

Florida Libraries



THE OFFICIAL JOURNAL OF THE FLORIDA LIBRARY ASSOCIATION

Volume 51, No. 1

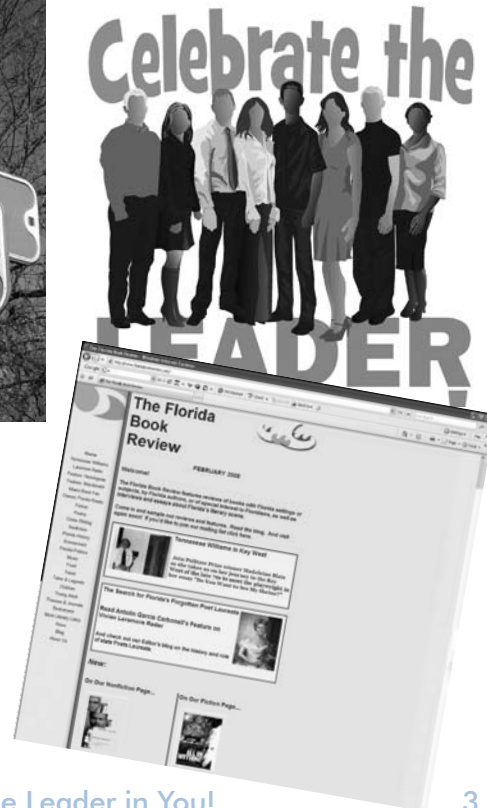
Spring 2008

Celebrate the



LEADER in YOU!

FLA Annual Conference • April 22-25 • Trade Winds Beach Resorts, St. Pete Beach



President's Column: Celebrate the Leader in You! 3
By Charlie Parker

Community Leadership through Public Library E-Government Services..... 4
By Amelia Gibson, Charles R. McClure, John Carlo Bertot, Jessica McGilvray, and Jordon Andrade

Where the Students Are 8
The Embedded Librarian Project at Daytona Beach College
By Rachel Owens

Floridiana With a Twist: Florida Means Flowers!..... 11
By Nancy Pike

Preparing Future Librarians 12
The Graduate Assistant Program at the University of South Florida Library
By Susan Silver and Virginia Cunningham

Second-in-Command 14
Creating Leadership and Management Opportunities Through Organizational Structures
By Carrie Gits

Florida Reads! 17
The Florida Book Review Connects Readers with Florida Books
By Joyce Sparrow

Using Information Hunts and Trivia Challenges to Increase Staff Morale and Improve Customer Service 18
By Lisa Kothe, Jen Obermaier and Tracey Reed

Celebrate the Leader in You! 20
Join FLA in St. Pete Beach for the Annual Conference and Tradeshow

FLA & You..... 24



Florida Libraries

JOURNAL OF FLORIDA LIBRARY ASSOCIATION

Volume 51, Number 1

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.

Editor

Gloria Colvin, gpcolvin@yahoo.com
 Florida State University Libraries

Designer

Faye Gibson, Meacham Howell Design

FLA Executive Board, 2007-08

President

Charlie Parker
 Tampa Bay Library Cooperative

Vice President/President-elect

Mercedes Clement
 Daytona Beach Community College

Secretary

Barbara Stites
 Florida Gulf Coast University

Treasurer

Carol Russo,
 Broward County Public Library

Past President

Sol Hirsch
 Alachua County Library District

Directors

- Gloria Colvin
Florida State University Libraries
- Lisa Manners
Broward County Public Library
- Tomaro Taylor
University of South Florida
- Tom Sloan
Southeast Florida Library Information Network
- ALA Councilor: Vicki Gregory
USF School of Library & Information Sciences
- SELA Representative: Phyllis Ruscella
University of South Florida

State Librarian

Judith Ring

FLA Executive Director

Ruth O'Donnell,
 flaexecutivedirector@comcast.net

ISSN 0046-4147
 Member, Florida Magazine Association

Send articles for *Florida Libraries* to Editor Gloria Colvin, Strozier Library, Florida State University, 116 Honors Way, Tallahassee, FL 32306; gpcolvin@yahoo.com by January 7 for Spring issue; July 15 for Fall issue.

Celebrate the Leader in You!

What a year this turned out to be! Property tax and budget reductions have challenged administrators of every type of library organization to use all of their skill and charm to preserve their budgets and services. Most public library budgets and staffing were cut by 10 percent. Fortunately, most positions lost were vacant, though there were some lay-offs. State universities are planning on



Charlie Parker

\$130 million in budget reductions and hundreds of layoffs in the current year, which is already half gone. The voters overwhelmingly adopted the January 29 property-tax referendum. In the days and weeks ahead, we will be working with Florida libraries to provide support and advice to help them make the best of the challenges ahead. We still have the support of an appreciative public, and we will need to continue nurturing that support.

Everywhere I look, I see administrators and staff trying to work smarter with less, valiantly struggling to maintain services the public has come to expect. They know more cuts are coming and this time with no vacant positions to absorb the blow. Through those efforts I see so many library workers shine as they exhibit the professionalism and commitment to public service that we have always known was there. So this is a good time to acknowledge and celebrate the hard and wonderful service that library workers at all levels are doing to get us and the Floridians we serve through this!

Value of Libraries Campaign

In anticipation of library funding challenges ahead, the FLA Executive Board organized a public-relations campaign directed at the public, policy makers, and the media. We contracted with Herrle Communications, a public-relations firm in Tallahassee, to help us develop our strategy, coordinate a November press conference, and develop talking points, op-ed pieces, and documents with advice on

writing op-ed pieces and setting up editorial board meetings. Carole Fiore and John Bertot participated in the press conference with me and did great work with Herrle to develop the op-ed pieces.

