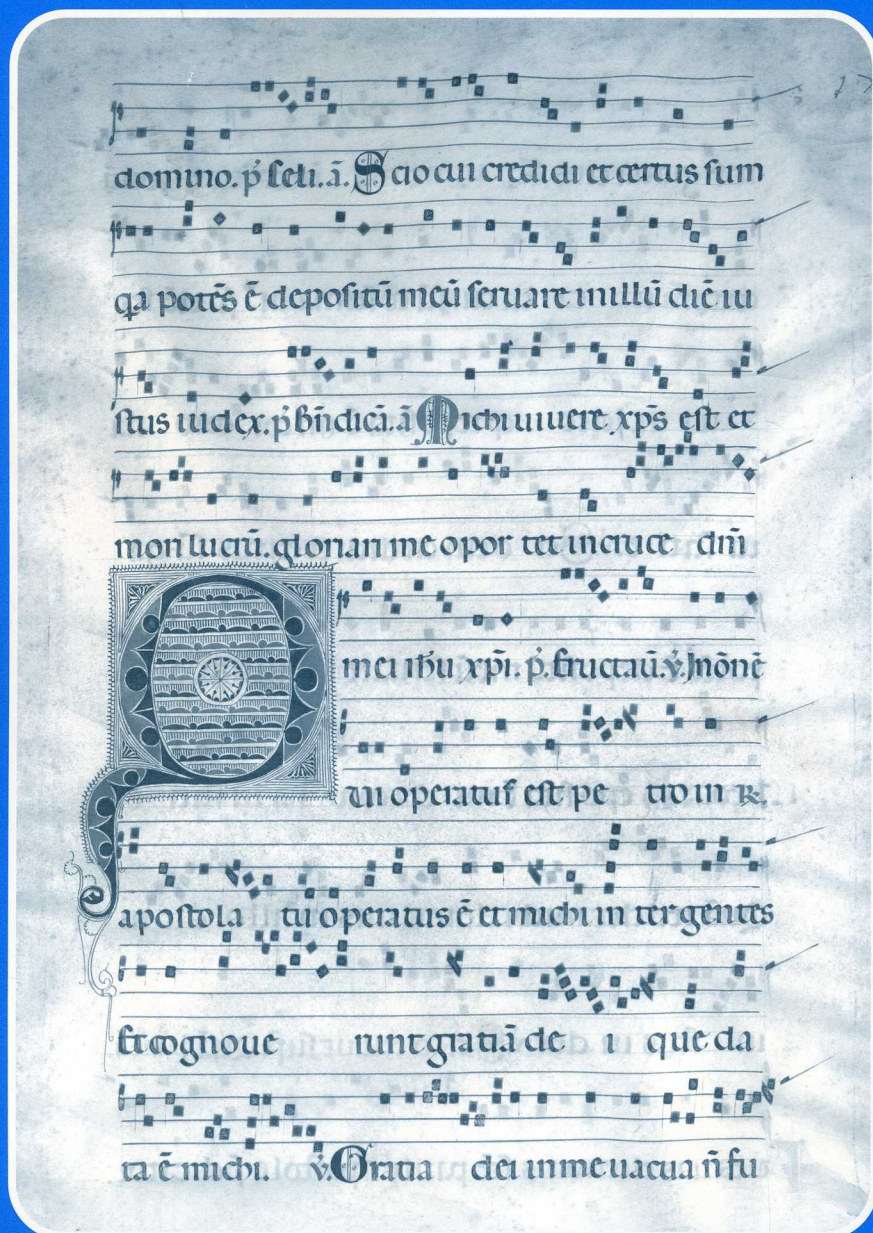


The Southeastern Librarian



The Southeastern Librarian

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Up Front

President's Column.....	2
From the Editor	3

Articles

I Have Shoes Older Than You: Generational Diversity In The Library.....	4
Jason Martin	
Membership Drive Success: ALA/Alabama's Support Staff Pilot Initiative	12
Kerry A. Ransel, Jack D. Fitzpatrick, John Chrastka	
Metadata Basics: A Literature Survey and Subject Analysis	18
Nicole Mitchell	
New Voices: Interactive CD-ROMs for Library Instruction and Discovering a Research Agenda.....	25
Jodi Poe, John-Bauer Graham	
Teaching Information Literacy at Delta State University	35
Michael Mounce	
Book review: "HOW to Write Fiction Like a Pro;	42
a Simple-to-Savvy Toolkit for Aspiring Authors"	
Carole Spradley Hinshaw	

Regular Features

Guidelines for Submission and Author Instructions	43
Editorial Staff & State Representatives	44

Cover: During the Middle Ages books were written by hand on animal skin. This individual page, or leaf, comes from a 14th century Spanish Antiphonal, an oversized choir book used during church services. The USF Tampa Library holds several medieval illuminated manuscript leaves and full books. Citation: Leaf from an Antiphonal. Spain, c. 1360. Rare Books Collection, Special Collections Department, USF Tampa Library. Thanks to Mark I. Greenberg for this submission.

From the President

How does one end her tenure as Southeastern Library Association President? Obviously, there is a tremendous need to extend thanks to all the members who have taken their leadership responsibilities seriously and worked diligently to further the reach of the Association.

Beyond that, please allow me to share some insights gained and lessons learned as I've taken this journey. I encourage each of you to become more active in our regional association. The success of SELA is dependent on you, not your colleagues. Make sure that your voice resonates and that you put SELA to work for you.

Next, we need to think of all the new and aspiring librarians and extend a welcoming hand to them. Whether through a formal mentoring program or informal coffee chats, it is imperative that we share our knowledge and vision with them. This will enable them to build on our success and take Southeastern libraries to the next level.

Remember team building - it takes a village. Working with colleagues gives us a broader perspective on life and work. Sometimes an outside view or a second opinion will help us find a better, quicker or more sensible solution.

Business is no longer the usual routine. The combination of technological advances and a well-educated staff has taken libraries to new heights. New buildings and ground-breaking programs have provided the public with enhanced Twenty-First Century services.

The converse is that our customers can't be taken for granted. We can't be complacent in our success. There are many competitors proactively searching for the public's time and dollar.

We need to strengthen our commitment to diversity. With the U.S. population topping 300 million, the make-up of our country and the Southeast is evolving into a new blended society. As librarians, we need to make sure that our libraries are reaching out to all and providing resources to meet community needs

Librarians need to combat illiteracy. This can be done by becoming a tutor or by providing funding, space, staff, and materials for the effort. The demands of everyday life require a highly trained and educated workforce.

Advocacy is one of our core values. If we don't speak up for libraries who will? A small investment in lobbying and developing citizen advocates will pay big dividends. Whether it is sending an email to a congressman, developing a bond referendum, or bringing your customers to Legislative Day, every effort is a small but important step in rallying support for libraries.

And lastly, we need to take pleasure in our profession. Throughout my career, I have received so much from participation in local, state, regional and national associations. These opportunities to broaden my horizons have enriched my life, both personally and professionally.

It has been a pleasure to serve as the President of the Southeastern Library Association. I wish only the best to our incoming President Faith Line and each of you.

See you in the spring at our Leadership Conference,

Judith

From the Editor

Where did the summer go (or the fall for that matter)? As those of us “up north” watch the trees shed their leaves, we’re reminded that change is a part of life. Having been in the library profession about 25 years (and a user of libraries a lot longer) I’ve seen my share of changes in libraries. Part of our professional role is sharing our ideas and knowledge with others, since no individual can keep up with these changes on our own. This issue of *The Southeastern Librarian* contains both practical and theoretical concepts to ponder.

Speaking of age...the article entitled “I Have Shoes Older Than You: Generational Diversity in the Library” addresses issues dealing with the differing characteristics of the various sociological generations of library staff members. This paper was also presented at this spring’s joint TLA/SELA conference as part of the “New Voices” program. This program, sponsored by SELA’s University and College Libraries Section, gave two awards for the conference. The “New Voices” program is for librarians with less than five years of professional experience and requires both presentation at the SELA conference and publication in *The Southeastern Librarian*. The second award-winning application is entitled “New Voices: Interactive CD ROMs for Library Instruction and Discovering a Research Agenda”. As is clear from the title, this article outlines the method and rationale for creating a CD-ROM solution for library instruction. The article also comments on how this research led to various scholarly venues for new academic librarians.

“Membership Drive Success: ALA/Alabama’s Support Staff Pilot Initiative” outlines the cooperative effort between ALA and the Alabama Library Association to boost staff participation in both organizations. The benefits of this partnership and participation are also given as a model for others. “Metadata Basics: A Literature Review and Subject Analysis” summarizes the various aspects of metadata with the result of providing a more concrete understanding of this abstract concept. “Teaching Information Literacy at Delta State” provides a general literature review of current approaches and a more detailed application of an information literacy program.

As always, contributions to *The Southeastern Librarian* are welcome at any time. Guidelines for submission can be found at the end of this issue.

Happy reading!

Perry Bratcher

CORRECTION

Newkirk Barnes was misidentified in her article “Promoting Federal Depository Libraries: Improving Public Access to U.S. Government Information” published in the Spring 2006 issue of *The Southeastern Librarian*. She can be reached at NBarnes@library.msstate.edu I apologize for any inconvenience this has caused – Perry Bratcher, Editor.

I Have Shoes Older Than You: Generational Diversity In The Library

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Introduction

Generational Conflict is not a new phenomenon. Wherever and whenever different generations interacted, generational conflict existed. The Puritans of New England found each new generation to be less pious and devoted to the concept of the “City on a Hill” than its predecessors. The Flappers of the Jazz Age were considered morally lax and without direction. And the gap that existed between the Flower Children of the 1960’s and their parents was as large as the Grand Canyon. Even the great Socrates met his untimely end inciting the Grecian youth to rebel against their elders. However, today’s generations face some unique problems. Longer life spans, changing societal views of retirement, and a shortage of workers due to declining birthrates means that older workers are either rejoining the workforce or delaying retirement altogether. This creates a situation where four generations are now working side by side. This historic event brings awareness to the need for generational diversity in the library. In order for a generational diverse library to succeed, library managers will have to learn about the different generations in their library and manage each one properly. This paper explains the importance of generational diversity in the workplace, provides an overview of the generations, and offers suggestions for making one’s library a generational harmonious organism.

The Importance of Generational Diversity

Diversity in the workplace is a concept that has been highly touted over the past twenty years. Employers around the country strive to vary the

ethnic, religious, and socio-economic make-up of their workforce. Many professions target and recruit specific groups of people underrepresented in their field, and libraries are no different. For years many librarians have stated that the library profession needs to be more racially diverse. While this problem is by no means resolved, steps have been taken in the right direction. One area of diversity that has met with little or no fanfare is generational diversity. Without much critical attention and study, generational diversity is not seen as a serious issue in the workplace. Not only has this led to the acceptance of stereotypes about different generations that would be wholly unacceptable in the realm of race or gender, but it has also hindered professions like librarianship from taking full advantage of the benefits of generational diversity.¹

The values and beliefs a person develops during his/her formal years have been shown to influence behavior more than race, religion, or gender.² Therefore it is no surprise that when generations collide misunderstandings, conflict, and in some cases, open hostility occurs. When each side is allowed to express its unique opinions and perspectives in a respectful and safe environment, everyone benefits. This sharing creates synergy and creative problem solving which is so crucial for today’s libraries. Of course this same sort of synergy happens when any diverse group of people meets to discuss ideas and solve problems. However, with generations it

¹ Paul Arsenault “Validating Generational Differences: A Legitimate Diversity Issue,” *Leadership and Organizational Development* 25, no. 1/2 (2004): 124.

²Geoffrey Meredith et al., *Managing by Defining Moments* (New York: Hungry Minds, 2002): 24.

is not simply a matter of creating a “politically correct” workplace. Changing demographics and social customs have created an economy where not enough younger workers exist and many older workers are staying longer and even coming out of retirement to go back to work.

