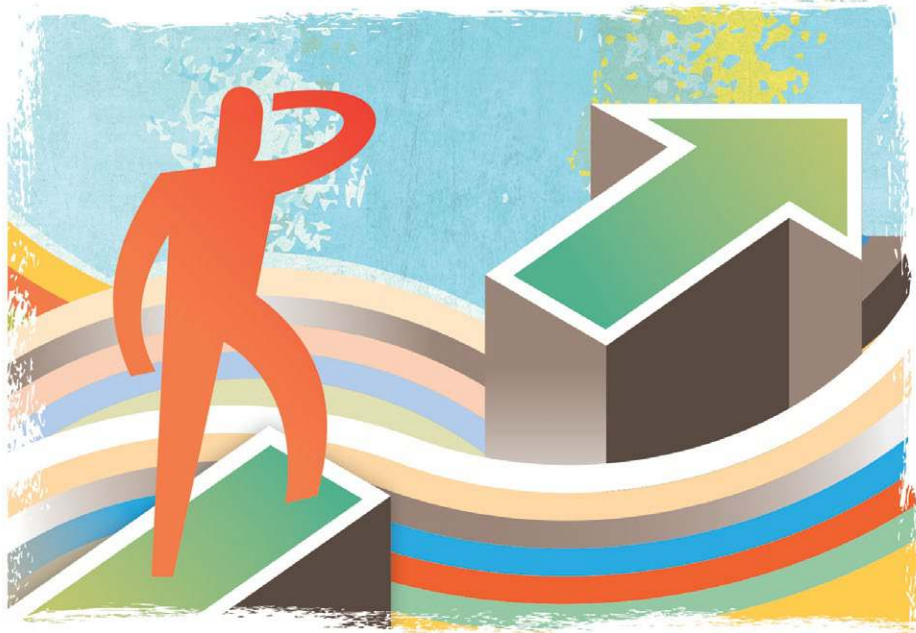
Third, in Byrd’s view, the fellowships designed to bring more candidates of color into the workplace have failed.

“I’m so sick of those,” she says. “You’re putting a target on someone’s back: ‘You’re the diversity fellow.’ It says: ‘You’re not really part of the organization. We’ll keep you for three years.’ What I don’t understand is, why can’t you just recruit and hire people into these jobs, rather than have these revolving doors? I don’t know that people in the organization take them [diversity fellows] that seriously, because they know many of them are going to be gone. I think it’s a way for predominantly white institutions [PWIs] to say, ‘Look how great we are. We’re helping people.’ No, you aren’t. If you really want to help a POC, just give them a job through the regular process.”

She says, too, that even when POC are hired on a permanent basis, it’s often into access services in a liaison area. “They hire people as the black studies librarian or the Latino studies librarian,” she says. “Well, they’re not in the main-stream part of the organization. But that does allow the organization to put a checkmark, when they have to turn in reports, about how diverse their staff is. They’re using POC for statistical reports.”

White is similarly suspicious of diversity fellowships. “A lot of times, they’re not actually there to make the institution more inclusive in a real way,” she says. “They’re really there to make the institution look good. It’s kind of hard to parse what they’re really looking for and if they’re going to put their money where their mouth is.”

That said, “the good thing about diversity fellowships is that they tend to give you a lot of experience,” she adds. “And I do know people who have had



a good experience [in them]. But it’s difficult to know ahead of time how it’s going to be.”

### **Invisible disabilities**

People with disabilities face numerous obstacles to employment in the library sector as well.

Kat Johnston, a recent library school graduate and a nonbinary queer Tejanx who uses the pronouns they/them/theirs, was diagnosed with juvenile rheumatoid arthritis at age 18 months and also lives with fibromyalgia, chronic migraines, and anxiety. Even before graduating, they encountered barriers to professional success, they say.

“I didn’t get a lot of career guidance from my university,” Johnston says. “As an online student, I wasn’t on campus, and being disabled, I wasn’t able to drive 40 miles to campus and do things in person. It was easy to ignore me, because they knew this person wasn’t going to be at their office door.”

During Johnston’s recent job search, they decided on a case-by-case basis

whether to disclose their disabilities. “If, during the process, it felt like at least the employer was trying to point toward inclusivity, then I might [disclose],” they say. “If that didn’t seem like it was happening, then I didn’t.”

And then there were the interviews to navigate. “A lot of times [disability] came up naturally whether I intended it to or not,” they say. “Because I’ve been disabled my whole life, it’s hard for it not to. I always worried that people would include it in their assessment of me as a candidate, consciously or not.”

Sarah Bauer\*, a librarian who recently began working at a liberal arts college on the East Coast, experienced the same concern during her last job search. Bauer has diabetes as well as chronic back pain, anxiety, and depression. The medicine she takes for diabetes sometimes requires urgent trips to the bathroom, while fluctuating blood sugar can require her to eat outside of meal times.

Though these accommodations might not seem particularly onerous, Bauer

\*Name changed at source’s request.

has worried during job searches that if she's perceived as having too many special needs, "it's going to be too much trouble to hire me," she says. "They'll think, 'This other person's just as good, and they're going to be easier to deal with.' You can't always control your unconscious discriminations: 'I can't quite put my finger on it, but we just liked X better.' And the reason they liked X better is that I'm Y, and I have issues."

Rather than disclosing her health conditions to her future employer, Bauer targeted her search to academic libraries, where "I knew I would have my own office, and I could have snacks in here, and if I needed to leave the room to inject insulin, I had some leeway to do that," she says. "People in other library environments are not necessarily going to have those benefits. If you're the only one on the desk, you're usually not allowed to leave to go to the bathroom. You have to call somebody and hope that they get there quickly."

### To disclose or not

Lesbian, gay, bisexual, transgender, questioning, queer, intersex, and asexual job candidates must also decide what and how much to reveal.

Johnston generally does not disclose their nonbinary identity during job searches. "You don't want to believe that



In 2015, nearly **ONE QUARTER** of academic librarians were **60 years of age or older.**

Source: Association of Research Libraries (2017)

that will alter someone's impression of you, but it very well could," they say. "If it doesn't feel like a comfortable enough environment for me to [disclose], I'm not going to at this point, because I really need a job. I would imagine in the future, when I already have a position and income and health insurance, I think I would be more upfront about it, to be sure that the place I end up working is going to respect that. But at this juncture, no, unless it feels okay."

Like White, Johnston pays careful attention to the wording of job advertisements and applications when determining what and how much to reveal.

One big tell: How a job application treats the question of gender.

"If the options are 'male' and 'female,' that's not a great feeling," Johnston says. "If it's 'male,' 'female,' or 'other,' it's weird that 'other' feels good, but at least they're letting me say, 'not one of these two.' Or maybe they let you fill it in, and that's really cool, because at least they're not saying, 'We know all the [gender] options and are going to list them here.'"

Institutional communication around gender is also a major tell for Bauer, who is bisexual and genderqueer. Though she's out to only some of her colleagues, learning that her new job had all-gender restrooms made her think, "Oh, I might actually fit in here," she remembers.

Johnston recently had a similarly hopeful experience with a potential employer whose job posting seemed especially welcoming. "The language of the job posting felt really inclusive," they remember. But what they really appreciated: The hiring director, who did not know about Johnston's mental health issues, supplied the interview questions over email ahead of time.

"For somebody with anxiety, that was huge," Johnston says happily. "It made a world of difference." **AL**

**ANNE FORD** is editor-at-large of *American Libraries*.

"Good, quality librarianship is an invaluable skill set, whether you are fresh from library school or have years of experience.

Do not dismiss your passions: You can be excited about readers' advisory, teaching information literacy, creating catalog workflows, and everything in between."

**LAKSAMEE PUTMAN**, Emerging Leader Class of 2012 and adult services librarian at Bixby Memorial Free Library in Vergennes, Vermont





# RDA

## IN TRANSITION

The **RDA Toolkit Restructure and Redesign Project**, also known as the **3R Project**, aims to significantly improve the functionality and utility of both RDA and RDA Toolkit. As the 3R Project moves closer to completion, gain some practical insight into the changes and share your perspective at the 2019 ALA Midwinter Meeting in Seattle.

### RDA TOOLKIT REDESIGN WORKSHOP

Friday | January 25th  
ALA MIDWINTER  
MEETING

This daylong event will provide a workshop-style examination of the revised RDA and redesigned RDA Toolkit. RDA Experts will guide attendees through real world cataloging examples and lead discussions of critical issues addressed by the 3R Project. Lunch will be provided.

**Learn more about the event and register at** [2019.alamidwinter.org/registration/ticketed-events](https://2019.alamidwinter.org/registration/ticketed-events).

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- The trial includes access to the beta site [beta.rdatoolkit.org](https://beta.rdatoolkit.org).
- Questions? Contact us at [rdatoolkit@ala.org](mailto:rdatoolkit@ala.org).



# 11 Tips for Meaningful Networking

Library pros share advice for meeting people and sustaining relationships

BY Terra Dankowski



**A**t its worst, networking can seem like idle small talk, disingenuous schmoozing, and a vehicle for self-gain. But done intentionally and authentically, networking can lead to long-term collaborations and partnerships and even help organizations share resources and break down silos.

