» "I couldn't go to college, so I went to the library three days a week for 10 years."

-RAY BRADBURY

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Leading With (Next to) Nothing

» A blueprint for active library leadership when times are tough.*

BY ASHLEY KRENELKA CHASE, J.D., M.L.I.S.

Working in libraries can be challenging, and working in a library going through budget cuts, reorganizations, or other major changes in workflow can be especially so. Not surprisingly, leading and managing library staff through these sorts of large-scale changes is difficult, and library administrators often find themselves leading with (next to) nothing.

At Stetson University College of Law, the Dolly & Homer Hand Law Library has faced a budget reduction of over 50%, a reduction in paraprofessional and professional staff of over 50%, and increased pressure to keep the library relevant and useful to our students, faculty, and staff in spite of these significant changes. With very few staff, a significantly smaller budget, and less and less time to accomplish even the most simple tasks, effective leadership at the Dolly & Homer Hand Law Library has become more important than ever.

When budgets are low but expectations remain high, what is a library leader to do?

ACKNOWLEDGE THE TALK

People are, naturally, inclined to talk to their colleagues during times of great change. The dialogue may be good, bad, or ugly, but it is important to acknowledge its existence regardless of the tone. As supervisors and leaders within libraries, it is our job to listen to the conversation, understand the tone, acknowledge that each individual member of the library will have a different perspective and different feelings about change, and move the conversation forward so the library, as well as the individuals, can progress towards the end goal.

CREATE A CULTURE OF COMMITMENT

By and large, the staff members working in our libraries are there because they want to be there. While there will always be exceptions to this rule, our staffs are committed to their jobs, to the library, and to its mission (and to the mission of the larger institution if your library is part of a bigger footprint).

It is important to reinforce this culture of commitment by working with individual

The Dolly & Homer Hand Law Library, Stetson University College of Law, Gulfport, FL.

members of the library, particularly during tough times. Creating a culture of commitment in the library can take a lot of work and also requires each member of the library staff, from administration down, to recognize that change is difficult but necessary, and that everything will be fine in the end. The following steps are important when creating a culture of commitment in the library: identify whys, identify why nots, continue to respect individuality, identify motivators, and identify other leaders.

Identify Whys—It's possible that every member of your library staff is resistant to change and is having a hard time accepting any and all changes that happen in the library. The first question to ask, when leading through change, is why are people reacting this way?

The answer to this question will vary widely based on the employee. Your head of public services may be concerned because budget cuts could affect the level of service she and her staff can provide to patrons. Your cataloger may panic because a change in the format of the collection may result in less work for him, causing him to question his job security. By identifying why each member of the library is feeling apprehensive of, intimidated by, or downright confrontational towards the changes happening in the library, you can better communicate and put people's minds at ease.

Identify Why Nots—As important as it is to understand why members of the library team are behaving a certain way, it's also important to investigate and identify why they are not behaving in certain ways or doing certain things.

Perhaps the library is losing space to another department and a member of the staff refuses to assist with weeding and moving the collection affected by the change. Is it possible that he is angry about the change and, therefore, unwilling to help? Of course. Is it also possible there are other factors at play affecting his ability or willingness to help? Absolutely. Identifying why people are not behaving in certain ways can be as illuminating as investigating why they are acting in other ways. Treating these as two separate inquiries can lead to surprising results.

Continue to Respect Individuality—As a library leader tasked with leading through change, it is often easy to put the other members of the library team into a single group whom you might identify as difficult, change-averse, or even stubborn. Treating individuals in this manner, especially when times are tough and change is being forced upon them, is dangerous.

It's important to respect the individuality of each member of the team throughout change (as well as the rest of the time). People often resent being lumped into a group, particularly when that group includes colleagues whom they may or may not have chosen to associate with were it not for their place of employment.

As the person designated to lead the library through change, identifying and respecting the individuality of those you are leading may be the most difficult part of creating a culture of commitment. Communication, while always important, is an essential part of this step. Perhaps one member of the staff would benefit from a chat about the changes in the library over a cup of coffee, while another may prefer a brief explanation over email.

Remember, even though you may have heard that individuals should be treated the same to avoid perceptions of bias or unfairness by managers, treating everyone the same is a slippery slope that, during times of change, can easily get out of control. By identifying the motivating whys and why nots for each member of the team, you open the door to better communication with individuals as opposed to a collective whole, which can stimulate buy-in and support among the individuals on the team.

Identify Motivators—Just as we need to respect individuality in those we are trying to lead, we also need to identify individual motivators. Some employees may be motivated by rewards such as a pizza party at the end of a long project, while others would prefer a card or quick email thanking them for their hard work.

Think about what motivates you. Is it the same thing that motivates your boss or another leader within your institution? Probably not. Discovering what makes people tick and what motivates them to do their best work can lead to successful leadership in your library.

Identify Other Leaders—During times of great change in libraries, it is easy to consider the administrators, those truly in the know regarding what's happening and why, as the only leaders. This is another dangerous trap, especially if you are one of the people in charge of implementing change. Leaders can, and should, be identified in every department and at every level.

From volunteers to hourly paraprofessionals to salaried librarians, chances are there are others in your library who are eager to step up and be helpful during stressful transition periods. Look for people who speak up regularly during meetings; even if their comments seem negative or contrary, the ideas behind those comments could be exactly what the library leadership must acknowledge to move forward.

Top-down, bottom-up, and lateral leadership are all essential in moving the library through large-scale changes, and any individuals who are willing to take some sort of leadership role during that time should be identified and encouraged.

PREPARE FOR FALLOUT AND ADAPT

Even if you do everything perfectly, even if the administration in your library communi-

cates effectively, motivates effectively, and identifies other leaders to help with the process, there will be fallout. During times of change, particularly change that is difficult or perceived as negative, emotions will run high. Even the most committed members of the library team may vacillate in how they feel about the changes, and that should be expected by the library leadership. We all have good days and bad days, and acknowledging and preparing for both is an important part of leading when times are hard and changes are coming at us quickly.

If the lines of communication have been opened in the library, as suggested previously, and the library staff is working with the library's leadership to progress through the change, it can be an ideal time to identify where each member of the library team belongs in the new, changed organization. Being adaptable requires an identification of three factors for each member of the library: skill, will, and fit.

Skill—Each member of your library team has a unique skill set. Sure, they may have some skills in common, but there will be attributes that stand out among the individuals, and those unique skills should be noted and taken advantage of whenever possible.

Do you have a paraprofessional in technical service with a passion and skill for processing archival materials? Perhaps there is an opportunity to use those skills in light of the changes the library is facing. Do you have a cataloger who is always recommending books to other staff members? Perhaps she would make an ideal head of a readers' advisory committee.

Difficult changes in the library can be an ideal opportunity to identify staffers' skills and rearrange job responsibilities to fit those skills, making the library more adaptable in the face of the changes.

Will—Identifying and taking advantage of library staff members' skills is just the first step; you also have to determine whether there is a will to make the necessary changes and take advantage of those (maybe newly-identified) skills. Comfort is a huge factor in the way individuals function at work. Where comfort levels with current duties are high, there may be a high resistance to change and a lack of will to adapt.

By keeping the lines of communication open and remembering an individual's motivators, the whys and why nots, will illuminate how he or she will perform at work. With open communication, it's possible that will to change can grow, even where there may have been trepidation about embracing new job duties in the past.

Fit—*You* may find yourself with members of the library team with excellent skills and a will to use those skills through drastic changes but realize there is no place to fit them into the library's current reorganizational structure or workflows. Finding a fit for each member of the library team may involve a large-scale reorganization (which will seem alarming if other difficult changes are ongoing) or a shifting of responsibilities or job titles within the existing organization.

Finding the right fit for each member of the library team is essential to effective library leadership when times are tough. This is not to suggest, however, that job duties should be tailored to each individual or that members of the team are only required to do the parts of their job they like to do. Rather, identifying and working with the skill, will, and fit of library employees while still requiring every member of the team to carry out essential library functions (such as sitting at a circulation desk or answering phones) can allow the library to adapt internally in a way that makes it better able to adapt to changes that may come from external forces.

