

Florida Libraries



THE OFFICIAL JOURNAL OF THE FLORIDA LIBRARY ASSOCIATION

Volume 55, No. 2
Fall 2012



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Send articles for *Florida Libraries* to Editor Maria Gebhardt, Broward County Libraries, mariagfla@gmail.com by January 7 for the Spring issue; July 15 for the Fall issue.

Florida Libraries is published twice a year for the members of the Florida Library Association. It is indexed in *Library Literature*, *Wilson OmniFile*, and *EBSCO Academic Search Premier*. Articles in the fall issue of each year are refereed.

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ISBN 0046-414



Message from the President

I had a friend who once told me that had she been given the opportunity to draft a script for her life – to write down the story of what a great life would look like – she would never have been able to design a life as agreeable and as interesting as her life had actually been. She would have never been able to craft a story as intricate, as surprising and as fun as the life that she actually is living. And so, it is with me as FLA President.

If you'd ask me to tell you how my year as FLA President would begin, what issues I'd be addressing, what would capture my attention and what would take my time, I would not have imagined that it would start with *50 Shades of Gray* and concerns about privatizing libraries. I did not expect my year to begin that way and was surprised when some of the first things I got to do as FLA President was to think about erotic fiction and how to keep public libraries public. These were not the first *new partnerships and possibilities* I had in mind when I selected that theme! Kudos to Robin Shader (Northwest Regional Library System) and the Intellectual Freedom Committee who immediately gathered and shared information about how libraries and communities were responding, and also to Faye Roberts who took a number of calls from the media and reacted quickly and clearly.

You see it has been a long time since I've thought about banned books and questions about materials. Those kinds of issues are not matters that I face day-to-day as some of you do. As the associate director of a university library those are simply not our issues on most days. So I found myself thinking about what many of you deal with far more often – media, press, and families – all of them focused on what kind of materials libraries should hold. I was immediately grateful that long ago we all developed local policies addressing these issues and set out criteria about how to make selections based on our local communities' needs.

Then following close on its heels, if not simultaneously, was the issue of keeping public libraries public and the need to help our city and county managers and local leaders understand why that is so important. And to stress that public libraries are the cornerstone of democracy and why the idea of private corporations running our libraries and controlling access to information is simply not a good idea. On May 30-31, four Southwest Florida library leaders (Marilyn Matthes, Tanya Williams, Marilyn Graham, and Margaret Mohundro) joined me at the Florida City and County Manager's Association Conference in Bonita Springs where we had a booth sponsored by the American Library Association. This gave us an opportunity to speak to not only city and county managers, but also to vendors about the importance of keeping public libraries public, why we think it is critical to have transparent financial information available for

the public, and that libraries should be directly responsive to their communities when building collections and services. We also emphasized that library leaders in the public sector can be just as responsive to the current financial crisis as a for-profit organization would, and in fact, have been and will continue to be. Plus we encouraged them to look carefully at what they are being offered by firms that would privatize public libraries and that their libraries could help them to answer questions about any proposal's quality, access and budget.

In addition, wound in between and among other interesting activities that started my year, planning for the One Book One State book discussion groups is well underway by the Leadership Development Committee. Do plan to join us in person or online for great discussions of *The Dragonfly Effect: Quick, Effective, and Powerful Ways to Use Social Media to Drive Social Change*. We know that using social media is more than just the mechanics, so we'll be talking and learning about how to use its power to create new partnerships and possibilities.

Plus, we are planning a fabulous conference. We are already deep into plans for the 2013 Conference May 1-3 at the beautiful new Orlando Hilton which will focus on the theme "New Partnerships and New Possibilities" and includes internationally known keynote speaker, Duane Bray, Head of Global Digital Business and Partner at IDEO. Duane's work has long focused on interaction design principals, as well as, the integration of emerging technologies into human-centered products and services.

And finally, FLA's membership groups and all sixteen of the FLA committees are very active in numerous projects, including preparing for Library Day in Tallahassee (March 12) and Snapshot Day (January 30). I hope you will be able to participate in these and many of the other upcoming FLA activities – see you soon.



Barbara J. Stites

*FLA President,
2012 - 2013*



Exhibiting Kerouac in Florida: On the Road to Partnership

By John Venecek

During the fall of 2007, The University of Central Florida Libraries was just one of many institutions that commemorated the 50th anniversary of Jack Kerouac's seminal novel, *On the Road*. Since its initial publication in 1957, *On the Road* has stood as a beacon of unbridled creativity that has inspired generations of readers. Kerouac famously submitted his manuscript to Viking Press as a 120-foot single-spaced scroll he created by taping together single sheets of teletype paper. This technique allowed Kerouac to type continuously without breaking the flow of his spontaneous compositions. After years of struggling to find what would become his signature style, the now infamous scroll was complete during a three-week marathon writing session in 1951. Publication, however, was still six years away. During that time, Kerouac traveled and wrote in relative obscurity, lugging a suitcase full of unpublished manuscripts around the country as he relied on the charity of friends and family.

After a stint on the west coast with the Cassadys in the summer of 1957, Kerouac made a cross-country trek from Berkeley to Orlando where his sister Caroline lived with her husband Paul Blake. Kerouac made the move to help take care of his mother, but since he had worn out his welcome with the Blakes, he rented a room in a bungalow in the College Park neighborhood of Orlando. *On the Road* had finally been accepted for publication and Kerouac, barely managing to scrape by, was just a few months away from being propelled to the top of the American literary scene. Although the publication of Kerouac's signature work marks the emergence of a literary legend, it can also be considered the beginning of his slow, alcohol-fueled demise. Jack died at the young age of 47 in relative isolation at his mother's home in St. Petersburg, Florida. While people tend to associate Florida almost exclusively with this sad latter phase of Kerouac's life, the more we got involved with this project, the more we learned about his little-known legacy in central Florida during the more formative

years of his writing career. This previously neglected side of his life would continue to unfold and send us on our own path to partnerships with students, faculty, media, artists, and even one of Jack's closest friends.

On the Road to Partnership

In keeping with the Kerouac aesthetic, we began planning in the spring of 2007 without a clear destination in mind. However, this quickly changed when we reached out to Bob Kealing, a local journalist who had written a book that can be considered the lost chapter in Jack's story. While most of Kerouac's biographers tend to focus on Florida only with respect to his declining years, *Kerouac In Florida: Where The Road Ends* details the time Jack spent in College Park just prior to the publication of *On the Road* and during the writing of the *Dharma Bums*. Kealing reveals that this was an extremely pivotal time in Jack's life that until recently had been largely overlooked. Kerouac



One of a series of photos Fred DeWitt took for *Time Magazine* depicting Kerouac at work in his College Park home. Only one of these was used by *Time*, the rest were published for the first time in Kealing's book.

was thirty-five at the time, had never worked a steady job, and had a meager \$45 to his name.¹ He had one published novel to his credit – the Thomas Wolfe inspired *The Town and the City* (1950) – and had been trying to sell *On the Road* for several years with little success. The unconventional scroll manuscript met with much skepticism from publishers until it reached the desk of Viking Press’s Malcolm Cowley. Impressed with Kerouac’s eccentric writing style, Cowley expressed interest in publishing Jack’s work as early as 1953. However, he had trouble convincing the higher-ups at Viking of the book’s potential. As a result, *On the Road* remained in a state of limbo until 1956 when Viking finally agreed to publish a drastically edited version of the novel.

Once published, *On the Road* would become an instant sensation thanks in large part to the infamous Gilbert Millstein review in the *New York Times*. Millstein hailed Jack’s work as “the most beautifully executed, the clearest and the most important utterance yet made by the generation Kerouac himself named years ago as ‘beat,’ and whose principal avatar he is.”² Almost overnight, Kerouac went from an obscure writer living with his mother in a small rented room to “King of the Beats,” the voice of a new generation. In an attempt to capitalize on the frenzy surrounding *On the Road*, Viking began pressuring him for a follow up. To complete this project, Kerouac re-

turned to the humble solitude of the College Park home to begin work on his next novel, *The Dharma Bums*, which he wrote in the same spontaneous style as *On the Road*. Kerouac completed *The Dharma Bums* in just eleven days and the book was published in the spring of 1958. While not as commercially successful as *On the Road*, *The Dharma Bums* garnered much critical admiration and is still considered one of his classic road novels.

The centerpieces of Kealing’s book are the discovery of the College Park house and a series of previously unpublished photos that were taken while Kerouac was at work on *The Dharma Bums*. The photos were intended to be used for a *Time* Magazine article about *On the Road*, but only one was actually published and the rest languished in a *Time* archive. Not only had the photographs gone undiscovered by Kerouac’s many biographers, they had also been forgotten by Orlando-based photographer Fred DeWitt who, by the time Kealing contacted him, seemed unaware of who Kerouac was, let alone that he had photographed him fifty years earlier. The discovery of the house and photographs are documented in *Kerouac in Florida*, and since those initial discoveries, Kealing co-founded The Kerouac Project of Orlando. Comprised of local artists and writers who work on a volunteer basis, the Kerouac Project has turned the old house into a residency program that



University of Central Florida exhibit features Kerouac photos by Orlando-based photographer Fred DeWitt.

hosts four writers each year, organizes workshops, poetry readings, and is involved with many other aspects of the local art scene. The nature of the Project's endeavors presented a natural opportunity to both preserve Kerouac's legacy in central Florida and to establish a long-term partnership that would be of mutual benefit to the Kerouac Project and the University of Central Florida.

The *On the Road* Exhibit

The 50th anniversary exhibit and programs that ran throughout September 2007 were funded, in part, by a mini-grant from the Florida Humanities Council. The \$1,200 award was used to provide stipends for guest speakers as well as a number of scholarly forums that were hosted by UCF faculty members. Other programs included a marathon reading of *On the Road* that was conducted by the English Honors Society, Sigma Tau Delta, and a screening of the Kerouac narrated film, *Pull My Daisy*. The corresponding exhibit featured reproductions of the photographs that were first published in Keating's book as well as a rare copy of *The Dharma Bums* manuscript, complete with Jack's own margin notes, which had been salvaged by Kerouac's family in Lowell, Massachusetts.

The acquisition of the manuscript provided an opportunity to extend UCF's partnership with the Kerouac Project by having our Systems and Technology Department digitize the manuscript thereby creating a virtual scroll that was displayed on a computer throughout the exhibit. Additionally, Special Collections negotiated for the acquisition of Keating's research materials, a collection that includes drafts, legal documents, interviews, early articles related to the discovery of Kerouac's house, and other materials regarding the establishment of the Writer in Residence Program. Many of these materials are one-of-a-kind items that will be invaluable to future researchers, and housing them in Special Collections will help make them available to a wider audience. These endeavors helped establish our partnership with the Kerouac Project and the local literary community that extended well beyond the 50th anniversary events.

The *Dharma Bums* Exhibit

The enduring allure of Kerouac's writing made the Fiftieth anniversary exhibit one of the most popular events ever held at the UCF Libraries. Because of the high level of enthusiasm, we quickly began planning a second event that would celebrate the Fiftieth anniversary of *The Dharma Bums*. The success of the *On the Road* commemoration made it easier to generate interest from other departments on campus. While continuing to work with the Kerouac Project, we expanded the scope of our outreach and collaborations with other



Kerouac at his writing desk, just after the publication of *On the Road*.

on-campus groups including the Center for Humanities and Digital Research, the Music Department and Judaic Studies. We also secured one of Kerouac's oldest friends, jazz musician and writer, David Amram. To fans of the Beats, Amram is best known for composing the music to the Kerouac-narrated short, *Pull My Daisy*, a film that is historically relevant not for its overall quality, but for its cast of unknowns who would go on to become some of the most recognizable Beat Generation personalities. In addition to Kerouac's narration and Amram's music, there are appearances by Alan Ginsberg, Richard Bellamy, and Gregory Corso.

Like many other characters in the film, Amram would go on to bigger and better things: he scored such notable films as *Splendor in the Grass* and *The Manchurian Candidate* and composed the Holocaust opera, *The Final Ingredient*. He worked closely with Thelonious Monk and was chosen by Leonard Bernstein to serve as the first Composer in Residence for the New York Philharmonic. More recently, he published a book about his friendship with Jack entitled *Offbeat: Collaborating with Kerouac*. Amram, who has been on the Kerouac Project's Board of Directors since its inception, served as the centerpiece of a week-long series of programs entitled, "No More Walls, Bridging the Gap Between the Fine Arts, Humanities and Natural and Social Sciences Through Music." Throughout the week, Amram gave a number of presentations at the main library, spoke to several classes on campus, was a special guest at an Honors College luncheon, provided an impromptu Q&A session for music students, and gave a free evening concert/lecture for the local community. Through it all, Amram was able to provide unique insights into Jack Kerouac and the real life characters that populate his novels.

Continuing the Partnership

The magnitude of these two events inspired us to take a more systematic approach to promoting the Libraries and collaborating

with other departments on campus. These departments, in turn, have come to view the Libraries in a different light, which has created new opportunities to collaborate on projects of mutual interest. However, it is the partnership with The Kerouac Project that has proven to be the most enduring. Since the end of the two Kerouac programs, we have continued to collaborate on a number of related projects. One example is my involvement with the selection committee for their Writer in Residence program, which attracts applicants from all over the world and has become recognized one of the most prominent residencies in the country.

The mission of the residency is, as Bob Kealing says, to give blossoming writers “the gift of time” to master their craft and use Kerouac’s spirit as a source of inspiration. The Project provides four residencies each year to new and emerging writers who specialize in a variety of genres. The chosen writers stay in Kerouac’s house for three months, are given a small stipend, and all that is required of them is that they write and give a final reading at the end of their residency. Most writers, however, do more than the minimum and have been involved with other activities such as fund raisers, and writers’ workshops. Some have even served as guest lecturers for classes at UCF and nearby Valencia Community College. We have been working jointly with the Project to get Kerouac’s College Park home formally recognized as a Florida literary landmark (still in-progress at the time of this writing).

Further, Special Collections acquired the materials from Kealing’s second book, *Tupperware Unsealed: Brownie Wise, Earl Tupper, and the Home Party Pioneers*. *Tupperware Unsealed* tells the story of Brownie Wise, an Orlando resident whose “party plan” marketing strategy is credited with much of Tupperware’s success in the 1950s. Wise, however, had a contentious relationship with Tupperware creator, Earl Tupper, and was forced to resign in 1958. Upon her resignation, Wise was written out of Tupperware’s history and, much like Kerouac, lived the rest of her days in relative obscurity until her death in 1992. As is the case with his Kerouac collection, Kealing’s unique primary source materials for *Tupperware Unsealed* go a long way toward resurrecting a little known chapter of local history and will be of great value to future scholars.

Postscript

After the completion of the Kerouac-related projects, we put the lessons we learned to good use and continued to pursue new exhibits and programs with a unique local angle. In the spring of 2009, the

UCF Libraries were awarded a National Endowment for the Humanities-sponsored traveling exhibit entitled “Pride and Passion: The African American Baseball Experience.” This exhibit showcased central Florida’s association with the Negro Leagues and, in so doing, proved to be a significant addition to UCF’s ongoing efforts to document our local civil rights legacy. In order to expand upon the physical traveling exhibit, we followed the same pattern we developed for the Kerouac programs and secured noted baseball historian Leslie Heaphy as keynote speaker and arranged a lecture by renowned sports historian and director of the UCF’s DeVos Sports Business Management Program, Richard Lapchick. Since then, we have hosted several smaller-scale exhibits that feature contributions from local artists and writers including “The Zora Neale Hurston Festival: ‘Womanism, Feminism, and Issues of Gender,’” a Haitian art exhibit called “Le Couleurs: Art of Haiti” and a reading and reception to celebrate Bob Kealing’s second book, the above-mentioned *Tupperware Unsealed: Brownie Wise, Earl Tupper, and the Home Party Pioneers*.

The success of these exhibits owes much to the lessons learned from the Kerouac-related projects, and our continued involvement with events both on campus and in the community has helped establish the University of Central Florida Libraries as one of the leading cultural centers of the region. As a result, we have become more systematic in how we seek out new programs and in how we promote and market our activities. While it is always good to have the radar up when looking for new projects, timeliness is often



Part of Bob Kealing’s slide show during his Keynote presentation.

the key: what started as a simple idea without a clearly defined goal quickly blossomed into a rewarding endeavor that led to two exhibits, each with a corresponding series of programs, the acquisition of two collections of primary source materials, and new partnerships both on campus and in the community. These partnerships have not only enhanced the Libraries' presence in the community, they have, in turn, helped local groups like the Kerouac Project expand the scope of their work by interacting with UCF students and faculty. These successes prove that the power of partnership is as enduring as the allure of Kerouac's life and works.