Library advocates around the state participated by getting their own information and op-ed articles in local newspapers. Together, FLA, Herrle Communications, and library supporters and employees have had great success in getting the value of and need for libraries in front of the people of the state. Many academic and public libraries are also displaying a poster and giving out bookmarks developed by my agency, Tampa Bay Library Consortium, and printed/distributed by FLA.

Communication with public library directors has been a big part of the campaign. FLA is sending them daily summaries of press clippings courtesy of the Florida Association of Counties. Communication and other efforts will continue through the legislative session this year. Everyone has really pulled together to make this campaign a success. My sincere thanks to everyone involved.

Welcome New State University Library Administrators!

Florida's state university libraries have always enjoyed strong leaders who are focused on their institutions' missions and on moving libraries forward. In the last five years – particularly last year – this group has changed dramatically, with seven of the eleven directors retiring or moving on to next chapters. Change on this scale is pretty unusual and this provides the opportunity to thank the folks who have left and those who have stayed and have worked so hard and well to get Florida's university libraries where they are. It also provides the chance to welcome the gifted new leaders who are moving into state university library leadership.

The new administrators are an impressive group, and it will be interesting to watch as they join their colleagues in the task of setting the vision, priorities, and direction for the state university libraries. A hearty Florida welcome to the new state university library administrators! I am sure that even greater things lie ahead for the state university libraries!

FLA Annual Conference – Programming Too Good to Miss!

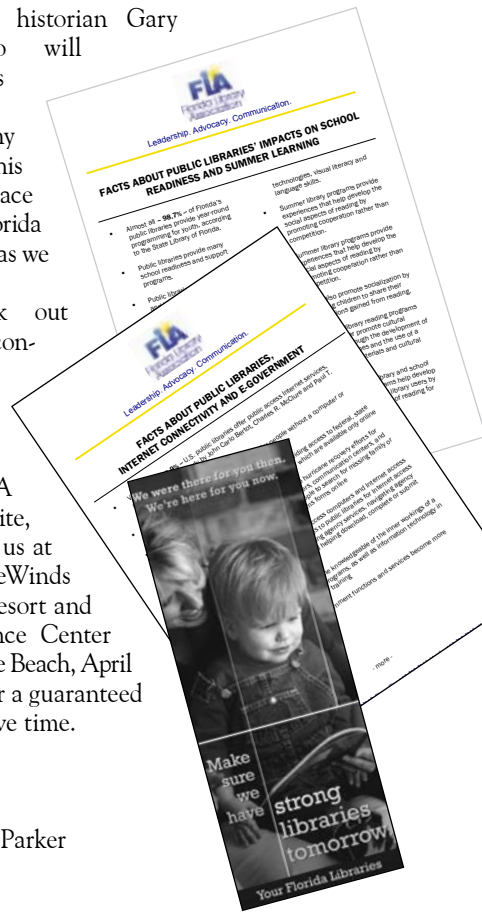
FLA changed the way it develops its conference programs last year, and the membership has been raving about the improvement ever since. Previously, member groups were required to develop programs. Now, the process is competitive, with any interested party welcome to propose a program that fits members' needs and interests. Last year we actually received complaints that there were too many good programs. The improvement has been particularly noted by academic members.

This year's conference – taking place April 22-25 – has several high points. Joan Frye Williams, our keynote speaker, is great at helping us interpret trends, challenge assumptions, and deliver services in sync with the public. Joe Branin, director of libraries at Ohio State University, will provide his take on the future of academic libraries. Outstanding historian Gary Mormino will help us remember why we love this crazy place called Florida as much as we do.

Check out the full conference

schedule at the FLA Web site, and join us at the TradeWinds Beach Resort and Conference Center in St. Pete Beach, April 22-25 for a guaranteed productive time.

-Charlie Parker



Community Leadership through Public Library E-Government Services

By Amelia Gibson, Charles R. McClure, John Carlo Bertot, Jessica McGilvray, and Jordon Andrade

E-Government, or the use of the Internet as a means to deliver government services,¹ promises to improve the efficiency of government services by providing a faster alternative to paper-based and face-to-face interaction. At the same time, it presents a range of challenges for patrons who need assistance with new technology. Because many patrons do not have computers and Internet access at home, they access E-Government services at the library. A recent report issued by the Pew Internet & American Life Project and the University of Illinois suggests that E-Government is quickly becoming the default for government interaction as more users demand Internet-based options.²

Public libraries and librarians are increasingly called upon to help users access a range of E-Government services and resources, including disaster relief and social services. In addition to providing technical assistance at computer terminals, librarians are asked to assist with computer and Internet skills training, agency referrals, program information, and assistance with agency applications. Now, government agencies have begun to refer people to public libraries to receive both access to and assistance with online services.

One of the more successful implementations of E-Government in the state of Florida to date has been the Department of Children and Families' (DCF) ACCESS program. This program, which replaced DCF's face-to-face operations with a new Internet-based system, effectively shifted the responsibilities of DCF's public service offices to a network of Community Partners that agreed to provide Internet access and, in some cases, assistance with applications and service management.³

Government referrals also occur on the federal level. The United States Citizenship and Immigration Services (USCIS) often sends people to public libraries to make online appointments for face-to-face USCIS consultations.

The technology infrastructure and presence of librarians as service personnel make libraries a likely source for the delivery of E-Government services. What is not sufficiently acknowledged is that the use of libraries for the delivery of E-Government comes at a cost. In order to have a comprehensive understanding of E-Government initiatives like ACCESS, librarians need to understand a range of issues related to these initiatives, not the least of which is the cost of delivering such services.