How do you make networking effective and meaningful for your career and community? Library professionals affiliated with the American Library Association's (ALA) New Members Round Table (NMRT) share their strategies for connecting with colleagues and building relationships.

**1 Get in the mindset.** "You have to go in looking for a positive interaction," says Athanasia Fitos, manager of Miami-Dade Public Library System's Allapattah branch and chair of the NMRT's Midwinter Social Committee. The first step is to believe that networking has something to offer you and that your efforts won't be in vain. "Our profession has that stereotype of us being slightly mousey and slightly socially awkward, but you have to get outside of that stereotype," she says. "These types of engagements are really low risk."

**2 Ditch your friends.** It may feel unfamiliar to attend a social outing or conference solo, but

doing so puts the onus on individuals to interact and attend sessions that are personally relevant or interesting. "It's easy to hang out with the people you know," says Kimberly Bolan Cullin, president of Kimberly Bolan & Associates and presenter of NMRT's "Networking Matters" webinar. Leaving your comfort zone is more likely to get you talking to someone new.

**3 Break the ice.** Introducing yourself can be intimidating. Cullin recommends bringing up "something innocuous that gets conversation started," such as giving a sincere compliment, soliciting advice, or offering a relevant piece of trivia. Nicole LaMoreaux, assistant director

of research and instruction at The New School in New York City and president-elect of NMRT, says that while she's "not trying to eavesdrop," listening for something that piques her interest helps her wade into conversation.

**4 Be deliberate.** Know why you're approaching a person and what kind of conversation you'd like to have. Fitos suggests being prepared to discuss professional issues you're passionate about or changes that you want to see in your own library. Maybe the person you're addressing has experience with programming you're trying to implement or recently finished a fellowship you're interested in applying for. "You have to be willing to share why you're walking up to this individual," Fitos says.

**5 Actively listen.** Networking is about give-and-take. Ask thoughtful questions and avoid overpromoting your accomplishments.

"If you are one of those dynamic personalities, figure out how to talk about yourself in a way that won't be off-putting," says Cullin.

**6 Pay attention to body language.** It may seem like a small detail, but LaMoreaux recommends standing away from the walls and not crossing your arms to appear more approachable and receptive at social events.

**7 Start small.** You don't have to spend a lot of money or attend national events to make connections. "Start at your local level, your state association, see what events are going on at your library, and find out what your coworkers are doing," says Kimberly Redd, program manager for certification and talent development at ALA and staff liaison to NMRT. LaMoreaux agrees and says getting involved with a local consortium and attending weekday workshops has been useful for her.

**8 Think holistically.** Networking isn't just about finding a job or growing your circle. "It's really a planning-for-the-future thing," says Fitos. She notes how easy it is for people and departments to get siloed, and how

that isolation makes it harder to solve issues that can't be fixed with internal expertise. "It might be something that's trickling into your community that you haven't dealt with yet," she says, such as the opioid crisis or gentrification. Fitos says looking to other industries can bring fresh perspectives, skills, and solutions to a problem. In cases where libraries in budget-strapped communities are encouraged to share resources with other agencies, networking can be an essential lifeline.

**9 Join a group.** Enlisting in an association, heading a committee, and volunteering are natural extensions of networking efforts. "If you're on a committee, you know that you might have a phone call every few weeks, or a meet-up at a conference," says Fitos. She points out that ongoing obligations can be a passive but effective way to stay engaged when you're busy.

**10 Bring business cards.** If your organization does not provide them, Cullin recommends ordering inexpensive cards to hand out. In addition to your job title and contact information, Cullin suggests, your card should include other things to make yourself stand out—a list of key

**12,360**

Librarians employed in **NEW YORK**, the state with the highest librarian employment level.

Source: US Bureau of Labor Statistics (2017)

skills, links to social profiles, and even a personal tagline. Redd adds that students should carry business cards that include their expected date of graduation.

**11 Be patient.** "It's not a one-and-done thing," Cullin says of networking encounters. Fitos agrees that "maintain and sustain" should be the goal of cultivating relationships, and so she'll usually email people she meets at conferences a few weeks later to share ideas and ask for advice. "[Following up] is actually the hardest part of networking," she says. Cullin adds, "After 10 years, I felt I had a really good network." **AL**

**TERRA DANKOWSKI** is an associate editor at *American Libraries*.



"ALA's Emerging Leaders program reinforces the idea of making connections with people. That is important in the job hunt, whether it is getting a first job or a new, better job. Meet, interact, and volunteer with as many people as you can. You have no idea how these connections may help you get a great job later."

**MELANIE LYTTLE**, Emerging Leaders, Class of 2010 and head of public services at Madison (Ohio) Public Library



# Unions 101

## What library unions do—and don't do—for workers

BY Carrie Smith

**A**cademic librarians in the University of California (UC) system recently discovered something strange about their contracts: They didn't contain intellectual freedom protections, the very thing they advocate for their patrons.

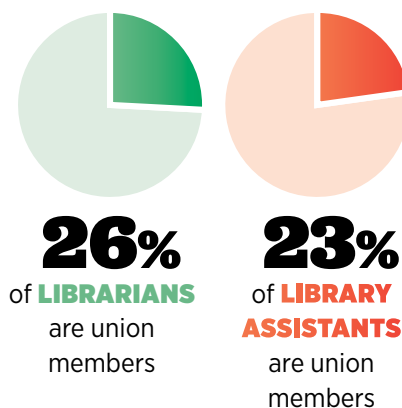
Librarians realized this when their union, the University Council of the American Federation of Teachers (UC-AFT) Unit 17, filed grievances against the UC administration regarding disciplinary actions for such things as managers reprimanding librarians over product assessments and conference presentation titles. Their grievances were rejected. The union's contract expired September 30, and at press time negotiations were still under way to have academic freedom guaranteed in the next contract.

The system turned down the union's initial request, so UC-AFT has turned to grassroots efforts like media coverage and a petition, earning support from librarians across the country. "We win through public opinion," says Axel Borg, UC-AFT Unit 17's lead negotiator and subject specialist librarian at UC-Davis.

According to a report from the AFL-CIO's Department for Professional Employees, in 2017 union librarians and library assistants earned on average 31% more per week than their nonunion equivalents. Union library workers are also more likely to have health coverage, retirement plans, and sick leave, the report states.

Yet library unions are as diverse as libraries themselves. Public library workers may be organized in a library-specific union that represents librarians and other staff, or they may be a part of

a larger municipal union that represents city or county workers. Academic librarians can find themselves part of a larger faculty union or librarians-only bargaining unit, while school librarians are often members of the local teachers union. Most unions don't include members in supervisory positions.



Source: AFL-CIO Department for Professional Employees (2017)

The landscape is complex, and it's difficult to paint a picture of library unionism with one brush, but there are commonalities workers should know.

### What does union representation entail?

"Many people come to the workplace and aren't aware of what a union is—they're just happy to get a job," says John Hyslop, president of Queens (N.Y.) Library Guild Local 1321. So what should employees know once they're hired?

If you're covered by a collective bargaining agreement, the union is your representative in contract negotiations and employment disputes, whether you choose to be a full union member or not. A strong union will identify your shop steward—the person who can help you through disciplinary actions—and keep you updated on meetings and vote results.

A common misconception is that union membership (or being subject to a collective bargaining agreement) might inhibit your ability to negotiate for better pay. "There are many, many opportunities in a union context to negotiate individually," says Aliqae Geraci, assistant director of research and learning services at Cornell University's Industrial and Labor Relations Library in Ithaca, New York, and chair of the American Library Association–Allied Professional Association Standing Committee on the Salaries and Status of Library Workers. While pay structure is often governed by your contract, your rank can be negotiated. "That's going to entirely change your compensation arc in an organization," she says.

Unions also focus on broader matters, like professional development

funding, working conditions, and intellectual freedom protections, as with UC-AFT Unit 17.

## Do I need to join my union?

There's no perfect answer. Though for Geraci, there's one main question: "Do I want to participate in the outcome of the collective bargaining process?"

Unions, which are democratic organizations with voting structures, reflect their membership. Some local unions can be weak or troubled, with low worker participation or a poor relationship with management.

"If you think the local union is bad, if the leadership is incompetent, there's only one way to change that," says Geraci, "and it's to participate in the democratic process."

Still, membership can be an incredibly personal choice. Kathryn Bergeron, lead librarian at Kalamazoo (Mich.) Public Library, was laid off from early jobs thanks to "last in, first out" termination policies—which can be part of union contracts—and associates the practice with unions. "The system rewarded seniority over effectiveness, and to us it felt like we wouldn't ever be able to find and keep a job," says Bergeron, who has opted out of her workplace's union. "I know that some of my coworkers don't agree with my choice, but everyone has been kind and generous with me."

Labor laws require unions to recognize the rights of nonmembers, especially in the public sector. While "free riders" (people who receive the same benefits and protections as paying union members) are often derided, protections in most states guarantee that workers under collectively bargained contracts are represented fairly.