TYING IT ALL TOGETHER

Being an effective library leader takes time and, when difficult changes are happening in the library, it's counterintuitive to step back and approach leadership in a more methodical manner. When faced with obstacles that are sure to have a great affect on the library team, it's essential for those responsible for implementing the changes (likely the members of the library's administrative team) to sit down and come up with a plan to proactively address the changes in a way that will not only achieve the desired goals, but inspire buy-in and assistance from every member of the library.

The primary library leaders must be on board with using some (or all) of the steps outlined here before taking any bold moves that will lead the team in a new direction. If library employees sense a crack in the library leadership, they are unlikely to embrace with any proposed plan and may cause further disruption to the process.

Above all else, it is important, as library leaders, to embrace change with a positive attitude and encourage those we work with to do the same. Acknowledging that change is difficult and that people will talk, embracing individuality and understanding what motivates the members of the library team, and identifying other library leaders throughout the organization is a wonderful way to lead when resources are slim and expectations are high.

By bracing for fallout and adapting, positively, in the face of that fallout, you will find that your library makes it through the change relatively unscathed and is better able to handle the next set of changes coming your way. Remember, libraries are constantly changing and we, as library leaders, are excellent at working through change and embracing the future, even when we feel we have (next to) nothing to help us when times are tough. ■

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Today's College Students: Skimmers, Scanners, and Efficiency-seekers

» Students are rejecting previously-held beliefs about how to conduct research and are forging their own paths toward scholarship, information useful to librarians and search engine designers.*

BY KATE LAWRENCE

Like other companies conducting research, each user research project at EBSCO Information Services begins with a hypothesis. The research team is often conducting research based on a set of assumptions held by the company, ourselves, or both.

We spend a significant amount of time studying users doing college-level research. When we study this audience, often the hypothesis we're working with is that we as a team, or we as a company, may already understand some of these user needs based on our own experience as students, our knowledge of technology, or usage statistics we have collected.

But life has changed significantly for today's college students with the rise of digital technology. We quickly discovered that students approach their studies the same way that they organize their lives: through a formula based on interest, priority, and return on investment. We uncovered surprising insights about who students are most likely to consult when they encounter an obstacle in the course of their research. And we found that students aren't just seekers of knowledge but also seekers of efficiency; they are today's champion multi-taskers because their list of what they want to accomplish—in school and in life—is long!

METHODOLOGY

The research team has come to rely on contextual inquiry method[1] for uncovering insights about the academic audience. Using this method, data collected by researchers includes "observed behavior of customers in the product acquisition and use environment."[2] With its roots in anthropology and

ethnography, contextual inquiry enables a wider understanding of the user's landscape than traditional user research methods because it focuses on organic tasks within a user's natural environment.

STUDENT'S PRIORITIZATION OF RESEARCH

By considering the dimensions and accompanying complexities of a user's life, other factors became immediately relevant. Using contextual inquiry methodology, researchers were able to understand how students prioritize their work, and we found that this task was not separate from how students prioritize their life: the critical element is efficiency. School work, employment, time with friends and family, social media time, sleep, alone time—all were expressed by the students in the sample as important activities.

For many participants, the morning ritual included a daily prioritization exercise of their school assignments. This prioritization happens in three phases. First, students determine the urgency of work relative to its importance. This involves reviewing a list of assignments and their due dates; students told us that they often prioritize the work that is due the soonest.

Second, student evaluate an assignment's importance to them based on a number of factors, including whether the assignment is for a course in the student's major or may have an effect on their career after graduation. In the third phase, students allocate a "chunk of time" to the assignment. This allocation is typically condensed; students told us repeatedly that they wait until the last 20 percent of the assignment period to start and finish the work.

THE INFLUENCE OF GOOGLE AND WIKIPEDIA

Once students have prioritized work and made a commitment to start their research assignment, the most common starting point is Google, which serves as the point of triage for digital natives. Students overwhelmingly relied on Google to point them to the right answers and referred to the search engine as their "oxygen," "mother," and even "soul mate—because Google anticipates my every need."

One way in which Google anticipates student needs is by a comprehensive autocomplete, giving users guidance after only a few letters have been typed in a search box. Additionally, Google offers answers on the results page in the form of its knowledge graph panels, launched in 2012. Google intention with these panels was to "begin spitting out more than a list of blue Web links, to present more facts and direct answers to queries at the top of the search-results page."[3]

One feature of the Google results that students have come to rely on is the appearance of a Wikipedia result at the top of the first page, typically the first result. While students acknowledge educators guidance to not trust Wikipedia, the site is still considered to be a valuable resource, and students feel that using it as a reference is tacitly permitted.

What students reported as the single most important aspect of Wikipedia was the first paragraph, the topic overview written in "layman's terms." While Wikipedia is never on the instructor's list of suggested sources, the students told us that they start with Google and then go to Wikipedia to gain an overview of their topic and the context they need to proceed to the resources recommended by their professor.

The critical lessons to be derived from this student habit of Google and Wikipedia are about context and confidence. Students want definition and explanation of their research topics before starting deep, analytical work. Also, students reported feeling anxious about starting research: they didn't know how to start, their topic wasn't clear, their search terms or keywords weren't immediately obvious. By starting

in Google, students have an opportunity to gain confidence. Seeing Wikipedia as the top result on Google was familiar territory. After completing this cycle, the student has gained sufficient confidence to proceed to scholarly channels.

SEARCH RESULTS: THE CRITICAL JUNCTURE

As students move from open-web resources to more scholarly ones, they bring with them the expectation that search results will be more than a just a list of links. Search results is the page where students decide "is this tool for me?" and "will I stay or go?" Confidence again plays an important role in a user's experience of that page.

The primary cues that inform the decision to stay include seeing their search term repeated in the body of the page, the accessibility of language, and the availability of metadata that allows them to make a determination of relevancy. The absence of meaningful metadata on the search results page forces them to click deeper into the detailed record page, a process they find annoying and time-consuming.

When an item appears relevant, students open it in a new browser tab. Students indicated that they may have more than 30 tabs open at one time. When the "seeking" phase of the research turns into the "weeding" phase, they will go back to the collection of tabs and reevaluate items they have selected.

Our student participants referred to their reading behavior as "skimming" or "scanning," and reported that they had learned these techniques as preparation for the reading comprehension sections of standardized tests such as the SAT. Students found these strategies to be efficient and adopted them into their research process. Like deep reading, deep exploration of search results does not play a role in our participants' research process. They rarely if ever proceed beyond the initial page of results in Google or other search tools, including scholarly resources.

The implication for scholarly databases is a greater emphasis on tools that bring the best and most relevant results to the top of the search results list through their complex ranking algorithms.

Student may encounter a research roadblock: not finding the sources they anticipated or needing help narrowing their search query. When asked who they consult when encountering such a roadblock, the students in our sample overwhelmingly answered "my peers." They quickly become aware of students who were considered experts in a specific subject, and these experts become their "go-to" resource.

Students were aware of the presence and availability of librarians, but reported that they were less likely to seek librarian help than the help of a peer because of convenience. Many students are working in their dorm rooms late at night and accessing the virtual library, thus reducing their exposure to librarians for in-person consultations.

CONCLUSION

Students have diverse strategies for evaluating search results. These techniques are based on early experiences with Google and Wikipedia, are rely on initial search steps that build confidence and foundational knowledge. It is important to accept the influence of Google and Wikipedia and to design products that, while innovative, are rooted in the familiarity of a user's most frequent site experiences.