Declining birthrates and longer life expectancies have aged the population of the United States. In 1990 the median age of Americans was 33. Census Bureau projections show that in the year 2010 the median age will be 39 and, if things continue along the same path, the median age will be 43 by 2050.³ A more detailed analysis shows that in 1990 12.5% of the US population was over 65. This number is expected to grow to more than 20% by 2050, and in the same year those over 85 will account for an astounding 5% of the United States population.⁴ Contrast those numbers with the fact that the percentage of the population younger than 18 shrank from 28% to 26% between 1980 and 1990 and is expected to fall to 21% by 2030.⁵ A quick perusal of the 2000 census seems to verify these trends and predictions. The median age in 2000 was 35 years old.⁶ The fastest growing age group was the 50 to 54 year old group which grew at a rate of 55%. The second fastest growing group, which expanded by 45%, was the 45 to 49 year old group. Conversely the age group of 25 to 29 year olds decreased by 9% and the 30 to 34 year old group fell by 6%.⁷

These figures support the popular notion that when Baby Boomers begin their mass exodus from the workplace, not enough young workers will be available to take their place. Not only must companies entice older workers to stay, thereby stemming the worker shortage, but younger workers must be prepared to take on leadership positions much earlier than their predecessors.⁸ This is extremely important in

librarianship where an estimated 40% of librarians are expected to retire in the next 9 years, with a whopping 58% to retire by the year 2019.⁹ Recent studies have also shown that half of all new librarians are members of the infamous Generation X.¹⁰ Add to this the fact that 72% of the Traditionalist Generation plan to continue to work, at least part time, after retirement and this creates a situation unprecedented in American history.¹¹ Libraries now face the real possibility that members of four different generations, Traditionalist, Baby Boomer, Generation X, and Millennials (who are about to enter the workforce in droves) could be working side by side. Therefore it is imperative for libraries to create an environment that fosters generational diversity and accommodates the needs and wants of these generations.

What is a Generation?

Various groups have taken an interest in studying generations and their behaviors. Economists, educators, sociologists, and marketers, to name a few, have all studied the habits and tendencies of generations. With all these different people studying generations for different reasons, a plethora of definitions exist as to what truly is a generation. The most common definition for a generation is the time period from the birth of a person to the birth of that person’s first child. Changing birthrates and social norms have varied this average over the course of American history from anywhere between 15 and 30 years.¹²

A generation, of course, consists of more than people who were born during a certain timeframe. Members of a generation find themselves joined to one another through the shared experiences of their formative years; experiences that have led members of a generation to develop similar skills and values.¹³ These experiences can take many shapes and

³Susan MacManus, *Young v. Old: Generational Combat in the 21st Century*, (Boulder, CO: Westview Press, 1996): 5.

⁴*Ibid.*, 4-5.

⁵*Ibid.*, 15.

⁶Julie Meyer, *Age: 2000, Census 2000 Brief* (Washington, DC: Government Printing Office, 2000): 1.

⁷*Ibid.*, 3.7

⁸Glenn Southard and Jim Lewis, “Building a Workplace that Recognizes Generational Diversity,” *Public Management* 86, no. 3 (April 2004): 9.

⁹Lynne Lancaster, “The Click and Clash of Generations,” *Library Journal* 128, no. 17, (15 October 2003): 36.

¹⁰Julie Cooper and Eric Allen Cooper, “Generational Dynamics and Librarianship: Managing Generation X,” *Illinois Libraries* 80, no. 1 (Winter 1998): 19.

¹¹Lancaster, “The Click and Clash of Generations,” 36.

¹²MacManus, 18.

¹³J. Walker Smith and Ann Clurman, *Rocking the Ages* (New York: Harper Business, 1997): 3.

forms. War, the advent of television, the assassination of a political leader, the onset of AIDS, and the September 11th terrorist attacks are all examples of “defining moments” that link various members of a generation. Of course these events do not have to take place on a grand scale. Millions of Boomers are united in their loving memories of hula-hoops, while members of Generation X share the experience of watching “School House Rock” cartoons every Saturday morning. However large or small these moments are, they have helped to shape the way in which members of a particular generation perceive the world.¹⁴ Therefore a generation is also a shared tradition and culture, and a shared set of emotions, attitudes, preferences, and practices. Studies have shown that these generational values, the very things that make each generation unique, do not change over time.¹⁵ It is this uniqueness that leads each generation to create its own ideas about the perfect lifestyle to lead and world in which to live. However, it is important to remember that generations are not exclusive. “Tweeners,” those people born on the cusp of two generations, tend to display aspects of both generations. Crossover effects also lessen the exclusivity of generations. Crossover effects are any person or event that span more than one generation.¹⁶ Frank Sinatra, Mother Teresa, and the Cold War are all examples of crossover effects.

What are the Generations?

As was mentioned earlier the four generations that currently make up American society are Traditionalists, Baby Boomers, Generation X, and Millennials. Of course it is simply not enough to know the names of the generations. Below is an explanation of each generation and includes what influenced them as well as brief generalizations of the behaviors and attitudes of that generation.

Traditionalists

Members of the Traditionalist Generation were all born prior to 1946. The defining moments for

many of the Traditionalists were the Great Depression and World War II. Those two colossal events shaped the world outlook and lifestyle of what many call “The Greatest Generation.” Some other shared experiences of the Traditionalist Generation include people like Joe DiMaggio, John Wayne, FDR, and The Rat Pack. Places such as Normandy, Hiroshima, Pearl Harbor, and victory gardens all have a special meaning for this generation as well.¹⁷

The Traditionalist Generation is fiercely loyal and places a great deal of faith in institutions such as the church and the United States government. Having lived through the scarcity of the Great Depression and the rationing of World War II they are no strangers to sacrifice and hard work to benefit the greater good. Since over 50% of Traditionalist men served in the armed forces they are used to a “top down” approach to management. They carried this style over to the workplace where they dealt almost exclusively with members of their own generation until the Baby Boomers and their desire to create change came along.¹⁸ This collision inevitably led to conflict.

Baby Boomers

Baby Boomers, born between 1946 and 1964, can best be described as an idealistic, educated, and highly competitive generation. They seek rewards for their achievements and are very focused on themselves.¹⁹ The biggest defining moment for Baby Boomers, at least in the early years, was the advent of television.²⁰ Once television became a staple in households across America, people of various backgrounds, socio-economic statuses, and geographic regions were linked by the shared experiences of “Howdy Doody,” “Leave it to Beaver,” and “I Love Lucy.” A few years later, television would beam reports about the other defining event of the Baby Boomer Generation, the Vietnam War, into the living rooms of America. But unlike World War II, Vietnam did not unite a generation. The effect the Vietnam War had on a person depended

¹⁴Ron Zemke et al., *Generations at Work* (New York: American Management Association, 2000): 16.

¹⁵Arsenault, 125.

¹⁶Ibid., 125.

¹⁷Lynne Lancaster and David Stillman, *When Generations Collide* (New York: Harper Business, 2002): 18-19.

¹⁸Ibid., 20.

¹⁹Lancaster, “The Click and Clash of Generations,” 37.

²⁰Lancaster and Stillman, *When Generations Collide*, 20.

largely on how that person experienced it. Those who supported or protested the war, fought in the war, or decided not to go were all affected differently by the war, but they were affected. A quick look back to the presidential election of 2004 and the ads attacking John Kerry's Vietnam service and George Bush's lack of service remains a solid reminder of how a war that ended over 30 years ago could still affect the nation. Baby Boomers experienced people such as the Reverend Doctor Martin Luther King, Jr., "Deep Throat" (both the movie and the informant), the Beatles, and the Rolling Stones. Places that hold a special significance are the Watergate Hotel, Woodstock, Kent State, and Altamont.

Baby Boomers pushed for changes in the status quo of society from the government to the workplace. It was this push for change that led to the biggest conflict with Traditionalists. Rather than the "top down" approach favored by Traditionalists, Boomers wanted more "management by committee" where everyone in the office was given a chance to contribute in decision making. Baby Boomers are process oriented and they possess a driven work ethic.²¹ With so many in their generation, Baby Boomers tend to quite competitive. This competition carries over to the workforce where they are not afraid to work 60 or more hours a week to finish their tasks and get noticed.

Generation X

Generation X is a term that has been in existence since the 1950's. It refers to a group of young people who lack an identity and face an uncertain future. In the 1960's the term began to be used to in connection with subcultures and underground movements like punk music where the "X" served as an anti-status symbol. In fact the first group Billy Idol ever fronted was called "Generation X." Some would argue that Generation X refers not to a time period, but to a way of seeing the world.²² For the purposes of this paper, Generation X will refer to those people born between 1965 and 1981. They are an

²¹Sue Dwan, "From One Generation to the Next," *NZ Business* 18, no. 1 (February 2004): 40.

²²John Ulrich, "Generation X: A (Sub)Cultural Genealogy," in *GenXegesis* Ed. John Ulrich and Andrea Harris, (Madison: University of Wisconsin Press, 2003): 4.

independent and skeptical lot who are extremely comfortable with change.²³

Generation X is seemingly defined by the fact that it has no true defining experience. The onslaught of AIDS and the rapid development of technology, especially the Internet, affected this generation, but in truth those things affected the way members of every generation lived, and continue to live, their lives. Events like the Chernobyl disaster and the Challenger explosion were not cathartic enough to influence an entire generation. The reality, it seems, is that by the time Generation X came of age popular culture had become so large that it created a multitude of people, places, and experiences that influenced some sectors of the population, but not others.

Members of Generation X have been accused of having a poor work ethic and short attention spans. Gen Xers strike back by saying that they simply want a balanced life and are not willing to put work before everything else. Studies have also shown that Gen Xers process information differently than earlier generations. They perform what is called "parallel processing" which is where several ideas are processed at once. This is much the same way computers and other pieces of technology process information.²⁴ The effect technology has had on this generation is clear.

What is for certain is that this generation is skeptical.²⁵ They came of age in a time of 24 hour news channels and tabloid journalism which exposed the flaws of so many authority figures and institutions. This generation repeatedly heard talking heads declare it would be the first generation to do worse financially than the preceding generation. The economic boom and subsequent crash of the late 1980's, when many of the oldest Gen Xers were entering the workforce, and the boom and crash of the 1990's, when almost all of Generation X was in the workforce, only reinforced the cynicism and skepticism of this generation. The turbulent economic times led members of this generation to put a tremendous amount of faith in themselves.

²³Lancaster, "The Click and Clash of Generations," 37.

²⁴Zemke, 112.

²⁵Lancaster and Stillman, *When Generations Collide*, 25.

In the workforce Generation X is a results-oriented group that wants and requires little supervision. They do not possess a traditional sense of loyalty and are willing to change jobs and even careers to get what they want, but what do they want? This is the most educated generation thus far in American history, so generally Xers are looking for a challenging career with mobility and new learning opportunities.²⁶

Millennials

Millennials were born between 1982 and 2003 and looking at those dates one quickly realizes this generation has no memory of when computer technology did not exist. Although this generation is still very young they have, without question, experienced their defining moment. The terrorist attacks of September 11th will forever shape the way Millennials view the world. A group of people who were already civic minded now seem to have an even bigger sense of community after the attacks. A few other places and events that have shaped this generation seem to be filled with violence as well. The Oklahoma City bombings and the host of school shootings, not the least of which occurred at Columbine High School, have created a generation that craves personal safety and security.²⁷ Once again it is difficult to find events and people that have influenced this generation since popular culture has become so large. Two things stand out though, the mainstream acceptance of Hip Hop music, and the effect of ever present technology on the Millennial Generation.

It is still too early to tell how the majority of Millennials will behave in the workplace. Some early observations show that this generation is achievement oriented and that they also crave clear leadership and structure.²⁸ They tend to like to work together in groups and are not afraid to take action to right the ship when things go wrong. Millennials also value humor and fun in the workplace and are looking for challenging and rewarding experiences.²⁹ Above all this generation views racial diversity as an absolute

must. Minorities and immigrants experienced higher birthrates than whites in the 1980's and 90's making this generation the most racially diverse in history.³⁰ The crossover of Hip Hop music to the mainstream brought black entertainers and Hip Hop culture to the predominantly white suburbs creating much more fluid ideas of race and racial identity.

Creating Generational Diversity

As was stated earlier, with the coming of an apparent shortage of working age librarians to replace those who are retiring from the profession, it is imperative that libraries retain older workers. Of course libraries need to attract and retain as many young people as possible to the profession. Without an influx of youth, librarianship could lose its vitality and a source of new ideas. To succeed, libraries will need to create an environment where all four generations feel comfortable and welcome. If only one culture is present in the library, only some workers will feel comfortable.³¹ Library administrators must be able to use different approaches with the different generations that work in their library. Supervisors must be able to identify the values a particular generation holds dear and use that to motivate workers.³² This requires seeking to understand each generation's wants and needs first. This is both helped and hindered by the fact that very little "political correctness" is found when people talk about generations.³³ A person who would cringe, and quite possibly fly into a rage, if someone in their library were to negatively stereotype women or racial minorities, might have no problem calling a fellow librarian an "old hippie" or a "lazy kid." This type of harsh language can cause animosity among the parties involved, but because people are not afraid to be open and frank when talking about other generations, the road to understanding can be less difficult to travel. Once understanding is in place, respect will spring forth naturally. But it is important that respect flow equally from both sides. If a "respect your elders" stance is taken, where younger librarians

²⁶Dwan, 40.

²⁷Lancaster and Stillman, *When Generations Collide*, 28-29.

²⁸Dwan, 40.

²⁹Lancaster and Stillman, *When Generations Collide*, 29.