The *Janus v. American Federation of State, County, and Municipal Employees* Supreme Court decision on June 27 took these protections one step further, ending public-sector unions' rights to collect "fair share" fees from nonmembers as compensation for bargaining and representation. Some believe this funding cut could seriously weaken the ability of public sector unions to represent workers. But many union members are optimistic that the value of their work will speak for itself.

"When someone comes to us with a question or a problem, we don't say 'Are you a member?'," says Borg. "We say, 'What kind of problem?'"

## Should I start a union?

Private-sector employee rights are governed by the National Labor Relations Board. The rights of public workers, unless they are employed by the federal government, are determined at the state level—and several states limit or even prohibit collective bargaining by public employees. Geraci recommends working with an umbrella organization like AFL-CIO, which is affiliated with a number of unions, to learn about regulations affecting your workplace.

Kelly McElroy, student engagement and community outreach librarian at Oregon State University in Corvallis, was among the organizers who started the university's new faculty union in June. The union will soon begin negotiating its first contract. No single event spurred action, but McElroy says concerns about working conditions, quality of life, and higher education funding brought many of her colleagues together. She sees her involvement as "a way to raise librarian voices up and build understanding of our daily work."



Source: AFL-CIO Department for Professional Employees (2017)

Borg was similarly inspired when he began working to revitalize his UC-AFT unit more than 10 years ago. The library's budget had been stagnant for more than 20 years—a fact that shocked even the university's provost—and the negotiator for the faculty union didn't know what academic librarians did beyond their contract job descriptions.

Unions aren't a cure-all, but Geraci sees them as a way to improve conditions broadly. "I believe that librarians have a special responsibility to raise their occupational wage floor, to make room for support staff to achieve higher wages," she says. "We have an ethical obligation to raise everybody up." **AL**

**CARRIE SMITH** is the editorial and advertising assistant at *American Libraries*.

# FIERCENESS *and* FIERCE OPPOSITION

Anti-LGBTQ groups step up protests to drag storytimes

by Greg Landgraf

**D**rag queen story hours have gained popularity in libraries in recent years, blending literary realness, strong queer role models, and positive exploration of differences.

But while queens have proven their ability to bring the party with fantastic fashions and tales of individuality and acceptance, pockets of resistance remain. Many programs held in libraries still draw protests, as organized opposition groups insist that these storytimes aren't appropriate for children.





Lafayette (La.) Public Library (LPL) faced protests of its planned drag queen story hour, organized with the University of Louisiana–Lafayette’s chapter of the Delta Lambda Phi social fraternity for gay, bisexual, and transgender men and allies. Children’s librarians worked with fraternity members to select age-appropriate books for them to read, teach them presentation skills, and approve their outfits.

The buildup to the event, originally scheduled for October 6, featured unexpectedly loud opposition from social conservatives, antitax groups, and the Lafayette City-Parish Council. It also resulted in the departure of City-Parish President Joel Robideaux’s appointee to the library board, Joseph Gordon-Wiltz, who resigned after Robideaux requested public records about the program, how programs are planned generally, programs that have been denied, and filters used on library computers. Robideaux also expressed his intention to discuss canceling the event, although he acknowledged that the council did not have that authority. On September 18, six of the nine council members abstained from voting on a resolution to denounce the event, effectively killing the symbolic measure. In early October, LPL moved the program to South Louisiana Community College to accommodate a larger audience, but



Pickle reads *Jacob's New Dress* at West Hollywood (Calif.) Library at an event by the national organization Drag Queen Story Hour.

security concerns caused LPL and Delta Lambda Phi to postpone the event until they could find another venue.

Despite the controversy, hosting the program “wasn’t a hard decision to make,” says LPL Director Teresa Elbertson. “We rarely reject ideas,” and the library is open to events reflecting a wide range of viewpoints.

Pikes Peak (Colo.) Library District (PPLD) hosted a drag queen story hour September 1, although it wasn’t an official library event. Instead, a gay bar called Club Q planned the event and reserved a library meeting room for it. Outside groups use PPLD’s meeting rooms about 40,000 times each year, so library administration realized that there would be a drag queen story hour at the library only when a city councilor who had received complaints contacted the library.

The Family Policy Alliance, which calls drag queen story hours “the latest effort to normalize sexual brokenness and push it on our kids,” added the event to its online action center, which allowed its supporters to send a form letter to city councilors, county commissioners, and library trustees.

Despite receiving more than 400 of these automated letters, the library board supported the administration’s view that the event was acceptable under library policy. The event was a success: 230 people attended, and the program had to be held twice in succession because of strong demand. Another event is already planned for October.

**BEING THE TARGET OF PROTESTS  
CAN NEGATIVELY AFFECT LIBRARY  
STAFFERS, PARTICULARLY  
WHEN THE INVECTIVE USED BY  
PROTESTERS BECOMES EXTREME.**

Photos: Jon Viscott

Mobile (Ala.) Public Library (MPL) similarly served as the venue for a drag queen story hour sponsored by LGBTQ advocacy group Rainbow Mobile September 8. “We stand strong for the library being open to everyone,” says MPL public relations officer Amber Guy, who notes that outside groups hold thousands of events in the library each year, and these events span the spectrum of political and social beliefs.

Community members opposed to the event spoke at city council and county commission meetings, arguing that it was inappropriate for young children. However, Guy says that even officials who personally disagreed with the program felt it came down to a free speech issue, and they did not attempt to prevent it. An overflow crowd of 300 came to the event itself. Opponents planned protests at the library that day, but only about 50 protesters showed up. Rainbow Mobile organized a counterprotest, which drew about 300 supporters.

### OPPORTUNITIES TO ENLIGHTEN

Using the protests as an opportunity for discussion has proved fruitful for PPLD. John Spears, chief librarian and CEO, says the library’s responses to the Family Policy Alliance’s automated emails generally didn’t lead anywhere. But many people called the library, and

those calls provided an opening for productive conversation. “It was rare that we didn’t bring them over to the realization that the same rights that protected a drag queen are the same rights that would protect the Family Policy Alliance or anyone with controversial views,” he says.

Being the target of protests can negatively affect library staffers, however, particularly when the invective used by protesters becomes extreme. In a way, Spears says the pressure has brought his colleagues together. “We sent out a lot of communications to our staff of about 500 to be

sure they had clear talking points,” he says. Recognizing that some staff members might oppose the event itself, the points focused instead on the value of intellectual freedom to protect all views.



Counterprotesters outnumbered protesters outside Mobile (Ala.) Public Library during a drag queen storytime in September.

MPL also successfully defended its event on intellectual freedom grounds, which was made easier by Rainbow Mobile. “They did everything by the book and provided all of the information required by anyone using our meeting rooms,” says Guy, which helped the library demonstrate that the event met library policy. The organization stayed in communication with the library and worked hard to make the event successful on its own, with a group of volunteers welcoming attendees and helping kids do a craft project.

Guy also notes that the protests stayed peaceful in part because of the library’s good working relationship with local police. “Because both sides are passionate, there were times when things got heated,” she observes. “The police were able to defuse the situation without the library having to get directly involved.”

James LaRue, director of the American Library Association’s Office for Intellectual Freedom, recommends that, as long as drag queen storytimes are planned in accordance with library policies, libraries resist protesters who call for cancellation. “When libraries announce a drag queen storytime, then get community pushback, then cancel, it does not turn the people who were complaining into supporters,” he says. Instead, protests that succeed in getting a library program canceled only encourage more protests in the future. Positioning the library as an organization that hosts a wide range of programs—potentially including an event sponsored by the protesting group—can more effectively make clear that libraries stand for the free speech rights of all people, LaRue says.

*An earlier version of this story appeared at [bit.ly/AL-DragQueens](http://bit.ly/AL-DragQueens).* **AL**



**GREG LANDGRAF** is web content specialist at Greene County (Ohio) Public Library and a regular contributor to *American Libraries*.

## RESOURCES

- The national **Drag Queen Story Hour** ([dragqueenstoryhour.org](http://dragqueenstoryhour.org)) organization and its local chapters provide info for hosting or planning a drag queen storytime.
- ALA’s **Office for Diversity, Literacy, and Outreach Services** has a resource list on drag queen story hours ([bit.ly/AL-ODLOSDrag](http://bit.ly/AL-ODLOSDrag)) and general resources for services to the LGBTQ community.
- ALA’s **Office for Intellectual Freedom** offers tips ([bit.ly/AL-OIFDrag](http://bit.ly/AL-OIFDrag)) for responding to complaints and censorship attempts around Pride and LGBTQ services and materials in libraries.



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# CAREER WORKSHOPS *for Teens*

Bringing in professionals  
to talk with young adults

BY Amy Wyckoff and Marie Harris

If you tell teens you are hosting a career workshop where they can meet a professional and learn about a specific job, you may see some eye-rolling. The workshop is not an automatic sell, but it can be turned into a huge success as a series with a little effort. It thrives when teens are given partial ownership by helping to choose the professions featured. Library staffers can use this feedback to sculpt the series and market it.