By creating experiences that help to build students' confidence in their abilities, and by providing a clear, intuitive path to the highest-quality and most relevant scholarly content, students become more likely to deem an experience efficient and adopt it into their evolving digital ecosystem. ■

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Libraries at the Crossroads

» Research shows that the public is interested in new library services and thinks libraries are important to their communities in diverse ways.*

BY JOHN B. HORRIGAN

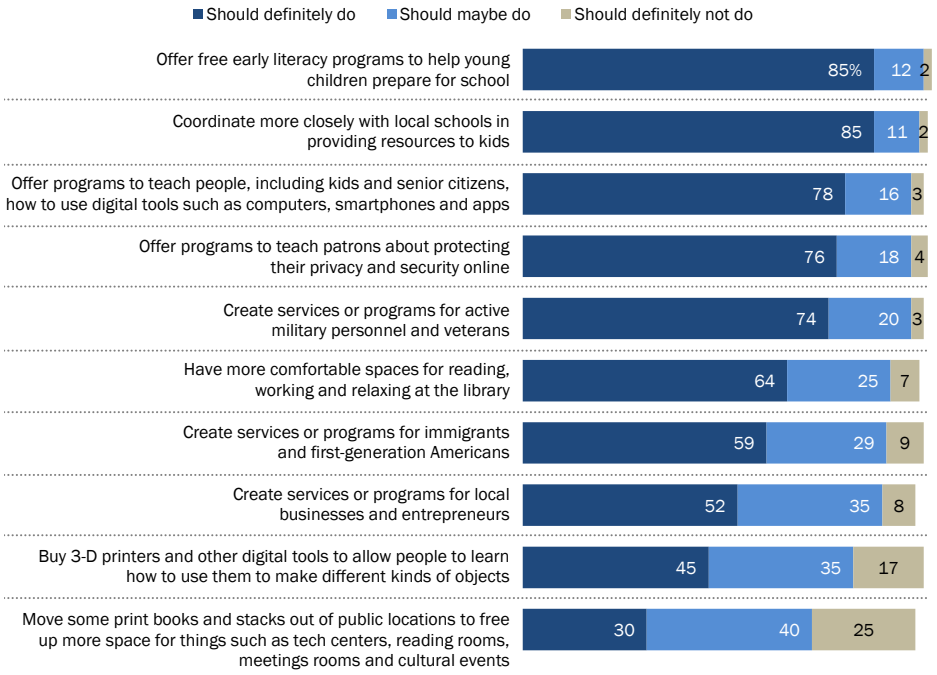
American libraries are buffeted by cross currents. Citizens believe that libraries are important community institutions and profess interest in libraries offering a range of new programs and possibilities. Yet, even as the public expresses interest in additional library services, there are signs that the share of Americans visiting libraries has edged downward over the past three years, although it is too soon to know whether this observation is a trend.

A new survey from Pew Research Center brings this complex situation into stark relief **(see Figure 1)**. Many Americans say they want public libraries to:

- Support local education.
- Serve special constituents such as veterans, active-duty military personnel, and immigrants.
- Help local businesses, job seekers, and those upgrading their work skills.
- Embrace new technologies such as 3D printers and provide services to help patrons learn about high-tech gadgetry.

Figure 1: Public Wants Libraries to Advance Education, Improve Digital Literacy and Serve Key Groups

% of those ages 16+ who say that libraries should definitely, maybe or definitely not do these things



Source: Pew Research Center survey March 17-April 12, 2015. N=2,004 Americans ages 16 and older

Additionally, two-thirds of Americans (65%) ages 16 and older say that closing their local public library would have a major impact on their community. Low-income Americans, Hispanics, and African Americans are more likely than others to say that a library closing would impact their lives and community.

At the same time, the survey finds that the share of Americans who report using a library has ebbed somewhat over the past several years. Compared with Pew Research Center surveys from recent years, the current survey finds those 16 and older a bit less likely to say they have visited a library or bookmobile in person in the past twelve months, visited a library website, or used a library's computers and Internet access.

Consider these statistics:

- 46% of all Americans ages 16 and over say they visited a library of a bookmobile in person in the prior year. This is roughly comparable with the 48% who said this in 2013, but down from 53% in 2012.
- 22% of those 16 and older have used library websites in the past year, compared with 30% who said this in 2-13 and 25% in 2012.
- 27% of those who have visited a public library have used its computers, Internet connection, or Wi-Fi signal to go online in the past 12 months. This compares with 31% who said this in 2012.

A trend in the other direction is that mobile access to library resources has taken on more prominence. Among those who have used a public library website, 50% accessed in the past 12 months using a mobile device such as a tablet computer or smartphone—up from 39% in 2012.

These findings highlight how we are experiencing a crossroads moment for libraries. The data paint a complex portrait of disruption and aspiration. There are relatively active constituents who hope libraries will maintain valuable legacy functions such as lending printed books. At the same time, there are those who support the idea that libraries should adapt to a world where more and more information

lives in digital form, accessible anytime and anywhere.

THE BIG QUESTIONS

Two key questions highlight the challenge library leaders face. First, what should libraries do with their books **(see Figure 2)**? Some 30% of those ages 16 and over think libraries should "definitely" move some print books and stacks out of public locations to free up more space for such things as tech centers, reading rooms, meeting rooms, and cultural events; 40% say libraries should "maybe" do that; and 25% say libraries should "definitely not" make that change.

Since 2012, there has been an uptick of 10 percentage points in those saying libraries should "definitely" move some books and stacks (20% vs. 30%) and an 11-point downtick in those saying that removing books and stacks should "definitely not" be done (36% vs.25%).

The second question yields more interesting data: should bricks-and-mortar libraries have a smaller physical footprint in their communities?

A majority do not think so. Nearly two-thirds (64%) of those ages 16 and over say libraries should "definitely" have more comfortable spaces for reading, working, and relaxing. This represents a modest increase in this view since 2012, and it suggests that libraries still occupy a prominent spot in people's minds as a place to go.

Other key findings highlight the cross current in public sentiment about their public libraries. The statistics come from a survey of 2,004 Americans ages 16 and older conducted in the spring of 2015 and published in the fall of 2015.

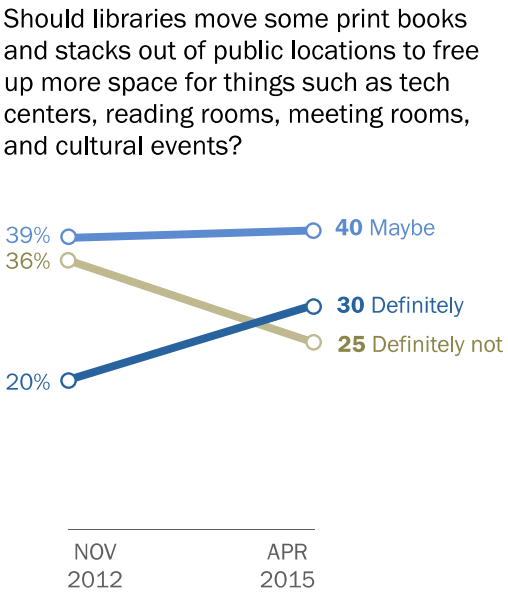
Large majorities of Americans see libraries as part of the educational ecosystem and as resources for promoting digital and information literacy.

Those 16 and older are quite clear that libraries should address the educational needs of their communities at many levels:

- 85% of Americans say that libraries should "definitely" coordinate with schools in providing resources for children.
- 85% also say that libraries should "definitely" offer free literacy programs to help kids prepare for school.
- 78% believe that libraries are effective at promoting literacy and the love of reading.
- 65% maintain that libraries contribute to helping people decide what information they can trust.
- People also believe that libraries should offer services to help them master digital technologies:
- 78% of those 16 and older say libraries should "definitely" offer programs to teach people how to use digital tools such as computers, smartphones, and apps.
- 75% say libraries have been effective at helping people learn how to use new technologies.

Figure 2: Growing Public Support for Libraries Moving Some Books and Stacks to Create Space for Community and Tech Spaces

% of those ages 16+ who answer this question in the following ways



Source: Pew Research Center survey March 17-April 12, 2015. N=1,003 Americans ages 16 and older

People's view on the important role of libraries in education translates into some user behavior at public libraries. Among those who have used a public library website or mobile app in the past 12 months, 42% have used it for research or homework help. For those who have used a public library's computers or Wi-Fi signal to go online, 60% have used these tools for research or school work.

Many believe libraries should be pathways to economic opportunity, especially when it come to providing resources for business development, searching for jobs, and enhancing workforce skills.