³⁰MacManus, 8.

³¹Meredith, 24.

³²Ibid., 25.

³³Lancaster and Stillman, *When Generations Collide*, 42.

are not given credibility simply because they are young, then harmony and diversity cannot exist. Each generation brings its own sets of values, rules, and etiquette to the library. And if each generation makes an effort to understand these values, rules, and etiquette, then hostility and conflict can be avoided.

Companies that have adopted recruitment and retention strategies based on a generational approach have more successful employees that demonstrate an overall higher satisfaction rate with their jobs.³⁴ It is also important for public and some academic libraries that serve a broad patron base to make sure their patrons can relate to and are comfortable with the library staff. This means having older as well as younger librarians in place. Libraries successful in generational diversity will look to meet the needs of each generation individually. Of course, some common ground does exist between the generations. One survey found that 69% of people across all generations believed themselves to be good team players, while an astounding 95% felt they were loyal.³⁵

Traditionalists are hardworking, loyal, detail oriented and stable. Most members of this generation worked for the same company all their life. While this generation can be uncomfortable with change and conflict, all in all they are very good employees to have in your library. The biggest key to managing Traditionalists is to respect their experience. They have seen and done a lot, so take care to learn about their background. The values they hold dear are centered on patriotism, family, and the home.³⁶ By respecting and emphasizing these values anyone can forge a personal relationship with a Traditionalist, and it is in these personal relationships that they place a lot of importance. Make sure to give them a detailed orientation to your library and fill them in on the history of the library as well as its long-term goals. These older workers can be trained in technology, but it is best to use an older trainer and hold the training sessions in a stress-free environment.³⁷ Members

³⁴Ibid., 43.

³⁵Michael Versepej, "What Each Generation Wants," *Industry Week* 248, no. 19 (18 October 1999): 14.

³⁶Zemke, 55.

³⁷Ibid., 56-57.

of the Traditionalist Generation have worked full-time for 30 to 40 years and are more than likely not willing to start working full-time again. Consider them for part-time work instead.

Baby Boomers are service-oriented, team players who are eager to please. They can also be self-centered and judgmental and can place too much emphasis on the process rather than the results. The key to managing Boomers is to appreciate their hard work. Their work ethic is beyond reproach and they are always willing to put in the extra time and effort to complete a task. Assure Baby Boomers that your library is a humane place to work and get to know them as people. As with Traditionalists, personal relationships are important to Boomers. In fact the best way to motivate Baby Boomers is to take a personal approach with them.³⁸ Remember to give them the "inside scoop" about the politics of your library and reward them with public recognition for their work. Most of all, this generation prided itself on creating positive change, so tell them they can be an agent for change in the library.

Members of Generation X are adaptable, independent, and creative people who are well versed in technology. They can also be impatient, cynical, and possess poor people skills. The important thing is for supervisors to identify boundaries and respect the Gen Xers' desire for a balanced life. Generation X also wants little supervision. They want the freedom to perform a task the way they see fit. This desire for little supervision, however, directly conflicts with their desire for specific feedback and detailed evaluations. They also crave constant feedback, so it is best to not wait until their yearly evaluation to tell them what kind of job they are doing. Gen Xers are not interested in library politics and unlike the previous two generations do not care for personal relationships at work. They want a library that is fun, not necessarily warm and fuzzy.³⁹ It is also important to them to evaluate people based on their merit rather than experience. One of the biggest complaints

Generation X librarians make about libraries is that libraries place too much emphasis on years

³⁸Ibid., 84.

³⁹Ibid., 119.

of service. If a Gen X librarian feels he/she must wait too long to gain recognition he/she will leave the profession altogether.⁴⁰

Although Millennials are only starting to enter the workplace a few things are known about this generation. They are team players who are optimistic and good at multi-tasking. The key to managing these newest librarians is to provide them with the latest technology and give them a lot of structure and supervision. They value diversity a great deal more than the preceding three generations. Many of them simply refuse to work in a place where diversity is non-existent. Millennials desire training and mentoring from older employees and they seem to function best in a collaborative environment.

Conclusion

The upcoming decade could see a drastic change in the staffing models of libraries. For libraries to successfully navigate these changes they must be aware and cognizant of generational diversity. It brings different perspectives to libraries and

creates a synergistic approach to problem solving, but generational diversity is about much more than using differences to create ideas. It will work to serve the practical staffing needs of library administrators. With so many Baby Boomers expected to retire and not enough younger workers to take their place, businesses of all kinds, including libraries, will need to find ways to retain older workers while simultaneously attracting as many young workers as possible. These actions will create an unprecedented event in American history: four different generations in the workplace at the same time. In order for this to work libraries must focus on and try to meet the needs of each generation. This will not only require that library administrators understand the values of each generation, but that they change their approach to best accommodate each generation. This will require time, effort, and a healthy dose of respect for all involved. It is imperative that this be accomplished if libraries want to thrive and be fully staffed in the future.

⁴⁰Cooper, 20.

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Membership Drive Success: ALA/Alabama's Support Staff Pilot Initiative

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The roles of all library workers have changed dramatically in the last few years. Library employees are performing increasingly more complex work, with many support staff accepting higher level responsibilities previously assigned to librarians. Throughout the years, support staff were committed to the profession, but now, more than ever, they view their job as a career. With current national efforts for staff recognition and the recommendations resulting from the 3rd Congress On Professional Education (COPE): Focus on Library Support Staff, the American Library Association (ALA) decided the time was right to implement new support staff membership initiatives. COPE Recommendation 1.2.1,1.2.2, requests ALA undertake an economic study of the feasibility of a dues structure that would allow substantial support staff participation and then market membership options, including joint membership opportunities, widely to support staff (Congress III, 2005).

Many professional associations are grappling with membership challenges. Recently, the American Medical Association (AMA) adopted a strategy they termed the “member-centered” approach (Romano, 2004). One feature of this approach designed to boost membership is teaming with state and specialty societies. The American Medical Association believes that “future cooperation and collaboration with state associations is vital to any membership turnaround” (Romano, 2004, p. 11). This partnership makes good business sense.

The American Library Association considers a cooperative venture with state associations as an

important avenue to increase membership as well. Taking to heart the COPE recommendations and incorporating the idea of partnerships with state associations, ALA created a new membership option targeting library support staff at the state level. Alabama is the first state in which ALA will launch this cooperative endeavor. This article describes the joint staff membership initiative between a state association, the Alabama Library Association (ALLA), and the American Library Association – a unique pilot program already beginning to spread nationwide.

ALA Membership Initiatives: A Brief Background

In 1994, at the American Library Association's annual conference in Miami Beach, the Planning and Budget Assembly discussed raising general fund revenues. Options for changing funding included increased dues, business revenue, and membership (Symons, 1994). Raising revenues from dues can be accomplished by increasing members, juggling dues categories, and/or increasing individual members' dues. During this period student membership was the fastest growing category. However, because their membership rate is lower, these additional members were not generating significantly more money. ALA concluded that increasing membership and changing membership categories would not bring sufficient dollars to meet their needs (Symons, 1994). ALA decided instead only an increase in individual members' dues would generate income quickly. The topic of special initiatives was not introduced. However,

increasing membership continued to be an important item for discussion and a few years later in a 1998 survey, the ALA Chapters identified membership development as the number one priority (American Library Association Chapter Relations Subcommittee on Membership, n.d.). In response to this survey the ALA Chapter Relations Committee sponsored a workshop at the 1999 annual conference in New Orleans entitled "Membership Four Rs Preconference" (Georgia Library Association Executive Board, 1999). The committee also summarized "best practices" incorporating ideas and materials from different states regarding membership recruitment, retention, recognition and rewards (the four Rs). They concluded "planning for membership growth is an essential step and worth the time and effort of members and staff," because membership is the "heart and soul" of an association's financial health (American Library Association Chapter Relations Subcommittee on Membership, n.d.).

Since increasing membership in the association was targeted as the primary goal, several groups designed proposals for new membership initiatives. The following initiatives were introduced and approved by the Executive Board at the annual ALA Convention in Chicago 2000:

- a special Student Membership Initiative where ALA Chapters may participate in a three year program which entitles the student to dual membership in both ALA and their State Association for \$25.00 per year;
- ALA and the California Library Association endorsed the implementation of a joint student and new librarian membership for 2000-02; and
- the ALA Membership Committee was charged to develop a proposal for a dual membership campaign between ALA's ethnic caucus affiliates and new members of ALA (American Library Association Executive Board, 2000).

The first to pilot this partnership would be the National Association to Promote Library

Services to the Spanish Speaking (REFORMA). At that point, there were no plans for initiatives aimed specifically at support staff. However, in 2001 the Membership Committee developed a plan to increase support staff involvement in ALA. They introduced the idea, and ALA began a special membership offer for library support staff (American Library Association Executive Board, 2000). This special membership offer includes two options, either Public Services (including ALA, Reference and User Services Association (RUSA), and Library Support Staff Interests Round Table (LSSIRT)) or Technical Services (ALA, Association for Library Collections & Technical Services (ALCTS), and LSSIRT) - all for the reduced price of \$59 (American Library Association, n.d.). This staff membership recruitment plan was to be offered for a 3-year period (2001-2004). Recently, the ALA Executive Board voted to extend this special offer for an additional three-year period (2004-2007) (American Library Association, 2003-2004). Another significant step was the establishment of a library support staff member dues category approved in the 2004 election. Support staff can join ALA for \$35 (Congress III, 2005).

Regarding the success rate of these programs, Marcia Boosinger, ALA Membership Committee Chair, reports "the test membership programs of ALA have proven to be very successful in increasing membership and have been responsible for the largest growth in ALA, providing double digit growth while ALA growth rates over the last four years have been between 2% and 3%." She points out that as a result of the joint support staff membership initiative, the membership in LSSIRT has climbed from 270 members in 2001 to 480 in 2005, and the student membership effort has resulted in a 50% growth since its inception (American Library Association, 2004-2005).

ALA/Alabama Pilot Program

In the Fall of 2004, John Chrastka, American Library Association Manager for Membership Promotion, contacted Jack Fitzpatrick, Moderator for the Alabama Library Association Paraprofessional Round Table (ALLA-PART).

ALA proposed the development of a joint national and state membership initiative for support staff. Chrastka wanted to discuss the possibility of Alabama becoming the pilot program for such an idea. Fitzpatrick and Kerry Ransel, Secretary of ALLA-PART, met with Chrastka at the Southeastern Library Association (SELA) conference in November 2004 to discuss details. Chrastka outlined the proposal for a dual membership offer where first time Alabama library support staff could join both the national and state organizations at a discounted rate. The membership would include the American Library Association (ALA) and the Library Support Staff Interests Round Table (LSSIRT) as well as the Alabama Library Association (ALLA) and its Paraprofessional Round Table (PART) for a reduced rate of \$54.00 per year for a three year period. We agreed that this sounded like a terrific deal with mutual benefits for everyone. Marcia Boosinger, Chapter Liaison and ALA Membership Chair, was instrumental in guiding this proposal through the ALA Membership Committee, which gave its approval at Midwinter 2005 (Boston). The next step was to present the proposal to the Executive Board of the Alabama Library Association and obtain their approval. At the January 26, 2005 ALLA Executive Board meeting, Boosinger presented the joint membership initiative details and made a motion to approve. The vote was unanimously in favor.

Spreading the Word - Marketing

During a conference call January 31, 2005, Chrastka, Fitzpatrick and Ransel brainstormed marketing strategies. A division of labor and timeline were created. ALA would be responsible for creating marketing copy for newsletters, press releases and electronic postings as well as a brochure and FAQ. Since the applications and money would be sent directly to the ALA offices, the specifics of tracking the new members and mechanics of the money transfer to the state association needed outlining. Fitzpatrick would be responsible for contacting the ALLA webmaster to post all information on the web page, procuring a list of all state library directors, contacting the ALLA convention chair to inform her that Chrastka would be attending the state

convention in April 2005, mining old membership databases for past members, and sending out promotional emails to the electronic mailing lists. The target date for implementation was March 1, 2005.

In early February an email was sent to all Alabama Library Directors asking them to nominate up to 5 potentially excellent candidates for this initiative. ALA planned on contacting them and sending information packets. However, this avenue did not generate the interest we had hoped. We may revisit this approach. Promotional email advertisements were sent to the Alabama Academic College and Research Libraries (AACRL), Network for Alabama Academic Libraries (NAAL), ALLA.COMmunicator (ALLA newsletter), and APLSauce (Alabama Public Library Service newsletter). Emails were sent to existing ALA members located in Alabama asking them to share this news with colleagues and staff. Also, American Libraries featured a news article in the March 2005 issue promoting this pilot project ("Alabama joint membership offered," 2005). It is difficult, however, to assess the success of recruitment efforts from these venues.