## WHY MEET WITH PROFESSIONALS?

Often the best information about a specific career comes from people working in that field. Career counselors recommend that teens interview professionals informally in areas that interest them. Such interviews can:

- Provide an insider's view of the profession or a specific company or organization.
- Reveal information on what education, certifications, or job training are required to enter the field as well as what skills may be useful for success.
- Broaden their view of the career by presenting jobs they may not have considered previously.
- Allow for an understanding of what employers are looking for, which will help when applying for and interviewing for jobs.
- Help form relationships with people already working in the field, which could lead to mentoring opportunities.

Certainly, the benefits of meeting with a professional are numerous. But how can teens set up an informational interview, especially with a career professional in a field that may not be very prominent in their community? Teens living in smaller towns have fewer opportunities to interact





with professionals representing a broad range of careers. Libraries can help bridge this gap and connect teens with professionals of all types.

After we hosted an “I Can Be a Photographer” program at Charlotte Mecklenburg (N.C.) Library, an interested teen stayed to chat with the presenter. He showed him his portfolio and asked if he needed an assistant. The presenter said he was not hiring at that moment, but he invited the teen to observe a shoot. The photographer also invited the teen’s parents so they all could learn about what it takes to be a photographer.

This teen took time to begin learning the skills necessary to be a photographer. He was already practicing networking and seemed comfortable showing off his work. We were impressed by his initiative, but the library played a part in making this interaction possible. We connected this passionate teen to a resource he was not sure how to discover previously.

## IDEAS WITH TEEN APPEAL

Teens regularly interact with teachers, counselors, doctors, coaches, and other local professionals. They have an idea of what those careers might be like, and they probably know a bit about the fields in which their parents work. But what about the careers for which they have limited or no information? Do your teens have interests that could translate into careers?

Speak with teens at your library to create a list of careers for your workshop. A teen library council or teen advisory group can help plan too. Teens are more likely to be invested in programs if they have some ownership. It may work best to ask what interests them rather than what careers they want to pursue. They might be unaware that their passions can turn into viable career paths.

## VET YOUR SPEAKERS

Select your presenters carefully. Not all career professionals are dynamic public speakers. If you consider that the audience will be a group of possibly cynical young adults who have been sitting in hard plastic classroom chairs all day, you’ll understand that you must find speakers who will be knowledgeable, engaging, and adaptable.

Last year we hosted an “I Can Be a Pharmacy Technician” event. We were not sure how successful this would be, but colleagues raved about the speaker’s charisma and ability to connect with youth. They were right: The teens loved the presentation and were engaged throughout the program. They had never before considered pharmacy as a possible career, and many had not even known what a pharmacist did. The presenter’s skill in speaking to teens and his enthusiasm were essential to this program’s success.

Ask speakers to bring hands-on examples of their work to share with teens. When a tattoo artist visited, he brought a tattoo machine (without needles) and let the teens pass it around to look at and feel its heft. When skateboard shop owners visited, they brought multiple skateboard models and parts for the teens to handle. A painter brought some of her canvases as well as her favorite set of brushes to pass around. Opportunities for teens to handle tools of specific trades can make the programs feel more interactive and less like a lecture. They set the stage for teens to feel comfortable and engaged, especially during question-and-answer portions of the program.

We have never paid a professional for presenting at one of our career workshops. They are often flattered to be invited to speak about their careers





and feel that they are giving back to both the community and their professions by participating. Some professionals receive permission from their employers to present a workshop during the workday because the company considers it outreach.

Of course, entrepreneurs and other independent professionals may not receive payment for their time. For this reason, we always try to make them feel appreciated by ensuring that the workshop is well attended and by having snacks and beverages on hand. If we take pictures at the program, we send the presenter a link to the photos. This helps the library develop advocates in the community—and we can never have too many library advocates.

## MARKETING YOUR PROGRAM

Your workshop's success may depend on your marketing efforts. Teachers and guidance counselors are often excited to hear that the library is offering a program to help teens think about their futures. They may put up fliers and promote the programs during school announcements or in newsletters sent to families. This is an excellent way to reach parents and students who may not know what your library offers.

Connecting with staffers at local schools can help you brainstorm workshops that might interest students, especially if your schools have career programs. If your school system features a career-based magnet school or career pathway program, your library could host a few workshops in related careers.

Are there nonprofits in your community that serve young adults? These organizations often look for ways to introduce teens to career options. In Charlotte, staffers at the Goodwill Career Leadership Academy for Youth were always happy to hear about programs we offered and would sometimes make field trips to the library with their teen participants. If you have any connections with staffers in these programs or with school counselors, reach out to see if they can take after-school field trips to the library, then plan your workshops around those times.

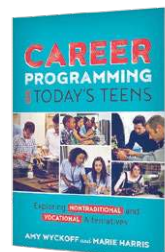
Consider your audience and be prepared to market innovatively. Since many teens do not follow our library directly on social media, we asked our teen volunteers to like and share our posts on Facebook and Instagram. We made sure to always make our fliers appealing to teens. You may have a teen intern or member of the teen library council with an interest in graphic design who can help create promotional materials to reach that demographic.

## CONNECT WITH THE RIGHT RESOURCES

Follow up with teens who attend your programs or show interest in a topic. There are several ways to get additional information:

- Plan to have some related resources available at the workshop itself. The program may draw attendees who are new to your library, so have event calendars and fliers for upcoming workshops available. Our library system hosts a successful series of annual programs on preparing for college and university entrance exams. We told teens and their parents about the career workshops at every session we held.
- A display featuring books about a specific career can be set up in the room where the program is held. You can also prepare bookmarks with a list of suggested reading to pass out at the end of the program, which reminds teens that you are happy to help them locate additional information.
- Some libraries' policies allow for the collection of names, phone numbers, and email addresses at its programs. If you can do so, ask participants to sign in at the beginning of the workshops and indicate if they would like to receive further information. This allows you to send emails with expanded information based on questions teens ask at the end of the programs.

The library has access to so many useful resources to help teens learn about career paths. Some libraries subscribe to [lynda.com](http://lynda.com) or other online learning interfaces where teens can watch videos and practice new skills. There are also how-to guides, YouTube videos, and other free resources like Khan Academy that library staff can recommend to its teens. We can also help them find information about internships, camps, and other educational programs—anything that can set them on the path toward a fulfilling career. **AL**



This is an excerpt from *Career Programming for Today's Teens: Exploring Nontraditional and Vocational Alternatives* by Amy Wyckoff and Marie Harris (ALA Editions, 2019).



**AMY WYCKOFF** is youth services senior librarian at Beaverton (Oreg.) City Library. Previously she worked for Charlotte-Mecklenburg (N.C.) Library as loft manager at *ImaginOn: The Joe and Joan Martin Center*, where she managed teen-serving librarians and library assistants, and for Charlotte-Mecklenburg Schools as a school media specialist. **MARIE HARRIS** is manager of Charlotte-Mecklenburg Library's Cornelius and Davidson branches.



# When Values Collide

Reconciling our commitments when hate speech is involved

A core value of librarianship is open and equal access to the library for all members of our communities. User experience research has taught us that access means more than just letting anyone into our spaces; it requires creating spaces that make people feel like they belong. Unintentionally making some people feel unwelcome with our policies, programs, spaces, and services is very easy.

Another core value is intellectual freedom, and we have a long and proud history of supporting it in the face of censorship. Because we attempt to represent a diversity of perspectives in our collections, displays, and programming, most libraries contain material that some patrons might find offensive.

But what if a perspective repudiates the dignity and worth of a group of our patrons? What if a hate group discusses that perspective in your library's meeting room? I can usually look to the American Library Association (ALA) *Library Bill of Rights* and *Core Values of Librarianship* for guidance, but there are situations in which individual values collide, particularly those around access, social responsibility, diversity, and intellectual freedom. How do we decide what takes precedence?

In July, some librarians were alarmed that the statement interpreting the *Library Bill of Rights* with regards to meeting rooms ([bit.ly/alvalue](http://bit.ly/alvalue)) had been amended in June to explicitly state that hate groups cannot be excluded ([bit.ly/alvalue1](http://bit.ly/alvalue1)). While James LaRue, director of ALA's Office for Intellectual Freedom (OIF), stated that the amendment reflects the current legal climate libraries face ([bit.ly/alvalue2](http://bit.ly/alvalue2)), others felt it suggested that



librarians valued the rights of hate groups more than the safety of marginalized community members. After weeks of passionate debate and feedback, Council voted in August to rescind the changes and asked the Intellectual Freedom Committee to develop a new draft.

I recognize that the First Amendment, as interpreted by the courts, *does* protect hate speech in public forums like libraries. This does not mean that our professional association needs to proclaim that allowing hate groups to speak is in line with our library values. Our profession has protested laws and government actions when they have been at odds with our values, but I haven't personally seen ALA address issues where our own values are in conflict.

There's also the issue of protecting libraries faced with hate, and ALA could play a valuable role there. Some libraries, such as Champaign (Ill.) Public Library ([bit.ly/alvalue3](http://bit.ly/alvalue3)), have content-neutral meeting room policies; ALA could offer

more guidance on how to develop a policy that might help libraries deny meeting requests that could endanger patrons. It could offer guidance on how to communicate with and support community members who have been affected by hate groups. ALA's Libraries Respond website ([bit.ly/alvalue4](http://bit.ly/alvalue4)) is a start.