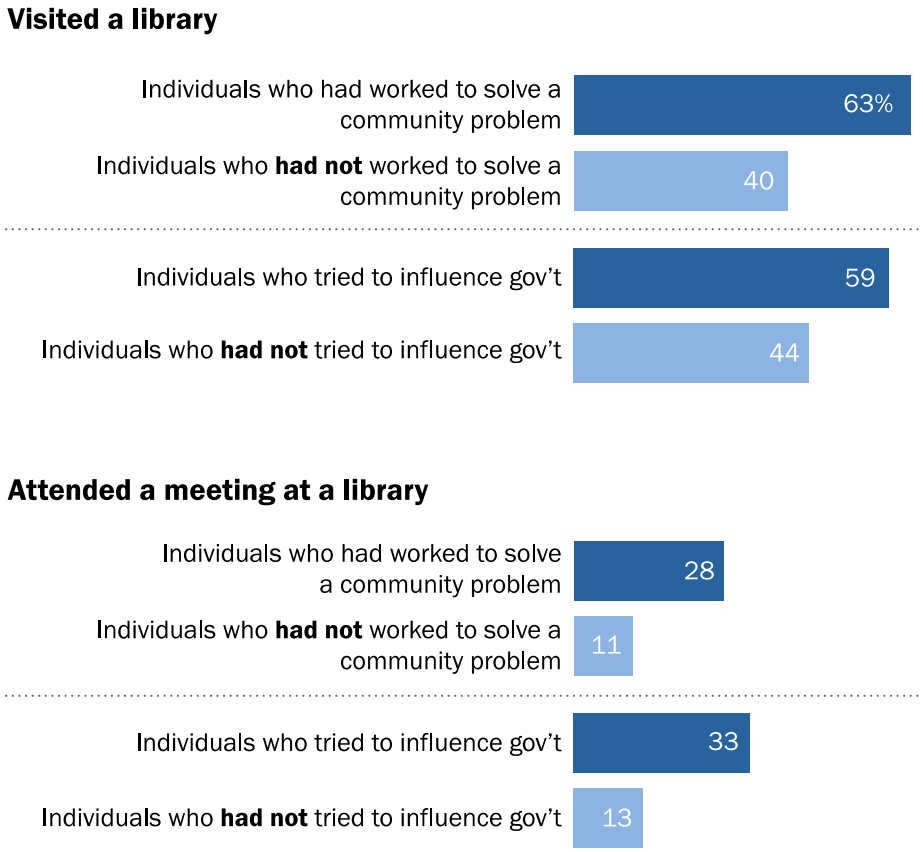
These questions are new for the Pew Research Center and have not been asked previously. They indicate that there is a notable share of the public interested in a somewhat expanded mission for public libraries: to contribute to the economic advancement of people and communities.

- 52% of all Americans 16 and older say libraries should "definitely" create programs for local businesses or entrepreneurs. Another 35% say libraries should "maybe" do this.
- 45% say that libraries should "definitely" purchase new digital technologies such as 3D printers to let people explore how to use them. Another 35% say libraries should "maybe" do this.

At the library itself, economic advancement is a meaningful part of some people's patronage, but less so now than at earlier times in the Great Recession. Some 23% of those who have paid a visit to a library in the past year did so to look for or apply for a job.

Figure 3: Community Activists are More Likely to Use Libraries

% of those ages 16+ who visited a library or bookmobile in the past 12 months



Source: Pew Research Center survey March 17-April 12, 2015. N=2,004 Americans ages 16 and older

This number is down from the 36% of patrons who used the library this way in 2012.

In addition, some 14% of those who logged on to the Internet using a library's computer or Internet connection in the past year did so to acquire job-related skills or to increase their income. That amounts to 3% of the full population of those ages 16 and older.

Many Americans think closing their local public library would affect their communities, and a third say it would have a major impact on them and their families.

Some 65% of all those ages 16 and older say that closing their local public library would have a major impact on their community; another 24% say it would have a minor impact. In addition, 32% say that closing their local public library would have a major impact on them or their family; another 33% say it would have a minor impact.

Civic activists are more likely to use libraries (see Figure 3).

Of Americans ages 16+, 235 say they worked with fellow citizens to address a problem in their community. Among those who have done this:

- 63% visited the library in the prior year, compared with 40% who had not participated with others in tackling a community problem.
- 28% attended a meeting at the library in the prior year, compared with 11% who had not worked with others on a community problem.

Some 11% of Americans say they have actively worked with others to influence government policy in the prior year. Among those who did this:

- 59% paid a visit to the library in the prior year, compared with 44% who had not worked with others in influencing a government policy.
- 33% had gone to a meeting at the library in the prior year vs 13% who had not joined with others to influence government.

A majority of Americans say libraries should offer services to help recent immigrants, veterans, and active-duty military personnel.

- Of Americans ages 16 and older, 74% think libraries should "definitely" offer programs for active duty military personnel or veterans. Another 20% say libraries should "maybe" do this.
- 59% say libraries should "definitely" offer programs for immigrants for first-generation Americans—with 78% of Hispanics saying this. Another 29% of those in the survey say libraries should "maybe" offer such programs.

Many view public libraries as important resources for finding health information and some conduct such searches using libraries' online access resources.

- 73% of all those ages 16 and over say libraries contribute to people finding the health information they need.
- 42% of those who have gone online at a library using its computers, Internet connections on Wi-Fi have done so for health related searches. That figure extrapolates to 10% of the full population of those ages 16 and older.

Lower-income Americans, Hispanics, and African Americans are more likely to say that libraries impact their lives and communities that other Americans.

Some segments of the population especially value the library's role in their communities and lives. Americans who have lower-income households, Hispanics, and African Americans say libraries have special roles and should embrace new purposes. ■

*Excerpted from Pew Research Center's *Libraries at the Crossroads,* published on September 15, 2015. The full report can be accessed at http://www.pewinternet.org/files/2015/09/2015-09-15_libraries_FINAL.pdf

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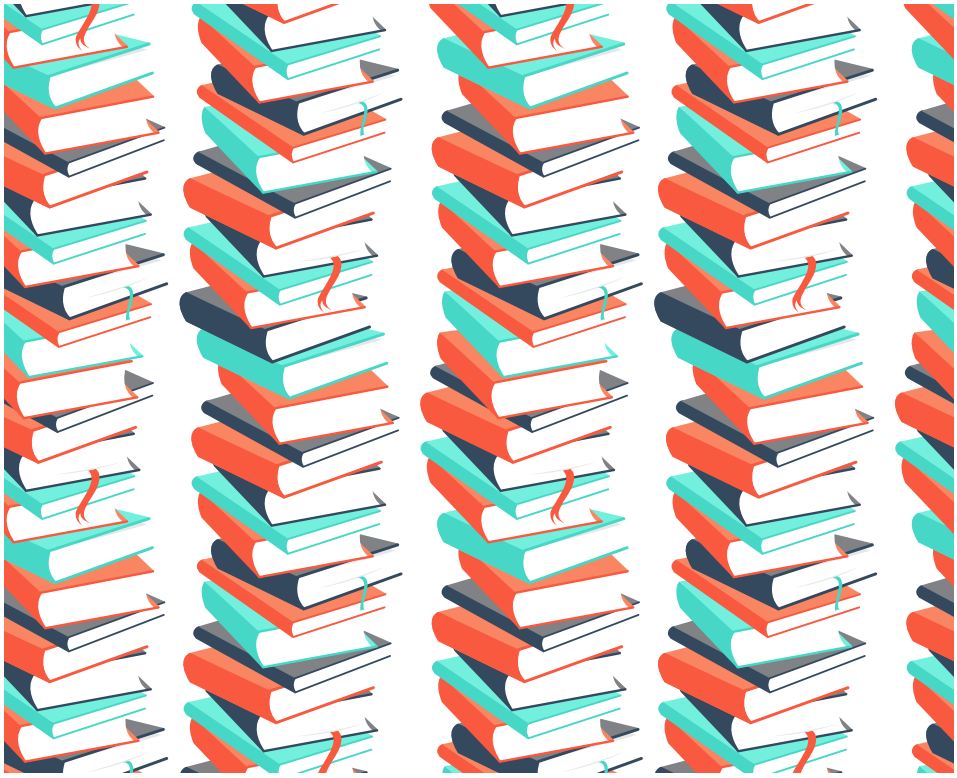
Emptying the Dump Truck

» How one library dealt with a large donation of books.