A much more effective and measurable approach proved to be face-to-face presentations. Coincidentally, during this timeframe, Fitzpatrick had been invited to speak at a training session in late February hosted by Birmingham Public Library (a large metropolitan library system with over 900,000 volumes held in one main and 20 branch libraries). About 80 staff would be in attendance for his presentation, creating a great opportunity to publicize the new membership initiative. He spoke about the state association and PART and outlined benefits of support staff membership at the local and national level. Fitzpatrick's presentations are particularly entertaining and effective. He captures the attention of the audience by incorporating music and ends this particular presentation with a song called "Super Staff" with everyone joining in singing. We also awarded three attendees free memberships. After ending on a musical note, everyone was in the mood to win! Three names were drawn and the majority of others in

attendance took information packets and applications. Traveling around the state conducting repeat performances of this presentation has been most successful in recruiting staff for the new joint membership initiative.

The Alabama Library Convention in April 2005 presented another excellent marketing opportunity and captured a wide audience. Promotional brochures and membership applications were included in the convention registration packets. The Paraprofessional Round Table's Program "Training the Paraprofessional of the Future: New Approaches to Support Staff Training and Development" had wonderful attendance and Chrastka ended the program touting the benefits of library membership and promoting the initiative to the captive listeners.¹ Highlighted benefits were: ALA's lobbying for library funding, which helps all library workers, subscriptions to professional journals, access to experience and expertise through networking opportunities, participation in committees, distance and regional continuing educational opportunities, and discounts on services provided by ALA.

Membership as a Staff Development Initiative

A primary benefit Chrastka emphasizes is professional development (Chrastka, J. 2004). Support staff members have significant opportunities for professional development through membership in library associations. Membership has traditionally been a way to make essential connections benefiting one's work and personal life. However, many support staff do not consider association membership as a regular part of their career development. With encouragement from progressive directors and department heads, support staff can begin to view association membership as a vital, natural component of their professional journey.

Membership is an often overlooked staff development area. Studies have consistently shown that feelings of 'connection' motivate staff

¹Many of the benefits he pointed out are listed in the toolkit entitled "Sharing Connections" (American Library Association Communications and Marketing Department, n.d.).

to perform better at work, have lower absentee rates and stronger personal identification with the success of projects (Baum, 1990). Directors and administrators should look for ways to encourage support staff to make connections with others in their field by joining a library association. Membership can also be used as a staff appreciation technique. One option could be gifting a yearly membership in ALA or your state association for an employment anniversary or offering membership as a prize during National Library Workers Day or a staff appreciation day. Perhaps the board or friends group could provide membership as a non-salary benefit for key employees. Any efforts to encourage support staff in their career development will return dividends to your library through a well motivated, better informed, and more connected staff.

Results Thus Far

Since the ALA/ALLA support staff joint membership program became 'live' March 1, 2005, seventeen new members have taken advantage of this excellent initiative. We have high hopes that increasing numbers of support staff will follow suit. Timing seems to be crucial. During a presentation at Auburn University Libraries when an employee from Document Delivery won the free membership, the entire department made the decision to join along with their fellow co-worker. Also a small local public library director paid for her staff to join as well. All attended the face-to-face presentation and decided to become members that very day. This appears to be an effective way to motivate support staff and boost membership. As Arlene Farber Sirkin expressed in her "Membership Four Rs Preconference" mentioned earlier, "the key to this process is personal contact!" (Georgia Library Association Executive Board, 1999).

Future Publicity

After the ALA annual convention, efforts will be focused on expanding our marketing campaign. A mass mailing of brochures and applications will be sent to all Alabama library directors and follow-up telephone calls will be made. Fitzpatrick and Ransel are scheduled to make a

presentation in north Alabama and will attempt to schedule one in south Alabama. Repeat emails and newsletter publicity will be sent, targeting both academic and public libraries.

We are committed to making this initial pilot program a success and are hopeful for expansion nationwide. Recently Kansas, Massachusetts, and New York joined Alabama in this new membership endeavor.

Conclusion

Paraprofessionals have sophisticated knowledge and skills, performing higher level responsibilities, previously performed by

librarians. There is a need for staff to be on the cutting edge of library trends. Becoming a member in the American Library Association and the state association through this joint membership initiative finally gives library staff an affordable avenue to be included in planning the future of libraries.

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Metadata Basics: A Literature Survey and Subject Analysis

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Introduction

Librarians today are wrestling with an ever-changing digital environment. In some way or another, we must all adapt to new technologies, skills, and ways of thinking. What comes to mind when you hear the word “metadata?” Is it intimidating? Do metadatists and catalogers explain the term adequately? While this article by no means captures all there is about metadata, it is intended to provide librarians with a basic understanding of what is involved in metadata work.

While a number of articles about metadata have been written for specialized journals, few have been written for the library community at large. Many librarians who are non-catalogers have only a vague notion of metadata. Unfortunately, there is not just one definition for the term metadata but rather a variety of definitions and explanations. While the term *metadata* first emerged in the computer world in the 1960s, it did not appear in the library community until the mid 1990s. For librarians, metadata is very simply data about data. Some, including former American Library Association President Michael Gorman and Tom Delsey of the National Library of Canada, consider metadata to be “cataloging done by men.”¹ Others think of it as ‘dumbed-down cataloging,’ since authors often create the metadata for a work in addition to the work itself. In his “Digital Libraries” column for *Library Journal*, Roy Tennant even referred to it as “cataloging by those paid better than librarians.”²

¹Karen Coyle, “Understanding Metadata and Its Purpose,” *The Journal of Academic Librarianship* 31, no.2 (March 2005), 1.

²Roy Tennant, “Metadata As If Libraries Depended on It,” *Library Journal* 127, no.7 (April 15, 2002), 32.

What is Metadata?

In a recent volume of *Cataloging and Classification Quarterly*, editor Richard P. Smiraglia states that the main purpose of the articles is to “search for a definition.”³ While traditional library cataloging is also a form of metadata, many feel that the term is applicable when describing only electronic or digital resources.⁴ In this vein, the International Federation of Library Associations defines metadata as “any data used to aid the identification, description and location of networked electronic resources.” The American Library Association’s Committee on Cataloging: Description and Access developed even another definition: “structured, encoded data that describe characteristics of information-bearing entities to aid in their identification, discovery, assessment, and management of the described entities.”⁵ The National Information Standards Organization (NISO) provides us with a much more precise definition of metadata: “structured information that describes, explains, locates, or otherwise makes it easier to retrieve, use, or manage an information resource.”⁶ None of these definitions, however, really explain what metadata is. Metadata is, quite simply, any type of formal description of a resource, regardless of format.

After looking at the various definitions of metadata, one may ask why it is even necessary to distinguish metadata work from traditional

³Richard P. Smiraglia, “Introducing Metadata,” *Cataloging and Classification Quarterly* 40, no.3/4 (2005), 2.

⁴NISO, *Understanding Metadata*. Bethesda, MD: NISO Press. Available at <http://www.niso.org/standards/resources/UnderstandingMetadata.pdf>

⁵Library of Congress, *Metadata Basics*, Available at <http://www.loc.gov/catworkshop/readings/metadatabasics/>

⁶NISO, “Understanding Metadata.”

library cataloging. Just as there are a number of definitions for the term metadata, there are also several types of metadata, including administrative and technical, structural, preservation, and descriptive. Administrative and technical metadata consists of information about how the resource was created, format and file type, and access restrictions. Structural metadata is that which indicates how a resource is arranged, i.e., number of pages or chapters. Preservation metadata includes any information necessary to archive and preserve the resource. For the purposes of this paper, however, we will only be concerned with descriptive metadata. What, then, are the functions of descriptive metadata? Creation of descriptive metadata is essentially what catalogers do everyday. The primary function, as with any formal resource description scheme, is to describe resources so that users can search for and locate them. Descriptive metadata is also useful in organizing and linking resources as well as sharing data across repositories.

Metadata Schemas

Examples of frequently used metadata schemas include Dublin Core, Metadata Encoding and Transmission Standard (METS), the Text Encoding Initiative (TEI), Metadata Object Description Schema (MODS), and Encoded Archival Description (EAD). To achieve the functions of descriptive metadata, a metadata schema (simply a list of elements) must be interoperable; in other words, it must be able to exchange information with other systems. Just as online public access catalogs share information through machine-readable cataloging (MARC) records, metadata schemas must also be able to talk to each other across formats. The interoperability of metadata schemas allows users to search across different systems more efficiently and allows for a more seamless transition between these different systems. With the Z39.50 protocol and others, users are able to search among a variety of resources no matter how the resources were organized or described. Interoperability also aids in metadata harvesting—the retrieval of metadata records from multiple repositories. Harvesting records

can be difficult when metadata schemas are not compatible and cannot be translated into a universal record format. Good content is often lost when the information in one metadata schema cannot be converted into another. For instance, one may want to convert a MARC record into a simple Dublin Core record (more on this later). While a MARC record has numerous fields, a simple Dublin Core record has only 15. There is nowhere in the Dublin Core schema to place the content from the extra MARC fields. That extra content is misplaced if it is put into a single Dublin Core element. In turn, this affects the indexing of Dublin Core metadata records.

In addition to being interoperable, a good metadata schema must also be flexible enough to be used in a number of different information organizations and communities. Drawing on information from Lois Mai Chan, author Rosemary Aud Franklin concurs that the flexibility of differing metadata schemas is essential to “accommodate the need for different degrees of depth and different subject domains” that may be used in different libraries, museums, or archives.⁷ To ensure both flexibility and interoperability of metadata schemas, developers suggest that a controlled vocabulary, rather than natural language, be used to describe resources.

Dublin Core

Perhaps the most common metadata schema used throughout the library community today is Dublin Core. Developed in 1995, the Dublin Core Metadata Initiative is the result of a workshop held by OCLC and the National Center for Supercomputing Applications (NCSA). From the start, Dublin Core was aimed at non-professionals. It was intended to be simple enough that individual authors or creators could describe their own material and web pages. Because of this, Dublin Core is very broad in scope, attempting to meet the metadata needs of several communities. Dublin Core can be used for a variety of purposes such as adding metadata to web resources. It can also be used as a common meeting ground for more complex metadata schemas.

⁷Franklin, Rosemary Aud. “Re-Inventing Subject Access for the Semantic Web,” *Online Information Review* 27, no.2 (2003), 96.

A basic Dublin Core record has just fifteen elements:

- a. Title
- b. Creator
- c. Subject
- d. Description
- e. Publisher
- f. Contributor
- g. Date
- h. Type
- i. Format
- j. Identifier
- k. Source
- l. Language
- m. Relation
- n. Coverage
- o. Rights

Though Dublin Core only utilizes fifteen elements, some, like date, can be “qualified” to make them more specific. Records with qualified elements are known as Qualified Dublin Core, while records without such qualified elements are known as Unqualified or Simple Dublin Core. In addition to being able to qualify elements, all Dublin Core elements are optional, can be repeated, and can be arranged in any order. There are virtually no rules for creating Dublin Core records. Because of this, interoperability between metadata schemas is often a problem. For instance, an author’s name may be entered “first name last name” or “last name, first name.” While Dublin Core does recommend using a controlled vocabulary for certain elements, it is not required. This is only a recommended best practice and is optional. As Priscilla Caplan illustrates, Dublin Core “allows the advantage of some standardization while giving project designers the leeway to identify data elements and guidelines that are meaningful to them.”⁸

LCSH and Subject Analysis

When the notion of metadata first emerged in the library world in the early 1990s, it was obvious that provisions for subject access would be necessary. With so many communities using

⁸Caplan, Priscilla. *Metadata Fundamentals for All Librarians*. (Chicago: ALA, 2003), 85.

different vocabularies and terminologies, metadata schemas cannot prescribe the use of one specific vocabulary. While the majority of academic and research libraries have long since used Library of Congress Subject Headings (LCSH), museums, archives, and even other libraries have their own specialized thesauri and classification schemes such as the Art and Architecture Thesaurus and Medical Subject Headings. With such varying vocabularies, a consensus was needed to determine how metadatists should approach subject access. Individual institutions looked to professional library organizations for support.