Our values can't exist in a vacuum—they must work for librarians in the real world, where they often clash and must be reconciled. OIF must continue to engage with issues around diversity, equity, and social justice and consider those ideals when developing policy statements, just as units focused on diversity and social responsibility must consider intellectual freedom. For communities targeted by hate groups, these discussions are not academic but existential, and we must acknowledge how privilege may sometimes blind us to that in a profession that is 86% white.

As I mentioned in my January/February 2017 column, "Never Neutral" ([bit.ly/alvalue5](http://bit.ly/alvalue5)), neutrality replicates existing oppression. Being true to our professional core values around access, diversity, and social responsibility requires finding ways to make historically marginalized members of our communities feel that they belong in our libraries and are reflected in our collections, staffing, and services. Welcoming hate groups conflicts with that, and it's something that we, as a profession, need to address holistically. **AL**

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

Our values can't  
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the real world.

# Making Library Videos

Seven simple steps to visual marketing

Are you ready to create fresh and engaging promotional content about your library that doesn't involve typing on a laptop or printing out posters? If so, consider making videos.

Video marketing popularity has surged. According to Cisco, video comprised 73% of global IP traffic in 2016, and by 2021 it is expected to increase to 82%. Your patrons are already consuming videos, so it makes sense for your library to create video content for them. Making videos can be an effective way to share what your library does, and thankfully, it's easy. Here are seven simple steps to help you get started:

**1. Figure out the content.** Spend 20 minutes answering these questions: "What's new and exciting at the library?" "What do we wish patrons did more of or used more?" "What's happening next month at the library?" At the end of this brainstorm, you will have compiled a list of videos to make.

If you have just started a new service, make a video describing how useful it is. Maybe you just built a new makerspace—create a short video that shows off the equipment and invites people to visit.

Find the best option that works for you. Maybe you don't like acting, but you have a knack for interviewing. Start with quick, one-minute-long book reviews with one or two colleagues who love to read and ask them to describe the last book they read.

Or consider making a list of your library's most-used services, frequently asked questions at the reference desk, or maybe the top 10 things you wished your patrons knew about the library.



Brainstorming will help you decide what content you want to feature.

**2. Schedule it.** Start slow, perhaps by planning one video per month. Add these projects to your calendar and schedule help as needed, factoring in the time to find a camera operator, on-screen talent, and props.

**3. Shoot the video.** You don't need fancy video equipment. A smartphone will work, but another option is a point-and-shoot camera, like the Canon PowerShot G7 X Mark II or Sony Cyber-shot DSC-RX100 Mark VI. To capture clear audio, place yourself four to five feet away from the speaker and consider investing in a lavalier microphone, like the omnidirectional BOYA BY-M1. Give the person in front of the camera an outline of what's supposed to happen. To make the video more engaging, ensure he or she is looking directly at the lens.

Try to keep your video under two minutes—more people will watch it all the way through if it's shorter.

**4. Edit.** Using a mobile video editing tool like iMovie or Adobe Premiere Elements, remove the extra space at the beginning and end of the video. Scroll through the footage and delete filler words like "um" and "ah." Your goal is to make people sound like they do in real life (with fewer pauses). At the end of the video, add your library's logo and your website's URL so viewers know where to get more information. Try to keep your video under two minutes—more people are likely to watch it all the way through if it's shorter.

**5. Post.** You'll probably want to share your video in a couple of places. First, upload it to YouTube and embed it on your library's website. Then share the URL on Twitter (with a screengrab image from the video). Upload the video file separately to Facebook since that platform favors native video.

**6. Respond to comments.** Within the video, ask viewers to comment. Once it receives feedback, respond promptly. If nothing else, say something like, "Thanks for the comment" or "Thanks for watching!" People appreciate the acknowledgment.

**7. Repeat.** Why stop at one video when you can create consistent content for your customers? Put yourself on a schedule (see step two above) and start making videos regularly.

You are now well on your way to providing patrons with useful, engaging video content! **AL**

**DAVID LEE KING** is digital services director at Topeka and Shawnee County (Kans.) Public Library. Adapted from "Video in Libraries," *Library Technology Reports* vol. 54, no. 7 (Oct. 2018).



# Outside-the-Box Outreach

To connect with more kids, youth services librarians should look to adults

don't have to convince librarians that the public library should be an integral part of its community, but it may take some outreach to get members of the community thinking that way.

Your youth services staffers may already be doing this outreach. For instance, your library might bring storytimes to local day cares or crafts to after-school programs. But what about reaching the adults in your community as a means of reaching the kids?

This outside-the-box approach to youth services outreach can reap results beyond what you might imagine. Phyllis Peter, youth services librarian at Newton (Iowa) Public Library, has noticed this in extending efforts to seniors. Peter was initially asked to provide general outreach to a nearby adult day care facility's memory care unit, so she took the invitation and ran with it. The library partnered with a local day care interested in bringing children to the unit, and a preschool-senior storytime was born.

It soon became evident that the seniors were benefiting from regular programming and interactions with young people. Several clients talk about the visits for hours afterward, and even though they have memory loss, many remember when the children are scheduled to visit. Meanwhile, the children are getting more time with caring, attentive adults.

Peter has also gotten comments from patrons that the program has developed the children's empathy skills. "One mom of a child who attends each month said her 3-year-old was at a restaurant, saw an elderly man struggling with his walker, and went over to help him," she says. "[The mother] was floored and realized



that because her child was interacting with elderly persons regularly, she was now sensitive to their needs."

The partnership has been so successful that the owner of the day care schedules additional visits each month and has started planning her own programming with the seniors.

My own library, Floyd County (Ind.) Library, has partnered with local colleges and universities that offer degree programs in education. I contacted the education department of Indiana University Southeast in New Albany and asked if we could speak to the students during their first seminar of the year. Our staffers shared with them ideas about how to use the public library throughout their college careers and beyond, when they become teachers and have their own classrooms.

We have also partnered with our local community college's early childhood education program and invited students in

the curriculum to work on their projects in our children's room. They also spend one or two class sessions at the public library so we can introduce them to our resources and show them how our collection can support their lesson planning. My hope is that if we can reach them while they're still training, the public library will become an integral part of their teaching.

There are many possibilities for reaching adults who have connections to children. Service groups like Kiwanis Clubs, Lions Clubs, or Altrusa International are often amenable to having guest speakers at their meetings. Spreading the word about family programs and services that your library offers just might open up an avenue of grant funding or attract volunteers.

Afterschool Alliance and United Way's Success by 6 are two national programs that may have branches in your area. If these groups are meeting in your community, the library should have a seat at the table. These types of meetings are great for networking and figuring out how your library can partner with local organizations. These groups might not think to invite the library, so don't be afraid to ask to attend—you'll often find them receptive to including new attendees who care about children.

Reaching out to adults may not be the first idea that comes to mind for youth services librarians, but don't let these opportunities escape you. This unlikely approach to outreach can be just the thing to establish your library as essential to the community. **AL**

**ABBY JOHNSON** is collection development leader at Floyd County (Ind.) Library. Find her at [abbythelibrarian.com](http://abbythelibrarian.com).

Spreading the word about family programs might open up an avenue of funding or attract volunteers.

# Getting Advice

Where to turn when you're a student looking for a career in librarianship

**D**uring my search for an academic library position, I relied heavily on others for support. Navigating internships, phone interviews, and job talks can be tricky, but having a variety of sources that I could turn to for advice greatly helped.

Here are some people and resources to consider when building connections for your job search.

**Career centers.** Your school's career center is an obvious first stop. It can be useful to learn if the center's staffers have certain specialties. For example, someone may be well versed in interview preparation, while another person may be better suited to guide you through salary negotiation. Your professors and classmates may have suggestions about whom to meet in your career center, but it also doesn't hurt to ask.

**Professional organizations.** I've participated in mentoring programs offered by both the Association of College and Research Libraries and the Asian Pacific American Librarians Association, and these relationships have been beneficial to my search. The great thing about participating in a formal mentorship program is that your assigned advisor signed up because he or she wants to be there. As someone who worries about inconveniencing others, this made me feel comfortable reaching out as questions arose. I recommend looking into professional organizations that personally interest you and seeing what they have to offer.

**Librarians.** Librarians are generally excited to see new people entering the profession and are willing to have conversations about what the landscape looks like and how they landed their jobs. It was



valuable for me to cultivate relationships with librarians of varying levels of experience and points of view.

Well-established librarians have a good sense of the history of the profession and the important things to look for in a job. My boss, for example, suggested I attend the Association for Asian Studies conference, where I found my summer internship. Her knowledge is very subject-based and luckily aligns with my own interests. Since I'm trying to cultivate skills across the board, discussions with instruction librarians and scholarly communications librarians have also been helpful.

However, don't overlook librarians who—like you—are just starting out. These are the people who can provide on-the-ground advice because they have recently been there themselves.

**Professors.** They're a vital resource, as they see many students go through

your program and can speak from that experience. I have used office hours to bring up librarianship questions that weren't directly related to the instructor's class.