BY ROBERT L. S. WEAVER



In 2013, Dr. Homer Blass, a professor of history at Liberty University, retired from teaching. He died later that year. In early 2014, not long after the opening of the new Jerry Falwell Library (JFL) on the campus, Dr. Blass's family contacted the university about donating his legendary book collection to the library. Several of the librarians knew Dr. Blass as a voracious reader and borrower of books, so we were interested at once. After some negotiation, the university agreed that the JFL would acquire the Blass Collection, and this agreement included transporting the collection to the campus (see **Sidebar**).

While Dr. Blass' reputation was well-known, when librarians visited the Blass home, the full extent of his collection suddenly became apparent. The collection was spread throughout the house, and filling, in addition, a two-car garage and a backyard shed with bookshelves. Almost none of the collection had been packed. Since the family was preparing to move, the library had just one week to get all of the books boxed and shipped before the house sale was finalized and new owners took possession. We had little time to form and execute a plan to move an enormous quantity of books.

Sometimes a donor will have the resources and foresight to have the donation packed and ready to ship to a library. In this case, the library had to devise a new three-part plan for packing, sorting, and shelving this immense collection.

PACKING AND TRANSPORT

While the Blass family had made a start at packing Dr. Blass' books, the size of the collection made that a daunting challenge both for the family and for the library staff. Most of the Blass Collection was still on its shelves, stacked on the floor, or wrapped in plastic shopping bags.

The first objective, then, was to prepare the books for transportation. Our library used book boxes on pallets to transport and store the donation. Boxing the books accomplished two things at once: it prepared the books for transport and ordered them for storage.

Donations librarians always want a title list but expect that most donors will not have them available. The size of the Blass Collection made the task of compiling a title list next to impossible for the library, and it was certainly beyond the capability of the family. Librarians who visited the Blass home to collect the donation considered doing some preliminary sorting by subject or condition, but this would certainly have slowed the loading process, so the idea was abandoned.

Library staff members that worked with the donation were allowed to dress appropriately for the work. The Blass Collection was not all clean, as it was housed in a garage and shed, so it was helpful to work in jeans and sturdy shoes. Some parts of the Blass Collection were in particularly poor condition, covered in dust, dirt, and cobwebs. Most of the books only needed wiping off, but at this stage there was not time to do it. Some were later found to be in truly unusable condition.

We quickly acquired rubber and cotton work glove and breathing masks to compensate for the work conditions. Book dust or mold can aggravate allergies and make staff sick. Even without direct health concerns, working unprotected in dirty conditions will pull down staff morale.

We considered hiring professional moving crews to box and transport the books. Instead, the university was able to provide extra labor from the grounds keeping staff. They also provided delivery trucks from the campus fleet to move the boxes to the campus storage facilities. This plan was less costly and more efficient than attempting

to use staff's personal vehicles to move boxes to the library.

Adding the help of the grounds keeping crew saved the project; the library did not have the manpower or the vehicles to box and move that many books in the short period of time available. Our library administration did some hurried negotiation to secure their help, but now we know we can get the help if we need it again.

As the moving crew filled boxes, they stacked them on pallets and used shrink wrap to secure them. The number of boxes per pallet varied, which made it more difficult to get an accurate count of the boxes. The moving crew used only one type of box, while the family had used boxes of several sizes, and the boxes got mixed together on pallets, making the stacks irregular. This could have been avoided had we stacked all of the irregular boxes on their own pallets.

The Blass Collection was not the only donation that the library received during this time; however, we did not have the moving crew mark this collection with tape or permanent markers during packing. As a result, once the books were in a university storage facility, there was some confusion as to which pallets of boxes belonged to the Blass Collection and which belonged to other donations. A consistent labeling format would have eliminated that confusion and enabled accurate counting of boxes and pallets.

Once we had the collection on campus, we had to address the issue of storage. The library building did not have room in staff areas to house twenty-one pallets of boxes, so they went to a campus-owned warehouse facility. This created another step in the process, requesting that the warehouse staff arrange transport for the pallets to the library.

The library's loading dock area had enough room to store two or three pallets. Even inside the building the boxes still had to be transported by hand and by hand-truck to the staff areas.

SORTING AND ADDING TO THE COLLECTION

Once the Blass Collection was in the University's possession, we could begin the process of sorting and evaluating the books. Our collection development policy guided this part of the process by specifying what kinds of material we could include and what we could exclude. The policy lists some binding formats as inferior, including spiral, staple, and 3-ring, and they could be excluded. Damaged books and mass market paperback editions were discarded as well.

The next order of business was sorting out what books we already had. This was the most time-consuming and labor intensive aspect of the processing the donation. The collection development policy also states that we will not house duplicate copies of works except for when requested by faculty, or indicated by consistent high usage.

Student workers from outside the collection management area were employed to check carts of books against the catalog. The collection management librarian had to ask for help, and the decision was made to use student workers already in place rather than hire temporary help for the duration of the project. Either method would work, but the existing students had already been trained in general library functions so there was no time lost in getting them started.

As carts were sorted out into duplicates and new titles, they were returned to collection management. The collection management librarian reviewed all the books that were new to the collection.

The collections development policy also served as the general guideline for determining whether a new book would be added to the collection. Most of the Blass Donation was broadly "History" but under that umbrella Dr. Blass' interests were wide-ranging. The main question that needed an answer was "does the University offer a class or program for which the book is relevant?" Using this template as a guide, biographies of state government figures from the mid-twentieth century were not added, for example, unless the subject had also risen to national prominence.

If the donation had been of a smaller size, we would have taken the time to do further analysis on duplicates. A heavily-used title would justify adding the donation as a second; a donated copy might be in better physical condition that the current one. Checking circulation history for a title is done through the library's ILS, but the student workers did not have usage rights in the system, so this step was not done.

The books coming out of the boxes still smelled and were covered in dust. Staff handling the initial sorting and the evaluation wore gloves and masks. Once books were approved to be added, the cataloging staff took on the task of cleaning the books before adding protective covers and library stickers.

In their work areas, staff had to make space for the Blass Collection on shelves and on carts. Boxes were even piled on the floor outside the collection management office.

Once unboxed and sorted, the books were placed on shelves to await cataloging. When the shelves were filled, books went back into boxes stacked in a different location. A system quickly emerged of unsorted boxes going in one place, empty boxes going another, and sorted boxes going in a third space.

With all of the movement of the books within the library, labeling of shelves and boxes was a critical activity to prevent a donation from being lost or intermingled with purchased books. Several non-public areas of the library housed books from the Blass Collection for a time. Communication between collection management and technical services as well as the library facility manager had to be kept up so all parties knew what was being stored where.

Collection management worked with cataloging, which also had to keep up with books that had been purchased. The manager of technical services decided how much staff time would be dedicated to processing the donations. Donations took a lower priority, and as a result a backlog of sorted books grew in collection management. Donations are by policy a lower priority for cataloging, so the backlog has not yet been fully absorbed.

SHELVING

Stack maintenance and shelving is handled by the borrowing services area of the library.

Collection Development Policy

The library's biggest tool in handling any donation is a well-defined collection development policy. A written policy that has the support of the library and university administration supports the library's negotiation with potential donors by explaining the following points:

- **What the library will take and what it will decline.**
- **What formats are collected (such as periodicals and multimedia).**
- **What subject matter is appropriate for the library's collection.**
- **Under what conditions will the library accept a donation.**

The collection development policy for the JFL says that the library will accept any donation, but that all donations become the exclusive property of the library and that we can dispose of any donated items as we see fit. We use a standard donation form which lays out the "no conditions" policy, and ask donors to sign the form.

This language avoids the frustration of committing staff resources to adding items that are obsolete, out of date, damaged, or irrelevant. Such factors are not on the administrator's or donor's mind until the library explains it.

They also were included in discussions of how to handle the large number of books coming into the library.