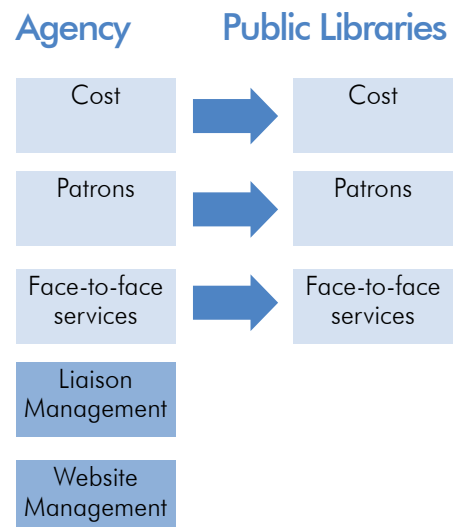
Key Issues

Burden Shifting

Funding cuts at the state and county levels have forced agency administrators to find cheaper and more efficient ways to do business, increasing burdens on public libraries. For example, the ACCESS program has allowed DCF to save approximately \$83 million annually and to operate at approximately sixty percent of its previous staffing level,⁴ but has increased demand for Internet-connected computers and services at public libraries. Whether libraries elect to become Community Partners or not, DCF customers who would have previously visited DCF offices have begun to use public libraries as a place to access information about DCF and as a place to log into ACCESS. According to DCF, the ACCESS program is the manifestation of a new, "responsive...cost effective" business model.⁵

Although one of the goals of ACCESS was to save money on the state level, its implementation has a profound impact on locally

Figure 1 shows the burden shift created by a typical government agency. City and county-funded libraries adopt a good part of the financial burden offloaded by federal, state, and local agencies when they implement online social services programs. Increased demand for library E-Government Internet services has not been accompanied by an increase in resources allotted to public libraries.





funded library services. As shown in Figure 1, city and county-funded libraries adopt a good part of the financial burden offloaded by federal, state, and local agencies when they implement online social services programs. Increased demand for library E-Government Internet services has not been accompanied by an increase in resources allotted to public libraries.

Costs to Libraries

Cost savings are a powerful incentive for agencies to move services online. What is not usually considered, however, is the cost to the public libraries that provide public access to E-Government services. Minimally, costs would include staff time to provide user assistance, computing and telecommunications, space to provide workstations and other information related to the E-Government services and programs, and staff time for

“Public libraries and librarians are increasingly called upon to help users access a range of E-Government services and resources, including disaster relief and social services.”

training and for learning how to use these government programs. Additionally, “lost opportunity costs” represent limitations on library staff that keep them from providing other types of community services.

Confidentiality and Liability

Assisting patrons with E-Government transactions often requires librarians to handle sensitive personal information that librarians have traditionally avoided. Many librarians express reservations about departing from the customary role of information provider to provide what they see as social services. In some instances, users need advice on how to complete forms and how best to answer specific questions. This gives librarians the difficult choice between denying patrons assistance they need and putting themselves and their libraries at risk of negative consequences, should a privacy or liability issue arise.

Organizing for E-Government Services

Planning is necessary for libraries to take a proactive role in E-Government. Librarians should become as knowledgeable about frequently requested E-Government sources as they are about other types of resources. Identifying the most frequently requested E-Government services makes it possible to ensure that library resources are allocated wisely. Seeking training from local and state agencies can also increase librarians’ ability to serve the needs of patrons who need assistance with agency Web sites.

Strategies for Community Leadership

Public libraries can assume an important community leadership position by working with local and state government agencies in the provision of E-Government services. As agents of “first refuge and last resort,” public libraries have a unique perspective on the

provision of E-Government. Public librarians are on the front line of E-Government delivery and are able to improve upon state and local implementation of E-Government initiatives. Moreover, public libraries are also in a position to understand E-Government services’ cost at the point of delivery.

Although the delivery of E-Government services presents a number of challenges to public libraries, the current state of E-Government services in public libraries offers libraries an opportunity to develop strategies that affect the way in which E-Government services are delivered now and in the future. There are a number of practical strategies that public librarians can utilize that could improve the role they play in providing E-Government services.

- **Become involved.** Talk to local and state government officials regarding E-Government services provided by the library. Develop a relationship with local agency representatives to assist the library in being able to better plan for, understand, and provide these E-Government services.
- **Request Training.** If the library has committed to providing E-Government services, training on E-Government applications would help the library’s staff to be more prepared to assist patrons with problems. Requesting agency training is a proactive way to take a leadership role in E-Government.
- **Collaborate.** Collaboration among libraries can be a good way to share resources and solutions that might not be cost effective for a single library. Collaboration can also help prevent duplication of efforts among libraries in a system or within a geographic area.
- **Calculate the costs.** What does provi-

continues on page 6

Selected Readings and Web sites

- Information Institute E-Government Web site:
<http://www.librarygov.org/>
- Pasco County E-Gov Links:
<http://pascolibraries.org/files/pdf/egovlinks.pdf>
- Pasco County De.licio.us Page:
<http://del.licio.us/PCLSLibrarian>
- ALA statement to the U.S. Senate Committee on Homeland Security and Governmental Affairs:
<http://www.ala.org/ala/washoff/woissues/governmentinfo/egovernment/ALAEGovernmentStatem.pdf>

sion of E-Government services actually cost a library? Keeping track of E-Government transactions and costs can help libraries assess the impact they are making on E-Government, and the effect of providing E-Government services on the library.