In 1997, the American Library Association’s Association for Library Collections and Technical Services (ALCTS) division formed the Subcommittee on Metadata and Subject Analysis in order to “identify and study the major issues surrounding the use of metadata in the subject analysis and classification section of digital resources.”⁹ The group focused particularly on the Dublin Core metadata schema. In July 1999, the group issued its final report entitled “Subject Data in the Metadata Record: Recommendations and Rationale,” which addressed many of the key issues of subject access. The group also stated that the use of multiple vocabularies should be accommodated. Utilizing an existing vocabulary would be helpful in achieving semantic interoperability. The subcommittee recommended using LCSH or the Sears List of Subject Headings for a general vocabulary that would cover all subjects. While the “level of specificity of LCSH would be a good basis,”¹⁰ the subcommittee recommends combining a controlled vocabulary with subject-related keywords to enhance search retrieval. In addition to aiding the search process, using an existing vocabulary would ensure compatibility with “the enormous store of MARC records in OPACS.”¹¹

If we are to employ controlled vocabularies like LCSH in metadata records, it will be helpful to

⁹Association for Library Collections and Technical Services (ALCTS), “Subject Data in the Metadata Record: Recommendations and Rationale,” A Report from the Subcommittee on Metadata and Subject Analysis.

¹⁰Ibid.

¹¹Ibid.

look at them more closely. Widely used in the library community, LCSH consists of a large and non-specialized vocabulary. LCSH are especially rich because they cover a variety of subjects. They also offer pre-coordinated (meaning the terms were combined when they were established) terms, show the semantic relationships between terms, and have dependable authority control. LCSH are also extremely versatile, expanding and incorporating new terms as needed. Despite such a rich vocabulary, the LCSH are not especially intuitive or easy to use. While catalogers tend to assign very specific subject headings, typical users search only for general terms or keywords. Further, LCSH are not suited for online search engines due simply to their complexity. How then will LCSH fit into emerging metadata schemas?

In their 2000 article, Lois Mai Chan and Theodora Hodges tackle what the millennium holds for LCSH and how LCSH would “adapt to the multifarious environment.”¹² After a discussion of the development of LCSH, the authors conclude that the system must change if it “is to play an important role in subject access to information.”¹³ Chan and Hodges determined that a possible solution is to simplify the LCSH string by developing a system that is post-coordinate (where terms are put together during the search process rather than in the index) and separated into more manageable parts. Franklin agrees that a faceted approach would “support the need to describe content that is not easily collapsed into rigid hierarchies.”¹⁴ Chan and Hodges go on to outline four advantages for transitioning to a faceted, post-coordinate approach to subject data in metadata records:

1. “A postcoordinate approach is more adaptable and amenable to changes in the web environment. It will not require the extensive training necessary to apply LCSH according to current policies and procedures;

2. An online thesaurus based on faceted principles is easier to display and for non-catalogers or non-librarians to use;
3. A postcoordinate subject vocabulary is compatible in structure and syntax [how words are arranged] with most other controlled vocabularies; and,
4. A postcoordinate single-term approach is more amenable than full subject strings for mapping to other controlled vocabularies, to other languages, or to classification schemes such as DDC.”¹⁵

FAST

Along these lines, OCLC has developed FAST—Faceted Application of Subject Terminology—for use in Dublin Core metadata records. A new approach to subject vocabulary, FAST was based on LCSH and was designed specifically for an online environment, consisting of post-coordinated and faceted terms. Essentially, FAST breaks up the LCSH strings into four more manageable parts or facets. These facets consist of topic, geographic, form, and period. A typical LCSH would look like this: “Georgia—History--Civil War, 1861-1865—Battlefields--Guidebooks.” FAST would break down the subject string into the following facets:

Georgia (Geographic)
 History—Civil War, 1861-1865 (Topic)
 1861-1865 (Period)
 Battlefields (Topic)
 Guidebooks (Form)

By simply altering an existing vocabulary rather than creating a new one, FAST will be compatible with LCSH and the subject data in the majority of MARC records. Since FAST is based on LCSH, the “automated conversion of LCSH to the new [system] is possible.”¹⁶ Authors Edward T. O’Neill and Lois Mai Chan also suggest that maintaining the FAST system will be less costly since any changes to LCSH can be

¹²Chan, Lois Mai and Theodora Hodges. “Entering the Millennium: A New Century for LCSH,” *Cataloging & Classification Quarterly* 29, no.1/2 (2000). 225

¹³Chan and Hodges, 229.

¹⁴Franklin, 100.

¹⁵Chan and Hodges, 232.

¹⁶O’Neill, Edward T. and Lois Mai Chan. “FAST (Faceted Application of Subject Terminology): A Simplified Vocabulary Based on the Library of Congress Subject Headings,” *IFLA Journal* 29 (2003), 337.

automatically included in FAST. They go on to say that

“by separating syntax from semantics, the application process can be simplified while retaining the richness of vocabulary in LCSH thus making the schema easier to use and maintain. Furthermore, with the simplified syntax and application rules, computer technology can be used to greater advantage in both the assignment and the maintenance of subject data as well as in subject authority control.”¹⁷

As a post-coordinated vocabulary, FAST will be more usable for people with minimal training and experience since Dublin Core was intended to be used by non-catalogers. Among the many benefits of FAST, O’Neill and Chan also believe that the new vocabulary will “be able to accommodate different retrieval models [and] facilitate mapping of subject data and cross-domain searching.”¹⁸

Who Creates Metadata?

After looking at metadata and subject access approaches, one may wonder who is actually doing metadata work. Is it professional librarians, untrained non-catalogers, archivists, students, subject specialists? Because Dublin Core was designed for non-professionals, “the assignment of metadata in Dublin Core requires less training, time, and reliance on supplemental resources than traditional cataloging practices, making it more feasible to use non-professional labor in metadata construction.”¹⁹ At the *Civil Rights in Mississippi Digital Archive*, metadata is largely created by students in the School of Library and Information Science at the University of Southern Mississippi. While students choose initial subject headings from a controlled vocabulary, a metadata librarian “proofreads the records to correct errors and to ensure appropriate subject heading assignment.”²⁰

While a number of libraries are engaged in metadata activities, it appears, in some cases, that little emphasis is placed on subject access. In “Lessons Learned from the Illinois OAI Metadata Harvesting Project,” Timothy W. Cole and Sarah L. Shreeves found that “academic libraries—institutions with strong traditions of descriptive cataloging—made surprisingly infrequent use of the ‘subject’ element” and “few used standard controlled vocabularies.”²¹ When looking at metadata records from seven academic libraries across the United States, Cole and Shreeves were dismayed to discover that only about fifteen percent of the metadata records contained the subject element. They concluded that metadata creators in academic libraries clearly “are not following the same content creation rules they use for creating catalog records describing their print collections.”²² The question to be asked now is “why?”

Training and Education

Following the discussion of both metadata and subject access approaches in metadata records, it is interesting to examine how emerging metadata schemas impact education and training programs. In November 2000, the Library of Congress held the Bicentennial Conference on Bibliographic Control for the New Millennium since “competencies in cataloging and metadata have become critical for library information professionals to be effective and competitive.”²³ As a result of this conference, five action plans were proposed to maintain bibliographic control of web resources. Action 5 is concerned with training and education programs needed to provide “students with core competencies in technical services and management skills [and] produc[e] creative and resourceful catalogers.”²⁴ The goal was to garner more participation from new library and information science professionals in developing metadata standards.

¹⁷Ibid., 337.

¹⁸Ibid., 342.

¹⁹Graham, Suzanne R. and Diane DeCesare Ross. “Metadata and Authority Control in the Civil Rights in Mississippi Digital Archive,” *Journal of Internet Cataloging* 6, no.1 (2003), 35.

²⁰Ibid., 36.

²¹Cole, Timothy W. and Sarah L. Shreeves. “Lessons Learned from the Illinois OAI Metadata Harvesting Project,” in *Metadata in Practice*, (Chicago: ALA, 2004), 175.

²²Ibid., 184.

²³Hsieh-Yee, Ingrid. “Cataloging and Metadata Education in North American LIS Programs,” *Library Resources & Technical Services* 48, no.1 (Jan., 2004), 59.

²⁴Ibid., 60.

As part of the group working to “improve and enhance curricula in library and information science schools,”²⁵ lead researcher Ingrid Hsieh-Yee conducted a survey of all ALA-accredited schools. She found that fewer programs required cataloging courses, relying instead on introductory courses to broach the topics of cataloging and metadata. Only three of the respondents said that they even discuss the relationship between cataloging and metadata. As a result, students are graduating with insufficient knowledge and preparation for either cataloging or metadata positions. Hsieh-Yee points out, however, that, “for aspiring catalogers and metadata specialists alike, competencies in cataloging and metadata are essential.”²⁶

Since library schools are not sufficiently preparing students to be catalogers or metadatists, one might expect the American Library Association, for example, to take the lead. In 2006, the Committee on Education, Training, and Recruitment for Cataloging of the Cataloging and Classification Section of ALCTS prepared a document entitled “Training Catalogers in the Electronic Era: Essential Elements of a Training Program for Entry-Level Professional Catalogers.” Though this document was “intended to assist in the training of beginning professional catalogers,” it is particularly telling that there is absolutely no mention of metadata anywhere in the text. Rather than a training manual, “Training Catalogers in the Electronic Era” serves as more of an orientation manual.

In Hsieh-Yee’s “Cataloging and Metadata Education: A Proposal for Preparing Cataloging Professionals of the 21st Century” which she submitted to the ALCTS/ALISE Task Force, she outlines five critical steps that will help educators better prepare their students. The proposed actions include:

1. Publicizing the levels of expertise and competencies of LIS educators and practitioners

2. Create “Metadata Basics” package of resources and tools
3. Create a listserv to discuss cataloging and metadata education
4. Create web clearinghouse on cataloging and metadata education
5. Hold conference on effective teaching strategies

Begun in 2003, work is still progressing. Hsieh-Yee’s proposal called for an update on the progress and future plans at Mid-Winter ALA in January 2006.

So many definitions of metadata often find non-cataloging librarians grappling with what this all means. New library professionals are especially at a disadvantage. Though they may have the technical and computer skills to do metadata work, they often lack the knowledge of and theory behind traditional library cataloging. So, for new and aspiring librarians, the world of metadata can seem confusing and chaotic. We no longer have traditional standards, such as Anglo American Cataloging Rules (AACR), to employ with all metadata schemas. Instead, there are “best practices guidelines.” Rather than providing explicit instructions, “best practices guidelines” simply make recommendations. This can leave newer librarians wondering which “best practice” they should employ. Determining which thesauri or schema to use can be a daunting task as well. How do you decide when to use FAST instead of LCSH? How do you determine which metadata schema to use?

With so many job advertisements requiring metadata skills, it is apparent that this trend will continue as more and more resources become digitized. A number of questions come to mind after perusing these ads. For one, how do we prepare applicants for these positions—through formal programs or on-the-job training? Should students be getting these technical skills in library school? Should employers expect their future applicants to have these skills already? What about the continuing education needs of current catalogers? They also need training. The

²⁵Library of Congress, Bibliographic Control of Web Resources: A Library of Congress Action Plan, Available at www.loc.gov/catdir/bibcontrol/actionplan.pdf

²⁶Hsieh-Yee, 65.

skills needed for metadata work are often more technical than those needed for traditional cataloging. Where do current catalogers and metadatists turn for resources?

What Does the Future Hold?

In a recent article in *Educause Review* entitled “Changing a Cultural Icon: The Academic Library as a Virtual Destination,” Jerry D. Campbell asserts that, “if librarians are involved at all [in the new library], it is already clear that their role with respect to metadata will be vastly different from their old cataloging role.”²⁷ Campbell claims that scholars were forced “to get into the digital library business in order to save, use, and manage their own data” because librarians lacked both interest and technical skills.²⁸ Is the situation Campbell presents the whole truth? Are librarians just not interested? Or do they just have nowhere to get the required technical skills necessary for metadata and digital library work?

²⁷Campbell, Jerry D. “Changing a Cultural Icon: The Academic Library as a Virtual Destination,” *Educause Review* (Jan/Feb., 2006), 22.

²⁸*Ibid.*, 22.

While a number of questions about metadata remain unanswered, there are places to turn for guidance. The following list of resources should prove helpful in bettering your understanding of metadata.

Useful Websites:

Metadata Basics:

<http://www.loc.gov/catworkshop/readings/metadata/basics/>

Understanding Metadata:

<http://www.niso.org/standards/resources/UnderstandingMetadata.pdf>

Dublin Core Metadata Initiative:

<http://www.dublincore.org/>

Library of Congress Standards:

<http://www.loc.gov/standards/>

FAST:

<http://www.oclc.org/research/projects/fast/>

New Voices: Interactive CD-ROMs for Library Instruction and Discovering a Research Agenda

Jodi Poe and John-Bauer Graham

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Introduction

This paper is an answer to a call for “New Voices” in librarianship to present their ideas and perspectives on current library issues. The authors of this work are newly employed academic librarians (both hired as faculty in 2001) working at a regional, comprehensive university in the Southeast. Both authors are tenure-track assistant professors. One is working as a Distance Education/ Electronic Resources Manager and the other as an Instructional Services Coordinator. Although the titles are long and important sounding, both librarians were hired fresh out of library school and dropped directly into their first professional position within an academic library.