The Blass Collection was a challenge to integrate into the library's book tower, both because of its size and it content focus. Dr. Blass was a history professor, so nearly all of his collection went into Library of Congress classes C through F. The history sections of the library's browsing collection, held in the book tower, amounted to 302 shelves. At an average of one-shelf-inch per book, the books from the Blass Collection that were added to the catalog took up 146 shelves, nearly half the size of the existing history collection.

The Jerry Falwell Library uses its automated storage and retrieval system (ASRS) to store the bulk of its collection, so it was a simple matter to direct much of the Blass Collection there. Books with more recent publication dates got priority in assignment to the book tower, while older works went into robotic storage.

Even though much of the Blass Collection was diverted to the ASRS, the stack maintenance staff found it difficult to keep up with the increased volume coming out of cataloging. Typically, a donation that covered many subjects would be broken up when it came to shelving, but the Blass donation was concentrated on one half of one floor of the book tower. Getting them onto the shelves required much staff time to shift the collection and make room for the donations.

THE FATE OF THE REST

The Blass Collection contained some true gems of historical scholarship, and we kept as much of it as the collection policy allowed. What remained was the question of what to do with the rest of it. The decision was to simply recycle most of what we couldn't use. This did not mean destruction in every case. Other campus departments took hard cover books with attractive bindings to decorate office shelves. The library hosted an art contest where entrants took discarded books and created book sculptures from them. Once we determined that there were no other options, books were discreetly moved to local paper recycling facilities.

LOOKING BACK

At the start of this project, we didn't know how big the Blass Collection was. The final count of all items included and excluded was 11,816. Of this total we added 4,377 books to the collection.

Every stage of this project required a major investment of staff time. Large donations will necessarily require either many hands or many hours. The collection management librarian committed half of his work week for nearly a year to the Blass Collection. Some of the simpler steps are suitable for volunteers or student workers, but the evaluation of condition and collection relevance should be handled by staff and librarians who are well-acquainted with the library's mission and the school's curriculum.

Planning can be done in a hurry, but it is done best when there's enough time to think everything through. Once the Blass Collection was on campus and secured in the warehouse, the rush was over. We could take as long as we needed to decide what to do next.

Not every library has this luxury; a large donation can crowd out purchased books in work areas with limited shelving. Some donors have an expectation that their contribution will be introduced immediately into the browsing collection. Fortunately this was not a factor in our case. But the library's administration decided the collection should be processed within one year, so librarians and staff had to give it priority.

The success of the donation project was the result of planning that included all the departments of the library, ongoing communication as the plan was amended, a willing staff, and the strategic use of storage space on the campus and in the library. The key was the collection development policy which answered many questions about the donation before it arrived on campus. ■

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The Library-Centered Campus

» Designing the academic library as a "third space."

BY KATHY STEIN-SMITH, PH.D

We all think of academic libraries as places for reading, study, and research, but today's academic libraries are so much more. Libraries remain places of study, reading, and reflection. But increasing libraries have also become multiservice spaces, providing the entire campus community with a place for meeting old friends and making new ones, and for accomplishing a broad spectrum of tasks. Academic libraries have truly become what sociologist Ray Oldenburg called "the third place," in his 1989 book, The Great Good Place.

Academic libraries respond to the needs of the whole student, balancing academic, social, creative, personal, and independent self-directed learning needs. They have created this communal "third space" through indoor and outdoor places for study, through spaces designed for group or individual activities, and through recreational and interactive spaces. Each campus community is unique, so each academic library's response to and interpretation of the need for new spaces will be different.

ACADEMIC LIBRARIES EMBRACE THE WHOLE STUDENT

Although many of us think of our college years with nostalgia, the reality is that college is a challenging time for today's students who need to balance academic coursework and the many other responsibilities and demands on their time and energies. It is also a time of preparation for the future and the workplace.

The library is the one place on campus where the stresses of the day can be addressed through study and homework can be completed. But it is also a space where the student can move beyond work and relax by reading a novel or a poem, meeting friends for a snack, playing a video game alone or with others, practicing the piano, or attending a faculty talk or art exhibit.

In addition, the library can provide space for other departments that address separate, yet related, student needs. A writing center, career development center, academic technology center, or copy center are just a few of the possibilities for synergistic collaboration to enhance the quality of student life on campus.

A Video Game Station, part of the library's makerspace, is a place where students can take a break from their studies and interact with friends. Jessie Ribustello

THE LIBRARY COMMUNITY

The academic library exists to serve its community: students, faculty, staff, and alumni. The interdependence of campus stakeholders and their library exists on both practical and less tangible levels. On a practical level, the library needs the support of computing services, facilities, and the campus administration to respond to the needs of students, faculty, and staff. The library also needs the support of faculty and students as proactive library users and participants in library programs, exhibits, and events.

On the other hand, the library needs to support the academic research needs of students and the development of an appropriate setting for reading, study, learning, and conversations. The library is also the perfect setting for interactions among students, staff, faculty, and alumni, ranging from informal conversations among peers to faculty and alumni presentations and panel discussions.

Learning experiences and cognitive sophistication, the heart of a university and college experience, can only take place in an environment where the resources, technologies, and spaces are available for student use, reinforced by staff and faculty involvement and instruction.

THE LIBRARY AS A "THIRD SPACE"

In addition to providing access to a print and online collection intended to support the campus curriculum, information literacy/library research instruction, and study spaces for quiet, silent, and group study, the Giovatto Library fosters community connections through its facility and its schedule of events and programs.

The Relaxation Zone, Video Game Stations, and outdoor Reading Terrace provide spaces where students can take a break or socialize with others. The Library Café, open during regular library hours, provides an informal setting where students can take a break from long hours of study and interact with friends, work on a communal jig-saw puzzle, or make a move in an ongoing large-scale chess game.

A range of other unique spaces are available for use by the campus community at the library.

Makerspaces—An integral part of today's library and its mission of fostering active creation, makerspaces offer a sense of community as students work alone or in groups—potentially with faculty, staff, and alumni—on projects across many disciplines. Makerspaces are limited only by the

Students use the 3D printer in the library's makerspace to support their STE(A)M/engineering projects. Jessie Ribustello

perceived and expressed needs of community stakeholders and by the imagination of the librarians.

The Giovatto Library makerspace offers collaborative work spaces, a 3D printer, scanners, a piano and other music practice and performance spaces, and traditional and 3D puzzles (a student favorite!). Board games, video games, and copiers/printers complement the Makerspace. The library also offers a high-profile, high-traffic display space for art exhibits, music recitals, and readings, and sponsors a music recital and art exhibit program.

Through its makerspace, the responsive academic library can support both student and institutional goals in an intersection of fine arts, liberal arts, and STE(A)M/engineering disciplines as well as through the proper prioritization of resources and allocation of personnel.

Faculty and Alumni Speakers—The library extends an ongoing invitation to faculty and alumni to speak at the library. Numerous speakers have presented their research and writing to groups primarily during lunchtime events. Many have spoken on their current scholarly research, but some have spoken on their own creative writing and on literary authors past and present.

Recent panels comprised of international faculty have addressed the challenges faced by international students newly arriving on a campus in the United States. Encouraging such diversity and interdisciplinary is a key feature of a university education, experience, and developing the appropriate strategic mindset to deal with the changes in the business environment.

The Honors Program—Our campus is the home of a large honors program, and the library serves the needs of honors students on several levels. In addition to providing an information literacy/library research session designed to support the specific needs of these undergraduate students as they develop and write their honors thesis, the library serves as the venue for both the Provost's Reception to officially welcome the new students to the program in the fall and the Honors Research Day, which features the research presentations of the graduating seniors. The Special Collections Suite houses and showcases Honors Theses, the academic and creative capstone of the program.

English Language Learner—The Metropolitan campus community is comprised of many non-native English speakers, including international students and recent immigrants to the U.S. from across the world. In addition to mainstream students who may be non-native speakers of English, non-native English-speaking students can be found in the English for Professional Studies (EPS) program for graduate and undergraduate students across the disciplines and in programs designed to empower students to transition from their native language to English-language university courses that include *Puerta al Futuro* (Spanish), *MiraeRo* (Korean), and *Cheng Gong* (Chinese). English language learners also attend the ELS Center on campus.