NOTES

- 1 - Kealing, Bob. 2004. *Kerouac in Florida: Where the road ends*. Orlando: Arbiter Press.
- 2 - Millstein, Gilbert. 1957. *Books of the Times*. *New York Times*. 27, accessed September 13, 2011. ProQuest Historical Newspapers: The *New York Times* (1851-2007).
- 3 - Finding aid for the Bob Kealing Kerouac research collection 1958-2008, University of Central Florida Libraries, 2008. <http://library.ucf.edu/SpecialCollections/FindingAids/Kealing.xml>.
- 4 - Kealing, Bob. 2008. *Tupperware, unsealed: Brownie Wise, Earl Tupper, and the home party pioneers*. Gainesville: University Press of Florida.
- 5 - Kealing, Bob. 2007. *UCF Presents - Kealing on Kerouac*. <http://www.youtube.com/watch?v=PqQ8CnFJ5IE>.

Mr. John Venecek is currently a reference librarian at the University of Central Florida. He was one of the planners and organizers of the exhibit and programs that commemorated the 50th anniversary of the publication of *On the Road* as well as the *Dharma Bums* exhibit the following spring. John Venecek continued to work with the Kerouac project of Orlando until the spring of 2011.



Displays include a map and other primary documents related to the discovery of Jack Kerouac's College Park home in Orlando.

All images courtesy of the University of Central Florida Libraries.

Fines, Forgiveness and Focus on the Community:

How the Manatee County Public Library System is Fostering Relationships In and Outside of the Library

By Erin Cartwright

What does six thousand seven hundred and fifty-five pounds look like? Earlier this year my guess would have been roughly the size of an elephant and certainly a weight I never aspired to reach. I'm proud to say however, that after one week in the middle of May, my library helped the community pack on those pounds and now we are all feeling a little lighter on our feet. The week of May 14th – 19th Manatee County Public Library System held Fine Forgiveness Week where patrons old and new, delinquent and slightly overdue could take advantage of returning lost and overdue items, and clearing other fees by simply donating items to the library in lieu of making payments. At a time when financial burden is a stress felt by many, a donation of goods is both an easier alternative monetarily and a positive impact on the community.

Lost items and delinquent borrowers often mean there are books and patrons that we never see again, and this is certainly not a problem unique to the Manatee County Library System. What makes it worse is that oftentimes these borrowers are the patrons who could benefit most from accessing our resources. Fine Forgiveness Week was born out of our recognition of this and it allowed us to creatively provide support during a time when financial strains are affecting greater numbers of the public. This was our opportunity to rebuild broken relationships with our patrons by giving them a fresh start, rebuild our collections by reinstating lost materials, and begin to build strong partnerships throughout the county by providing donations (tons!) to charitable organizations. Essentially, Manatee County Libraries tipped the scales so everyone could benefit.

The Plan

The initial objective for Fine Forgiveness Week was to “get library materials back and promote good will.” With this in mind some guidelines were put in place for all six library branches to adhere to:

Who: All patrons with overdue materials or fines would be eligible.

What: All fines/fees would be forgiven on material returned

in good condition during the week. Outstanding fines on materials that were returned previously would be forgiven through a donation. In addition, materials appearing on a patron record as damaged or lost would be forgiven with a donation. Any materials in debt collect would also be forgiven through a donation as well as a \$10 fee to be paid to our debt collect service. If a patron would like to participate in Fine Forgiveness week but did not have the means to contribute anything for donation, they could sign up to volunteer at the library for a number of hours determined by the amount of the fine. (\$10 = 1 hour)

Where: All libraries in Manatee County would participate.

When: May 14 – 19, 2012. This allowed time for preparation and marketing, as well as the opportunity to target families before the summer reading programs.

How: Patrons must return items in person directly to a library staff member during this period at any Manatee library location. In person interactions will allow us to not only clear the patron record and to negotiate donated items for fines, but also to provide a new library card and start a good future relationship. No materials would be cleared via book drop.

A donations table was developed in order to help circulation staff envision what constitutes an acceptable donation in lieu of payment, in case they received questions from patrons. However, our understanding was that any donation was better than no donation, and where one patron fell short, another would pick up the slack. This was purely for staff benefit and never advertised to our patrons.

FINE *Forgiveness* **WEEK**
MAY 14 - 19, 2012
[Click here for more info.](#) *We want you back!*

Table 1. Donation Suggestions

\$5 or under	\$5.01 - \$25	\$25.01 - \$50	\$50.01 - \$75	\$75 and up
payment in full	payment in full	payment in full	payment in full	payment in full
OR	OR	OR	OR	OR
2 cans***	10 cans***	20 cans***	25 cans***	50 cans***
OR	OR	OR	OR	OR
1 toiletry item	Box of Diapers	20 lb. pet food	40 lb. pet food	2 lg. laundry soaps

***One can=canned good=non-perishable item=item for the animal shelter=personal item (for shelters)

The Week

Manatee County Public Library System partnered with three charitable organizations across the county who would be the recipients of all donated items: Manatee County Animal Services, a no-kill shelter which provides temporary housing to animals until they find their forever homes; the Bill Galvano One Stop Center, a center providing core services to the homeless, veterans, and unemployed including meals and laundry services; and HOPE Family Services, an organization providing services to survivors of domestic violence. Unsure of patron response to Forgiveness week, the library set out to ensure the event was well advertised. Posters were hung throughout the community, including the Manatee County transit busses, and reminders were posted to Facebook in the weeks leading up to the event. The response by our community was overwhelming and the generosity of donations unprecedented. Crates of food were collected throughout the week at each branch location and shipped to our Central Library for sorting and pick up. By the end of the week 193 crates (each weighing in at about 35 pounds) of food, diapers, toys, baby clothes, toiletries, and animal care products were collected for a total of 6,755 pounds in donations. Two hundred fifty-five items were picked up by Animal Services, 1,760 items by the One Stop Center, and 1,857 items by HOPE Family Services.

Aside from contributing to organizations that help those in our community with the greatest needs, the library was able to welcome back former library patrons and re-establish better relationships with current users. Overall the library system waived \$21,416 in fines and fees, cleared 183 debt collect records, welcomed back 913 library patrons, and reinstated 331 books into our collection. On top of that, \$2,835 in fees were paid despite the opportunity for these patrons to obtain a waiver. Most of these patrons came in with donations as well. The overall experience was not only positive for the library, but it allowed our patrons to feel like they were giving back something to their community. Staff was showered throughout the week with appreciative comments and praise for the event.

Anne Ivey, Sarasota County Library System, proposed a joint Fine Forgiveness Week which ran concurrent to ours. Although they weren't able to provide any donations to local organizations, they were still able to waive \$28,000 in

fines, establish better relationships with patrons, and make a positive impact on their community. While Fine Forgiveness will not be an annual event for either library system, we are hoping to collaborate more with Sarasota and their non-profit organizations the next time this event is planned, as patrons tend to frequent both library systems and a larger scale program could only continue to benefit both sets of libraries, communities, and patrons.

Overall, our Fine Forgiveness Week has really impacted the use of our libraries in the best way possible. Staff seems less stressed and our patrons seem more appreciative and eager to utilize the services and resources we try so hard to provide for them every day. We were able to send a strong message out to the community that we value organizations who give back and we want to work with them to have an even bigger impact. Most of all our patrons have recognized that their patronage is what we value most as a library system. We value it to the tune of about 6,755 pounds. It turns out, that doesn't look a thing like an elephant. It looks a lot more like a community, its library and a new beginning.



Photos courtesy of the Manatee County Library System.

NOTES

1 - Data from Anne Ivey, Fruitville Library, Sarasota County Library System.

Erin Cartwright lives in St. Petersburg, Florida. She is a librarian in the Collection Development Department at Manatee County Public Library System's Central Library in Bradenton, Florida.



Can You Read One Book This Summer?

A Summer Reading Program for Adults

By Dawn S. Bostwick

This summer the Nassau County Public Library system decided to do something different. We implemented our first Adult Summer Reading Program. We have wanted to do one for the last couple of years, but we always find ourselves saying *there isn't enough time, staff or resources*. This year we decided to *just do it*. After all, we were not asking adults to attend a series of programs; we just wanted them to read. Reading is fun! And adults read, right?

There are many reasons to have an Adult Reading Program. Adults are role models for children. If we want our children to be life-long readers, then we must show children that reading is fun. Children must see adults read for fun, be familiar with books and magazines, and see printed materials around their home. Children model their behavior on adults. We thought the adult reading program might even benefit our children, and help prevent summer reading slide in a round about way.

Many of our adult members already bring their children to the children's summer reading program. This would give adults a chance to participate during the summer in a fun way, too. We had other goals for the program as well. We wanted to attract new members, circulate more books, partner with our local businesses, and create greater community awareness of our library and programs.

We started with a simple premise. Can you read one book this summer? If so, then you can win big! Adults 18 years or older could participate. Adults could read, or listen to, as many books as they liked. They would write no more than three, one or two sentence book reviews per week, and turn in the reviews at their local

library branch. The reviews became their entries into our weekly drawing for prizes. If an adult read a book from our Recommended Reading List, they would get one extra entry into the drawing for that week.

At first, I was afraid we set ourselves a difficult task: collecting prizes for an adult reading program. But I was surprised at the number of prizes we were able to gather. We asked our local businesses, and all were happy to donate at least one prize. One business donated \$399 for us to purchase a new Apple iPad®2 as a grand prize! We gathered certificates from our local restaurants – one gave us six certificates worth \$25 each! Starbucks Coffee® gave us two gift bags, Walmart® gave us both a \$100 gift card and a \$50 gift card. Publix® gave us a \$30 gift card for groceries, our local movie theater gave us six tickets, and we were given a complete dinner for two from our local Chili's® Restaurant; just to name a few. Over a \$1,000 in prizes were collected for our weekly drawings!

Our initial goal was to collect eight prizes: one for each week of our eight-week reading program. We were in fact so fortunate: we collected sixteen prizes, two prizes for each week, and an additional five-item grand prize drawing!

After announcing the program to our Friends group, we did decide to do one organized program for adults; a grand finale movie and dinner event. This was sponsored by our local Friends group, and they made all of the arrangements. Our readers voted for their favorite movie from a selected list. The winning movie was *Secret Life of Bees*; based on the book by Sue Monk Kidd. One of our local restaurants donated the use of their room, and catered a southern dinner (featuring

honey) for the event. We enjoyed a family style dinner, had the drawing for the grand prizes, talked about the film as it compared to the book, and then viewed the movie. All fifty-six tickets sold in advance; a sold out event!

We also added one more component to the Adult Summer Reading Program. There were prizes designated for library staff members as well. Library staff at all levels tell the library story. Our goal was both to motivate staff to tell adults about our new program, but also for the staff to have some fun this summer! The staff member who registered the most adults each week for the reading program won a prize.

We made it as easy for adults as possible. We added a navigation tab to our Web site called Adult Summer Reading, and posted all of the information to this tab along with links to the resources. We started with the rules for participation, the registration form, the review forms, the recommended reading lists, and the word puzzles from the Collaborative Summer Library Program. We posted the list of sponsors and prizes, and the winners each week. We even posted a sample of the book reviews written each week, without using the reviewer's name.

Right from the start, adults were very excited to learn that we had a reading program for them and with prizes they really wanted. The Library Advisory Board was so excited, the comment was made *why haven't we done this sooner?* Our local media thought this was a novel idea. In all three of our local newspapers, we had published articles about our program and it also appeared in our local magazine. Bookmarks for the program disappeared within the first three days of our program announcement.

The numbers speak to our success. For our small county library system, we registered just over three hundred adults for the summer program and averaged one hundred book reviews turned in each week. All but fifteen people allowed us to add them to our Web site calendar, so they would automatically receive program information for future events. About twenty-five percent of the adults responded they had children who participated in our children's summer reading program. And in



the first four weeks, we increased our circulation of adult materials by 3,000. The second four weeks we increased circulation by another 3,000.

We did have an unexpected outcome. Several adults asked us if they could meet in the library and discuss what they had read. They were not asking for a librarian-led book discussion, just a regular place and time for adults to come together and exchange their favorite reads. We did this and call this exchange a Table Top discussion.

Overall, we are very pleased with our first success! We are thrilled that we had so many adults register, read, and write short reviews! We believe we reached many people who had not participated with us in other ways. The increase in circulation was tremendous; and adding almost 300 names to our automatic calendar was a bonus!

Yes, we plan to do the program again next summer. We are already working on how to improve the program, how to draw more people in. And we have started gathering prizes...lottery tickets, Chamber Music Festival tickets, a membership to the zoo....

Dawn S. Bostwick is Director of the Nassau Public Library System. She loves to read; and is currently reading *The Hobbit* by J.R.R. Tolkien with her son Charles Michael. Contact Dawn at dbostwick@nassaucountyfl.com.

Floridiana with a Twist: Viva Florida!



By Nancy Pike

It's still a mystery where Juan Ponce de Leon first set foot on our sandy shore and named it La Florida. But the State of Florida, various cities, organizations, businesses and Florida libraries are planning activities to celebrate the 500th anniversary of his discovery of Florida on April 3, 1512, wherever he landed.

The Florida Department of State's anniversary Web site, www.FLA500.com, includes information about the time capsules they are furnishing to every county library system. Judith Ring, Director of the State Division of Library and Information Services, encourages leaders from education centered organizations to join the Viva Florida 500 educate team. Contact Florida500info@dos.myflorida.com. The team holds bi-monthly teleconferences that started in July.

VISIT FLORIDA is the official tourism marketing arm for the State of Florida. A not-for-profit corporation it carries out the work of the Florida Commission on Tourism. Their Web site, www.visitflorida.com/viva, includes a central calendar of anniversary activities where organizations can post their related events. Also find links to the Florida Heritage Trails, including Spanish Colonial Heritage Trail, and the option to sign up for an e-newsletter highlighting coming activities.

Way back in 2010, the Florida Humanities Council (FHC) began offering Speakers Bureau programs related to the anniversary; these are listed on the Web site, www.flahum.org/, along with other resources such as teacher seminars. Plans for a cultural trip to Spain are in the works for next year's Gathering. "Moments in Florida History," a group of one hundred award-winning

short audio recordings produced by the FHC, is available there and on several other anniversary Web sites. The Council's *Forum Magazine* focused on Spanish Florida in its Fall 2011 issue. Copies are still available.

In order to highlight the contributions of Spain to Florida and the U.S, a group of prominent Spanish and Hispanic leaders have created the Spain Florida Foundation 500 Years: <http://www.spain-florida.org/>. The group plans a Tall Ship Parade following Juan Ponce de Leon's journey from Puerto Rico, a traveling history exhibit, and a Spanish Colonial Art exhibit at Florida Atlantic University.

Florida Historical Society will hold its annual symposium and meeting May 23-26, 2013 on a cruise ship with the theme *500 years of La Florida*. Bike Florida plans special St. Johns River-to-Sea Loop wildflower tours in honor of the quincentennial.

Since data is sparse regarding the exact location of Juan Ponce's arrival in Florida, the field is open for individual communities to make their claims and plan celebrations based on their own theories. Few primary resources exist to dispute them. It does seem clear that Juan Ponce was focused more on exploration and settlement than the Fountain of Youth he has been rumored to seek.

Although some early Florida histories state that Juan Ponce's ships came to shore north of St. Augustine, other more recent historians say it was closer to Melbourne Beach. The Melbourne Beach Quincentennial Celebration Committee is hard at work planning a huge

celebration in April 2013. For details, visit:
www.melbournebeachfl.org/Pages/MelbourneBeachFLWebDocs/townhistory.

The Royal Order of Ponce de Leon Conquistadors says they will be working closely with the City of Punta Gorda to make their 500th Anniversary *one spectacular event*. The group is certain a later voyage of Juan Ponce landed near Punta Gorda shores. Could this even be where he received his fatal wound? Documents are on their Web site at <http://conquistadors-florida.com/>.

St. Augustine, which will commemorate its 450th anniversary in 2015, has set up a temporary Web site listing events that will take place between now and then at <https://sites.google.com/site/staugustine450/home>.

To bone up on what is known about the explorer, including his discovery of the Gulf Stream, see *Juan Ponce de Leon: And the Spanish Discovery of Puerto Rico and Florida* by Robert Henderson Fuson. (Mc Donald and Woodward Publishing Co., 2000).

Douglas T. Peck actually sailed the route reportedly taken by Juan Ponce and details the results in his book *Ponce De Leon and the Discovery of Florida*. (Pogo Press, 1993).

Finally, Erika Greene, Lake County Library System Adult Literacy Coordinator, would like to hear from other literacy organizations about becoming involved in the Viva Florida effort. Call her at 352-253-6183 if you are interested.

Nancy Pike is the former Director of the Sarasota County Library System and former President of the Florida Library Association.