- **Let the Community Know.** If the library is providing a range of E-Government services, be sure to let users and community officials know that the library has taken a leadership role in this area. In the process, let them know how important these services are to the community and the benefits resulting from the services.
- **Develop a Policy.** Determining ahead of time what type and level of service the library will provide gives staff a guideline for making decisions about helping patrons with E-Government. Policies can address the liability, privacy, and accessibility issues.

By playing an active role in the process that brings E-Government to public libraries, these libraries can assume a leadership role in E-Government.

Determining E-Government Service Levels

Each library should assess the needs of its population, its available resources, and staff-

ing to determine what level of E-Government services is most appropriate, or whether E-Government services are a viable option at all. This allows libraries to take a more proactive leadership role in their communities. The following framework for determining service levels might be useful:⁶

1. **Access Only:** If the library determines that it does not have sufficient resources, it may elect to limit E-Government services to providing Internet access only. This level of service would basically offer the same service to patrons with E-Government queries as to any other patron.
2. **Resource Provision:** Providing special lists of E-Government resources improves access to patrons who do not know where to find popular services, but it involves a bit of research. This approach would probably require some data on the most used resources in the community and agency contact information. There are a number of ways to provide resources to patrons, including adding E-Government resources to the library's Web site and providing paper brochures listing some of the more popular E-Government services.
3. **Personalized Assistance:** Many librarians are already providing this type of personalized assistance with online



agency forms and applications. Staff time and liability are major considerations for providing assistance. Policies about what type of help, how much help, and who may help should be made clear to library staff, so that everyone remains on the same page.

These are three possible E-Government service levels, but these can be modified or expanded, depending on the interest and resources available at the library and in the community.



“By taking a leadership role in E-Government, libraries and librarians can proactively manage E-Government issues in a way that serves their communities and serves the best interest of the library.”

- Understanding the range of E-Government services that public libraries provide;
- Working with the State Library of Florida and other state agencies to improve the overall provision of E-Government services and resources;
- Improving the communication about the delivery of E-Government services between libraries and state and local governments;
- Identifying specific measures and statistics that can be used to assess the extent and impact of providing E-Government services from libraries; and
- Offering practical guidelines and suggestions to assist public libraries in the provision of E-Government services.

In addition to developing these initiatives, the Information Institute (<http://www.librarygov.org/index.html>) will be working with the Pasco County Public Library System on E-Government issues and evaluation over the next year.

Providing E-Government Services Leadership

Regardless of the level of E-Government service a library chooses to provide, forethought and planning can ensure that the library is not helpless in the face of E-Government. By creating policies, libraries can dictate the level of E-Government service provided to patrons and take the lead in E-Government decision-making. Collaboration with other libraries in the community can increase the pool of available resources. By taking a leadership role in E-Government, libraries and librarians can proactively manage E-Government issues in a way that serves their communities and

serves the best interest of the library.

Charles R. McClure is Director and John Carlo Bertot is Associate Director of the Information Use Management and Policy Institute in the College of Information at Florida State University. Amelia Gibson, Jessica McGilvray, and Jordon Andrade are Research Associates in the Information Use Management and Policy Institute.

Notes

- 1 Charles M. McClure, Jessica A. McGilvray, Kristin K. Barton, and John C. Bertot, “E-Government and Public Libraries: Current Status, Meeting Report, Findings, and Next Steps,” Tallahassee, Florida: Information Use Management and Policy Institute, 2007, http://www.ii.fsu.edu/announcements/e-gov2006/egov_report.pdf (accessed December 18, 2007).
- 2 L. Estabrook, E. Witt, and L. R. Ranie, “How People Use the Internet, Libraries, and Government Agencies When They Need Help,” Pew Research Center, 2007, <http://pewresearch.org/pubs/677/in-search-of-solutions> (accessed January 6, 2008).
- 3 Florida Department of Children and Families, “Community Access Partnership Network,” Florida Department of Children and Families, http://www.dcf.state.fl.us/ess/docs/brochure_partner.pdf (accessed December 18, 2007).
- 4 State of Florida, “ACCESS Florida Honored as Innovations in American Government Award Winner,” <http://www.dcf.state.fl.us/ashaward.shtml> (accessed December 18, 2007).
- 5 Florida Department of Children and Families, ACCESS Florida & Community Partnerships: Information for Local Partners, Tallahassee: Department of Children and Families, 2007. Available as a Power Point.
- 6 Florida Department of Children and Families, “Community Access Partnership Network,” Florida Department of Children and Families, http://www.dcf.state.fl.us/ess/docs/brochure_partner.pdf (accessed December 18, 2007).

Information Institute Activities

The Information Institute at Florida State University has undertaken a number of initiatives to better understand and describe E-Government services and public libraries in Florida. Of special interest are:

- Developing collaboration and resource sharing models for E-Government services among public libraries;
- Describing and understanding specific costs that public libraries incur in the provision of E-Government services;

Where the Students Are:

The Embedded Librarian Project at Daytona Beach College

By Rachel Owens

As colleges offer more classes online, it has become increasingly difficult for librarians to provide library instruction and research skills training. Traditionally, library instruction has been done in a classroom setting, but with online classes this may be impossible. Some online classes have an on-campus orientation session, but many do not. Online tutorials alleviate some of the problem, but tutorials are unable to provide specific guidance to a student seeking information on a specific topic. Librarians have begun to address this problem in several ways. Some have added library classes to their college's course-management system. Others offer instruction online or through video transmissions. Another approach is by embedding a librarian in a course.