In addition to print and media English language learning materials in the collection that may be borrowed by students, the library provides informal learning opportunities for non-native speakers to interact with native speakers and to share experiences with other non-native speakers through its programs and events, as well as through its Library Cafe. In addition, the reference librarians, several of whom are fluent in other languages or have lived or been educated in another country, are often able

At the Heart of the Campus

The Frank Giovatto Library, located on the Metropolitan campus of Fairleigh Dickinson University, serves a campus community of nearly 9,000 students. A staff of six full time librarians and six full time staff members provide access and information services and support for a range of events and programs sponsored by the library and by other campus and university departments.

During the 2014-2015 academic year, almost 199,000 people visited the library, and library visits are on track to surpass that number in the current 2015-2016 year. This volume of visitors clearly demonstrates the appeal of the campus library as a university space and provides a clear incentive for further investment by the university and training of personnel.

The library is generally open seven days a week, with library services available nearly 90 hours per week, and extended hours are scheduled during midterms and finals in response to student requests. At least one reference librarian is scheduled during library hours, including weekends and evenings. Chat is available during library hours, and e-reference is available 24/7. At present, 52 PCs and 10 laptops, 3 scanners, 2 laser printers, and a 3D printer are among the devices available for student use.

To connect with students who may seldom be on campus or at the library, library staff members have developed and maintain the library web page, Facebook page, Twitter account, and library blog.

to make a new non-native English-speaking student feel at home through common shared language and experience.

In 2015, the library played a leadership role in the development and delivery of programming for International Education Week, which included librarian presentations ("Our Giovatto Librarians around the World"), regularly scheduled Library Language Tables, and an International Game Night.

HONORING SCHOLARSHIP AND CREATIVITY

The recognition of scholarship and creativity across the campus community is manifested in several ways within the library space. Books and articles authored by faculty and alumni, doctoral dissertations (also available online through *ProQuest*), master's theses, and honors theses, as well as books by faculty and the archive of the Metropolitan campus student newspapers are included in this collection.

The Career Corner—The library plays a significant role in the student career exploration and the career search, offering print and online resources on companies and careers, a designated Career Corner in the library with the most recent career-related materials, an Online Research Guide developed by a Giovatto librarian, and information literacy/library research instruction on career exploration. The Career Corner also includes PCs for career-related research, resume preparation, and the completion of job applications.

The library offers print and online resources for students exploring companies and career opportunities.
Jessie Ribustello

Library Language Tables—In a globalized world and workplace and in a multicultural society, knowledge of other languages and cultures is a personal and professional asset. For these reasons, and in support of our institutional mission of education for global citizenship, the library offers an ongoing series of Library Language Tables hosted by librarians, with additional tables featuring specific languages hosted by faculty, staff, and graduate students. These Library Language Tables are held in the library Café, offering an opportunity for informal conversation.

Readers Advisory—This traditional library service can take on new aspects in the contemporary academic library space. While librarians have always advised students as to appropriate resources for given research assignments, the task has grown more complex and more challenging as library collections incorporate a wide range of online resources, and librarians often serve as guides and mentors as students seek out the best of both print and online library resources, and of the web.

In addition, librarians work with all segments of the campus community—students, faculty, staff, and alumni—in independent research and self-directed learning. Although librarians advise and guide library users every day, this is especially true during periods between traditional semesters, when academics typically devote time and energy to a variety of independent research projects. Requests for readers advisory range from learning a new skill such as a foreign language, drawing, or crocheting, to mastering a new computer language or software program, to in-depth research projects including doctoral dissertations, conference presentations, books, and peer-reviewed articles.

Librarians provide both direct and indirect support to all segments of the community in terms of independent self-directed learning through one-on-one advisory, group instruction, and the development of print and online informational and instructional resources that can be used by any member of the campus community at any time.

Community Stakeholders—To effectively address the needs of the campus community, the library works closely with as many stakeholder groups as possible. For this reason, the Metropolitan campus Faculty Library Committee, Giovatto Library Alumni Advisory Board, and the Giovatto Library Student Advisory Board are valued collaborators in accomplishing our library mission.

Both students and faculty use the library's music space to practice their instruments or perform in scheduled recitals. Jessie Ribustello

The Faculty Library Committee has worked to enhance the role of the library as an academic center of the campus through faculty-librarian collaborations, outreach to faculty colleagues, participation in and support of library events and programs, and several fundraisers. The Alumni Advisory Board has collaborated with the Faculty Library Committee in sponsorship of library events and programs and in participation in and support of library events and programs. The Student Advisory Board has brought many new ideas to the conversation, including the development of the video game station area and student-oriented book and reading promotions.

FUTURE DIRECTIONS

The campus library is a community with a mission to serve the needs of all, academic and beyond, and to serve the balance, both within the community and within each of us individually, of academic, social, and personal needs related to the world of knowledge, ideas, and creativity.

Libraries committed to developing and sustaining spaces conducive to collaborative and self-directed independent learning and creativity are well positioned to support all campus stakeholder groups: students, faculty, staff, and alumni. They add value to their institutions as student-centered institutions in an increasingly competitive higher education landscape. Utlimately, they support the broader imperative of providing a "third space," not a classroom, a workplace, or home, for developing global citizens with global talent. ■

Books and articles authored by faculty and alumni are displayed in special cases in the library, which are updated regularly. Kathy Stein-Smith

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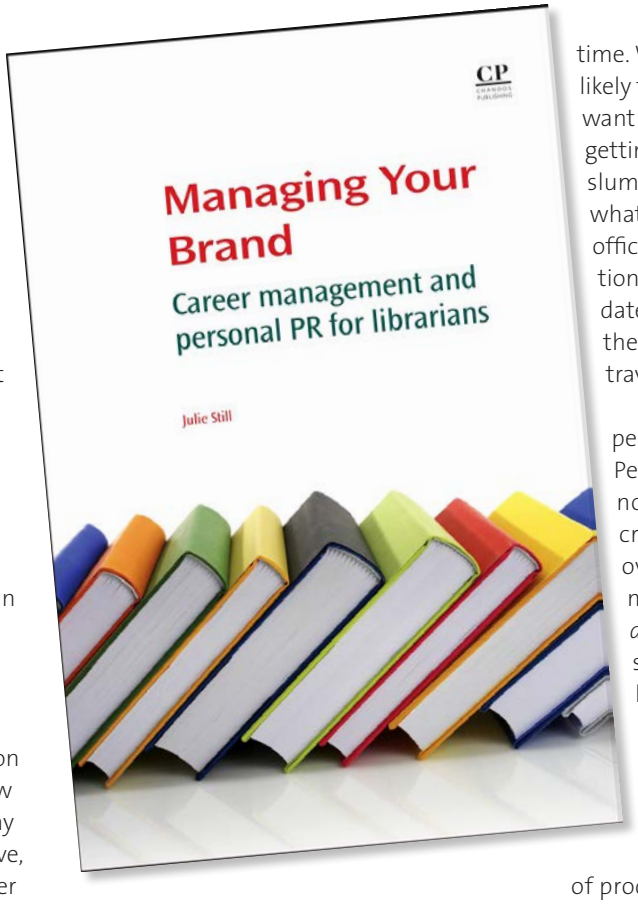
Managing Your Brand

» Career management and personal PR for librarians.*

BY JULIE M. STILL



The phrase "managing your brand " means to manage one's career, but more specifically it means to learn the skills needed to get a new job or enhance a current one. It also recalls an older, somewhat dated concept, that of guarding one's reputation. While this may seem a little old fashioned, it is worth remembering that there are a few ways of measuring a person's value in the work setting. One is money—for those in sales or product design the amount of money that any one individual or group can bring in is a sign of value.

Those in the public sector, though, can seldom point to a product or financial boost for which they can take credit. In the education field, it is even more difficult. How does one measure the value of work in education? In higher education departments, it can be measured by how many students they graduate, how many publications and grants their faculty have, and what happens to their students after graduation—do they find jobs in their field with family sustaining wages?