By Lois J. Widmer, Laurie N. Taylor, and Mark V. Sullivan

Introduction

The Florida Digital Newspaper Library, <http://ufdc.ufl.edu/newspapers>, exists to provide access to and ensure preservation of the news of Florida. All of the over 1.3 million pages of historic through current Florida newspapers in the Florida Digital Newspaper Library are openly and freely available with zoomable page images and full text. The Florida Digital Newspaper Library is made possible through partnerships with Florida libraries and Florida newspaper publishers.

History

The Florida Digital Newspaper Library evolved from the University of Florida's long history of collecting Florida newspapers in print and microfilm for preservation and access. In order to convert from microfilming to digitization, UF requested permissions from the publishers for all of the newspapers that had been microfilmed to allow their newspapers to be digitized, shared freely and openly online, and stored and migrated to different formats as needed for long-term digital preservation. UF's goal was to continue to provide access and preservation for the fifty-four local Florida newspapers that were microfilmed and that represented the news from across Florida's counties.

In 2005, UF was awarded a grant from the Florida Library Services and Technology Act (LSTA) program, for the proposal "Rewiring Florida's News: from Microfilm to Digital." Since 2005, the fifty-four newspapers from the microfilming queue have grown to over eight newspaper publishers who have all granted permissions to have their papers openly available online and preserved through the Florida Digital Newspaper Library. The enormous support from the publishers in granting permissions made the Florida Digital Newspaper Library possible; however, that same support created an overwhelming workload that threatened the sustainability of the program as more newspapers were added.

Sustainable Workflows

In the initial workflow, newspapers continued to be received in print as they had been for microfilming and were instead digitized. Sustainability questions emerged because digitization is unlike microfilming. In microfilming, the majority of the work required is in the image capture. Digitizing newspapers requires creating metadata for the dates for each issue, quality control for all scanned images, processing for optical character recognition, verification of online loading, verification of processing into the digital archive for long-term digital preservation, and supporting the sys-

tems and patrons. Thus, the total workload for digitization is higher than for microfilming.

Recognizing that the benefits from digitization are also much higher, UF again sought to partner with publishers to create a more sustainable workflow. To ensure ongoing program sustainability, UF sought to make the process more efficient through using digital files directly instead of digitizing from printed copies of the newspapers. In 2008, UF surveyed publishers regarding the availability of “born digital” files, the digital files the publishers create first (hence, “born” digital) and from which they print the physical newspapers. The vast majority of the publishers responded that they were creating issues as born digital files, with most producing PDFs of the full newspaper issue or PDFs of each page. UF requested that publishers send the born digital files when available. In November 2008, UF began receiving born digital files for the newspapers in addition to digitizing from print. By April 2012, only seventeen newspapers were still received in print with all others received digitally.

Without the ongoing collaborative engagement of publishers in moving from digitization to a “born digital” workflow, the Florida Digital Newspaper Library would not have been able to keep pace with the demands for processing the local papers on an ongoing basis. However, thanks to the transition to born digital, the collection can be managed with one full time staff member and a half time equivalent, usually student labor. Previously, two full-time staff members and many students could not keep pace with the demand.

Partnering with Libraries for Historical Newspapers

In addition to the current newspapers that are added to the Florida Digital Newspaper Library on an ongoing basis, Florida has a wealth of historical newspapers only available in print or microfilm.

As partnerships with publishers are critical for access and preservation of current newspapers, partnerships

with libraries are equally essential for historical newspapers. For example, the P.K. Yonge Library of Florida History at the University of Florida holds over 30,000 reels of Florida newspapers on microfilm. Libraries, archives, historical societies, and other institutions throughout Florida similarly hold newspapers on microfilm and in print. The size of the problem is too enormous for any single institution to handle and so partnerships are required.

One example of a partnership was with the Hendry County Library Cooperative which wrote a successful LSTA grant for the digitization of historical issues of the *Clewiston News*. The *Clewiston News* newspaper issues covered by the grant are now preserved and accessible through the Florida Digital Newspaper Library.

Current Status

The Florida Digital Newspaper Library currently includes:

- ◆ Current Florida newspapers, digitized from 2005 – present
- ◆ Digital Military Newspaper Library - a pilot project for military newspapers published in Florida
- ◆ Historic Florida newspapers, primarily from the late 1800s through 1923
- ◆ Historic News Accounts of Florida: news accounts from non-Florida newspapers that cover events in Florida from 1762 - 1885. The articles pre-dating the Territorial Period help to “fill in” the journalistic record at a time when there was no Florida press, while the articles from after 1821 both complement and supplement news published in Florida.

The most recent enhancement to the collection is the Map Browse feature, <http://ufdc.ufl.edu/fdn11/geography/>, that allows users to search for titles geographically, negating the need to know the exact newspaper names and providing the opportunity to identify quickly all titles in a particular region. The Map Browse is just one of the ways the Florida Digital News-

paper Library has been enriched following the migration from digitization to born digital creation. The transition to born digital has allowed staff to focus more on improving user experience and access.

In response to the rich and continuously growing content online, the Florida Digital Newspaper Library sees over 1.2 million hits per month from users in Florida and across the world, a clear indicator of its value. The many users show the public interest in and impact from having Florida's news online and preserved, justifying the ongoing collaboration.

Lois J. Widmer, Laurie N. Taylor, and Mark V. Sullivan are colleagues who collaboratively support the digital programs, content, and infrastructure at the George A. Smathers Libraries, University of Florida.

NOTES

1 - The functionalities and features of the Florida Digital Newspaper Library are supported using the UF-developed SobekCM software (<http://ufdc.ufl.edu/sobekcm>). SobekCM is released as open source software under the GNU GPL license and can be downloaded from the SobekCM Software Download Site (<http://ufdc.ufl.edu/software>).

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A screenshot from the Florida Digital Newspaper Library.

This newspaper is *The Banner* dated September 27, 1895.

Users can zoom in on the newspaper to read content and see incredible detail.

By clicking on the CITATION button, users can also access a permanent link to share the link or add to favorites for future use:

<http://ufdc.ufl.edu/UF00055758/00001>



Results from the ACRL Scholarly Communication 101 Road Show, and CoLAB Planning® Session

By Michelle Leonard, Margeaux Johnson,
& Dina Benson

This visualization shows the most common words used by ACRL *Scholarly Communications 101 Road Show* attendees in their suggestions for how the state could move Open Access initiatives forward on Florida campuses.

Introduction:

The Association of College and Research Libraries (ACRL) selects five institutions each year to apply for an onsite visit where experts will present the basics of scholarly communications through a series of videos, power point presentations and handouts. The “scholarly communication basics,” as it is branded, comprises an introduction to topics on author rights/copyright, intellectual property and economics, open access, and scholarly publishing. On July 9, 2010, the Association of College and Research Libraries (ACRL) brought the Scholarly Communications 101 Road Show to Florida State University (FSU) in Tallahassee with broad participation from academic and special libraries throughout the state of Florida and southeastern United States. This road show came at an opportune time as the theme of open access (OA) of scholarly research was becoming a major hot topic issue for libraries in Florida, and nationally.

This article explores librarian attitudes toward scholarly communication, and more specifically open access, prior to the workshop, the atmosphere of collaboration created during the workshop, and the participants’ suggestions for moving forward on OA issues statewide. Data sources include a pre-workshop survey, structured qualitative responses taken during the workshop from the CoLab Planning® session and breakout brain storming activity, and the ACRL post-workshop evaluation comments. The Co-Lab Planning® and brainstorming activities are not part of the ACRL Scholarly Communications Road Show, but supplemental “hands-on activities” that provided librarians an opportunity to meet and discuss open access initiatives in the region.

Pre-workshop Survey: What do we already know?

Prior to the workshop, the authors e-mailed a pre-workshop survey to all registered participants. The goal of the survey was to gauge the existing knowledge level of the participants and to request participant suggestions for desired discussion topics during the Co-Lab Planning® session and brainstorming activities. Work-

shop registration was capped at 100 people. A total of 47 people responded to the survey; a 47% response rate.

Participants ranked their pre-workshop knowledge of various issues relating to scholarly communication from 1 (novice) to 5 (expert). The results demonstrate that participants had a low to moderate understanding of scholarly communications and its sub-topics before the workshop; an indication that there is a need for increased OA training and awareness.

Question 1. What is your personal knowledge of Open Access & Scholarly Communications?

Please rate your knowledge level from 1 (novice) to 5 (expert) on the following topics associated with scholarly communication & open access.

	Novice 1	2	3	4	Expert 5	Response Count
Open Access & Scholarly Communications issues in general.	14.9% (7)	27.7% (13)	34.0% (16)	23.4% (11)	0.0% (0)	47
Author Rights	26.1% (12)	21.7% (10)	37.0% (17)	15.2% (7)	0.0% (0)	46
Creative Commons	19.6% (9)	30.4% (14)	37.0% (17)	10.9% (5)	2.2% (1)	46
Centralized open access publishing funds	48.9% (23)	25.5% (12)	21.3% (10)	4.3% (2)	0.0% (0)	47
Institutional Repositories (IRs)	19.1% (9)	27.7% (13)	29.8% (14)	21.3% (10)	2.1% (1)	47
Open Access Journals	10.6% (5)	25.5% (12)	42.6% (20)	21.3% (10)	0.0% (0)	47
Scholarly publishing	14.9% (7)	23.4% (11)	29.8% (14)	31.9% (15)	0.0% (0)	47

Very few workshop participants rated themselves as experts on topics related to scholarly communications and open access. Most respondents felt that they had an average knowledge of scholarly communications and its subtopics. The topic that participants felt they were least informed in was “centralized OA publishing funds” (49% rated themselves as novice).

Question 2. What is your campus awareness of Open Access & Scholarly Communications?

Please rate your university or college from 1 (unaware) to 5 (very aware) on the following topics associated with scholarly communication & open access.

	Unaware 1	2	3	4	Very aware 5	Response Count
Librarians on my campus are knowledgeable about scholarly communication issues.	4.3% (2)	36.2% (17)	46.8% (22)	10.6% (5)	2.1% (1)	47
Library administration on my campus is knowledgeable about scholarly communication issues.	6.4% (3)	27.7% (13)	34.0% (16)	27.7% (13)	4.3% (2)	47
Faculty members on my campus are knowledgeable about scholarly communication issues.	6.4% (3)	42.6% (20)	42.6% (20)	6.4% (3)	2.1% (1)	47
Programs to teach faculty about open access exist on my campus.	55.3% (26)	27.7% (13)	8.5% (4)	4.3% (2)	4.3% (2)	47

The results show that librarians estimate that their colleagues and faculty have a medium awareness level of OA and scholarly communication issues on campus. Unfortunately, most are not aware or only have some knowledge of programs that teach faculty about OA. This is an area where librarians can reach the campus beyond the walls of the library, visit departments, host workshops, and speak at faculty or graduate student senate meetings.

Question 3 asked “What are your expectations for the workshop?” A majority of the responses fell into two major themes:

- 1) Best practices for promoting open access initiatives on campus
- 2) Starting/ Building an institutional repository.

To sum up the responses, one librarian sought “to receive an introduction to trends in scholarly publishing as it relates to librarians, specifically in the area of collaborative opportunities with faculty. To understand how copyright and intellectual property issues are affected by current publishing trends.” And another hoped “to gain insights and a broader understanding of the status of open access publishing in higher education, learn more about existing repositories, access to repositories, and key issues related to open access.” These two major themes gave the authors insight as how to build the topics for the Co-Lab Planning® session and the brainstorming activities.

The final, open ended question asked, “What issues do you want to discuss relating to scholarly communications?” The results fell roughly into five categories:

- 1—Authors’ rights, including how to convince authors to publish in OA journals
- 2—Collaboration among librarians, campus faculty, and administration on OA initiatives
- 3—How to create an institutional repository (IR)
- 4—Best practices, success stories, potential models for both OA initiatives
- 5—Best practices, success stories, potential models for establishing an IR

Based on the pre-survey results, participants wanted to learn

more about scholarly communications, collaborate with statewide stakeholders (librarians, faculty and administrators), and become comfortable addressing copyright, and author rights questions. These results mirror the basic tenants of the ACRL Road show presentations.

Workshop Description: where information and ideas converge

ACRL grants the Scholarly Communications 101 Road show to five organizational members each year. During the workshops, librarians who are experts in scholarly communication and OA advancement present on topics including scholarly publishing and communication, copyright and intellectual property, economics, OA and openness as a principle. The participants are given much information that can generate new ideas for how to apply the concepts they have learned. The host institution takes responsibility for partnering with other universities and research institutions in their area, organizing an afternoon workshop on a related topic, and advertising the event. In this case, the authors along with Gloria Colvin of the Florida State University and Bess de Farber of the University of Florida created an afternoon activity in which participating librarians could harness ideas sparked by the morning session and discuss them in a way that could foster future collaborations. These hands-on activities were achieved through an interactive CoLab Planning® session and brain-storming sessions. In the CoLab Planning® session, participants engaged in a speed-meeting activity that allowed each librarian to meet 14 other librarians in two minute increments, discuss their professional interests and institutions, exchange contact information, and discuss areas of interest surrounding OA. Think “speed-dating” but discussing OA topics!

Once the CoLab Planning® session concluded, the participants then divided into eight “idea” tables, ensuring a diversity of institutional representatives at each table. First, participants exchanged information about their own institution’s strengths, weaknesses, opportunities and threats (SWOT) as they relate to OA issues. Within a ten-minute timeframe, participants at each table brainstormed as many possible ideas for moving OA forward on their campuses and state-wide. As they brainstormed, librarians recorded ideas on post-it notes. The results in this article are from the post-its created during the idea table process.

Theme	# of suggestions
1. Engage in faculty outreach	77
2. Market/ Develop PR for OA	40
3. Strategic planning for OA initiatives at the campus and state level	34
4. Improve Institutional Repositories (IR) & digital collections	33
5. Continue librarian education/ promote librarian awareness	33
6. Develop workshops on scholarly communication; integrate scholarly communication into existing instruction efforts	32
7. Get support from/ work with administration (both librarian and campus)	15
8. Engage in student outreach	11
9. Librarians should publish in OA journals	9
10. Conduct environmental scans or assessments	7
11. Develop OA Journals hosted by/ managed by libraries	6
12. Create strategies for working with/ responding to publishers and vendors	6

CoLab Planning® and Brainstorming Sessions: Major Themes

Based on the post-it notes created during the session, the authors categorized 204 suggestions into twelve major themes. The structure of this report lists the theme, a summary of that theme, and sample relevant suggestions. As such, 84 suggestions fit into multiple themes and therefore are listed multiple times. Due to article length, the authors will highlight the top four themes, but encourage librarians to use all themes as discussion points when establishing a scholarly communications presence on campus.

The top theme, “Engage in faculty outreach” received the most comments. Librarians are eager to engage faculty via workshops, online learning, and liaison programs. Consensus is that outreach to faculty is the primary place to begin. Representative comments from this theme include:

- ◆ Suggest librarian liaisons work with faculty in their disciplines to talk about open access, retaining authors’ rights, etc.
- ◆ Build online modules for OA & copyright for campus faculty
- ◆ Ask faculty senate to adopt an OA initiative
- ◆ Locate key supporters among faculty to help rally the cause
- ◆ Observe OA Week (held every October) with speakers.

Many librarians echoed this sentiment: “I really just wanted to learn about the issues surrounding Scholarly Communication and what I could do to assist faculty in my departments. The workshop was really helpful and started at a level that I could understand.” Additional respondents agreed, stating that, “I learned new trends, new tools for faculty-librarian partnership...within the college community” and, “I feel empowered to discuss topics on scholarly communication and hope to give a workshop first to the librarians and then to Faculty Senate.” Statements of this nature dominated the post-evaluation comments.

The second theme focused on publicizing OA on campuses. Since the importance of OA may not be well known by campus stakeholders, many librarians suggested launching marketing campaigns to raise awareness. Ideas included featuring new OA journals [on the library Web site], linking to faculty publications on

library’s Web site, and informing library patrons how much money the library spends on journal subscriptions as most faculty and students do not realize the expenses involved for institutional subscriptions. One participant mentioned that “as a recent arrival to the library profession, I didn’t have a full view of how we got to our current state of crisis in scholarly publishing. I really appreciated getting a rounder view of how we got where we are - and then some ideas of how to ‘fix’ the situation.”

The third theme, strategic planning, poses a few questions. Which approach is preferable - a top-down initiative where institutional and library administration send a directive, or a grass-roots approach where librarians and faculty excite the campus on the benefits and rewards of supporting a scholarly communications program? The answer may not be clear and it may depend on the culture of the campus. Nonetheless, librarians can become the best advocates on campus since they reach interdisciplinary departments. There is much interest in developing a state-wide OA initiative either through the Florida Council of State University Libraries (CSUL) or Florida Association of College and Research Libraries (FACRL). Participants suggest that one institution should provide leadership to help with need for more resources.