As with librarians, it's important to keep in mind where professors might be coming from. Maybe they've worked in libraries for a long time and only recently switched to academia. Maybe they're more of a theorist and can offer insights on how the field is changing. Maybe their research on community archives can help you sort through your thoughts on diversity in collections. Know what you hope to get out of the conversation, and don't feel bad about talking to more than one of your professors.

**Twitter.** If you're into social media, Twitter can be a handy tool to connect with librarians who are doing interesting things and might not be in your geographic area. I follow many librarians just to keep tabs on developing issues and learn how librarians talk to one another. I've attended a few Twitter chats that have been especially worthwhile for the job search process, the most recent being one hosted by #LISprochat.

It's important to keep in mind that librarianship has changed a lot over the years—so it's important to get multiple perspectives.

*This column was excerpted from "Getting Advice," which first appeared on Hack Library School on April 24. Read the full post here: [bit.ly/HLSadvice](http://bit.ly/HLSadvice). **AL***

**ZOË MCLAUGHLIN** is a resident librarian at Michigan State University in East Lansing, working on South and Southeast Asian studies and accessibility. Find her on Twitter @zomanjii.

Learn if your career center's staffers have certain specialties, like interview preparation or salary negotiation.

# Reimagine Programming

Alternative programs for patrons of all ages

**B**estselling author Jenn McKinlay often sets stories in her Library Lover's Mysteries series during "crafternoons," weekly library potluck luncheons that combine crafting and book discussion. It sounds like a wonderful programming idea—though as someone who participates in both knitting and book-discussion groups, I'm not sure about the weekly part. But McKinlay's concept reveals much about the perception of the library as a community center. Here are several titles to help expand or reimagine programming, mostly in public libraries.



Why libraries must expand their community role is explained in *Transform and Thrive: Ideas to Invigorate Your Library and Your Community*, by Dorothy

Stoltz with Gail Griffith, James Kelly, Muffie Smith, and Lynn Wheeler. The authors explain how to build a culture in which risk-taking is encouraged and



"unlearning" is developed to spur innovation. They stress the importance of listening to the needs and desires of a community as the first step toward building engagement, goodwill, and respect. They do not abandon the traditional focus on collections, however. Instead they explore ways to capitalize on the library's role as a treasured cultural resource by using the collections as a springboard for creative programming. The appendices provide sample programming statements, evaluation forms, and checklists. ALA Editions, 2018. 168 P. \$60. PBK. 978-0-8389-1622-3.

In *Get Your Community Moving: Physical Literacy Programs for All Ages*, author



Jenn Carson encourages programming that gets people active. She defines physical literacy as an awareness of one's body and "the motivation, ability, confidence,

and understanding to move the body throughout the life course," and argues that this awareness contributes as much to developing a well-rounded person as other literacies do. The rest of the book offers ways to increase physical activity in library spaces, addressing legal, financial, and behavioral issues along the way. Program plans for specific activities are included, along with vignettes detailing the efforts of library leaders in this aspect of programming. ALA Editions, 2018. 224 P. \$54.99. PBK. 978-0-8389-1725-1.

Retro culture, fandom, game nights, and trivia are all aspects of pop culture that can be woven into programming. In *Pop Culture-Inspired Programs for Tweens, Teens, and Adults*, authors Amy J. Alessio,

## THE BESTSELLERS LIST

### TOP 3 IN PRINT

#### 1 | National School Library Standards for Learners, School Librarians, and School Libraries

by American Association of School Librarians

The *Standards* enable school librarians to influence and lead their schools, districts, and states and to develop plans that meet today's educational landscape.



#### 2 | The Librarian's Guide to Homelessness: An Empathy-Driven Approach to Solving Problems, Preventing Conflict, and Serving Everyone

by Ryan J. Dowd  
This one-of-a-kind guide encourages library staff to treat homeless individuals with dignity.



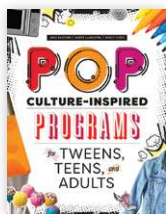
#### 3 | Reference and Information Services: An Introduction, 4th edition

by Kay Ann Cassell and Uma Hiremath

In this book Cassell and Hiremath provide tools to manage the ebb and flow of changing reference services in today's libraries.



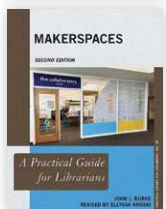




Katie LaMantia, and Emily Vinci present a range of ideas assembled by decades, touching on everything from Barbie to reality television, with a wrap-up section on classic cars, Disney, and games in general. The final chapters offer marketing ideas, reminders about licensing, and planning tips. ALA Editions, 2018. 144 P. \$49.99. PBK. 978-0-8389-1705-3.



Two recent books cover the basics of initiating hubs of community creation and learning. They are *Library Makerspaces: The Complete Guide*, by Theresa Willingham with contributions by Chuck Stephens, Steve Willingham, and Jeroen DeBoer, and *Makerspaces: A Practical Guide for Librarians*, second edition, by



John J. Burke, revised by Ellyssa Kroski. *Library Makerspaces* takes a textbook approach that looks at the philosophy behind makerspaces, along with history and statistics. Both titles include recommendations on how to lay the groundwork

for a makerspace, implement the plans, and administer the program. Rowman and Littlefield, 2017. 262 P. \$88. PBK. 978-1-4422-7740-3; Rowman and Littlefield, 2018. 208 P. \$64. PBK. 978-1-5381-0818-5. (Both available as ebooks.)



These two new books address specific aspects of storytelling. Sherry Norfolk and Lyn Ford edited the essays in *Storytelling Strategies for Reaching and Teaching Children with Special Needs* and contributed thoughts on why storytelling is an effective learning mechanism, using its principles to suggest ways to meet the learning needs of different populations. Throughout, success stories from a wide variety of educators, teachers, storytellers, puppeteers, and librarians specify ways to adapt a story. Norfolk also edited *Engaging Community through Storytelling: Library and Community Programming*, this time with Jane Stenson. In this volume, the authors show how storytelling can aid in intercultural understanding and building cultural pride. Storytelling can be a way to learn from elders or hear the voices of the disenfranchised. As such, it builds community and enhances the

role of the library. Libraries Unlimited, 2017. 218 P. \$50. PBK. 978-1-4408-5364-7; Libraries Unlimited, 2017. 170 P. \$50. PBK. 978-1-4408-5069-1. (Both available as ebooks.)



We end with a form of collections-based service. Libraries have been adding various forms of audiovisual media to collections for decades, starting in the 1920s with audio recordings. More recently, libraries are offering many other kinds of collections. *Audio Recorders to Zucchini Seeds: Building a Library of Things*, edited by Mark Robison and Lindley Shedd, explores the library's role in the growing sharing economy. Why own a chain saw when you can borrow one from the library? Or a sewing machine? Or a guitar? In addition to reporting on specific collections, the editors provide guidance on cataloging, circulating, and maintaining items, and administering these unique programs. Much of the volume comprises case studies for a range of collections, with management tips specific to each. Libraries Unlimited, 2017. 271 P. \$65. PBK. 978-1-4408-5019-6. (Also available as an ebook.) **AL**

**KAREN MULLER** was librarian and knowledge management specialist for the ALA Library until her retirement in December 2017.

## The Top-Selling Books from ALA Publishing (Since September 1, 2018)

### TOP 3 IN EBOOKS

#### 1 | Foundations of Library and Information Science, 4th edition

by Richard E. Rubin

This book illuminates the major facets of library and information science for aspiring professionals as well as those already practicing in the field.



#### 2 | Fundamentals of Collection Development and Management, 4th edition

by Peggy Johnson

Johnson offers complete coverage of different aspects of collection development and management, with suggestions for further reading and narrative case studies that explore these issues.



#### 3 | The Neal-Schuman Library Technology Companion: A Basic Guide for Library Staff, 5th edition

by John J. Burke

This primer gives readers a sound and sensible way to consider, access, and use library technologies to better meet the needs of library users.



# SOLUTIONS

*Products and services*



Maschine is a music controller that can be used to record and modify samples and mix and edit songs.

synths, piano, and percussion instruments, and compressor and delay effects.

Maschine has both outlet and USB power sources and can be made portable by installing its accompanying software on a laptop. While an internet connection is needed to install and activate the software, it is not required to operate Maschine. The minimum system requirements are Windows 7 or Mac OS 10.12, Intel Core i5 processor, and 4 gigs of RAM.

Maschine MK3 costs \$599. Native Instruments offers educational discounts for libraries on related software add-ons. For more information, visit [bit.ly/ALSolMaschine](http://bit.ly/ALSolMaschine).

## Local Music Remix

Digital audio production tools for your library

A growing number of libraries are offering audio production tools, either in studio spaces or on loan. By making these tools available to patrons, libraries can draw local artists and hobbyists and become part of the local music scene. The software and instrument options are numerous, but digital production platforms provide a solid introduction for newcomers as well as a unique resource for more experienced musicians.

### Maschine

Maschine is a music controller and sequencing software package by Native Instruments that can be used for creating and performing musical arrangements. It includes 16 pressure-sensitive pads for live performance or sequencing, as well as a “smart strip” that enables slides and pitch bends.