Libraries are even more difficult. Libraries do not graduate students, and older measures—such as how many books a library houses—are not as relevant in an increasingly digital age. Librarians as individuals can parse the question down further—what makes a successful librarian? Not every librarian embraces a high-profile image. In a profession with a larger percent of introverts, the idea of loud colorful self-promotion can be viewed with skepticism, if not distaste.

Everyone has a reputation, however, a brand, over which they have almost sole and absolute control. This brand is made up of skills, work habits, intelligence, creativity, and the ability to work well with others. Librarians on a tenure track or as a candidate for promotion can navigate that pathway by assembling a track record of successful accomplishments.

GOALS AND MISSION STATEMENTS

Career planning is something that can be managed, and being prepared can remove a great deal of stress. In the past, librarianship was viewed as more of a safe occupation than others...after all, who closes the library? But there are always events arising that can negatively affect a library or department. It is always good to be prepared for the worst, to keep a resume updated, and be able to prove one's effectiveness.

Deciding on goals is easier with a personal mission statement. Sometimes goals are simple: *I want to get a job, or I want to keep my job or maintain a level of standing in my occupation that it will make it easier to find a job if I lose this one.*

Certainly new graduates are advised to take a first job that may not exactly match their talents or interests, as a springboard to a second job that will be a better fit. It is important to recognize that goals change over time. What anyone wants in their 20s is likely to be much different from what they want in their 50s. If a librarian focuses on getting tenure, there can be an emotional slump afterward—the goal has been met, what's next? The prospect of running for office in a national professional association may fade once the prospective candidate realizes how much time and energy the position would take, and how much travel it would include.

That's where developing a personal mission statement can help. Personal mission statements should not be overly specific or address self-created time lines...priorities shift over time. A personal mission statement is not *I want to be a library director in five years*. Instead, the statement would be more along the lines of *I want to be in a position of responsibility in the knowledge industry.* After all, if someone focuses on becoming a library director, he or she might miss the opportunity to take a job as the associate head of product development at a reputable content management firm.

Librarians who only socialize with librarians can easily assume that everybody knows the professional jargon, is computer literate, and is aware of funding issues. Spending time with non-librarians, at a child's extracurricular activities, health group, religious organization, or community groups, or chatting with strangers at ballgames or theatrical productions helps maintain a healthy connection to the "real world." Knowing how to speak and interact with people can be very helpful when connecting to potential donors, students, or members of the pubic at service desks, or when meeting elected officials at public events. This attribute is especially important when preparing a tenure packet—being able to explain layman's terms what one does and how it fits into a larger picture is a necessary part of the process.

» **There is nothing as terrifying as a black sheet of paper or a blinking cursor on an empty screen. For many librarians at tenure-track institutions, the research and publication requirements are the most intimidating. Librarians who are not at tenure-track institutions, who have just moved into the job market, or who just like to write can explore publication and presentation opportunities even if they are not required to do so. It can be tricky to be the only librarian who publishes, however.**

PUTTING PEN TO PAPER

There is nothing as terrifying as a black sheet of paper or a blinking cursor on an empty screen. For many librarians at tenure-track institutions, the research and publication requirements are the most intimidating. Librarians who are not at tenure-track institutions, who have just moved into the job market, or who just like to write can explore publication and presentation opportunities even if they are not required to do so. It can be tricky to be the only librarian who publishes, however. The library culture will provide some clues on whether this activity should be broadcast widely or only mentioned on personal or work-related social media.

The easiest way to avoid the terror of starting from scratch on a writing project is to never start from scratch. For new librarians, starting with graduate school papers is the logical beginning. Can they be revised, expanded, or built up into an article? Are there project or committee reports written as a part of the job that can be expanded into articles?

Starting a new job that encourages or requires scholarship, especially a new tenure-track job, means the clock is ticking as soon as work starts on the first day. Librarians who spend their time outside the library, teaching, advising, and mentoring students can feel disconnected from their colleagues.

One way to combat this isolation is to start a writing group. By setting up regular meeting times over coffee or in a conference room allows the group to talk about writing projects and plans. Fellow members can read drafts or comment on each other's article direction and purpose.

There are various schools of thought on how to prepare a manuscript, the first being knowing what the manuscript will be—a newsletter article, a peer-reviewed journal article, or a book chapter, for example. Calls for papers by various publications give a direction that publication is looking to fulfill following by a timeframe. If the deadline can be met, it could be a great opportunity.

New librarians or those on the tenure track might be looking for a quick publication to get something on their vita. However, someone who has never authored an article before can assume that only the smartest, most special librarians get published. Social media and online journals have blurred the lines between types of publications. Still, there are many avenues that can lead to being published in a variety of contexts.

Book reviews—chances are that every librarian enjoys reading. A good way for people who have never published to get comfortable with the idea of seeing their name in print, meeting deadlines, and working within a suggested word count is to write book reviews. Any librarian who orders books is familiar with book review journals. In addition, most scholarly and professional publications have book reviews, which are generally longer and more involved and more scholarly. Those reviews are written by someone—why not you?

Find a subject that you enjoy reading and can be folded into your regular schedule. Reviewers frequently get advanced copies, and it can be exciting to know you are reading a book before all but a few others have seen it. Book reviews might not get you tenure, but they are a good way to get professional credit for something you do anyway.

Newsletters—most professional associations have newsletters, and most are usually looking for copy. So are professional or subject-oriented newsletters. Writing for newsletters is a good way to get your name out there, and these articles can lead to bigger publishing projects. Newsletters are a great place to start for the new or nervous writer. Professional blogs might be regarded in the same way, depending on the level of sophistication of the blog or site.

Professional Journals—not every publication is scholarly or peer reviewed. Some are intended as professional literature. American Libraries, College & Research Library News, or Library Hi-Tech News contain information of interest to people in a particular line of work. Many are more news-based than research-based, so they can be delivered more quickly than research articles. Professional journals are a great place to publish short pieces on new technologies or new ways of doing things. Again, they are a good way to get your feet wet in publishing, while demonstrating that you are ahead of the curve with new library techniques and processes.

Non-peer-reviewed journals—these journals are not as highly regarded as a peer-reviewed journal in most tenure track institutions. But even at institutions that prefer peer-reviewed publications, an article in a quality non-peer-reviewed journal or newsletter can still look good in a packet as part of a body of work. Whether the publication is or is not reviewed will be noted on its website.

Peer-reviewed journals—a group of individuals with some knowledge of the subject matter if you submit your article to one of these publications They will look over the submission and decide whether it should be published, revised and then published, or rejected. There are usually three reviewers, and a decision will be reached in six to eight weeks. A request for revisions should not be taken as a rejection—it is not. The reviewers like the article but felt it could be improved with changes. If the rewrite process is too

much work, an alternative is to make minor change and submit it elsewhere.

GETTING STARTED

Once you have decided on what type of publication you are aiming for, you will know the approximate length and depth you need to write. It Is acceptable, and often advisable, to contact the editor or publisher once an article is starting to take shape. Asking if the editors think your ideas may be suitable for their publication through a query letter serves a variety of purposes. It allows the editor to reject the idea outright, for example. But most publications have a website with submission guidelines that can be rather vague. The query letter can clarify the article's direction. It also gives the editor a heads up on your submission, which helps in issue planning.

Articles, like term papers, start with an introduction. A summary of the results of the research or exploration of the topic follows. The discussion describes what happened in the course of collecting the data and ends with a conclusion.

The publication's Writer's Guidelines will give details on how the article and any photos or charts should be submitted to the editor or publisher. The format for footnotes and bibliographic references should be explained there as well.

Once accepted, the publication will ask the author to sign a copyright agreement, which assigns copyright to the publication or its parent company. As an alternative, the author can copyright the article personally, giving him or her the right to reject any publication of that article elsewhere. From time to time, it is wise to check citation indexes (Web of Science, SCOPUS, Google Scholar, and similar sources) to see if anyone is citing your work.

At some point in your professional career, an enthusiastic young or new librarian might bound up at a conference and tell you that they have read your articles, either on their own or as part of a class assignment. You may also meet people who are interested in publishing and want to know how to get started. Be gentle with them and provide all the encouragement you can.

Kindness is always a good place to begin an interaction. ■

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