Institutions that have an institutional repository (IR) want to simplify the user interface and make it easier to dynamically harvest data while institutions without an IR want assistance developing one. Notable comments include requiring faculty to submit publications at merit/promotion submission time, hiring IT staff dedicated to maintain the IR, and providing automatic ingestion of articles that allow for licensing.

The Road-Show, Co-Lab Planning® session and brainstorming activities yielded positive solutions with attainable goals and outcomes. It is important that workshop participants follow through with these ideas to develop open access and scholarly communication activities on campus. Although not part of the formal ACRL Road Show, the interactive hands-on activities generated many positive comments. It is the hope that librarians take these ideas back to their institution.

Post Road Show/Workshop Initiatives

The ACRL post-workshop evaluation survey asked participants for suggestions on follow-up activities locally. The general con-

sensus was that, “participants from our university should get together, brainstorm ideas for ways in which we can collaborate and move forward. Work with FACRL (Florida Association of College & Research Libraries) or FLA (Florida Library Association) to coordinate some sort of statewide program.”

At the time of this writing, the authors can provide an update of activities at the University of Florida Libraries. Following the ACRL Road Show and CoLab Planning® session, the authors presented a workshop summary to the University of Florida (UF) Libraries Scholarly Communications Working Group, and to the host library, Florida State University. Based on recommendations from the library dean, the Office of the Provost and the University of Florida (UF) Libraries established an Open Access Publishing Fund (UFOAP) that will pay a portion of the author fees for applicant UF faculty, researchers or students who submit an article to an OA journal. Furthermore, the UF Libraries hired a scholarly communications librarian who will promote OA initiatives and the UFAOP across campus. Additionally, the UF Libraries, once again, hosted Open Access Week in October 2011 and plans for creating an annual event are underway.

On a state wide level, additional university and college libraries have also hired a scholarly communications librarian or participate in Open Access Week. Moreover, the Florida Council of State University Libraries (CSUL) received an initial proposal to create an informal state-wide collaborative scholarly communications group. To conclude, libraries in Florida recognize the importance of educating their patrons on the benefits of the open access movement.

Conclusion: What Now and What's Next

ACRL conducts a post workshop evaluation via e-mail, and forwards the results to the host institution and organizers. With an 19% response rate, typical of most surveys, the participants provided positive comments and especially appreciated the presentations by ACRL and the hands-on opportunities provided by the organizers. “The workshop was better than I expected because of the mix of presentations and activities,” wrote one participant. While the workshop was a refresher course for some, or an introduction to others, many participants feel that this workshop provided a sense of confirmation, “We’re already moving forward and this workshop confirmed the need to continue as well as that we’re heading in the right direction.”

The ACRL Road Show workshop provides a wonderful opportunity for librarians who are interested in promoting and developing open access initiatives on campus. Through this competitive application process, the State of Florida benefited by bringing together librarians from colleges and universities together. The energy at the workshop inspired great ideas for creating successful OA initiatives on Florida campuses. The authors challenge all librarians, not only college and academic, to promote open access initiatives to the people they serve. This movement is especially inviting for public librarians who can reach all generations of patrons, students, musicians, artists, and writers, on the positive effects of making their creative works freely accessible. Every library, be it public, college or academic, can benefit from promoting the Open Access movement in their community. As one participant states “I

really did not anticipate much of the workshop being applicable to our institution, but was pleasantly surprised to find it more applicable than I thought.” At the end of the day, the workshop was a success as participants were treated with the theory of scholarly communication with a hands-on approach to provide the confidence to return to their institution and implement some level of open access activity.

Bibliography:

ACRL Roadshow Workshop: <http://www.ala.org/acrl/issues/scholcomm/roadshow>

University of Florida Libraries Open Access Publishing Fund: <http://www.uflib.ufl.edu/oa/>

Acknowledgements:

Bess de Farber, MNM, CPF, is the UF Libraries’ grants manager. As a certified professional facilitator through the International Association of Facilitators, she invented the CoLAB Planning® large group processes for individuals and organizations seeking new collaborative partnerships. For more information about CoLAB Planning® sessions and to contact de Farber, go to colaber.blogspot.com or 501c3@askbess.net.

The authors express their gratitude to Stephanie Haas, UF librarian emeritus, for her enthusiasm and support for all things Open Access.

The authors also wish to thank Gloria Colvin, FSU librarian, for her hard work in putting together the ACRL Scholarly Road-Show, held at Florida State University.

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Empowering Students through Positive Partnerships at Rasmussen College

By Debi Cheek

Academic libraries are experiencing a renaissance. In libraries across the county, rows of shelves are being uprooted; the accompanying books are being disseminated and replaced with comfy chairs and technology corrals. As libraries evolve, so should the librarian. In essence, librarians are professional helpers. There are services coined with the tagline “Ask a Librarian” which encourage students to call, text, e-mail or chat. It is implied that a librarian knows all the answers, all the time. However, in an attempt to justify their new roles in the evolving academic library, librarians can help too much. It is a fine line between enabling students and empowering them. In today’s information rich society, students don’t just need the answers. They need to know how to find the answers themselves. Empowering is the basis for lifelong learning and promotes independent learning skills.¹ Rasmussen College has found a unique niche for the library. In addition to the traditional role of an academic librarian and learning center coordinator, the librarian is now a partnership broker, facilitating positive partnerships which empower their students.

Many colleges offer a partnership with an online writing lab (OWL). The service itself is adequate. However, it can be substantially enhanced by the academic librarian. Initially, it is important to orient the student to the service including hours of operation, typical response time, and submission guidelines. However, the intent of the partnership is to give students feedback on their writing. It is imperative to prepare students for this feedback; since sometimes, constructive criticism can be difficult to accept. Rasmussen College uses a Webinar,

taught by their librarians and learning center coordinators, to demonstrate how to effectively incorporate feedback. The Webinars can be viewed live and are archived for retrieval and review throughout the quarter. Empowering students to receive this feedback and demonstrating how to integrate it into their writing assignment can turn a negative experience into a positive partnership.

In the changing academic climate, many libraries are offering tutoring services as part of the school’s overall retention effort.² At Rasmussen College, students are offered an array of tutoring choices including in-person, online and peer partnerships. According to Sandy Dellutri, Director of Counseling, Barat College, enabling happens when faculty and staff try to help a student, even though it is not their area of expertise. Instead of trying to answer every question, librarians can empower students by referring them to appropriate tutoring resources. In addition to formal tutoring sessions, academic librarians should facilitate student study groups. This type of peer partnership helps prepare students for group projects and offers real-world collaboration experience.

During the fall, 2010 term, over six million post-secondary students took an online course.³ Many of these students never set foot on campus or into a campus library. In order to reach this growing demographic, Rasmussen College is partnering with online faculty and embedding a librarian into online courses. Opposed to the liaison librarian, an embedded librarian is infused into the classroom and becomes a member of the classroom community.⁴ At Rasmussen, embedded librarians consult

with the faculty about information literacy skills, assist students in a reference librarian capacity and even teach one or more of the lessons. Suzanne Schriefer, Librarian, Rasmussen College -Eagan, was recently embedded into an online Medical Terminology class with positive results. Schriefer reported “There was a significant improvement in student grades compared to the previous quarter, an increase of 16%, for the project I was involved in. Ideally, it would be great to be part of the curriculum development team and part of the whole educational effort.” This emerging partnership brings the library to the students, opposed to waiting for them to stumble upon it themselves.

On many campuses, the library is one place where members of the academic community and members of the general public coexist. Many academic libraries offer lending privileges and programming to non-student, community members. The library is a natural bridge between the community and the campus. However, the bridge goes both ways. The academic librarian can use these community connections to form partnerships that will benefit the students. On the Land O’ Lakes

Rasmussen College campus, these connections have resulted in a monthly Leadership Lecture Series. Key community members including the local mayor, a Congressman and the CEO of a large medical facility have participated in the series. Students have the opportunity to meet key stakeholders in the area and begin to network. This partnership resulted in a one-on-one meeting with the mayor for Jayson Jones, a Land O’ Lakes student. Jones called the meeting “very productive, He [the mayor] even introduced me to other influential people in the city.” Bridging the gap, between the community and the classroom, through community partnerships empowers the student to take responsibility for connecting learning outcomes to career goals.

Librarians can build another bridge by brokering student and faculty mentorships. Academic librarians are in a unique position, since they work closely with faculty and students. According to the 2011 National Survey of Student Engagement, “Students learn first-hand how experts think about and solve problems by interacting with faculty members inside and outside of the classroom.” At some campuses, Rasmussen librarians have been



matching faculty and students who may not traditionally meet but would be a good mentor match, including ground and online students. Fostering student-faculty partnerships can have lasting positive effects for both parties.

Librarians have a lot to offer outside of the confines of the stacks. Opposed to being a victim of circumstance, librarians can empower themselves through brokering these positive partnerships. During these times of uncertainty in the library climate, this offers an opportunity for the librarian to shine and become an indispensable member of the campus community.

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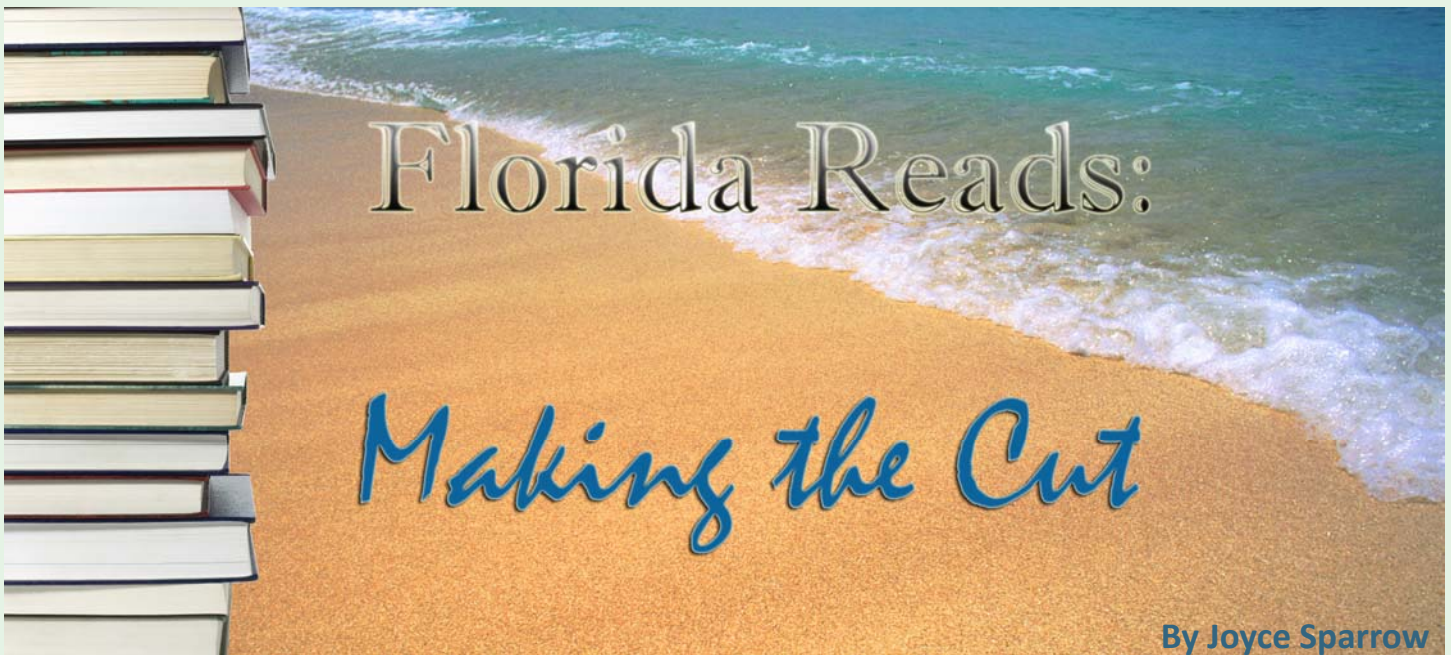
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Florida Reads:

Making the Cut

By Joyce Sparrow

Colette Bancroft, *Tampa Bay Times* Book Editor recently commented: “As a book critic, I read dozens of books every year, and the majority of them, even those I enjoy, get 75 or 90 or 99% of the way through their stories and then ... fizzle out. A really terrific ending — and by that I don’t necessarily mean a happy ending, but one that both surprises and satisfies — is a rare achievement in fiction.” Such is the condition of Florida fiction. A search of Library of Congress catalogs, World Cat, and my local library catalog, along with following various blogs and e-newsletters shows what new Florida books are available. For this column I read seventeen Florida books: nine novels, five nonfiction books, and three chapter books.

I look for books connecting the reader to the Sunshine, not those that can be dropped in any USA town. Here are the books that made the cut.

Hepinstall, Kathy. *Blue Asylum*. Houghton Mifflin Harcourt, 2012

Iris Dunleavy arrives at the Sanibel Asylum for Lunatics after a judge signs an order, a doctor confirms “something in her mind was loose and ornery” and her husband provides the money for her care. Iris travels to Sanibel aboard the Scottish Chief, a blockade runner carrying cattle to the Bahamas. After two years of dutifully service as Virginia plantation wife, Iris’s behavior causes her “poor husband a terrible amount of shame.” She begins treatment with Dr. Henry Cowell, a famous psychiatrist success for calming the most hysterical women. The problem is Iris is not insane. Iris befriends the patients. She plots her escape from the island with knowledge of the island and the gulf from Wendell, Dr. Cowell’s twelve-year-old son. Hepinstall weaves the Civil War, attitudes toward women, a coming-of-age story of an isolated boy, into this fascinating historical novel. This is her fourth novel—and an original Florida story.

Fifield, Christy. *Murder Buys a T-Shirt*. Berkley Prime Crime, 2012.

Murder Buys a T-Shirt introduces Gloryanna Martine, a not — quite forty-year-old native of Keyhole Bay, a Florida town of six thousand year-round residents. Glory, as she is called, operates Southern Treasures, an eclectic vintage gift shop and Bluebeard, a “scary smart” middle-aged, Amazon parrot that she inherited from her great-uncle. Fifield carefully weaves several plot lines in this cozy mystery. She evokes the southern tradition of ghosts by revealing Glory’s suspicions the shop is haunted after incidents when newspapers and t-shirts displays are scattered. Glory and her best friend, Karen, who is a local radio host, sleuth to investigate a single car accident which killed the local high school football star. And, there are Glory’s flirtations with the new, handsome bookstore owner. Bluebeard steals the novel with his opinions, perceptions, and squawking. Fifield, who lives in Oregon, publishes novels as Christy Evans and Christina F. York. *Murder Buys a T-Shirt* is the first in the Haunted Souvenir Shop Mystery series, and it includes “Down-Home Dinner Menus” and recipes.

Banks, Anna. *Of Poseidon*. Feiwel and Friends/Macmillan, 2012.

Emma and Chloe, who will soon begin their senior year of high school, are vacationing with Chloe’s parents near Destin, Florida. In an embarrassing moment at the beach, Emma trips into “the most attractive guy on the planet.” After apologies and introductions, Galen and his sister, Rayna, watch from shore as Emma and Chloe carry a surf board into the water. Within minutes, despite rescue efforts by both Galen and Emma, Chloe is bitten by a shark. Emma returns to New Jersey to grieve her friend’s death. On the first day of school, Emma is stunned to see Galen walking into her world history class. The pair soon discovers that they have more in common than just their violet eyes and their attempts to rescue Chloe. Galen, a

Syrena Prince, has been sent to transport Emma to Dr. Morton, a marine biologist at Gulfarium in Destin to prove that she is a mermaid. This debut novel has humor, fantasy, and romance—all which is perfect for the young adult and adult reading audiences. Banks lives in Crestview, on the Florida Panhandle.

Additional Reviews

Lewis, Chad and Terry Fisk. *The Florida Road Guide to Haunted Locations*, 2010.

This is an exceptionally detailed guide to haunted places throughout Florida providing the ghost lore, history, and investigations for more than sixty-four locations.

Rousch, Jamie. *Historic Haunts Florida*, 2011. Rousch is a paranormal investigator and manager of GhoSt Augustine Ltd. Co, a ghost tour provider in St. Augustine. The book contains brief entries and photographs of haunted places throughout the state. It is a good addition to Florida collections.

Mealer, Bryan. *Muck City Winning and Losing in America's Last Football Town*, 2012.

Glades Central Raiders high school football team is known for sending twenty-seven players to the NFL. Mealer lived in Belle Glade and travelled with the Raiders during the 2010 football season. Jessie Hester, the first Raider to sign an NFL contract is coaching the young men who have big dreams to move out of the muck of Belle Glade, the blighted lakeside town known for sugarcane, migrants, poverty, and AIDS. Mealer reports on the pressures and distractions the team faces in a big Florida football town.