The Maschine controller can function as a stand-alone device to record and modify samples, browse and preview sounds, and even mix and edit projects, making it a viable stand-in for many studio tools. While Native Instruments recommends use with its software and hardware, it’s also compatible with all major digital audio workstations (including Ableton Live) as a virtual studio technology (VST) or Audio Units plugin.

The newest release, Maschine MK3, adds two color LCD screens—improving its ability to slice samples, edit notes, and browse synth sounds without reliance on a computer—and built-in line, MIDI, and mic inputs and outputs to the controller, allowing samples to be played directly into the device. The unit comes with the Komplete 11 Select production suite, which includes

### Pocket Operator

Pocket Operators are handheld synthesizers, about the size of a calculator, designed by Teenage Engineering. With a built-in speaker



Pocket Operators are handheld synths with a wide range of sounds.

## CASE STUDY

## A Push for Music in King County

## How do you use Ableton?

At our library we have both the Live software and its companion Push controllers, so patrons can experiment with everything from designing their own beats to recording and sampling audio tracks. That's what's so exciting about Ableton: Its uses are multifaceted depending on the musician's desires. We use Ableton in teen and adult programs. The Push has been a big hit, and many teens have started making their own beats and saving songs during drop-in time.

**USERS:** Coley Mixan and Kenza Abtouche, ideaX Public Services Assistants, King County (Wash.) Library System (KCLS)

**PRODUCTS:** Ableton Push and Live

**DESCRIPTION:** Ableton Live is a digital audio workstation that integrates with Push, a MIDI controller, for live performances and audio production.



**How does Ableton serve your library's needs?** Ableton's products help us serve patrons who want to experiment with sound and music production without the financial risk of investing in expensive equipment. It's a professional-level platform, which is very attractive to local musicians. The library system has hosted a lot of amazing local artists to teach workshops, allowing our community to develop its own unique language with this technology. With Ableton, patrons can use the equipment that some of their favorite artists use to make music. It's a win-win—local artists have a platform to share their passions, and community members can be inspired to discover their own.

**What are the main benefits?** One of the main benefits of Ableton has been the platform's flexibility. KCLS serves a variety of communities—from small rural libraries to large urban spaces—so we need a product that will be of interest to and perform for diverse user needs. Ableton supports a large online learning community, so

our patrons can continue learning (and connecting) outside of our library programs. Even though there are a variety of features, there is not a steep learning curve. At the same time, there are so many options for more advanced users. We think the biggest benefit of having Ableton is the possibility of creating cool music.

**What would you like to see improved or added to the software or boards?** I would love to see more free sound packs and sound libraries from Ableton so users have more samples and sounds to play with. ●

and audio-out, they are simple, self-contained music devices. While their features are limited, Pocket Operators can create complex patterns, sequences, and effects. Each has a 16-pad interface for step sequencing or live play and an array of effects buttons to adjust pitch and tempo and make other modifications.

Each of the Pocket Operator's nine models includes a unique sound library and a handful of distinct features. The most recent releases, in the 30 series, also include microphones for live sampling. Animated LCD screens display settings like beats per minute and volume but are largely taken up by whimsical animations, giving the synths a videogame feel.

Pocket Operators can be used alone, but their focus on complementary soundsets—drum machines, lead synths, bass, each with a gimmick, like office and arcade sounds—makes them ideal for collaborative production. They can be chained together with 3.5-millimeter audio cords, and will sync to each other so various sounds from each can be used on a single song.

Pocket Operators run on two AAA batteries, with an expected battery life of one month. Finished beats or songs can be exported via the audio cable, but there is no data backup for most models. While the PO-33 Tonic is designed as a stand-alone companion to the Microtonic VST software, none of the units requires a computer or other software to operate.

Pocket Operators range from \$49 to \$89, and optional cases for each unit cost \$29–\$39. Connector cords are \$15 for three. For more information, visit [bit.ly/ALSolPocketOp](http://bit.ly/ALSolPocketOp). AL



The King County (Wash.) Library System ideaX program integrates the Ableton Push into music workshops.



# PEOPLE

## Announcements

### ON THE MOVE

**Julianne Bedel** became assistant director of Medina County (Ohio) District Library July 23.

August 20 **Jessi Brown** became director at Gas City–Mill Township (Ind.) Public Library.

**Delaney Bullinger** joined Auburn (Ala.) University Libraries as reference/instruction librarian July 1.

August 15 **Kevin Butterfield** became executive director of the Fred W. Smith National Library for the Study of George Washington at Mount Vernon, Virginia.

**Heather K. Calloway** became executive director of university collections at Indiana University Bloomington August 31.

**Michelle Cawley** became head of clinical, academic, and research engagement at University of North Carolina at Chapel Hill Health Sciences Library August 13.



July 5 **Fanuel Chirombo** became acquisitions and serials librarian at Morgan State University in Baltimore.

In August University of Colorado Denver's Auraria Library appointed **Jessica Critten** pedagogy and assessment program lead librarian.

August 20 **MaryKay Dahlgreen** began as librarian for Lincoln County (Oreg.) Library District.

**Gale S. Etschmaier** became dean of Florida State University Libraries in Tallahassee on September 7.

In July **Joe Fox** joined Charleston (W.Va.) Southern University as head of reference and instruction/digital learning and web services librarian.

**Violet Fox** became Dewey editor at OCLC in June.

## Kudos

**Michael Buckland**, emeritus professor of the University of California, Berkeley School of Information, was honored as a research fellow at École Nationale Supérieure des Sciences de l'Information et des Bibliothèques in Villeurbanne, France, in May. Additionally, his book *Information and Society* (MIT Press) was named Best Information Science Book by the Association for Information Science and Technology in August.

**Clara Stanton Jones** was posthumously inducted into the Michigan Women's Hall of Fame October 18. Stanton Jones became the first African-American leader of a major-city public library when she became director of Detroit Public Library (DPL) in 1970, and she was elected the first African-American president of the American Library Association (ALA) in 1976. She established DPL's The Information Place service, providing guidance through social, legal, and governmental agencies, which became a model of information provision for other libraries. ●

July 2 **Karen Grigg** joined the University of North Carolina at Chapel Hill Libraries as health sciences librarian for collections and instruction.

Sanibel (Fla.) Public Library named **Candy Heise** adult services coordinator in August.

June 1 **Scott Hill** joined Birmingham (Ala.)–Southern College as electronic systems and research librarian.

In July **Richard Huffine** became chief of the library and public information section of the Federal Deposit Insurance Corporation in Washington, D.C.

**Cinthya Ippoliti** became university librarian and director of the University of Colorado Denver's Auraria Library in August.

Oregon College of Art and Craft in Portland appointed **Dan Kelley** as director of library services in July.

**Melody Kellogg** became director of Stillwater (Okla.) Public Library in September.

The University of North Carolina at Chapel Hill Libraries named **Nerea A. Llamas** associate university librarian for collections strategy and services, effective September 24.

**Tyler Martindale** joined Auburn (Ala.) University Libraries as business and economics reference librarian July 1.



**Amy Pajewski** became student success librarian at West Chester (Pa.) University in August.

West Chester (Pa.) University appointed **Lianglei Qi** as digital collections librarian in August.

Columbus (Ohio) Metropolitan Library named **Benjamin Reid** as manager of its New Albany branch, effective July 30.

July 23 **Lisa Ruth** became director of library human resources at the University of North Carolina at Chapel Hill.



July 31 **Kelcy Shepherd** joined the Institute of Museum and Library Services in Washington, D.C., as associate deputy director for discretionary programs.

Live Oak Public Libraries in Savannah, Georgia, appointed **Tom Sloan** as executive director, effective August 1.

**Elizabeth York** joined Rutgers University Libraries in New Brunswick, New Jersey, as electronic resources librarian September 4.

## In Memory

**Mary Ivy Bayard**, 77, head of administrative services at Temple University Libraries in Philadelphia until her retirement in 2002 and a former president of the Pennsylvania Library Association, died August 1.

**Ruth Toor**, 85, librarian at Southern Boulevard Elementary School in Chatham Township, New Jersey, for 29 years, died September 7. Toor served as 1992–1993 president of the American Association of School Librarians (AASL) and is honored by AASL's annual Ruth Toor Grant for Strong Public School Libraries. She was a member of the Caldecott Award Selection Committee in 1995. With collaborator Hilda Weisburg, she cowrote more than a dozen books on school librarianship, including *New on the Job: A School Librarian's Guide to Success and Being Indispensable: A School Librarian's Guide to Becoming an Invaluable Leader*. They also created and published the *School Librarian's Workshop* newsletter.

**John "Jack" Weatherford**, 94, director of libraries at Central Michigan University in Mount Pleasant from 1970 until his 1988 retirement, died June 2. He had previously served as manuscripts librarian at the Ohio Historical Society in Columbus and associate director of libraries and university librarian at Miami University in Oxford, Ohio. ●

### PROMOTIONS

**Rebekkah Smith Aldrich** was promoted to executive director of Mid-Hudson (N.Y.) Library System in August.

Eastern Michigan University in Ypsilanti promoted **Rhonda Fowler** to university librarian effective May 1.