In addition to being “new” librarians, the authors were also “new” graduates of an American Library Association (ALA) accredited master’s degree program that offered most of its courses through distance education. The majority of the course work was completed at off-campus sites or through web-based or video conferencing learning. Because of this academic upbringing, it should come as no surprise that when the authors began their professional careers, they were both very interested in serving, or coming up with ways to better serve, the distance education students at their institution. After all, just a few years ago they were “one-of them,” and witnessed first hand the emergence of an increase in distance education technology, opportunities, and services. However, the authors also knew what barriers were still present, what was lacking or deficient, and as new members of the profession, what obstacles were yet to come.

How do you better serve a population that you do

not see day to day, semester-to-semester, or even once a year? Is it possible to create, implement, and maintain a level of service to an invisible library patron? What about existing services – how do you ensure that the traditional library services such as reference and bibliographic or library instruction are provided to the patron who does not walk through your front door for these services, but rather enters your library through a computer?

This paper describes the development of an instruction/orientation platform that teaches students, specifically the distance education students, at our university how to access, navigate, and understand the services and resources available to them via the university library. However, there is another purpose to this paper that the authors believe to be just as valuable to other “new voices” in our profession. To that end, this paper examines how two new librarians attempted to better serve their patrons. But it also looks at how, through the instruction project’s development, two new academic librarians discovered that one lone project could benefit the academic and professional development of their careers as they worked toward tenure and promotion – helping them to find and define their “voice” so to speak.

Literature Review

There is an abundance of literature related to providing instruction to distance education students. Unfortunately, most the literature provides general information about instruction options or relates to a specific library’s efforts in this endeavor; whether they created a CD, used a Web-based tutorial, etc. Unfortunately, no articles were found that directly compared the

use of CD-ROM versus Web-based delivery methods.

There are a number of writings providing general information about library instruction and distance education students. Goodson (2001) discusses a variety of issues related to library services and distance education students. She briefly introduces the various instruction options available to libraries (Goodson 2001, 71-75), as well as provides a bibliography with URLs for instruction related materials (Goodson 2001, 116-117). Hricko (2001) details how Kent State University provides instruction to distance education students. Her article provides information about three common delivery methods: videoconferencing, computer-mediated, and Web-based. In addition, the problems that Kent State encountered with each delivery method and suggestions for solving these problems. She does not mention which method worked best for the library.

Of all of the articles related to library instruction for distance education students, there is limited literature related to CD-ROM tutorials. Jones (2004) details one library's development of a CD tutorial and provides information about the "nine events of instruction" (187) that should be included in tutorials. She also describes work-arounds for these elements and the applications her library used to create a tutorial.

The majority of the literature relates to Web-based tutorials. May (2002) describes how the library at the University of North Texas used the Texas Information Literacy Tutorial (TILT), the web-based instructional tool created at the University of Texas at Austin, and the course management system, WebCT, in use at the University to provide instruction for their distance education students. She also detailed how the librarians created and used subject guides and class-specific Web pages to enhance the instruction. A number of good ideas regarding creating web-based tutorials can be found in this article. Behr (2004) details the process Western Michigan University's Library staff used to create a web-based instruction resource. She describes the limitations of using their current service for distance education

students, which is similar to the service provided by HCL.

The service currently in place at the HCL is face-to-face instruction sessions. At Western Michigan University, the librarians travel to the distance education sites and provide face-to-face sessions (Behr 2004). This is a major limitation in terms of those online students who do not meet at a specific location or a specific time. The author provides possible solutions for these limitations and examples of what other types of instruction services were reviewed in Western Michigan's search for an equitable solution. Yi (2005) details the trend of moving library instruction online and some reasons to follow that trend. In addition to describing the trends, the author explains the experiences California State University San Marcos encountered during its move to an online environment (Yi 2005).

Finally, a new evolution in library instruction is using course management systems for delivery. Several articles detail how libraries can use a course management system to provide library instruction. Ladner, Beagle, Steele, and Steele (2004) provide information about their experience with creating Web pages designed specifically for two courses and then linking the pages through WebCT for access. Lenholt, Costello, and Stryker (2003) detail their enhancement of face-to-face, hands-on instruction by adding the handouts from these sessions into Blackboard. These same authors later describe using the same approach to providing instruction as detailed in their 2003 article, but augmenting it for generations X and Y students (Lenholt, Costello, and Stryker, 2004). Silver and Nickel (2003) provide information about using Blackboard as a delivery method for instruction. Although the sessions were delivered through Blackboard, it was not necessarily geared towards distance education students. In addition to providing this service for the distance education students, the authors also use their Blackboard session as an optional format for those students who could not attend a face-to-face session (Silver & Nickel, 2003).

It All Starts with an Idea

Our employer was preparing for a Southern Association of Colleges and Schools (SACS) re-accreditation visit when we were hired. It was due to this review and a section of the Association of College and Research Libraries (ACRL) “Guidelines for Distance Learning Library Services” that the Distance Education/Electronic Resources Manager position was created. The guideline states that institutions should have a “librarian-coordinator managing the services” (<http://www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.htm>).

One of the first objectives for the Distance Education/Electronic Resources Manager was to create a profile of the distance education community. This profile would provide detailed information that the Distance Education/Electronic Resources Manager could use to meet the goal of providing library instruction to the distance education students. Since this endeavor involved instruction, assistance from the Instructional Services Coordinator was needed.

The task of providing instruction to a distance education student population is quite daunting. However, as stated earlier, most of the authors’ library course work was through some type of distance education (off-campus/remote site instruction, web-based courses, video conferencing, etc.), there was a definite advantage. The experiences of the authors in this arena provided insight into the needs of this particular community, which provided a welcome benefit in our undertaking.

A major concern was how to “reach and teach” the distance education students about the Library. This is very important due to the rising interest in the distance education programs. This concern is also in agreement with the University’s mission “to provide educational, cultural, and social experiences for a diverse undergraduate and graduate student population” and “to produce broadly educated graduates with skills for employment, citizenship, and life-long learning,” and the Library’s mission to “serve students, faculty, administration, and staff of the

University.” In addition to fulfilling the missions of both the University and Library, providing instruction to distance education students would satisfy one of the SACS “Principles and Philosophy of Accreditation” requirements under section 3.8 Library and Other Learning Resources: “3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources” (<http://www.sacscoc.org/pdf/PrinciplesOfAccreditation.PDF>). In addition to this requirement, the University’s Self-Study Report (<http://www.jsu.edu/sacs/Report/V.pdf>) included a section regarding instruction. Section V. Educational Support Services, 5.1 Library and Other Learning Resources, 5.1.2 Services, included this statement “Basic library services must include an orientation program designed to teach new users how to access bibliographic information and other learning resources. Emphasis should be placed on the variety of contemporary technologies used for accessing learning resources” (<http://www.jsu.edu/sacs/Report/V.pdf>).

From fall 2001 until spring 2005, the number of distance education courses and supplements has risen from 34 to 384. The number of students enrolled in distance education courses has also risen, from 957 in fall 2001 to 8,772 in spring 2005. These numbers were based on the most current data available to the authors. The growing distance education community has obviously impacted the Library. As more students are enrolling in distance education courses, our services and resources need to be as flexible as possible to ensure the students get the whole University experience. In this same line, more and more of the Library’s resources are moving to the online environment. This has been a welcome event for faculty, staff, and students, but it has also led to growing problems of how to disseminate information about access and instruct individuals on using these resources.

Furthermore, the Library tries to orient and instruct students in order to produce graduates with life-long learning skills. A major factor of life-long learning includes information literacy.

Access is an important component of information literacy, but it is simply a starting point. The Association of College and Research Libraries (ACRL) provides answers to the following questions about information literacy:

•“What is “information literacy” anyway?”

Information literacy means knowing how to find, evaluate, and effectively and responsibly use information from a variety of sources. It means knowing when a book may be more helpful than a Web site. It means knowing what questions to ask. Is the information complete? Accurate? Is someone trying to sell something? Good decisions depend on good information. Academic librarians teach 21st century research skills that students will use throughout their professional and personal lives.

•Why are librarians concerned about information literacy? In a world that’s information rich, librarians are information smart. They know that having more information isn’t necessarily better and that the best source of information isn’t always Google. Good decisions depend on good information. Librarians know that information literacy is a survival skill in the 21st century. They also know that for knowledge to advance, it must be based on the best, most current information.”
<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

Currently, the Library provides instruction sessions for anyone who requests one. Most of the time, these requests are from faculty members teaching on-campus courses. But what about the distance education students? How is instruction provided to this student population that does not meet on campus? These were the questions that needed to be addressed. In reviewing the various options (online tutorials, virtual reference/chats, CD-ROMs, etc.), it was decided to create a CD-ROM tutorial. This decision was based on the variety of online tutorial packages that would require the students to learn that application as well as the library information. Also, the cost of virtual

reference/chat services was out of our budget. Furthermore, if the students were given something free, even something as simple as a CD, they just might “try it out.” It was because of this idea that the authors finally decided on a CD-ROM instead of a Web-based tutorial.

The use of CD-ROMs allowed us to customize everything about the tutorial and provides easy access to the students. Students could use the CD with any computer without being online. In addition, the CD will assist us in meeting the SACS requirement for providing equivalent services to our distance education students and an ACRL Guideline for services: “a program of library user instruction designed to instill independent and effective information literacy skills while specifically meeting the learner-support needs of the distance learning community” (<http://www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.htm>). Once fully implemented, the CD-ROM tutorial/orientation extends our ability to address our students’ information requirements and serves our mission by enhancing the students’ awareness of library services and resources, facilitating the development of information literacy, perpetuating lifelong learning skills, and improving the learning environment for distance education students.

So, how do we fund this idea? In order to create this CD, we applied for and received a technology grant provided through the University. The grant allowed us to develop an instruction/orientation platform that will teach the students, specifically the distance education students, at our university how to access, navigate, and understand the services and resources available to them via the library.

Project Development

Currently, the University Library provides an online tutorial that is accessible from the Web site. This tutorial uses programming languages for Web pages, such as HTML and JavaScript, to instruct users on searching the catalog. We used this tutorial as the basis for the CD-ROM by incorporating the HTML and JavaScript into the new tutorial and expanding it to include instructions on journal searching.

Problems accessing the tutorial arose. Some of these problems were: how to get the tutorial open, some of the elements did not work correctly in older browsers, and, most importantly, the CD did not automatically start when it was loaded. We tried a number of things to work through these problems, but they were even more cumbersome. To eliminate this problem, the University's Webmaster was consulted. He suggested using Auto Run, which is a program that sets up a CD-ROM to automatically start when loaded. Thanks to the University's Webmaster, we were able to get the tutorial to operate seamlessly.

Research/Test Groups

The CD was tested by providing a copy to the student assistants in the Library. The student assistants were asked to complete the tutorial and report any problems. After correcting the problems and/or clarifying some items, a test population consisting of distance education students needed to be created. Using a listserv created specifically for distance education professors, a message was distributed and a great number of positive responses were received. Since we wanted to keep the testing population to around 30, the first two "volunteers" were selected: a Department of Political Science and Public Administration professor, and a professor in the Emergency Management program (Institute for Emergency Preparedness under College of Arts and Sciences). We sent the CD's along with some instructions and information to the students of their courses: Public Personnel Administration and Disaster Response and Recovery. We asked these professors to request that their students view and evaluate the tutorial. They contacted their students and offered extra credit for those who responded.

Survey Results and Responses

We created a survey using EventHandler to gauge the success of the CD-ROM. Students were asked to comment on the design, application, and use of the received format as effective pedagogical tools. The survey and complete responses can be found in the appendix of this paper. Twenty-nine surveys were distributed and 14 were returned,

giving a 48% return rate.

The first question asked if the student had received formal library instruction before completing this tutorial. This was a simple yes or no question. Over half (64%) indicated they had not. This high percentage illustrated the need for such an instruction tool. The next three questions were asked to ascertain information on the method we selected for delivering instruction. First, students were asked how helpful the tutorial was based on a 5-point scale. Second, the students were asked how confident they were regarding using the Library's resources after completing the tutorial. This was a simple yes or no question. Finally, students were asked how easy the tutorial was based on a 5-point scale. Fortunately, a large majority of the students rated the tutorial helpful or very helpful (76%) and easy or very easy (79%). In addition, over 90% said that they felt more "confident" using the library's resources after completing the tutorial.

These percentages proved to us that we were on the right track and should continue our work on providing instruction to the distance education community. The next question asked if the student would recommend the tutorial to a friend. This was a simple yes or no question. Over 80% responded that they would, which was very encouraging. The final two questions were open-ended and allowed the students to provide information on how we could improve the tutorial and to provide additional comments. Some of the comments we received were very inspiring:

"I have used the library remotely. Initially had problems. I believe that if this CD is handed out initially to new students and they are allowed to use it, they will grasp a quicker understanding of the tools available to them.. Good idea whoever thought of this. Wish I had it in January. Thanks."