Holliday, Mike. *The Mystery of Porpoise Point*, 2012. Holiday, a fishing guide out of Stuart offers a Florida Keys fishing story for elementary school readers. Ten-year olds Spinner and Bobber travel from Minnesota to Islamorada with Chief and Uncle Pete to fish and lobster. Spinner and Bobber befriend eleven-year-old Coral whose father is a park ranger. Coral and the boys spend their days learning about grouper, bonefish, wahoo, marlin, and barracuda. The appealing story includes illustrations detailing various species. Holliday has published two additional books, one set in Louisiana, and the other in Minnesota for this new Fishing Kids series.

Colette Bancroft's comments are available here:
<http://www.tampabay.com/features/books/hemingways-multiple-endings-to-ia-farewell-to-armsii-ipart-of-new-edition/1239399>

Look for additional reviews at Authentic Florida:
<http://www.authenticflorida.com/>

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Love and Other Delusions

Love and Other Delusions is Larry Baker's newest contribution to Florida fiction, which includes *The Flamingo Rising* (1997) and *A Good Man* (2009). Baker lives in Iowa City and is honored on the Iowa Literary Walk of Fame, but he keeps coming back to St. Augustine as the setting for his novels.

Recently Baker and I corresponded about St. Augustine. He said: "I lived there. I like the geography of the setting, the significance of it being the oldest city in America. All fiction merely retells old stories. I like the idea of the town in itself representing the history of which we are all a part. It being close to the ocean is a bonus too."

Love and Other Delusions is the story of Alice and her therapist, Kathy. Alice talks and Kathy listens. Alice is a needy woman with Peter, a "lovely husband" and Danny, an eighteen-year-old-student she began an affair with when she was a community college instructor.

Baker continues his attraction to creating mysterious female characters. He said: "I start with a basic dilemma for a character, in this case: adultery. Is adultery a greater sin for a woman than a man? There are all sorts of questions that are more interesting with a woman as the main character. And since adultery requires deceit, the withholding of the truth, doesn't that automatically make the relationship a mystery? In adultery, somebody has to hide something. In fiction, the writer is hiding information from the reader, to be slowly revealed, like in life."

Yes, Baker fans, this is the third Florida novel with a character named Alice. Baker explained that this Alice is not the same Alice in the two previous Florida novels. Baker promises: "No more Alice's for me." And, Baker reinvents his movie theater story lines from his previous novels with Danny who works at the Centre Theatre.

Baker's latest is a required purchase for all Florida book collections. It is available directly from the publisher at <http://www.icecubepress.com/>.



QR Codes & *Libraries*



By Tony Garrett

Libraries find it difficult in a constant changing environment and tough economic times to demonstrate relevancy to patrons. Service has to be provided to a broad spectrum of users across multiple generations. Libraries continue to examine new possibilities for providing services to their patrons. QR Codes are a relatively new tool for libraries to provide service to patrons with mobile-accessed devices, such as SmartPhones, iPhones, iPads, etc.

A QR Code is a matrix barcode readable by smartphones and mobile phones with cameras.¹ QR codes are just now becoming popular in the United States. They are showing up at airports, in magazines, on billboards and signs, etc. Ovid, a library vendor, recently made it easier for users to access their Ovid subscriptions by providing their OvidSP QR Codes. Librarians need to start looking at this new tool of providing access to services and materials for their patrons. Many individuals do not know what QR codes are, how to use them, and potential usage; therefore, a librarian will spend a majority of time in educating and marketing QR codes. Once a library begins using QR Codes to provide service, possibilities will appear to be numerous. The library will need to gather ideas from other libraries on how to integrate and then use a trial and error method to investigate what works for their particular library and its patrons. QR Codes, used

mostly to provide a link to content on the Internet, are increasingly seen in many locations, such as toothpaste tubes, advertisements or UPS packages, and formats including print, video, and magazine. Though the most common use of the codes is for Internet linking, the codes are also used for simply saving information (for example, phone number, address, or call number to a mobile device).²

Now that a reason has been established for the use of QR Codes, it is necessary to learn how to create, use, implement, and possibly track and assess their usage. To create QR codes, obtain a QR Code generator, such as: QR Droid Zapper³, pbSmart Codes⁴, and Kaywa's QR.⁵ These resources and many others are available for free, with the option to pay for more service and tracking options for created QR Codes. The last two, pbSmart Codes and Kaywa's QR, have the ability to track the usage of your QR Codes, which the librarian can then assess. Normally, the free version only provides simple usage statistics. The second part of implementation is how to use QR Codes and instruct users, because many will not know how to use them. Creating QR codes and using them is easy:

A smartphone with a built-in camera, an Internet connection, and a QR code reader application (app) is all that is required to use this technology.

It works like this:

- 1 - The user opens the app on his or her phone.
- 2 - The user points the camera at the QR code and allows it to focus (this may take up to a few seconds and is usually accompanied by a buzz).
- 3 - Depending on how the app works, the reader either automatically takes a photo of the code or the user manually takes the photo.
- 4 - The phone decodes the data, executes it, and serves it. (More often than naught, a Web site launches.)⁶

QR codes are often described as a bridge between mobile technology and either your physical or digital library existence.⁷ There could be resistance to placing QR Codes all over the library because some will consider it unnecessary clutter. A good rule of thumb is to place them where patrons ask the most questions, e.g., where are the bound periodicals? The QR Code will produce a map of the location of the bound periodicals in the library. The QR Codes can be placed anywhere there is a way to enhance patron experience. QR Codes can also be placed outside the library – remember put them where the users are, e.g., community transportation, business support organizations, daycare centers, community centers, schools, academic departments, student lounges, and computer labs, etc. A few things to remember about placement:

- If the location is not working, change it
- If the QR Code is not getting results, analyze why
- If it becomes obsolete or not functioning as intended, remove it

The implementation of QR Codes is not difficult and can be accomplished free or at a reasonable fee.

QR Code stands for
Quick Response Code

Now the decision of what to QR Code – this can be the most difficult especially if they have not been used in the library previously. The library literature provides several examples that helps to devise ideas for usage. A great Web site to use is the QR code – Library Success: A Best Practices Wiki.⁸ Numerous examples exist on how to use QR Codes for delivering library services and resources to patrons. Here are some:

- Linking from subject areas in the stacks to related electronic resources.
- Running brief instructional videos.
- Connecting to useful Web sites for further information.
- Offering contact details for library staff.
- Providing links to audiobooks from posters for people riding on the public bus system.
- Tagging very popular books inside the library with codes linking to suggestions for future readings (read-alikes).
- Linking to a Web page that allowed patrons to locate books nominated for a teen literature prize, vote for their favorite, leave comments, and so forth.⁹
- Enhancing exhibits with a QR code link to songs, videos, Web sites, surveys, contests, etc. or other information that augments the exhibits.
- Placing codes in the library stacks/end caps or magazine/journal areas that point to online electronic holdings of print materials or related subject guides.
- Linking to library audio tours for orientations
- Adding codes to print handouts for additional information on mobile friendly sites.
- Loading the library's text message reference service and other contact information into the patron's phone.

- Enriching shows or permanent art in libraries with a QR code linking to the artists' Web sites.
- Offering patrons basic information about an item, including the location and call number in catalog records. Users can scan the code and head to the stacks rather than writing or printing.
- Taping to video/DVD cases, linking to mobile-friendly video trailers.
- Placing code on staff directory pages and research guides that go to mobile friendly sites for later reference.
- Adding code onto audio book cases for author interviews or books for reviews.
- Displaying code on study room doors connecting to room reservation forms.
- Offering library video tutorials – individual as videos or linking a QR code to a YouTube playlists of videos, which create a great mobile home screen app that can be saved for easy access, as needed.¹⁰
- Embedding QR codes on event posters. The code can link to a URL with more information, audio or video, a sign-up form, a telephone number, or other information.
- Putting QR codes on your print magazines and journals that link to their online counterparts.
- Placing QR codes in books that link to your catalog's online renewal process.¹¹
- Delivering phone numbers for instant call back.
- Encoding RSS feeds for quick delivery of current information.
- Sending SMS text messages.
- Sharing contact information.¹²
- Placing QR codes on shelving end-caps that link to subject guides.



- Linking online study room reservation calendars to the physical room by placing a QR code on the door. Patrons can reserve the room or view the schedule to see when the room will become available by scanning the code.¹³
- Sharing video tutorials on how to print, use a copier, etc. so that are available in the library.

There are pros and cons to using QR codes in libraries. An initiative like this can make your content and services more discoverable. It also opens up the possibility for your local community to be an online community. In addition, it places the library in the position of a technology leader.¹⁴ QR codes provide that unique bridge between the physical material and the digital material that librarians are seeking today. There are also cons of providing QR codes in libraries. QR codes

are not as known or popular here in the United States compared to Asian countries where they started. Another concern is keeping pace with your user-base.¹⁴ Not all library guests have these devices with this capability, so, the library needs to provide them with the same service, just in a different format or notification. Another concern is educating the library community and users about QR codes. Lastly, some library personnel and patrons could see the QR Codes as a clutter and either complain about it or just ignore it as being just another cluttered library.

QR codes can be a relevant tool to provide services and resources to patrons and provide a bridge from the physical to the digital world. The QR code has a reasonable cost and learning curve, and can easily be taught to patrons. The QR code can be adapted to several library services and resources. However, as with any tool, there are pros and cons to their usage. Now get out there and start tagging library services, to better reach out to where the patrons are and at their point of need.

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Research Rescue: The USF Tampa Library Enhances Library Instruction

By Matthew Torrence, Audrey Powers, and Laura Owczarek

Introduction

The traditional library instruction program continues to play an important role in the development of information literacy skills within academia. Librarians now have access to new instructional media and means of dissemination. Reductions in budget and personnel have affected many libraries and academic institutions, making efficiency a vital requirement in providing library instruction. This article summarizes the efforts of the University of South Florida's Tampa Library in implementing new methods for providing information literacy and library research instruction through its Research Rescue program.

Using internal and external collaboration, the faculty and students involved in this ongoing program create on-demand virtual and live instruction of library services and resources for a variety of academic subjects. The large student population at the University, and the reduction of the number of teaching librarians, provided the motivation for the development the Research Rescue program which includes virtual instruction and live instruction with consistent assessment throughout program's first year. The authors hope to provide an instructional model and beneficial evidence for other institutions facing staff reductions, and those eager to reach more students by using virtual instruction sessions to make instruction available to a larger audience.

Literature Review

A review of recent studies (from the year 2000 to 2012) involving computer-based, online, or virtual library instruction reveals added media to be as effective in disseminating information, and even more effective at reaching larger audiences because of accessibility and convenience.

Because the academic librarian engages in a constant review of sources for information, and of the information within those sources, and since the academic librarian is familiar with facilitating learning beyond the classroom, it only seems appropriate for the librarian to engage in face-to-face teaching. This benefits the students, the librarian as an educator, and the evolving roles of the library. Research performed by Maitaouthong, Tuamsuk, and Tachamanee investigated the number of librarians assisting faculty educators in information literacy instruction. Out of forty-two librarians surveyed, fourteen worked closely with instructors on a frequent basis to one, teach information literacy skills in the classroom, and two, to help the instructor prepare his/her lesson plans in a way that would maximize proper information seeking skills. The study examined librarians who assumed roles of "information literacy education by means of the arrangement of information literacy activities for students, such as orientation, short training program, teaching at the reference desk, online self-learning program and co-teaching in class." The purpose of the study was to prove that a strong bond is needed between faculty and librarians in order to best provide information literacy instruction. The findings indicated a lack of co-teaching meant students in those courses received no information literacy instruction beyond self-requesting information directly from the librarians.

In regards to instruction methods, Balczunas and Gordon present the overall benefits to each party achieved by librarians providing instruction sessions, and assuming the roles of faculty members and educators. Such activity encourages librarians to extend beyond their "liaison" activities and spread their knowledge to the classroom, providing students

with a fresh take on the subjects of study. Providing information literacy instruction to students in post-secondary institutions requires that the librarians act as educators, or “liaisons between departments,” such as between the professor’s classroom and the library research portal. Sajdak’s article presents the issue of librarians taking on the role of faculty educator, playing a fundamental role in the student’s education. The idea of a librarian leading the classroom as a member of the educating faculty means the librarian must follow the ethics codes and teaching policies of the institution regarding learning and communication media, and gain University and library approval before implementing initiatives.

Concerning media for librarian interaction and instruction, a great deal of research is available depicting the trends of virtual, online learning. This type of learning is often autonomous, allowing the user to gain instruction remotely, at any hour, and to rewind or fast-forward through the lessons. The accessibility of such learning is a driving force in implementing instruction sessions online which compliment, or sometimes substitute, face-to-face instruction sessions. In the recent *Library 2.011 Virtual World Conference: The Future of Libraries in the Digital Age*, 9,000 users logged in to participate. The conference was intended to show librarians new tools for reaching their community, and ended up demonstrating the momentous movement of librarians gathering in online settings to assist and educate users in information seeking behaviors. The new modes for learning involving little face-to-face interaction reveals a great need for similar modes within the library in regards to information literacy instruction and library research skills instruction. While a majority of the research available demonstrates the equal quality and effectiveness of online learning compared to face-to-face learning, little research is available to assist in marketing design, marketing being the only way prospective users will know about course offerings in any media.

A study by Bennett and Brothen indicates that marketing actions should vary greatly depending on the target audience and subject of instruction sessions. Some students, for example, will only look for instruction sessions offered online and for autonomous learning, while others will want to avoid use of online or computer-based tools all together. Graham’s review of marketing models demonstrates proof that higher session attendance relies greatly on librarian presence and liaison activities, including participation in non-academic activities involving contact with students, as well as a heavy reliance on partnering with faculty.

Project History and Background

The University of South Florida (USF) is a large, urban research university located in Tampa, Florida. USF offers over 200 degree programs at the undergraduate, graduate, specialist and doctoral levels. The USF Tampa Libraries consists of the main campus in Tampa, USF Health, served by the Shimberg Library, and additional regional campuses, served by their respective libraries. The USF Tampa Library is the largest of these facilities and houses the instruction program identified in this project. Over 39,000 students attend classes on the Tampa campus, and the Tampa Library functions as the main library for the campus, providing access to over two million books, 35,000 journals, and nearly 800 database subscriptions. Professional librarians currently staff the reference desk a total of 42 hours each week, supplemented by collaborative reference e-mail, chat, and text services.

The current USF Library Instruction Program is provided by library faculty dedicated to teaching and reaches a large, diverse student population. For the 2010-2011 academic year (from late August of 2010 until the end of July in 2011), the USF Tampa Library presented 422 library instruction and orientation sessions to a total of 8,914 students, while previous years demonstrate similar numbers. A small group of about nine librarians are responsible for providing these sessions. Using this same group of dedicated instructors is a key component of the Research Rescue program, but academic and vendor collaborations are also major elements of this endeavor.

The Research Rescue project came to life in the fall of 2011 as a result of good ideas, educational initiative and excellent planning by the project leader. After receiving administrative and departmental approval to implement the project, workshops were made available throughout the semester on a number of general and subject-specific topics. For statistical purposes, most workshops are divided into three categories: “Research 101”, “Advanced Workshops” which includes vendor workshops, and “Walk-In Clinics”. As the pilot semester, the sessions were offered in a distribution of face-to-face (F2F) and virtual deliverables, with online workshops provided with the use of Elluminate! software. In the project’s initial semester, six “Research 101” sessions were offered (two online and four F2F). Of the eighty-one students who registered, a total of forty-seven attended the sessions (58%). The advanced sessions exhibited a larger catalog of subjects and offerings, demonstrated by a com-

bined sixteen sessions in the Fall semester of 2011 (six online and ten F2F). A total of ninety-five students registered for advanced workshops in the arts, education, social sciences, sciences, bibliographic management, etc. Of the ninety-five registrants, seventy-one attended the sessions (75%). This initial assessment was repeated throughout the pilot semester, and will be repeated each semester. The initial assessments indicate a higher level of interest and participation in the advanced subject-specific workshops, particularly when compared to those sessions of a general nature.

When examining the statistics from the Spring 2012 course offerings, the same pattern is visible, but with reduced attendance. Three online and seven F2F sessions of “Research 101” were available in the second semester of the program, increasing the total from six to eleven sessions. Despite the increase, only twenty-six students registered. A

high rate of attendance was exhibited (twenty-three of twenty-six registrants participated), but the total number of registrants decreased by 51%. The same pattern appeared in the second semester of “Advanced Workshops”, with a reduction in the ratio of attendance to registration. Total attendees declined by 45%, falling from seventy-one in the Fall to thirty-nine in the Spring, with only 40% of the ninety-seven registrants participating in the live and virtual sessions. Further assessment will determine if the drop in attendees in “Research 101” participation in the Spring semester is a result of the semester in which particular workshops are offered, marketing, composition of the student population, or other factors. While attendance continues to be a major consideration within the Research Rescue agenda, the team remains optimistic that attendance will continue to increase as communication expands, additional partnerships are developed and branding takes hold.