Embedded Librarian Concept

An embedded librarian is one that is added to an online class as an assistant instructor or the equivalent with the cooperation of the primary course instructor. The librarian is thus able to see the class syllabus and assignments, which allows her to guide students in the direction of appropriate resources as they work on various projects. She can establish a thread on the discussion board for research questions and check it frequently for posts from students. She may also monitor other discussion areas for questions or problems that students might not realize the librarian can address.

Shank and Dewald describe the embedded librarian concept as "course-integrated library instruction" that takes place online, with input from the librarian that may include customized links, discussion-board monitoring and participation, pathfinders and bibliographies, recommendations for specific resources based on assignments, MLA or APA-style instruction sheets, links to tutorials, quizzes, and personalized reference service.¹ For an example of one embedded experience, see Ramsay and Kinnie.²

Need for Library Instruction

In February 2006, Daytona Beach College (DBC) added its first four-year degree, the



Computer commons at Daytona Beach College. Photo by Dustin Weeks.

Bachelor of Applied Science (BAS). The first class contained eleven students, and all classes offered were face-to-face (F2F). Students entered the program with associate degrees. The average age of the BAS students was forty. Most were female and worked full time. As returning students, their computer and writing skills were rusty to varying degrees. This is not unique to DBC students. Heller-Ross states that adult and returning students "frequently lack library research skills, may never have used an academic library, or may never have used computerized research databases."³ The BAS librarian was assigned a thirty-minute slot during new student orientation to introduce herself and give a brief overview of the library Web site and its use.

As the BAS students began doing research and writing papers, the instructors began to see some problems. Some students were doing research only with Google, and there were several episodes of plagiarism. The instructors felt that the plagiarism was due more to lack of understanding of the purpose and use of citations rather than the intent to cheat. Again, this problem is not unique to DBC. Harvey describes the experience of an English professor at a South African university, who gave her students permission to use the Internet for their research, and then found that "Students had not been discriminating in selecting materials and did not know how to cite the sources they had used."⁴ As a

response, the librarian developed a research-skills workshop, which she presented to each section of the business writing class, GEB 3212. The workshops were deemed a success by the instructor, and students expressed their appreciation for the information.

Migration to Online Courses

After the first two semesters of the BAS program, the instructors began to migrate their classes from F2F format to online. At the same time, the library's slot in new student orientation was cut to twenty minutes. Online classes were much more convenient for students, and the program grew exponentially. However, the online format did not allow for a F2F research-skills workshop.

In response to the problem, the librarian suggested to the business writing instructor that he consider using the embedded librarian concept in his online classes, and he readily agreed. During the Fall 2007 semester, three sections of GEB 3212 were offered. Two were hybrid or 50/50 classes that met 50 percent online and 50 percent F2F, and one was completely online. Students in the 50/50 classes continued to attend the research skills workshop during their second scheduled meeting. The librarian was embedded in one of the 50/50 courses and the online course, both of which began at the halfway point of the fall semester and were eight weeks in duration.

The GEB instructor and the librarian

"An embedded librarian is added to an online class as an assistant instructor or the equivalent with the cooperation of the primary course instructor . . . to guide students toward resources as they work on projects."

obtained approval from the vice-president for baccalaureate studies and the dean of the virtual college, both of whom were very enthusiastic about the concept. The instructor then formally requested that the librarian be added to his courses as an assistant instructor. Because of miscommunication within the virtual college, this did not happen until classes had been underway for two weeks. As soon as she was assigned the proper permissions, the librarian set up a "virtual office" with an introduction, explanation of the concept and purpose of the embedding, an invitation for questions, and her contact information.

Student Responses

The student response was positive. Posts to the discussion board included some of the following statements. "Help is always welcomed, you understand the plight of the online student." "It is so great you are willing to help with online research and information . . . I will be in touch." "Thanks for offering us your help." One student immediately contacted the librarian by e-mail, forwarding an assignment and asking for help with proper citation format. The same student contacted her by phone at the end of the semester to clarify an assignment. Otherwise, there was no other contact from students for the duration of the semester (five weeks). Markgraf found that business students in an online class read about 70 percent of the librarian's online discussion board postings.⁵ It was not possible to

determine that statistic for the DBC classes, but it is likely that it was similar.

Daytona Beach College Experience

DBC's experience with embedding a librarian in an online course was similar to that of Corinth.⁶ She states that her first semester as an embedded librarian was "an appropriate 'getting one's feet wet' situation." DBC approached this semester as a pilot study, to see what barriers existed and what the student response would be. One finding was that the barriers were very low. Technical problems did not occur. All DBC librarians teach an online introductory course in Internet research, so the BAS librarian was already in the Virtual College system and was very familiar with the use of the Desire2Learn course-management system.

Librarian-Faculty Collaboration

One problem facing librarians who wish to become embedded is securing cooperation from the course instructor. Fraser, Buxbaum and Blair found that online business faculty at Michigan State University did not see the need for reference services or librarian involvement in their classes.⁷ Collaboration with faculty is essential for the success of an embedded librarian project. Harvey states, "Both faculty and librarians may find that collaborating will require adjustments in attitude and practice . . . faculty must be made aware that librarians are eager and willing to be partners in the new modes of teaching and learning."⁸ George and Martin recommend that librarians start with a small number of faculty, and "select faculty members with whom you have worked in the past and who have a natural enthusiasm for the library and its resources."⁹

The DBC program followed this recommendation. The BAS librarian had performed several library instruction sessions for the business writing instructor in his freshman English classes before the BAS program began. The instructor is enthusiastic about the library in general and the embedded librarian project in particular. For those librarians who do not have the luxury of such cooperation, Kotter¹⁰ and Markgraf¹¹ both suggest several ways to improve librarian – faculty relationships.