"Make it a requirement for all new online students."

"This was GREAT. I only wished it had been available in January when I began online courses. Thank You!!"

Also, some of the suggestions for improvement were very interesting:

- “It was very informative. Will be able to help out many college students in the future.”
- “Include more graphics“
- “Include tour guide.”
- “Interlace with video or a show me slide and then take the person back to do the “hands on part.”

Future Applications

Where does library instruction go from here? The authors would like to distribute the instruction CD to all new students through the various orientation sessions offered for both undergraduate and graduate students. The authors would also like the CD included in the University’s “Preview Days” packets and at the new faculty orientation session. Additionally, the Disability Support Services Department has asked the author’s to distribute the CD-ROMs to their students. Since this distribution was very well received, this partnership will continue. For complete library instruction coverage, the authors are very interested in mailing a copy of the instruction CD to all students enrolled at the University. Unfortunately, budgetary concerns may limit this option. Furthermore, funding to update the contents, create new copies, and distribute the CD may not be available. The authors recognize this limitation of the CD. It is due to this dependence on funding that the authors are exploring other avenues.

Finally, enlisting the assistance of professors for the various distance education courses (Online, College By Cassette, and Videoconferencing) to create instruction sessions/tutorials for their students would provide an opportunity to “spread the word” even further. This partnership with professors to include a library assignment as part of their online course would help the students familiarize themselves with library services and resources. Finally, the authors would like to make the CD-ROM available to the local community, businesses, schools, and Alabama libraries,

thereby contributing to the educational, cultural, and economic well-being of the area.

One Project = Countless Opportunities: Discovering a Research Agenda

As new librarians, the authors were both eager and nervous, and both anxious and apprehensive about the “scholarship” component of their job description. However, there is an old saying that opportunities multiply as they are seized. Luckily, from this one project the authors were able to combine (or seize) several opportunities to gain valuable experience, fill a service gap to a growing patron population, and along the way, produce substantial scholarship (i.e. presentations, grant writing, and publishing opportunities) to include in their vitas as they work toward tenure and promotion

New academic librarians with faculty status often struggle initially with the scholarship requirements for tenure and promotion. The pressure to “publish or perish” is not lost on academic librarians who are, in addition to their forty plus-hour workweeks, required to produce scholarship in one form or the other. In the authors opinions’, most library degree programs seem to only briefly address these concerns when discussing academic librarianship. As a result, many new academic librarians are overwhelmed by the requirements to publish an article in a scholarly or peer reviewed journal, present a paper at a regional or national conference, or write a grant. Not only do they not know where to begin, they often don’t have the confidence in their writing skills to produce such material (consequently they also feel that research and writing on an academic level for publication or for presentations, should be included more in the academic librarianship curriculum).

This one project provided the authors with a wealth of opportunities. From the beginning they knew they would need additional funding to help pay for the project. Duplicating CD’s, marketing them, and distributing them would require more funding than was available in the library’s printing budget. The authors answered a university wide call for grant applications for assistance in technology projects and decided to

apply for the grant to assist with the funding. Neither author had any experience in grant writing but they felt that the project was worth “learning something new” and, subsequently, researched and wrote a successful grant application and got the project funded. A stipulation of the grant was that the findings and project be presented to the entire university at an Academe meeting, a monthly university wide symposium sponsored by the Academic Affairs Office. From their first grant, the authors were also given an opportunity for their first ever presentation to a university wide audience at Academe. Because the Academe presentation was well received, the authors decided to “share” their project with their colleagues across the state by answering a call for a best practices session at their state library’s convention.

As they began the project (looking to fill a service gap to a patron population they felt close to), the authors had no idea that it would progress to grant writing, a university presentation, and a state presentation. They certainly didn’t think that it would lead to a regional conference - talking about a project they started for a few of their patrons about three years ago. What lessons were learned or what lessons are the authors still

learning? One lesson is that you can take one project or one idea and get the most out of it if you think it is worth sharing with the rest of your university or the profession as a whole. Another lesson, and this is perhaps the most important lesson, don’t disregard any projects that you have done to help your library and don’t think that others in your university, your state, your nation, or even the world, won’t be interested in what you have to say. Although they might not be as passionate about it as you (most people are not), they may see some value in what you have done. By all means, if you think it’s important, you should share your ideas with the rest of your profession. Chances are if it has helped you or your library in any way, it can probably be useful to other libraries as well. Last but not least, although you may find yourself a “new voice” - don’t hesitate to use it. Don’t be silent because you are new. Find a project that will allow you to exercise your voice, be passionate about it, and share it with others. Along the way you just might discover, as the authors did, that speaking up (however so softly) can help you both find your voice and ensure that your voice is around long enough to no longer be considered “new.”

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Appendix

Survey & Sample Responses

Have you received formal library instruction before completing this tutorial?

Yes – 36% (5 of 14)

No – 64% (9 of 14)

How helpful was this tutorial (5-point scale)?

5: Very Helpful – 38% (5 of 13)

4: Helpful – 38% (5 of 13)

3: Average – 8% (1 of 13)

2: Somewhat Helpful – 8% (1 of 13)

1: Not Helpful – 8% (1 of 13)

After completing this tutorial, I felt more confident using the Library's resources (Library Catalog, Databases, etc.).

Yes – 93% (13 of 14)

No – 7% (1 of 14)

How easy was it to use the CD-ROM tutorial (5-point scale)?

5: Very Easy – 43% (6 of 14)

4: Easy – 36% (5 of 14)

3: Average Difficult – 7% (1 of 14)

2: Difficult – 7% (1 of 14)

1: Very Difficult – 0% (0 of 14)

*Someone did answer this question with Yes (7% – 1 of 14)

I would recommend this tutorial to a friend.

Yes – 86% (12 of 14)

No – 7% (1 of 14)

*Someone did answer this question with “nothing was wrong, it just took awhile for the next screen to pop up.” (7% – 1 of 14)

How could we improve the tutorial?

- It was very informative. Will be able to help out many college students in the future.
- No way to improve.
- No suggestions at this time
- Direct phone numbers
- Can't think of anything. It would be useful to a new online student and is very easy to use.
- Include tour guide.

- Interlace with video or a show me slide and then take the person back to do the “hands on part.” This would work good based on the #7 answer below.
- Make it a requirement for all new online students
- Offer a web based tutorial
- I see nothing that needs improvement on at this point.
- The Tutorial wouldn't work correctly in the title search. It kept hanging up, I tried it on two different computers, Win 98 SE2 and Win 2000. the tutorial is fine for someone who isn't already familiar with the JSU Library, which is why I rated it low... I didn't learn anything new. I think some of the more advance search techniques and other cross reference tools that exist would help the more experienced user. Add a discussion on how to transfer books within the state library system to JSU or wherever we students are at.
- I think the Library tutorial went well.
- No common
- Nothing

If you have any additional comments, please include them in the box below.

- None
- No comments
- None
- This is a good introductory tutorial for new students. Once a student has been involved for a while however it really doesn't offer anything they haven't already picked up on their own.
- include more graphics
- I have used the library remotely. Initially had problems. I believe that if this CD is handed out initially to new students and they are allowed to use it, they will grasp a quicker understanding of the tools available to them.. Good idea whoever thought of this. Wish I had it in January. Thanks.
- Very helpful tutorial, thanks
- This was GREAT. I only wished it had been available in January when I began online courses. Thank You!!
- Please notify Dr. Hunter that Norm Mueller have completed the tutorial. You should also include instructions on the CD itself if it matters if you are on-line or not. This CD has a lot of potential, would be happy to be a beta tester for it...
- I'm very glad that I got to know how to search on JSU Library Website.
- No common
- Thank for the tutorial

Teaching Information Literacy at Delta State University

Michael Mounce

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Introduction

LIB 101: Fundamentals of Information Literacy is a one credit hour course which has been designed at Delta State University to provide DSU students with information literacy skills needed for conducting research. Information literacy skills taught in this course include skills such as performing effective searches and evaluating resources. This course is a general education requirement elective. Although it is an elective course, it is highly recommended by DSU reference librarians to students, since information literacy skills are necessary for research.

In the Fall of 2004, the LIB 101 course began to be taught at DSU. During the fall 2004 and spring 2005 semesters, DSU reference librarians were available to teach sections of this course. They were responsible for teaching LIB 101 whenever five or more students had registered for their section of this course. One section was offered for each summer session of 2005. The purpose of this article is to discuss the author's experiences of preparing for, teaching, and evaluating the LIB 101 course during the fall 2004 and spring 2005 semesters. The other purpose of this article is to discuss improvements to be made to the LIB 101 course in response to evaluation forms, pre-tests, and post-tests.

Literature Review

In 1987, the American Library Association established a committee to begin discussing the topic of information literacy. The committee, known as the Presidential Committee on Information Literacy, began its work by defining what an information literate person is. For example, this committee mentioned that an information literate person would be someone

who would know how to locate needed resources and know how to use information effectively. A report issued by the committee called on library associations and educational organizations and groups to support information literacy in educational institutions. Regional accreditation agencies throughout the United States also called for the support of information literacy in educational institutions (Thompson 2002, 219-221). For example, the Southern Association of Colleges and Schools (SACS) requires colleges and universities to provide their students with "regular and timely instruction in the use of the library and other learning/information resources" (SACS 2004).

In academic libraries throughout the United States, information literacy programs have been established. A few examples of academic libraries which have implemented information literacy programs at their own institutions include the libraries of the University of Rhode Island and the University at Albany State University of New York. At the University of Rhode Island, instructional librarians teach a course titled "LIB 120: Introduction to Information Literacy." This course is offered to URI students in both the traditional face-to-face format and online (Ramsay and Kinnie 2006, 35). Topics covered in this course include methods of searching, types of information resources, evaluating information resources, the research process, and citing sources. Assignments given to students include assignments such as "annotated bibliographies, writing to learn/minute writing exercises, and reading responses." According to the instructor, the writing to learn/minute writing exercises had been designed to help students remember what they learned in class and give them practice. The reading responses required the students to give their own responses to required readings (MacDonald 2004). No information

was found regarding pre-tests and post-tests, or other methods of evaluating students' learning in the LIB 120 course at URI.

At the University at Albany State University of New York, librarians are teaching a course titled "Information Literacy", which is also known as UNL 205. Topics covered in this course include conducting research, evaluating sources, citing sources according to citation styles, methods of searching, and several other information literacy topics. Some assignments given to UNL 205 students include homework assignments and an annotated bibliography (Burke, Germain, and Xu 2005, 354-355). Other assignments include quizzes and a class presentation. Instructors of information literacy courses, in many cases, give their students pre-tests and post-tests in order to help them assess student learning in their courses. An instructor of UNL 205 is among those who gives students pre-tests and post-tests (Bernard).

Instructional librarians in academic institutions in the Southeast have also contributed to information literacy. At Eastern Kentucky University for example, the instructional librarians work together with teaching faculty who are part of a NOVA program. According to Marcum, ECU's NOVA program is part of a federal program designed to help "first generation students in their transition to college life." The instructional librarians and NOVA faculty provide instruction to first-year students at ECU. This information literacy program includes an emphasis on career information and finding career resources. Although ECU's information literacy program includes some unique characteristics, such as working with NOVA faculty, it also contains some characteristics of traditional information literacy programs. Topics covered by instructional librarians include search strategies, evaluation of sources, using the Web, distinguishing between scholarly journals and magazines for general readers, and other topics. Assignments given include those pertaining to career information and those related to the traditional information literacy topics, such as

search strategies. The instructional librarians give their students pre-tests and post-tests in order to help them determine the efficiency of their instruction and assignments (Marcum 2005, 17-18).

Preparing for the Course and Advertising

To prepare for teaching this course, the author attended library meetings with reference colleagues and library administrators to discuss the content of the course and other relevant topics. During meetings, the author and library colleagues reviewed a draft of a syllabus and discussed possible revisions or additions. Topics for class meetings and assignments were discussed during meetings. The ACRL's "Guidelines for Instructional Programs in Academic Libraries" (June 2003) and "Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians" (Jan. 2001) were consulted during the planning phase of the LIB 101 course.

Another step in the preparation for this course included WebCT training. In the spring of 2004, the author attended workshops to become familiar with WebCT. WebCT is an instructional technology used at DSU to allow students to access course information online. It was necessary for the author to become familiar with WebCT, since LIB 101 was a WebCT enhanced course. For this course, WebCT was used by the author for posting the course syllabus and assignment information. WebCT was also used by students in posting some assignments, since there was a discussion board available in WebCT.