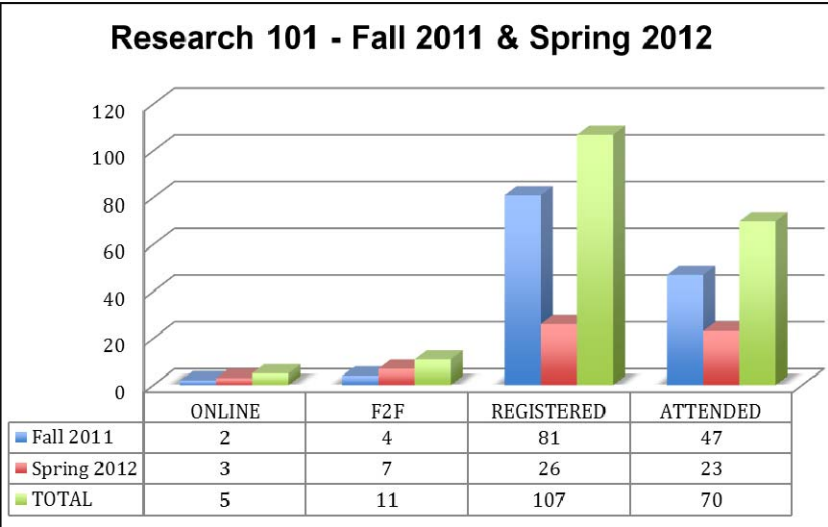
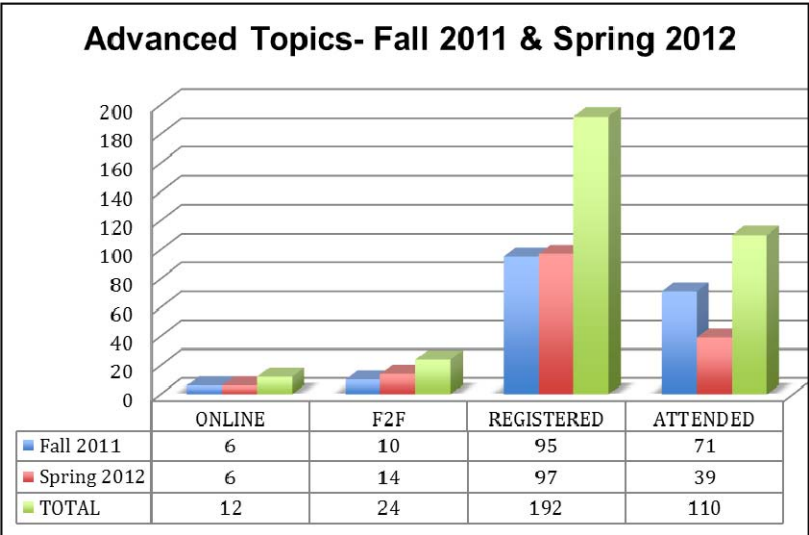


Table 1 provides a visual representation of the classes offered, the number of registrants, and the number of attendees.

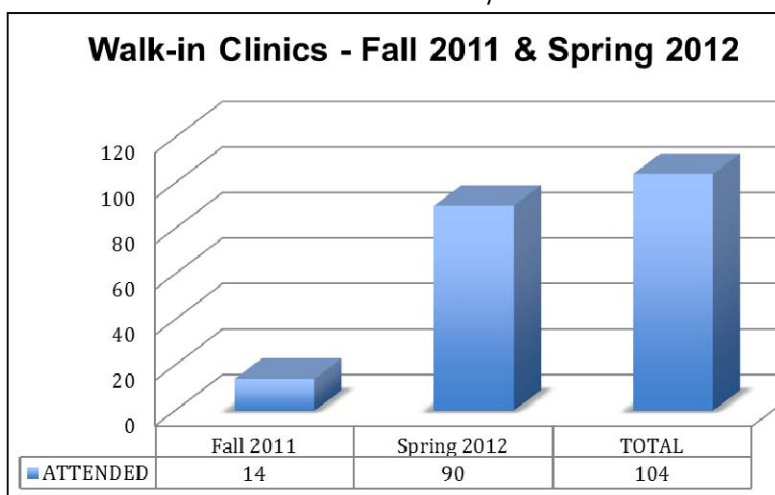
Table 2 summarizes the Spring 2012 semester.



The “Walk-in Clinics” are the true “wild card” of the offerings; with a small number of sessions and a wide range of attendance numbers. For each semester, four days of walk-in clinics were offered, each day allowing for six hours of research paper consultations, serving a total of 104 students.

Plans to collaborate with the Writing Center in the Spring 2012 semester were in place, however, the office used for these on-demand sessions was unexpectedly disassembled on the first day the clinic began. This caused confusion for some of the students and possibly reduced project impact, but attendance actually increased from the Fall to Spring semesters (up 643% from fourteen to ninety).

Table 3 illustrates this point:



Research 101 Tutorial

Additionally, in the Spring 2012 semester, a project to create a comprehensive online, self-paced “Research 101” tutorial was initiated. The modules cover the following: A Physical Tour of the Library, a Virtual Tour of the library, FindIt! (our discovery system), USF Libraries Catalog, Searching for Articles, and Getting Help. After the student works through the tutorial he/she will be able to know how to login remotely, locate various items on the library Web page, search for an item in the collection, locate an item on the shelf, check out an item, search for an article, read a citation and access the full text of an article. The community of library users it will reach include distance learners, undergraduates students, transfer students, IB (high school) students, INTO (foreign) students, new employees, visiting scholars, new faculty, graduate assistants, and teaching assistants. With an integrated assessment built into the online instrument, this tutorial will provide a cohesive online program which will soon be linked from the main Research Rescue site at <http://www.lib.usf.edu/research-rescue/> and be

embedded in our course management software, Blackboard. The on-demand tutorial will be supplemented by three additional live “Research 101” workshops planned for the Fall 2012 semester which are being offered based on student feedback. This tutorial will enable new students to learn the basics of how to effectively and efficiently navigate the library environment and it will enhance classroom instruction because it will be available for faculty as an assignment or extra credit. Most of all, it will allow librarian instructors to e-mail the tutorial to registrants prior to instructional sessions and Research Rescue workshops which will enable the librarians to immediately launch into hands-on instruction.

Marketing & Partnerships

The marketing of instruction is a debated topic, but statistics and subjective evidence provide optimism for the future of this project. The team is acutely aware of the importance of excellent internal and external communication with all constituents. One way to accomplish the goals of good marketing and good communication is to build strong partnerships. Without this philosophy, the Research Rescue project could not have expanded with such positive support. From the very beginning, the librarians working on the Research Rescue project partnered with the Assistant Director for Communications and the Library Webmaster. Their contributions to the program were integral to the early success of the program. They greatly assisted with the development of logos, branding, and modes of communication for the marketing of the Research Rescue program. The Library Webmaster also coordinated the message on the main library website and Club Lib (an after-hours student initiated library group on Facebook) while posters and other promotion materials were aided by design and input from the Assistant Director for Communications. Marketing information on the electronic bulletin boards throughout campus helped spread the word. The webmaster created a self-representing logo used for marketing purposes: a life-saver float. While seemingly unimportant, this logo is a major branding element for the program.



Figure 1. The logo for the Research Rescue program.

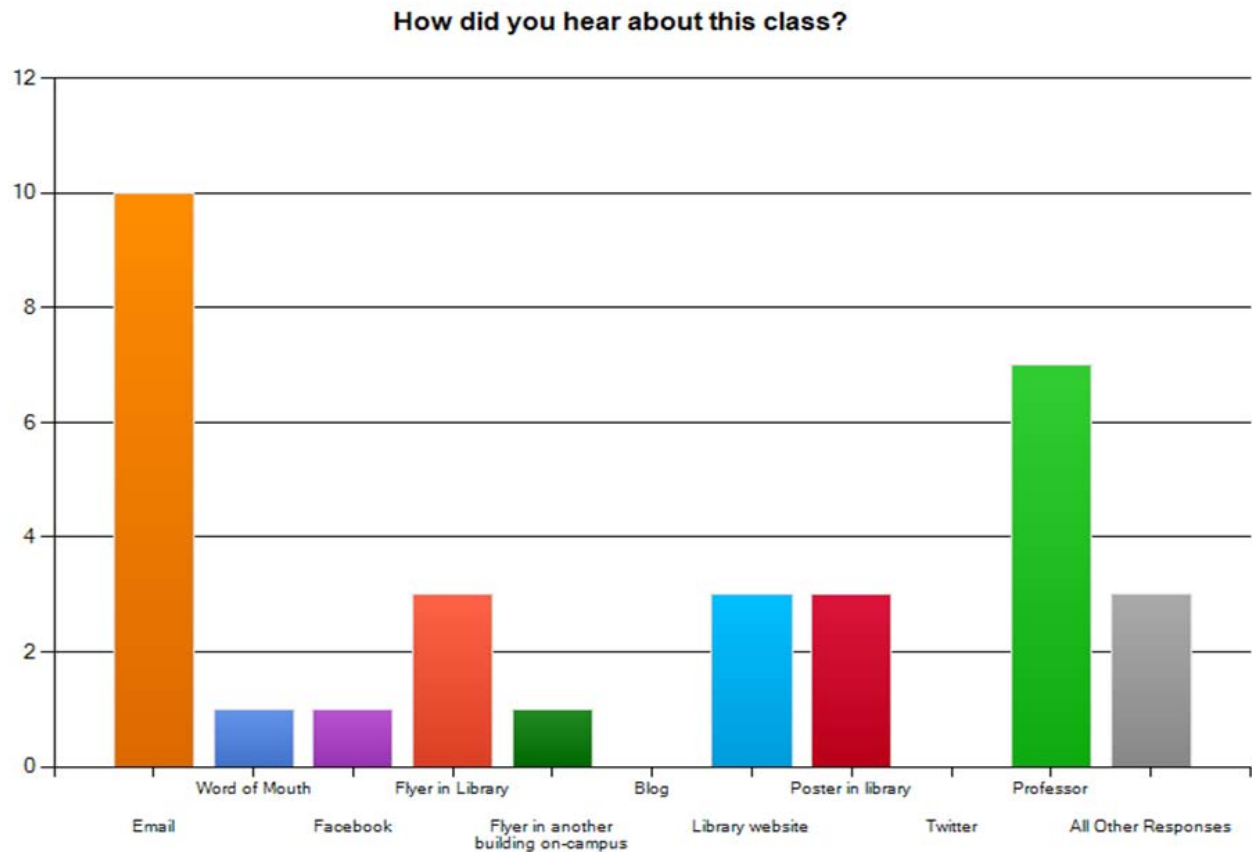
Collaboration further allowed the Research Rescue group to focus on the creation of a formal toolkit for our partners and library instructors that includes a marketing timeline for organizational purposes. By creating message templates, it was very simple for the participating librarian instructors to communicate program offerings to their constituents via uniform messages on blogs, newsletters, and email distributions. In addition, instructions regarding the use of *Elluminate!* software for virtual presentations are provided. All of this information is available online via a departmental wiki that is under constant review and revision based on need. This ensures ease of participation for our teaching partners and collaborators.

External partnerships have aided our marketing and general success in a number of ways, most directly with participation of the teaching faculty. Their influence is essential in both marketing the program and increased attendance as evidenced in the program assessment.

The suggestion from a professor to attend a workshop was second to receiving an email as the most effective method to promote workshops. Through existing partnerships and collaboration with the Honors College, the Office of Undergraduate Research (OUR), the Math Lab, the Writing Center, and the Tutoring Center, these allies assisted the Research Rescue team access more students while simultaneously co-branding their services and our program. These symbiotic relationships continue to develop as more partnerships are identified.

Collaboration with vendors is also a developing strength of the Research Rescue program. Vendors have contributed giveaways including pens, bags, t-shirts, and flash drives, which are co-branded with the Research Rescue logo and are used as incentives to register for the workshops. Database vendors send their trainers to present workshops as well as provide pizza lunches and giveaways to participants. As these partnerships increase, more workshops will be offered and the impact on the scholar population will be magnified.

Table 4 demonstrates just how important the faculty is in marketing and participation:



Assessment

As with many library programs, comprehensive and continuous assessments are essential to measuring project success, consequently making program adjustments and improvements as needed. For example, assessment was a major factor in the creation of the upcoming virtual “Research 101” tutorial, which will allow for the use of dual media for instruction and assessment. A survey is distributed to all session participants and the collected information for the Fall 2011 and Spring 2012 semesters are shaping the future of the project. The *Survey Monkey* instrument is distributed to each participant via e-mail and the results are analyzed. This data provides the framework for decision making in regard to the allocation of time and effort.

The data from the Fall 2011 semester shows an impressive 100% (40 out of 40) “found the session useful” and they “would be willing to attend future workshops”. These benchmarks were met again in the Spring of 2012. This self-reporting may be overly generous on the part of the session participants, but it clearly demonstrates that there is appreciation of the information presented and value applied to the time spent. The two semesters of assessments have helped the group to gather information from open-ended responses. Respondents have suggested content that they would like to see added, as well as other ideas for marketing and new partnerships. As demonstrated in Table 4, e-mail and faculty word-of-mouth seems to be the most effective methods for contacting prospective users. As the team experiments with various types of marketing, this data will aid in the focus of future communications.

As for the preferred format for session delivery, online delivery may be favored slightly more than face-to-face delivery. The Fall 2011 figures indicate that participants prefer face-to-face sessions (57.5%) to online sessions (42.5%); these numbers are an even 50% for both methods when analyzing the Spring 2012 data. It will be interesting to see if there is an additional increase toward virtual delivery following another semester of observations in addition to the introduction of the self-paced online module. These and other numbers are integral to making the proper refinements over time and maintaining project value in the eyes of our constituents and partners.

Conclusion and “Next Steps”

In addition to further evaluation of the more specific and open-ended responses contained in the existing assessment data, the next steps include improving project efficiency and expanding the sessions to meet the needs of our student and faculty populations. Currently, the “Research 101” tutorial is a major focus of our attention and the completion of this module and series of assessments will allow us to expand our outreach to new audiences. It will provide the opportunity for online course integration and make Research Rescue program accessible to more students and faculty.



Partnering with faculty is a vital part of our communication efforts. In the coming semesters, the Research Rescue team will work closely with the faculty to identify learning objectives and create learning modules to meet these needs. The USF Tampa Library is currently adding two new professional librarians who will have primary responsibilities in the areas of virtual and instructional technology. The Research Rescue group will collaborate with these new colleagues to identify tools and technologies that will advance our instructional program and enhance communication.

A final area of increased focus will be additional cooperation with vendors. The vendors have contributed time, services, and materials to the Research Rescue program and continued partnerships will enhance the quality and attendance of future workshops. With more collaborative and resource-specific sessions already in the planning stages, this area of service seems poised to expand in the coming semesters.



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Audrey Powers is an Associate Librarian at the University of South Florida, Tampa Library. As Chair of the Research Rescue group, she and her colleagues on the team have developed and delivered basic and advanced library skills workshops in several formats. They are exploring various marketing methodologies to determine the most effective methods.

Laura Owczarek is a Graduate Assistant for the School of Information and is finishing up her last semester of the Library and Information Science program. She is preparing for further study in the field of Rhetoric and Composition and is looking forward to a teaching career with an emphasis on Information Literacy and Composition.

The History of Florida's Four HBCU (Historically Black Colleges & Universities) Libraries

By Ana Guthrie, Frances Ba, and Cheryl Wilcher

HBCU is a positive acronym that stands for Historically Black Colleges and Universities. Perhaps most importantly to African Americans, HBCU represents the opportunity to obtain a formal education and advance their living conditions.

This article celebrates Florida's four HBCU's-- Edward Waters College (1866), Florida Memorial University (1879), Bethune Cookman University (1887) and Florida Agricultural & Mechanical University (1887)—with particular attention given to the campus libraries that have been integral toward the sustenance and flourishing of this colorful quartet.

EDWARD WATERS COLLEGE

The oldest private HBCU in the state of Florida, Edward Waters College was founded in 1866 by blacks to educate newly freed slaves during the Reconstruction era. Originally established by the African Methodist Episcopal (A.M.E.) denomination in Live Oak, Florida, A.M.E. leaders were able to secure a permanent location in Jacksonville, Florida in 1883. The institution underwent several name changes before being christened Edward Waters College in 1892 in honor of the third Bishop of the A.M.E Church at large. Born in West River, Missouri, Waters (1780-1847) received ministry ordination in 1826 in Baltimore, MD—no doubt, a magnanimous feat for a Black during the slavery era.

The institution's progress was threatened by the 1901 fire that completely destroyed Edward Waters College along with most of the City of Jacksonville. Later, Edward Waters College was met with resistance and turmoil throughout the Civil Rights Era. Edward Waters faculty and students were integral participants in city marches, sit-ins and demonstrations. The "Ax Handle Saturday" riots on August 27, 1960 marked the most violent day in Jacksonville's journey to desegregation.