**Elizabeth Ott** was promoted to Frank Borden Hanes curator of rare books at the University of North Carolina at Chapel Hill's Louis Round Wilson Library July 25.

In August Dalhousie University Libraries in Halifax, Nova Scotia, promoted **Michelle Paon** to interim associate university librarian and head of the Sexton Design and Technology Library.

North Central Regional Library in Wenatchee, Washington, promoted **Barbara Walters** to executive director July 13.



Akron-Summit County (Ohio) Public Library promoted **Barbara White** to deputy director July 30.



### RETIREMENTS

**Diedre Conkling** retired from Lincoln County (Oreg.) Library District September 4.

**Rick Luce**, dean of libraries at the University of Oklahoma in Norman, retired in June.

**Peggy K. Potter** retired as director of Hutchinson Memorial Library in Randolph, Wisconsin, in October.

### AT ALA

**Pam Akins** moved to the new position of technical services specialist for Information Technology and Telecommunication Services (ITTS) August 16.

**Danielle Alderson** was promoted to program manager for ALA Round Tables in the ALA Offices and Member Relations Department in September.

**Sean Bires** left ITTS August 16.

**Beatrice Calvin** has been promoted to manager of professional development for the ALA–Allied Professional Association (APA) and the Office for Human Resource Development and Recruitment (HRDR).

**Keri Cascio**, executive director of the Association for Library Collections and Technical Services, left September 14 to become assistant chief of content, technology, and innovation at Chicago Public Library.

**Louise Gruenberg** left ITTS August 16.

**Jessica Hughes**, executive director of the Association of Specialized and Cooperative Library Agencies and the Reference and User Services Association, left ALA September 12.

**Sarah Hunter** was promoted to *Booklist* books for youth editor September 10.

**Julianna Kloeppel** left ITTS August 16.

**Patricia L. May** retired as director of administration for the Washington Office August 31 after nearly 30 years with ALA.

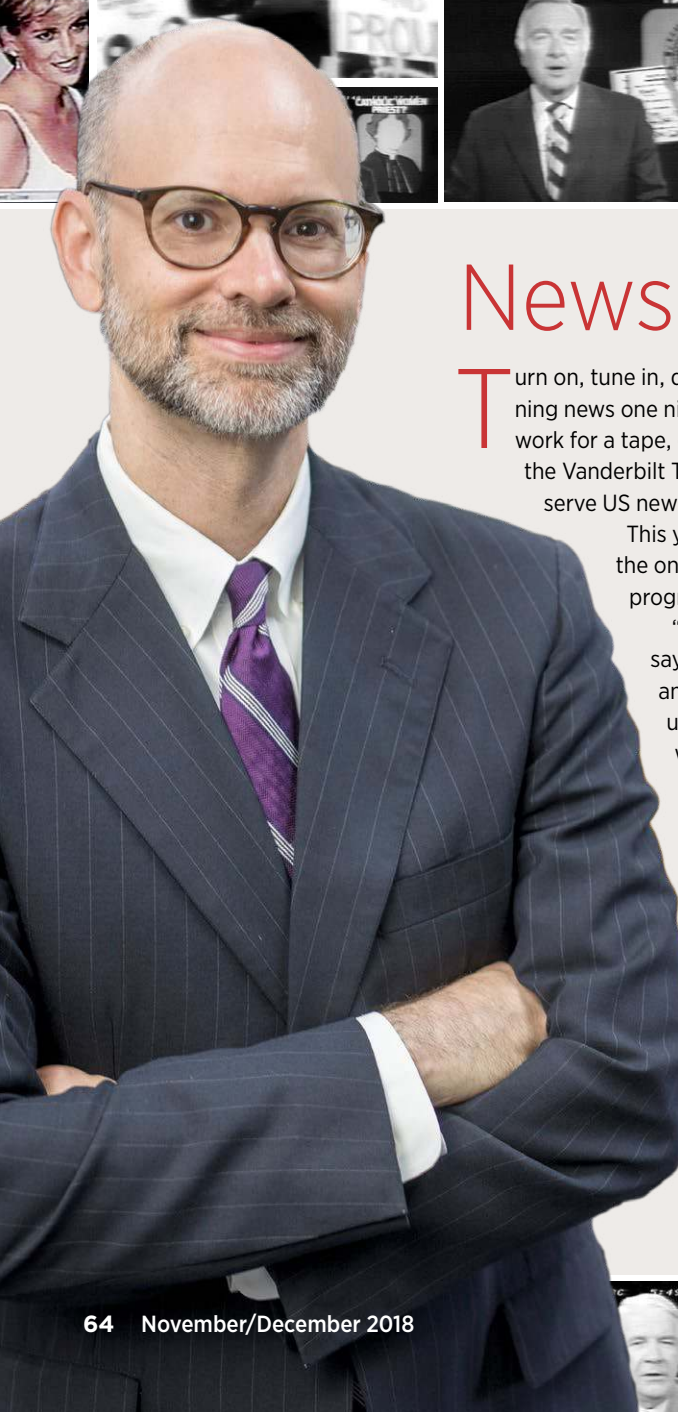
The Young Adult Library Services Association appointed **Anita Mechler** as executive director, effective August 13.

**Kimberly Redd** has been promoted to program manager for certification and talent development for ALA–APA and HRDR.

**Sanhita SinhaRoy** was promoted to editor and publisher of *American Libraries* September 4.

ITTS Database Administrator **Mitch Stein** left ALA August 30. **AL**





# News

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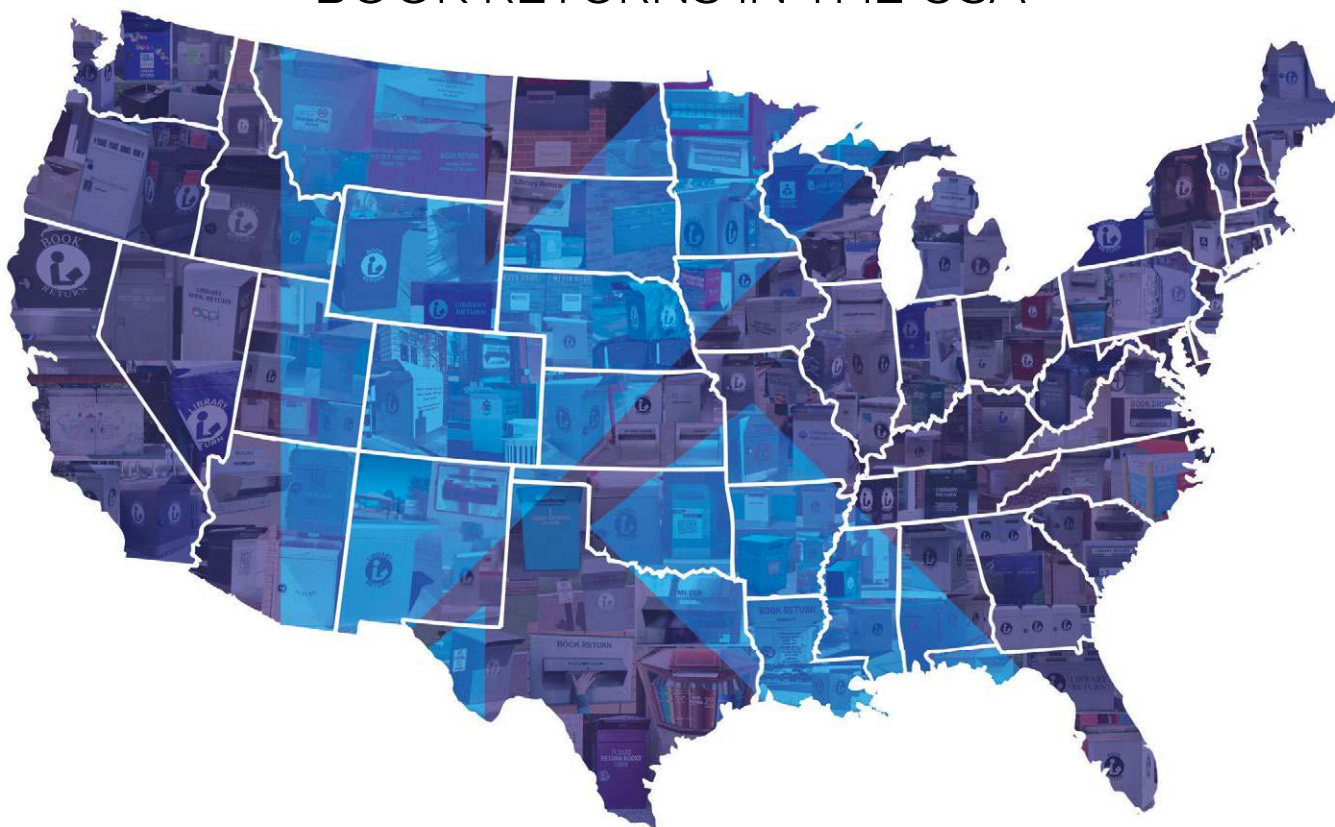
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