In order to make DSU faculty and students aware of the upcoming LIB 101 course, the course was advertised. In the Spring 2004 semester, the author assisted in writing a news article for the DSU campus newsletter, *The Campus Connection*. The purpose of this article was to make all faculty and staff at DSU aware of the course. Other advertising efforts made by the author's reference colleagues included distributing LIB 101 flyers across campus,

asking faculty to recommend our course to students, and advertising LIB 101 on the library Web site.

Teaching the Course

As previously mentioned in this article, the LIB 101 course was designed to teach students information literacy skills. In this course, the author taught the following information literacy skills: performing effective searches, evaluating resources, and citing sources according to accepted citation styles such as MLA style. The author also taught students how to find resources in the library, how to distinguish between various types and formats of information resources, and how to avoid plagiarism.

There were four class meetings devoted to the skill of performing effective searches. During these class meetings, the author taught students how to effectively search the online catalog, databases, and the Internet. In regard to the catalog and databases, skills such as using Boolean operators (AND, OR, NOT) and search limiters (e.g. full text only) were taught to students. In regard to the Internet, the author taught students how to distinguish between search engines and directories, familiarized them with four types of Web sites (.com, .edu, .org, and .gov), and introduced them to discussion lists, email, and netiquette.

In one class meeting, the author discussed the topic of evaluating resources. In this class, students were taught how to evaluate books, periodicals and Web sites according to evaluation criteria. The evaluation criteria used for the lecture in this class came from the book *Teaching Information Literacy: 35 Practical, Standards-Based Exercises for College Students* by Joanna M. Burkhardt. Some examples of criteria for evaluating books included currency and relevance to the topic of one's paper. Evaluating periodicals included criteria such as authorship, length of articles, availability of abstracts, and availability of references. The main differences between

scholarly journals and other types of periodicals were emphasized. Examples of criteria for evaluating Web sites included purpose, intended audience, accuracy, reliability, and authorship. During the class, the author also pointed out that Web sites should be used with caution, since many Web sites are not checked for accuracy before being made available on the Web.

During two class meetings, students were taught how to cite sources according to accepted citation styles. The citation styles taught included APA (American Psychological Association), MLA (Modern Language Association), Chicago, and Turabian styles. The author taught students how to cite commonly used resources, such as books, journal articles retrieved from databases, and Web sites. During the citation classes, the author taught students how to create in-text citations, which are to be found within a paper, and how to create "works cited" list citations. During the Spring 2005 semester, the author gave students handouts containing citation examples. The examples came from the following citation manuals: *Publication Manual of the American Psychological Association (APA)*, *MLA Handbook for Writers of Research Papers*, *The Chicago Manual of Style*, and *A Manual for Writers of Term Papers, Theses, and Dissertations* (Turabian).

Early in the fall and spring semesters, the author taught students the information literacy skills of finding resources in the library and distinguishing between various formats and types of information resources. In order to teach students how to find resources in the library, the author familiarized students with the Library of Congress, Dewey Decimal, and Superintendent of Documents (SuDocs) classification systems. Students were also taught which classification system was used for each section. For example, students were taught that Reference books and general collection books are arranged according to the Library of Congress classification system. In order to teach students the various types of information

resources, the author taught students how to distinguish between primary and secondary sources. Examples of primary and secondary sources were given.

The skill of avoiding plagiarism was also taught in this course. As many professors will affirm, the importance of avoiding plagiarism cannot be emphasized enough. Since the topic of plagiarism is very closely related to the topic of citing sources, the author covered the topic of avoiding plagiarism immediately before the topic of citing sources. In the lecture pertaining to plagiarism, students were given a definition of plagiarism according to *Webster's Third New International Dictionary* of the English Language. Then students were taught how to distinguish between plagiarism and proper use of resources by being given examples of plagiarism and examples of proper use. The author also gave students tips for avoiding plagiarism.

Giving Assignments

The author gave the following assignments to LIB 101 students: weekly assignments, article summary assignments, a mid-term exam, and an annotated bibliography. To help reinforce what students were taught in class, the author gave weekly assignments based on class lectures. For example, Weekly Assignment # 2 was based on the catalog lecture. One question of this assignment asked students to perform a title search for a certain book, then list the call number and the subjects covered in the book.

The article summary assignments required the students to read two articles and to summarize them in two separate paragraph-long summaries. The author chose the following articles for the course: "What is Information Literacy in the Digital Age?" by Rob Darrow and Cynthia MacDonald and "A New Frontier for Research Dissemination: The World Wide Web" by Nancy Martland and Fred Rothbaum. The author chose these articles for the course, since they pertained to the relevant topics of information literacy and the Web. Students

were required to post their summaries of the articles online in the discussion board of WebCT. The purpose of having students post these assignments online was to help them become familiar with posting assignments in WebCT.

The midterm exam was given during the middle of the fall 2004 and spring 2005 semesters. It covered the subjects that had been covered up to the time of the exam. Similar to the weekly assignments, the midterm exam was given to reinforce what the author had taught in previous classes.

The author also gave students an annotated bibliography assignment. This assignment required students to provide citations for twenty to twenty-five resources. The resources cited had to include at least one of the following types of resources: books, e-books, print-based journal articles, electronically accessible journal articles, government documents, and newspaper articles. For citing sources, students were to choose from one of the four citation styles discussed in class (APA, MLA, Chicago, or Turabian). Students were allowed to pick their own topics, but all resources cited had to be on a single topic. The author required students to provide a brief annotation (summary) with each citation. The purpose of this assignment was to give students practice in citing sources for a works cited list at the end of a research paper. The assignment was also designed to familiarize students with various formats of resources and to help encourage them to not rely solely on Web sites.

Evaluating the Course

At the end of the fall 2004 and spring 2005 semesters, the author gave students an evaluation form, on which the students evaluated the author and course. The students were asked to rank the author by various criteria, such as "knowledge of subjects," "teaching methods and contribution to student's learning" and "ability to communicate clearly." The students also evaluated the course by

answering questions such as “Did you learn anything in this course?,” “How might this course be improved?,” and “What parts of this course would you prefer to cover in more depth?” To create the LIB 101 evaluation form, the author reviewed various evaluation forms available on the Web which pertained to library instruction. One particular example which the author relied upon for assistance in creating the LIB 101 evaluation form’s criteria and questions was the “Library Instruction Evaluation Form” created by a librarian from the Andrew L. Bouwhuis Library at Canisius College.

Before the spring 2005 semester began, the author and reference colleagues decided that in addition to giving the evaluation forms to students at the end each semester, students would also be given a pre-test and a post-test. The purpose of the pre-test was to help determine how much LIB 101 course knowledge students have at the beginning of the semester. The post-test was given at the end of the semester in order to determine how much LIB 101 course knowledge students had at the end of the semester. The results of the pre-tests and the post-tests provide additional help in evaluating the LIB 101 course. It should be noted that the pre-test and the post-test were actually the same test. Some of the pre-test and post-test questions included the following:

- What classification system do we use for our general collection?
- A publication with articles of a scholarly nature is a _____ ?
- What are some criteria for evaluating sources?
- What is the best place to find **books** on abnormal psychology?
- What is the best place to find **articles** on abnormal psychology?
- Which of the above entries refers to a book or parts of a book about sleep disorders? (citing sources question)

The author reviewed the fall 2004 and spring 2005 evaluation forms. In both semesters, students indicated on the evaluation forms that some changes could or should be made to the LIB 101 course. For example, some students answered “somewhat fast” to the evaluation form question “For me, the pace at which the instructor covered the material was. . .” To help improve in this area, the author will make sure that he asks the question “Are there any questions” at the end of each class and continue to offer additional one-on-one assistance to anyone who needs it. The course content question “What parts of this course would you prefer to cover in more depth?” had answers such as “Internet sources” and “Annotated Bibliography.” To help improve in these areas, the author will observe the Internet resources presentations of reference colleagues and add any information which may have been left out. Also, the author will devote an entire class meeting each semester to the annotated bibliography assignment. This class meeting will include explaining the assignment to students and giving students the class time to work on it.

The pre-tests and post-tests also provided useful data for helping to determine which improvements need to be made to the LIB 101 course. The pre-tests and post-tests each had 25 questions. The author observed how each student answered each question on both tests. The author recorded how each question was answered based on the following criteria: Correct on Pre-test Only, Correct on Post-test Only, Correct on Both Tests, and Correct on Neither Test. When recording the data, the author knew that having a majority of students in the “Correct on Pre-test Only” category or “Correct on Neither Test” category would indicate that a majority of the students either did not learn or retain the skills presented in the question. Before the Spring 2005 semester classes began, the author ensured that all topics or skills mentioned in pre-test and post-test questions would be covered at some point during the spring 2005 semester. However, observing the data of the test questions revealed that most students were found in the categories

of “Correct on Pre-test Only” and “Correct on Neither Test” for some topics. For example, most students were found in these two categories for the following question:

Using the Library of Congress Classification System, which of the following sequences is in the correct order?

- a. L27.3 F5 – L27.3 F33 – LA23.6 – LB5
- b. L27.3 F33 – LA23.6 – LB5 – L27.3 F5
- c. L27.3 F33 – L27.3 F5 – LA23.6 – LB5

In order to improve the LIB 101 course, the author will add or modify information presented in the problem subject areas, such as the order of call numbers presented in the pre-test/post-test question above. In response to other pre-test/post-test data, other improvements that the author will make to the LIB 101 course will include going into more detail about the elements of a citation to a periodical article, defining the terms “abstract,”

“encyclopedia,” and “handbook;” more strongly emphasizing the differences between a citation to a book and a citation to a periodical article; including the use of proximity operators, quotation marks, and parentheses in searches; and emphasizing more strongly that students can do an interlibrary loan request if an article is not available electronically or in the library’s journal collection.

Conclusion

Overall, teaching LIB 101 has been a rewarding and enriching experience, both for the author and LIB 101 students. The author and reference colleagues will continue to offer LIB 101 to students in the future, and the author hopes that many students will choose this course, since it offers students vital skills that are essential to doing research. Also, the author will continue to seek ways to improve the course in order to better enhance DSU students’ research skills.

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Book Review

HOW to Write Fiction Like a Pro; a Simple-to-Savvy Toolkit for Aspiring Authors.

By Robert Newton Peck.

Maupin House Publishing, Inc. 2006. 136 pages. \$15.95

Have you ever wondered HOW writers actually create and publish so successfully? What techniques do they use to develop enthralling plots and scenes that keep a reader eagerly turning the pages? After reading this witty, unique, simple but savvy toolkit, you may be inspired to create something of your own.

A prolific author with over 60 books published in poetry, fiction, and nonfiction, Robert Newton Peck has followed his own advice in this small practical guide. With analogies and examples from his books, he clearly demonstrates HOW he selects names, builds characters, and develops believable dialogue and action. Peck points out HOW a comic or dramatic character's name describes personality and predicts action in the plot. HOW about a football coach named Bulkhead Beefjerky or a fullback named Tank Tarzanski?

Action is a simple law of physics and HOW "stuff behaves." A character can display her personality and love forged over a lifetime through dialog and HOW she manipulates a needle. Action verbs deliver the punch in a fast moving plot. Peck says, "If you are an upstart writer with a desire to be published some day, please allow my warning you to STOP before you plunge pell-mell into a puny and pathetic pit by using the verb to be." It carries no punch and leads to a boring description of the character and dull scenes. Excitement is not what our hero is but what he does.

HOW offers solid advice such as being a "spot remover" and eliminating clichés. A writer must originate something new and fresh from the beginning to end. Clichés may be useful in everyday conversation, but they are a tiresome yawn in a novel. HOW advises not to strain for fancy words when simple but powerful ones will convey a more expressive thought or message.

An effective writer engages the reader's imagination through the characters and how they interact. Anchoring a viewpoint and envisioning actions through one or more characters' eyes determines how the story unfolds. If the reader sees, feels and smells through a character's vantage point the entire scene springs to life. A character's description will be imagined through interaction with others in a scene.

And don't forget the title! Inspiration may come by accident (stepping on a tack in the dark), or by the drop of a phrase, or through a shared conversation. Peck advises to buy a golf pencil and little notebook to keep track of ideas and thoughts. Choosing ideas for memorable book titles should inspire readers to be "title droppers". Although you may never have read the book, you will remember a catchy title. Wouldn't you want to know what happened in a book titled Horse Thief or A Day No Pigs Would Die?

This brief, but highly effective guide shows you HOW to build a better story by focusing on bold and basic techniques that strengthen your writing. This is a companion to Fiction is Folks; How to Create Unforgettable Characters which Mr. Peck published in 1983. That book, of course, elaborates on crafting memorable characters, while this latest volume provides the basics on the foundations of creative writing.

Carole Spradley Hinshaw
Librarian at University of Central Florida
Orlando, Florida

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