Alumnus Dr. Nathaniel Glover Jr. serves as the college's 29th President. Glover made history by being elected as the first African American sheriff in Florida in more than 100 years. Other notable Tigers include Johnny Rembert, the college's Athletic Director and a former New England Patriots linebacker who was later inducted into the NFL team's Hall of Fame, and John Jordan "Buck" O'Neil, a first baseman and manager in the Negro American League Baseball with the Kansas City Monarchs.

Edward Waters College offers nine undergraduate degrees to some 800 fulltime enrolled students.

EDWARD WATERS COLLEGE LIBRARY

From 1945-1979, Edward Waters College Library was centrally located in the H.Y. Tookes building, which derived its name from Bishop H.Y. Tookes of the 11th Episcopal District which includes Jacksonville, Florida. The library was later relocated to the Centennial Building, the oldest edifice at EWC, which is also noted within the United States National Register of Historic Places. Built in 1916, the Centennial Building was designed by Richard Lewis Brown, Jacksonville's first known black architect. The library remains within this building, which was refurbished in 2001 with funding from the Jessie Ball Dupont Foundation. It also houses a remarkable repository of art and artifacts from Central and West Africa, or the *Obi-Scott-Umunna Collection of African Art*.

Though run by a small team, the EWC Library grants five-star service. In 2006 Carmella Martin replaced Vivian Brian-Carman, who served as Head Librarian from 2001 to 2006. Director Martin and her staff of four strive to enhance scholarship at Edward Waters College by fostering critical thinking, information literacy, bibliographic instruction and technology skills. The print library collection holds some 30,000 volumes. Thompson-Gale, InfoTrac, ProQuest Research Library, EBSCOhost Suite, LEXISNEXIS Academic, World Book Online Reference Center, Britannica Online, and Infobase Learning Center comprised the library's core database offerings.



Centennial Building - Edward Waters College
Rev. JOHN A. GREGG, A. M., D. D., President Jacksonville, Fla.
Erected A. D. 1916



FLORIDA MEMORIAL UNIVERSITY

Florida Memorial University, in Miami Gardens, is the only HBCU in South Florida. The University is the product of two institutional mergers in 1941 involving Florida Baptist Institute established by the Black Baptists of Florida in Live Oak, Florida in 1879 and the Florida Baptist Academy established in Jacksonville, Florida in 1892 by Rev. Mathew Gilbert, Rev. J. T. Brown, and Sarah Ann Blocker. Both institutions espoused industrial, domestic arts, teacher, agricultural, mechanical and religious education. In Jacksonville, then college President Nathan White Collier recruited elite faculty, including J. Rosamond Johnson, who while employed at Florida Baptist Academy assisted his brother, James Weldon Johnson (Dr. Collier's lifelong friend and college roommate) in composing the Black national anthem, "Lift Ev'ry Voice and Sing." For this reason, the university is recognized today as the birthplace of "Lift Ev'ry Voice and Sing."

Like Edward Waters College, the Great Fire of 1901 devastated the Florida Baptist Academy and severely hampered fundraising efforts. In 1918, the institution relocated to a former plantation house in St. Augustine, Florida. From 1924 to 1940, the institution achieved numerous milestones, including construction of several new buildings and dormitories, a name change to Florida Normal and Industrial College, and accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), and the Florida Department of Education in 1931.

St. Augustine's rising racial unrest created by the Ku Klux Klan and similar groups threatened to derail Florida Normal and Industrial Institute. In 1963, the city saw a tumultuous 400th founding anniversary amidst boycotts, sit-in demonstrations and marches as well as bombings and beatings. Dr. Martin Luther King Jr. famously supported local civil rights leader Dr. Hayling's attempts to desegregate St. Augustine. Immediately after Dr. King's assassination in 1968, then college president Dr. Puryear relayed that the campus experienced a "tense period" and "unrest" and, as a result, was closed temporarily for two weeks. Soon after, trustee chair Rev. Edward T. Graham asked the federal government for 50 acres of land in Dade County to relocate the institution, citing "the social climate" which did not "lend itself to a college atmosphere."

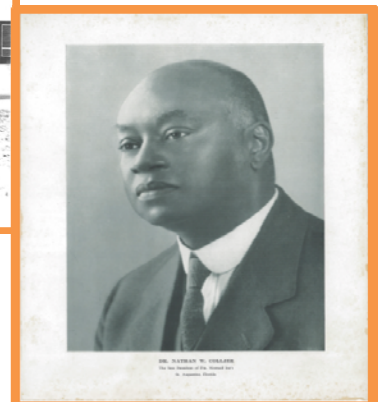
The institution changed its name to Florida Memorial College in 1963, relocated to Miami, Florida in 1968, and became Florida Memorial University in December 2004. FMU remains a vibrant, coeducational Baptist-affiliated university with 1,750 fulltime students, 41 undergraduate degree programs as well as graduate programs in education and business administration. Notable FMU Lions include Barrington Irving Jr., the first Black and youngest pilot to ever fly around the world, famed social work pioneer Eartha White as well as slain civil rights leader Harry T. Moore (for high school) and a host of South Florida religious, business and political figures. In 2011, President Henry Lewis III became FMU's twelfth president. That same year, the city of St. Augustine restored and dedicated the impressive A.L. Lewis archway on what was once the

FMU campus site and made amends for the past by inviting the school to return.

FMU'S NATHAN W. COLLIER LIBRARY

Notes from the 1898-99 catalog indicate that the institution's first library was erected that year, with a foundation being laid and 400 donated books collected and organized. During its St. Augustine era, the campus library was first housed in several buildings, mainly Anderson Hall. In spring 1942, the first standalone library facility was erected and named the Jonathan Sewell Library, after a white benefactor. The Sewell Library was later expanded to include a new wing in 1953.

The Miami era brought with it the Nathan W. Collier Library, one of the first buildings at the relocation site. The three-story library was fittingly named after Nathan White Collier, who served as the third president of Florida Baptist Academy for forty-five years. Born in Augusta, Georgia, Collier graduated from Ware High School and worked with his father as a brick mason, earning his bachelor's degree from Atlanta University followed by a doctorate from Selma University in Alabama. Dr. Collier was responsible for tireless fundraising and advocating; acquiring property and land; increasing enrollment and attracting nationally renowned faculty during the school's formative years. Collier attempted to replicate the educational aims and programs of Tuskegee Institute founder, Booker T. Washington. His greatest contribution was to the education and training of African American teachers throughout Florida at the turn of the century. During this season, the college was so prosperous that by 1901, President Roosevelt selected it as the premier site of African American learning in the state of Florida. Every year during FMU's Founder's Day celebration, the Nathan W. Collier Meritorious Service Award is given for exceptional service to the College and outstanding achievements in the community. This award is the highest honor that may be bestowed upon a male by the university.





University records indicate that Jennie Hilyer (1929-1932) served as the first head librarian. Notable past directors include Leroy Thompson who managed the library's crucial move to South Florida and worked at the college for over three decades; Dr. Laban C. Conner, who was instrumental in growing the library's book and periodicals collections and managed the first library renovation in 1991; Dr. Rosie Albritton, who authored *Developing Leadership Skills: A Source Book For Librarians*, acquired numerous grants and ushered in library automation with the first Integrated Library System (ILS) as well as a state-of-the-art electronic classroom; and Gloria Oswald, who oversaw the library's second renovation thanks to a \$167,000 Institute of Museum and Library Services (IMLS) grant. Oswald retired in June 2012 after 31 years of librarianship at FMU. Jauquinda Sturdivant now serves as Interim Director of Library Services.

The Collier Library houses 120,000 volumes, two Information Commons areas as well as separate Electronic, Teaching, Periodicals, Audiovisual and Group study rooms. The library subscribes to 30 databases, 519 periodicals and contains two special collections: The Rev. I.C. Mickins Theological and Sermonic Research as well as the Dr. Laban Conner Black Collection.

BETHUNE COOKMAN COLLEGE

Some would argue that by 1904, Mary McLeod Bethune had already done enough to advance the cause of African Americans. Still, that year the fiery twenty-nine-year old activist founded the Daytona Educational and Industrial Training School for Negro Girls in Daytona Beach, Florida. A former field slave, Bethune graduated from the acclaimed Moody Bible College in Chicago. Her unwavering belief in sound Christian education coupled with practical training called for a rigorous curriculum where students began Bible Study at 5:30a.m. and went on to home economics, phonics, arithmetic and more. The school blossomed and soon Bethune procured key backings from inspiring Black leaders (Booker T. Washington), notable white businessmen (James Gamble of Proctor & Gamble as well as John D. Rockefeller), politicians (Eleanor and Franklin Roosevelt) and the Methodist denomination.

In 1923, the Daytona Educational and Industrial Training School for Negro Girls merged with Jacksonville's Cookman Institute for Men to form the Bethune-Cookman High School. In 1941, the school became a four-year baccalaureate liberal arts and teacher education college, now called Bethune-Cookman College. Six years later, Dr. Bethune retired from leadership for good. In 2007, the former one room school-house that opened with just five African American girls evolved into Bethune-Cookman University, or B-CU.

The school remains a private, co-educational Methodist-affiliated university with fulltime enrollment just above 3,500. Dr. Edison O. Jackson sits as the university's interim president. The Wildcats maintain a staunch rivalry with the Florida Agricultural and Mechanical University (FAMU) Rattlers with whom they annually compete at the Florida Football Classic. Notable B-CU alumni include slain Civil Rights leader Harry T. Moore (for college), permanent wave machine inventor Marjorie Joyner and a host of athletes, actors and Florida politicians.



BCU'S CARL S. SWISHER LIBRARY

The Harrison Rhodes Memorial Library, B-CU's first formal library, was a tribute to acclaimed author Harrison Rhodes of the wealthy Rhodes family, which took seasonal residence in Daytona. Harrison along with his sister Margaret championed the then Daytona Normal and Industrial School for Negro Girls and served on its Board of Trustees for decades. In 1942, Margaret and friends are said to have built a "\$75,000 well-equipped and modern" library. Upon Margaret's death, the balance of the Rhodes estate, some \$560,000, was given

to Bethune-Cookman College. The Harrison Rhodes Memorial Building still exists today as a campus hall after having been replaced by the Carl S. Swisher library in 1941. The new library was mainly financed by the wealthy tobacco industrialist and philanthropist Dr. Swisher along with the Departments of Health, Education and Welfare and “gifts from well-wishing donors.” Quite interestingly, B-CU’s Swisher library has a twin since, indeed, Dr. Swisher generously contributed to and advanced several Florida universities. At Jacksonville University, he is known as the “father of the university” and served as its long-standing chairman of the board of trustees. His devotion to the school led to several buildings bearing his name: the (other) Carl S. Swisher Library, Swisher Auditorium, Swisher Gymnasium and the Swisher Science Building. Similarly, Dr. Swisher established a nature preserve in Putnam County, the Carl Swisher Memorial Sanctuary, in conjunction with the University of Florida.

According to available records, the first head librarian at the college was Mary A. Lynch. Henry M.L. James, Martha Berhel and Gladys Greene are also attributed as devoted library directors. Berhel, in particular, served the university for some 33 years, from 1947 to 1980. In 2006, Tasha Youmans (then Tasha Lucas) was made Interim Director of the Library/Learning Resources Center and then Director a year later. Under Dr. Lucas-Youmans’ leadership, the Carl S. Swisher Library has acquired several grants: a \$250,000 Jessie Ball DuPont Fund award for Integrated Environmental Science (IES) resource purchases as well as a \$45,000 grant provided by Lyrasis for the HBCU Photographic Preservation Project.

The library includes 140,000 volumes within a two-story building complete with group study rooms, conference rooms, a computer center, bibliographic instruction lab as well as the archives/special collections. There are some 21 databases and four special collections: The Mary McLeod Bethune, Florence Roane, Attica Collection and the Black Collection.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

On October 3, 1887 with just two instructors and fifteen students, State Normal College for Colored Students was founded on the highest of seven hills in Florida’s capital city of Tallahassee. The passing of the second Morrill Act in 1890 (an act to apply a portion of the proceeds of the public lands to colleges for the benefit of agriculture and the mechanic arts - USDA) provided endowment of a land-grant. Thus, in 1909 Florida Agricultural and Mechanical College for Negroes (FAMC) evolved. After management changes, the college finally became Florida Agricultural Mechanical University (FAMU) in 1953, which began the university’s most rapid time of growth. Today, FAMU, or “Rattler nation” as it is known, is the only public HBCU in the State University System of Florida and consistently maintains top positions among public HBCUs, according to the 2012 *U.S. News & World*

Report rankings.

FAMU became one of the first fully-accredited African American universities to offer courses at the undergraduate, graduate, and doctoral levels. With a current full-time enrollment of 11,289, FAMU offers a range of degrees to students of all races. The university has thirteen schools and colleges plus one institute and offers three professional degrees: the JD, PharmD, and the Doctor of Physical Therapy. To date, FAMU boasts nationally affiliated honor societies, religious groups, fraternities and sororities, the Orchesis Contemporary Dance Theater, Playmakers Guild, FAMU Gospel choir and the famed “Marching One Hundred” band.

Alumnus Dr. James H. Ammons, who recently resigned in July, was FAMU’s tenth president. Other notable alumni include Anika Noni Rose, Tony Award-winning actress; William Packer, director/film producer; Carrie P. Meek, former U.S. Congresswoman and Althea Gibson, tennis player. The rattler mascot is based upon a popular folklore about the school’s relocation to the Highwood plantation in 1891 which teemed with snakes, specifically rattle snakes. Hence, the mascot “the Rattler” was chosen and nicknamed “Venom.”

FAMU’S COLEMAN LIBRARY SYSTEM

After the university’s main building containing administrative offices, cafeteria and the library were destroyed by fire, Andrew Carnegie donated a \$10,000 gift for the construction of a new library facility—the Carnegie Library. The construction of Coleman Library began during the post-World War II years, specifically 1946-48. The two-story brick building was twice the size of the college’s first research center, Carnegie Library, which the college had outgrown.

The new library was officially dedicated during FAMU’s 1949 annual Founders Day celebration in honor of civil leader Samuel H. Coleman, a 1905 alumnus who served as president of the FAMU Alumni Association for twenty years. Additionally, Coleman was the first African American mail carrier in Leon County; he worked in this capacity for 39 years, all the while maintaining top-ranking positions in the Elks, Masons, and Knights of Pythians. Coleman was well known for his service as co-founder of the Tallahassee Civic League, among other civic organizations.

According to archived documents, Lula Cooper worked as early as 1896 as the first Reading Room Manager as well as Critics Teacher. In 1908, Cooper became librarian and registrar. Records also show that the late Alverta N. Morris served as Head Special Collections for nearly 30 years. Moreover, Emily A. Copeland contributed to the library’s success as Head of what was once the Department of Library Sciences from 1951 to 1978.

To accommodate expanding degree programs, branch libraries erected across FAMU. Located in respective schools and colleges, the *Architecture Library*, the *Journalism and Graphic Communication Resources Center*, the *FAMU/FSU College of Engineering Reading Room*, and the *Science Research Center* branch libraries offer material and services in

their respective disciplines. All told, the FAMU library system holds nearly 1 million cataloged volumes, over 12,000 serial subscriptions, about 192,000 microforms and 76,000 non-print items.

Noteworthy collections include the Black Archives Research Center and Museum; the Florida Heritage Collection; the Emily A. Copeland Collection, donated by and named for the late Dean of the former School of Library Science at FAMU. In this same vein, the Gallery of Distinction, founded in 1995, honors outstanding Librarians and Library supporters, past and present, who have made significant contributions to Florida A&M University Libraries.



Acknowledgements

Special acknowledgements go to the following Tigers—Carmella D. Martin, Library Director; Juanita E. Brown, Reference Librarian; Joann Pierre, Research Assistant

Special acknowledgements go to the following Wildcats—Angel J. Salvo, University Archivist, as well as Dr. Tasha Lucas-Youmans, both of whom generously provided photographic clearance as well as research assistance.

Special acknowledgements go to the following Rattlers—Khalilah Y. Hayes, Special Collections Librarian; Myra J. Perry, Office Manager of the Meek-Eaton Southeastern Regional Black Archives; Priscilla B. Henry, University Librarian; Keichelle D. Wilcher, Research Assistant and Alumni.