Time Commitment

As Shank and Dewald observe, "The drawback [to an embedded librarian approach] is . . . the amount of time and effort required of the librarian."¹² Matthew and Schroeder state that their program was so successful that it grew from two courses in spring 2004 to 43 in spring 2006.¹³ At DBC in the spring 2008 semester, there will be three sections of GEB 3212, compared to two sections in fall 2007. Of the three, one will be completely online and two will be 50/50 hybrids. It is anticipated that there may be requests from other instructors in the BAS program for a librarian to be embedded in their online classes. The chair of the English department has also expressed interest. Corinth states, "Logistical issues will restrict the number of classes librarians can participate in."¹⁴ DBC's embedded librarian program will not be able to expand into many courses without the participation of additional librarians, which at this time is not an option.

Planned Changes

DBC plans to make four changes to its approach to the embedded librarian project. First, steps have been taken to ensure that the librarian will be added to the course from day one. During the first experience, the students already had their research projects identified and underway by the time the librarian appeared. If she is available to them from the beginning of the course, they may be more likely to seek help with finding resources, and she will be in a better position to suggest resources to them.

Second, the embedded librarian will participate more in discussions. Kinnie states that he "got the most reaction from students in the course whose instructor encouraged me to be proactive."¹⁵ The DBC librarian took a passive role during the first term, but will be more proactive in the future.

Third, she plans to offer suggestions for resources, links to pertinent articles and Web sites, and other information as it seems appropriate. She will begin with a "Research Strategy and Resource of the Week" posted in the library area of the discussion board.

Fourth, the librarian and instructor have devised two assignments, in pre-test/post-test

continues on page 10

test format, to be completed by the students. These will count as part of their overall class grade. This will ensure that the students get experience in using the library databases and recommended Web sites, even if they do choose to complete their research on the Internet. The belief is that when students see for themselves what is available, rather than just hearing it from the librarian, they will choose to use the library resources more often.

Another change that would benefit students, but is not under the control of instructor or librarian, is to make the business writing course mandatory for BAS students in their first semester. Currently, they can take the course at any time during their program. Dinwiddie states, "...if students take this course and learn something about library research, they should be able to transfer the skills that they learned from the librarian to those classes as well."¹⁶ Other instructors in the program would benefit from the embedded-librarian project without having a librarian embedded directly into their online course, as students would have better research skills when they entered the other instructors' classes.

Promoting Student Success

DBC's first experience with the embedded librarian concept was a success. This was considered a pilot project, with the goals of assessing student response and working out logistics, and the program met those goals. Student response was positive, although limited, and logistical problems were overcome. Heller-Ross states, "Establishing a partnership with one faculty member for one course is...an effective way" to begin integration of library instruction and services into online courses. The first course serves as a model and shows other faculty what is possible.¹⁷ At DBC, the long-term goal is to offer online library support to most, if not all classes in the baccalaureate program.

Lenholt, Costello and Stryker state, "The preferred outcome is that students spend less time struggling to locate Web sites and databases and more time doing actual research."¹⁸ This is DBC's desired outcome as well. BAS students applied to this program for the chance to better themselves. Improved research abilities will result in increased student success, both academically and professionally.

Rachel Owens is Assistant Professor and Baccalaureate Program Librarian at Daytona Beach College.



While some students attend classes on the Daytona Beach College campus, many opt to take classes online.

Notes

- 1 John Shank and Nancy Dewald, "Establishing Our Presence in Courseware: Adding Library Services to the Virtual Classroom," *Information Technology and Libraries* 22, no.1 (2003): 38-43, <http://vnweb.hwwilsonweb.com>.
- 2 Karen Ramsay and Jim Kinnie, "The Embedded Librarian," *Library Journal* 131, no. 6 (2006): 34-35.
- 3 Holly Heller-Ross, "Librarian and Faculty Partnerships for Distance Education," *MC Journal* 4 (summer) (1996): 57-68, <http://vnweb.hwwilsonweb.com>.
- 4 Kay Harvey, "Critical Literacy: A Librarian and an English Professor Collaborate," in *Eighth Off-Campus Library Services Conference Proceedings*, edited by P. Steven Thomas and Maryhelen Jones, (Mt. Pleasant, MI: Central Michigan University, 1998), 179.
- 5 Jill Markgraf, "Librarian Participation in the Online Classroom," *Internet Reference Services Quarterly* 9, no. 1/2 (2004) 5-19, <http://web.ebscohost.com>.
- 6 Jacqueline Corinth, "The Lurking Librarian Project," *Academic Exchange Quarterly* 7, no. 1 (2003): 278-81, <http://find.galegroup.com>.
- 7 Mary Fraser, Shari Buxbaum, and Amy Blair, "The Library and the Development of Online Courses," *Journal of Business and Finance Librarianship* 7, no. 2/3 (2002): 47-59.
- 8 Harvey, "Critical Literacy," 179.
- 9 Julie George, and Karl Martin, "Forging the Library Courseware Link: Providing Library Support to Students in an Online Classroom Environment," *College and Research Libraries News* 65, no.10 (2004): 613-617, <http://vnweb.hwwilsonweb.com>.
- 10 Wade Kotter, "Bridging the Great Divide: Improving Relations between Librarians and Classroom Faculty," *Journal of Academic Librarianship* 25, no. 4 (1999): 294-303. <http://web.ebscohost.com>.
- 11 Jill Markgraf, "Collaboration between Distance Education Faculty and the Library: One Size Does Not Fit All," *Journal of Library Administration* 37, no. 3/4 (2002): 451-464.
- 12 Shank and Dewald, "Establishing our presence."
- 13 Victoria Matthew and Ann Schroeder, "The Embedded Librarian Program," *Educause Quarterly* 29, no. 4 (2006): 61-65, <http://www.doaj.org/>.
- 14 Corinth, "The Lurking Librarian."
- 15 Jim Kinnie, "The Embedded Librarian: Bringing Library Services to Distance Learners," 22nd Annual Conference on Distance Teaching and Learning. 2006, http://www.uwex.edu/disted/conference/Resource_library/proceedings/06_4327.pdf. (accessed 26 October 2007)
- 16 Mollie Dinwiddie, "Looking for Ways to Provide Online Library Services Equal to On-Campus," *Distance Education Report* 9, no. 18 (2005): 8, <http://web.ebscohost.com>
- 17 Heller-Ross, "Librarian and faculty partnerships."
- 18 Rob Lenholt, Barbara Costello, and Judson Stryker, "Utilizing Blackboard to Provide Library Instruction: Uploading MS Word Handouts with Links to Course Specific Resources." *Reference Services Review* 31, no. 3 (2003): 211-218., <http://www.emeraldinsight.com>.