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 Homepage: <http://www.ewc.edu/>
 History: <http://www.ewc.edu/index.php/about-us/history>
 Library Resources: <http://www.ewc.edu/index.php/resources>
 Notable Alumni: Glover, Jr., Nathaniel <http://www.ewc.edu/index.php/alumni/alumni-archives/229-nathaniel-glover-jr>
 Notable Alumni: O'Neil, John Jordan "Buck" <http://www.ewc.edu/index.php/alumni/alumni-archives/232-mr-john-jordan-qbuck-q-oneil>
 Vision, Mission, and Core Values: <http://www.ewc.edu/index.php/about-us/vision>
 Edward Waters College Alumnae Appointed Principal of Stanton College Preparatory School: <http://www.ewc.edu/component/content/article/id=248&Itemid=10>
 Edward Waters College Athletic Director Selected for the New England Patriots Hall of Fame <http://www.ewc.edu/component/content/article/id=250&Itemid=12>

Florida Memorial University
 Homepage: <http://www.fmuniv.edu/>
 History: <http://www.fmuniv.edu/about-us/history/>
 Founders: <http://www.fmuniv.edu/about-us/history/our-founders/>
 Barrington Irving Jr.: <http://www.fmuniv.edu/about-us/history/barrington-irving/>
 Florida Agricultural & Mechanical University
 Coleman Libraries: <http://www.famu.edu/index.cfm?library>
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A Marriage Made in Heaven: Supporting the University-College Partnership as a UCF Regional Campus Librarian

By Peggy L. Gunnell

The concept of partnership is not a new one to librarians, regardless of whether the library is in the public, special or academic sector. For academic librarians, partnering with classroom faculty to teach a “one shot” library instruction class geared to support a specific assignment, serving as a departmental liaison, or being embedded in classes to provide research support and library instruction for the duration of the semester are all everyday occurrences. Working collaboratively, working as partners, is simply something we do. Librarians seem to know instinctively that effective partnerships help make us all better, stronger, more effective. Beneficial as they are, however, good partnerships, like good marriages, don’t just happen. They require a compatible pairing with shared goals at the outset, regular communication and ongoing attention. Communication and opportunities for collaboration must be frequent, goals must be aligned and clear, and responsibilities should allow use of individual strengths while supporting a shared mission.

The University of Central Florida (UCF) also places significant importance on the value of partnerships, and has quickly grown to become one of the largest universities in the United States, no doubt due in large measure to visionary leadership and implementation of a strategic plan to “become a top-tier research university by creating opportunity through access, **partnerships**, interdisciplinarity and engagement.” (UCF Strategic Planning)

With partnership at the bedrock of UCF’s mission, it is only logical that the concept of partnership and support for research would be evident in UCF Libraries not only at the Main (Orlando) Campus, but also at UCF’s Regional Campus locations. UCF’s Direct Connect program guarantees students direct transfer eligibility at Brevard Community College, Lake-Sumter Community College, Seminole State College and Valencia College. Daytona State College and the College of Central Florida complete the list of UCF Regional Campus partners.

UCF Regional Campus librarians support the University’s partnership initiatives with these Florida colleges on a daily basis. Presently, six librarians serve students at ten different campuses (Brevard at Cocoa and Palm Bay; Lake-Sumter at Clermont and Leesburg; Daytona State; Seminole State at Sanford/Lake Mary and Altamonte; Valencia at West and Osceola, and the College of Central Florida). Collectively, we also support the library needs of our UCF Regional Campus students and faculty, as well as those of our respective colleges, while maintaining relationships with a number of other stakeholders, including a UCF Regional Campus administrator at each college; our Orlando and branch campus UCF librarian colleagues, our respective college Dean/Library Director and librarian colleagues, our Regional Campus Library administrator, and each other.

An excellent article detailing UCF’s partnership agreement process has already been published¹ as well as a comprehensive article on the importance

and unique challenges of communication and collaboration among librarians at multi-campus institutions.² The focus of this article is to explore the ways in which UCF Regional Campus librarians support the established college-university partnerships, and how the role of Regional Campus librarian brings value to the student, the college and the university.

In general, partnerships are viewed positively as a way to leverage more by sharing assets and strengths. Although much has been written about partnerships from a business perspective, and also with respect to faculty-librarian partnerships, the literature review did not yield a significant amount of information specific to the benefit of having the university librarian physically located at a regional or joint-use campus to serve two or more constituencies. Interestingly, one cited work by Rosabeth Moss Kanter on the elements of successful partnerships with a business frame of reference drew parallels between partnerships and the rituals of courtship and marriage. It's a concept worth expanding upon.

With UCF and its college partners, mutual respect is evident from the beginning of the hiring process for a new Regional Campus librarian. UCF recently completed a search for Regional Campus librarians at two different colleges, and it is noteworthy that the search committee was comprised of not only UCF administrators and librarians, but also the Dean/Library Director of each college. To make use of Kanter's metaphor, this was no arranged marriage with UCF acting as matchmaker – the respective colleges had not only a stake in the selection process, but a vote as well.

Cynthia Kisby, Head of UCF Regional Campus Libraries notes, "We are fortunate that our partners take such an active interest in helping us find candidates who can be comfortable in multiple settings. Librarians who flourish in the UCF partnership environment may have to be slightly more independent and flexible than average. For example, they frequently have to solve their own technology



challenges and they also do a lot of negotiating on behalf of the UCF patrons."

Dr. David Mealor, Associate Vice-President and Professor at UCF's Seminole State Regional campus, emphasizes that the role of the Regional Campus librarian is structured for success. "Given UCF's mission of being the leading partnership university, we continue that philosophy with our Regional Campus librarian. The librarian is viewed as educational partner and team member. Although many of the students may have completed their first two years at this campus, and made use of the library, they are introduced to the UCF librarian at their orientation program so that a connection is made at the outset between the role of the librarian and the student's access to learning in a collaborative manner."

Once the "match" is made and the vows are said (aka contract is signed), the Regional Campus librarian needs to become familiar with the partner library's procedures in order to function as seamlessly at a service desk or in a classroom as one of the college's own librarians. The goal is for the student to be unable to differentiate between the

college librarian and UCF librarian, save for the different institutional logos on our name badges. For the Regional Campus librarian, this skill set can encompass everything from being familiar with the hours and services of two separate library systems and two sets of databases, to managing two e-mail accounts in order to facilitate communication amongst all constituencies. During any given shift we may be helping a first-year college student find argumentative paper resources for an ENC 1101 assignment, or assisting a UCF student with research on a company's SWOT analysis, and everything in-between.

The Regional Campus librarian essentially provides the college partner with the benefit of an additional librarian. This allows the college greater scheduling flexibility, greater awareness of UCF programs and initiatives, and facilitates referrals to an on-site colleague knowledgeable in UCF library resources and services. The arrangement supports UCF students by having a UCF librarian physically located on the campus they attend. The Regional Campus arrangement is beneficial for students in that it facilitates maintaining personal and career commitments close to home, while completing their educational objectives.³

As a former UCF adjunct librarian, Michael Schau, Research and Instruction Librarian at Seminole State College, Sanford/Lake Mary campus, has a unique perspective on the benefits to the college of a Regional Campus librarian. His responsibilities include scheduling librarians to staff a busy Information Services Desk sixty-seven hours each week, as well as scheduling librarians to teach classes. "Having a UCF librarian who can do everything the college librarians do is a great benefit in terms of scheduling, but more importantly it creates a stronger connection between the college and UCF and ensures that UCF students get assistance from a librarian who is knowledgeable about UCF library services and resources," he explained and concluded "it's a win-win for everyone."

At Seminole State, as with some of the other partner colleges, the Regional Campus librarian shares in providing library instruction classes for students in general education classes, such as English I and Speech Communication. The support of an additional librarian also provides potential for more students to receive instruction in using library resources, especially important for students in foundation courses. The UCF librarian can also provide students with an early awareness of the Direct Connect program. After introductions, one UCF librarian incorporates active learning by asking students about their long-term educational goals, and notes that many of the same e-resources used at the college are also used at UCF.

During the 2012 spring semester, of the 100 face-to-face library instruction classes taught at Seminole State's Sanford/Lake Mary campus, twenty-two were taught by a Regional Campus librarian, but Regional Campus librarian support for library instruction is not unique to Seminole State. On the whole, Regional Campus librarian instructional activity compares favorably with that on the Orlando campus. In 2011-2012, preliminary figures indicate that Regional Campus librarians taught 197 face-to-face library instruction clas-



ses compared with 393 library instruction classes at the Orlando campus, or slightly more than half as many.⁴ Like our Orlando counterparts, Regional Campus librarians are also embracing the benefits of being embedded in classes, which stretches our impact even further, allowing even more students to be served.

Karen Kaufmann, Campus Librarian at Seminole State's Sanford/Lake Mary campus notes that having a Regional Campus librarian on-site "serves to advance and enhance education for UCF students who take classes on the Seminole State campuses and who use the library and its services and resources" and adds "our UCF librarian provides print collection advising and purchasing in specific subject areas, which brings breadth and depth to the print collection at the SSC library."

As Kaufmann points out, the partnership allows Regional Campus librarians the flexibility to utilize individual strengths, to the benefit of the partner library, and ultimately to the benefit of the student. Regional Campus librarians also select materials from UCF funds to support the major courses of study offered on their respective campuses, and access to these materials is available to all library users. Regional Campus librarians also have the flexibility to support the needs of their campus in ways that utilize specific strengths, interests and abilities. Kanter acknowledges that alliances "are living systems that evolve progressively in their possibilities. Beyond the immediate reasons they have for entering into a relationship, the connection offers the parties an option on the future, opening new doors and unforeseen opportunities. Alliances that both partners ultimately deem successful involve collaboration rather than mere exchange. Partners value the skills each brings to the alliance."⁵

Increased opportunities for collaboration also result from an emphasis on outreach. Although outreach activities can be time-consuming, and seem almost a luxury when there's just one Regional Campus librarian at a college campus, we've learned that the benefits more than justify



the time expended when results include more requests for library learning opportunities for students. One Regional Campus librarian who serves two campuses was initially reluctant to spend limited time in this manner, but noted that attending student-oriented activities outside of the library was, in fact, an excellent means for developing relationships for future collaborative efforts with faculty.

The importance of good communication in an effective partnership can't be overstated, and Bottorff's study pointed out some perceived barriers to good communication when librarians employed by the same organization are physically separated. Although it can take more initiative for a Regional Campus librarian to have regular communication and collaboration with other UCF colleagues simply due to logistics and lack of serendipitous "water cooler conversation" opportunities, it is certainly being done; in fact many Regional Campus librarians make it a priority to travel to Orlando to attend meetings and volunteer to serve on campus committees as well as Florida Library Association committees and conference programs. For those

whose schedules make travel to the Orlando campus difficult, participation in faculty meetings and other gatherings of importance are supported by means of Adobe Connect, which incorporates sound, a web-cam and screen-sharing features to provide an experience that is almost as good as being there in person, and keeps everyone in the information loop. Orlando campus librarians are conscientious about utilizing this technology to keep the Regional librarians connected, and monthly meetings of Regional Campus librarians are typically held in Adobe Connect as well, in addition to monthly meetings between individual Regional Campus librarians and our director.

Frequent communication between the UCF Regional Campus librarian and college librarian colleagues is essential as well. Openly sharing information about new procedures and new acquisitions leads to improved understanding, additional collaborative opportunities and a true working partnership. At Seminole State College, Dean Patricia DeSalvo makes a point of arranging monthly meetings with the UCF Regional Campus librarian, just as is done for the college librarians. The UCF librarian is also included in reference and instruction meetings along with all librarians for her contribution to discussions and planning. Everyone learns from everyone else openly and freely in this model. This ensures that communication flows freely and is not left to happenstance, and solidifies that the Regional Campus librarian is a valued member of the public services team.

Communication, collaboration, trust, respect, aligned goals and (last but surely not least) starting out with a compatible partner are all key to the success of the UCF Regional Campus librarian partnership arrangement (and key to successful marriages for that matter). Through these efforts and more we endeavor to bring value to our students, our university, and the college partner whose campus is our second home.

Peggy Gunnell received her B.S. in Business Administration from Franklin University, and her M.L.I.S. from the University of South Florida. She has both public and academic library experience, having been employed by the Orange County Library System and Valencia College. She graduated from the Sunshine State Library Leadership Institute in 2011, and is currently the UCF Regional Campus Librarian at Seminole State College.

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Message from the Executive Director

The Florida Library Association is alive with new possibilities and partnerships thanks to a dedicated board, enthusiastic committees and a growing membership.

FLA's membership is strong. By July 2012, there were 1,000 paid memberships, an increase of nearly 7% over this time last year. FLA's membership year is the calendar year and you can renew now for 2013. Renewing online is easy but if you prefer a paper application, you'll find a completely new look to the form redesigned by Membership Coordinator Barb Lussier.

FLA is in good financial shape, too. The recently completed audit of 2011 confirmed that, despite the sluggish economy, FLA's reserves have grown and the Association is debt-free. This stability means that FLA is able to respond to changes and opportunities. The audit is available at the members-only portion of the FLA Web site.

In keeping with President Barbara Stites' theme, FLA began two new partnerships this year. Through the initiative of Gloria Colvin and Ruth O'Donnell and the efforts of Sarah Deville, libraries were invited to serve as distribution points for voting guides to the 2012 election provided by the League of Women Voters. FLA has also worked with The Children's Movement to involve public libraries in early literacy grants to United Way agencies.

Throughout the year, committees carry out FLA's ongoing work. For example:

- ♦ Awards Committee will begin accepting applications on November 1 with a deadline of February 1, 2013.
- ♦ Continuing Education Committee is planning two Webinars, one on Lib Guides and one on Google Indoor Maps.

- ♦ Legislative Committee is recognizing 2012 legislative and other government leaders for support of State Aid funding and is preparing for Library Day in Tallahassee on March 12, 2013.
- ♦ Public Relations Committee is organizing for Library Snapshot Day on January 30, 2013

While committee positions are appointed, any FLA member can join one or more of its nineteen member groups. These groups focus on specific aspects of librarianship. The two newest groups are REFORMA de Florida and Readers' Rights & Privacy. The LINCC Users Forum has a new name and is now known as the Florida Virtual Campus Member Group. Beginning this fall, FLA members will be able to self-change group affiliations during renewal.

The Florida Library Association is a great place to support libraries and to grow professionally. Because FLA is a 501(c)3 organization, donations to its advocacy, scholarship and general operations are tax deductible. Support the Florida Library Association with your membership and your donations. FLA is working for you.



Faye C. Roberts

Executive Director

There's a good chance you know a winner! Nominate them for a Florida Library Association award — it will make their day! Award-winners will be recognized at the 2013 Florida Library Association Annual Conference – Friday, May 3.



Jim Carey receives the FLA Lifetime Achievement Award and Mercedes Clement receives the FLA Leader of the Year Award. Both awards are presented by 2011-12 FLA President Gloria Colvin.



This year the FLA Awards Committee will try something new – we'll begin accepting nominations Nov. 1, 2012, so FLA members can start now to plan their nominations for 2012-2013. Check the FLA Web site to find out about winners from the past. (Hint: One of our winners was featured in the March 15, 2012 issue of *Library Journal*! See "Movers & Shakers 2012.") If you were a winner, pay it forward and nominate another person, team, project or library.

♦ FLA Leader of the Year Award	♦ Intellectual Freedom Award	Partner Award
♦ Librarian of the Year Award	♦ Library Web Site Awards	♦ Libraries Mean Business Award
♦ Library of the Year Award	♦ Maria Chavez-Hernandez "Libraries Change Peoples' Lives" Award	♦ Betty Davis Miller Award
♦ Lifetime Achievement Award	♦ Exemplary Learning Design Award	♦ Awards given by Friends Foundations and Boards Member Group
♦ Outstanding Citizen Library Award	Library Innovation Award	
♦ Friends, Foundations & Boards Outstanding Member Award	♦ Outstanding Business/Media	

Florida Library Association Awards for 2012 – 2013

The FLA's theme for 2012 – 2013 is "New Possibilities and Partnerships," which highlights opportunities for improving and introducing new and better products and services. President Barbara J. Stites says, "Today's libraries are looking for new and better ways to meet the living, learning, recreational, business and social needs of the born digital, as well as newly tech literate. It is our challenge to work together to keep libraries vibrant and vital. . . . We must be sure our libraries are relevant to all and we must find ways of doing this that are realistic but exciting. Whether it's taking our libraries mobile, keeping public libraries public, supporting egov services, making ebooks easy, working with vendors on new pricing models, or totally rethinking our service delivery and staffing models – there is no better time to focus on new perspectives, possibilities and partnerships."

With this in mind, do you have a colleague or a service that deserves recognition? The annual FLA Awards highlight the successful practices and practitioners in Florida Libraries. Do you know someone who impacts their community through extraordinary service? Nominate them and let them know that their work makes a difference! The award winners also inspire others to reach for new possibilities.

Visit www.flalib.org/awards.php for more detailed criteria on each award and nomination forms, which are available online, 24/7. Nominations will be accepted from November 1, 2012 until February 1, 2013. Nominate someone for a Florida Library Association Award today and make their day!