Florida Means Flowers!

By Nancy Pike

Ponce de Leon remarked upon it in 1513 when he named his discovery "La Florida: Place of Flowers! To appreciate the name, just spend a few weeks in the north during January or February. Upon return, one's eyes take in the exuberance of Florida's green and lush colored plants, and one remembers again the elemental allure that has attracted nature lovers for hundreds of years.

William Bartram, James J. Audubon, and others explored, collected, painted, and wrote scientific treatises about the state's resources in the 18th and 19th centuries. The Florida Museum of Natural History in Gainesville offers an online exhibit about these adventurers titled "Florida Naturalists:"

Later, when growth exploded in the early 20th century, naturalists and conservationists were fortunately alongside the developers, creating the gardens that we appreciate today. Botanist Dr. Henry Nehrling purchased a Naples property in 1919, planting one of the earliest collections of tropical plants in Florida. Many of these are still growing, now part of the **Caribbean Gardens** and **Naples Zoo**.

One of the world's great plant explorers, Dr. David Fairchild, retired to Florida, sharing his expertise with businessman Robert Montgomery who founded a botanical garden in Miami. Opened to the public in 1938, **Fairchild Tropical Botanic Garden** (FTBG) was designed by William Lyman Phillips of the famed Frederick Law Olmsted firm, designers of Central Park in New York City. The FTBG emphasizes collecting, documenting, and studying tropical plants from around the world. The garden's library supports research and includes an historical archive.

Land development itself sometimes provided the impetus for garden development. The McKee-Sexton Land Company in Vero Beach hired Phillips to design the infrastructure of the McKee Jungle Gardens in the early 1930s. Within ten years, it had become one of Florida's most popular attractions. As its popularity waned in the 70s, however, some of the property was eventually sold for development. The remainder was purchased in 1995 for the **McKee Botanical Garden**.



Florida Museum of Natural History - "Florida Naturalists"
<http://www.flmnh.ufl.edu/naturalists/flnaturalists.htm>

Caribbean Gardens and Naples Zoo
<http://www.napleszoo.com>

Fairchild Tropical Botanical Gardens
<http://www.ftg.org>

McKee Botanical Garden
<http://www.mckee-garden.org>

Kanapaha Botanical Garden
<http://www.kanapaha.org>

Cummer Museum of Art and Gardens
<http://www.cummer.org>

Selby Botanical Gardens
<http://www.selby.org>

Florida State Park System
<http://www.floridastateparks.org>

Nancy Forrester's Secret Garden
<http://www.nancyforrester.com/garden.html>

Florida Plants
<http://www.floridaplants.com>

Gardens often reflect aspects of Florida history. For example, the Morikami Museum and Japanese Gardens, between Delray Beach and Boca Raton in Palm Beach County, are on the site of an early 20th century Japanese agricultural community. Kanapaha Botanical Garden in Alachua County is near Lake Kanapaha where there was once a Timucuan Indian village. The garden's signature plants include the state's largest public display of bamboos.

Some gardens were planted in conjunction with the handsome mansions of wealthy

residents. The **Cummer Museum of Art and Gardens** in Jacksonville holds two acres of formal gardens, one planted in 1903 by Mrs. Arthur Cummer. Ellen Biddle Shipman designed a later Italian Garden in 1931.

Marie Selby Botanical Gardens in Sarasota was also established by a wealthy benefactor. A bay front property, the gardens foster understanding and appreciation of tropical plants, including 6,000 orchids, a large display of bromeliads, a banyan grove, and bamboo forest.

Our state park system is rich in gardens, organized by region at the Web site www.floridastateparks.org. The **Alfred B. Maclay Gardens State Park** in Tallahassee is a fine example. The gardens were first planted in 1923 with spectacular displays of camellias and azaleas featured in winter and early spring. During the peak blooming season, the house is also open to the public.

Gardens are still being created. In Key West, **Nancy Forrester's Secret Garden** is taking shape in the last undeveloped wooded acre of land right in the middle of town. Forrester and her friends continue her crusade to keep this tiny spot natural, filled with exotic plants.

This is the perfect time of year to explore Florida's beautiful gardens. Leigh Fulghum's Web site www.floridaplants.com can lead you to many additional gardens, including a map and host of topics related to all aspects of Florida gardens. Several books address the subject: *Lilly Pinkas' Guide to the Gardens of Florida* (Pineapple Press, 1998) gives history, location, plants, and facilities. If the mansions intrigue you as much as the plants, you might enjoy *Old Florida: Florida's Magnificent Homes, Gardens and Vintage Attractions*. The book is introduced by Patrick Smith, photographs by Steve Gross and Sue Daley. (Rizzoli, 2003)

For insight into Florida's botanical history, see *Nehrling's Early Florida Gardens* by Henry Nehrling, revised and edited by Robert W. Read. (University Press of Florida, 2001).

Additional titles of interest are *Natural Wonders of Florida: a Guide to Parks, Preserves and Wild Places* by Marty Klinkenberg. (Country Roads Press, 1993) and *The Gardens of Florida* by Steve Brooke (Pelican Publishing Co., 1998)

Preparing Future Librarians:

the Graduate Assistant Program at the University of South Florida Library

By Susan Silver and Virginia Cunningham

For over thirty years, the University of South Florida (USF) Tampa Library and USF's School of Library and Information Science have mentored a steady stream of highly qualified librarians entering the profession. Since its inception in 1976, more than two hundred students enrolled in USF's Library and Information Science program have held assistantships at the USF Tampa Library, creating a long tradition of providing graduate students with training and preparation for careers as librarians. By offering pre-professional, broad-based library experience that can easily be combined with a graduate-school class schedule, the USF Tampa Library's graduate assistant program offers valuable opportunities for library-school students.

The program has an excellent reputation, especially in the state of Florida. Library directors throughout the state have commented on the high quality of applicants who had held assistantships at the USF Library. This reputation is supported by those participants in the program who have gone on to have successful library careers. Many are working in large academic research libraries, although public librarians, school media specialists, and special librarians have also been part of the program.

The graduate student program has tried to support the Tampa Library's goal of achieving a diverse staff. ALA Spectrum Scholars have participated in the Graduate Assistant Program and several graduate assistants have been fluent in a variety of languages.

Teaching Assistance

Originally, graduate assistants provided support for the class, "The Use of the Library," which was taught by the reference librarians. The graduate assistants graded assignments and quizzes and helped the students during their "lab" hour for the two-credit-hour class.

During the late 1970s and the early 1980s, the graduate assistant program expanded as more sections of the "Use of the Library" class were offered. Additional state funding helped expand the program to include more library-school students. There were often twelve to fifteen graduate assistants participating in the program during fall and spring semesters. The library-school students involved in the program also had the opportunity to teach portions of the classes, under the mentorship of the reference librarians.

"The assistantship provided great hands-on experience. So many library science students have no experience, so every bit of experience I gained helped me a great deal in trying to find a job and performing at my job."

Reference Service

In the late 1980s, the popular "Use of the Library" class moved, by mutual agreement, to the School of Library and Information Science. The graduate assistant program expanded and offered more opportunities for the students involved. As part of their library experience, graduate students received training for the reference desk and the periodicals service desk. Graduate assistants were also assigned to Government Documents and provided reference service in that area. A two-week training program was developed, four hours each day, to give them the opportunity to gain experience in public service prior to the start of their assignment. Graduate assistants were then assigned desk hours during various times throughout the week. Every attempt was made to give them hours with librarians to

enhance their learning experience. The use of the graduate assistants during both peak and off-peak hours allowed the library to provide excellent service during all hours the building was open.

Benefits of Assistantship

In a recent survey, former graduate assistants were asked to reflect on their experience in the library graduate assistant program and relate the impact that experience has had on their library careers. The responses about



The current participants in USF's graduate assistant program.

the program were overwhelmingly positive. Most library graduate assistants have gone on to have successful careers as librarians in a variety of libraries throughout Florida and the nation. Many have gone on to positions in academic libraries, and a few have become directors of academic libraries. Others have followed different career paths that have led them to work in public libraries and school media centers. When surveyed, former graduate assistants unanimously said that they value the experience they gained by participating in the program.

Many of the former graduate assistants cited the friendships they made, as well as the professional contacts that were cultivated during their assistantships, as being the most valuable things they gained from their experience. The teamwork and camaraderie with other graduate assistants and librarians were

mentioned as being memorable in the survey. One former graduate assistant commented, "This experience gave me the opportunity to work in a professional setting and observe and work with experienced librarians. The librarians also helped me with my resume." The opportunity to be mentored by both experienced librarians and librarians at the beginning of their careers was also important.

The ongoing training that they received throughout their assistantships helped them to develop skills and gain experience using the

Science was awarded an Institute of Museum and Library Services (IMLS) grant to fund the "Academic Librarians for Tomorrow's Academic Researchers" (ALSTARS) initiative. This initiative is a partnership between the School of Library and Information Science and USF, the University of Central Florida, and Florida Atlantic University. The goal is to educate future academic librarians throughout the state of Florida. Part of the education is an assistantship in the library tailored to coincide with coursework.

Library, the Nelson Poynter Library at USF St. Petersburg, and the library at the Florida Mental Health Institute at USF.

Looking Toward the Future

During the past thirty years, the graduate assistant program has changed dramatically. Part of the change reflects the transition from assistance with classes to experience in all areas of the Tampa Library and other USF libraries. Other changes reflect new opportunities in librarianship.

Graduate assistants in the program have remained integrally involved as the Library embraced the changes within the field of librarianship. Graduate assistants gained experience with a variety of electronic databases in all disciplines as these were added to the Library's resources. Graduate students have been introduced to the concepts of active learning and have used some of the methods in classes they have taught. Many of the graduate assistants have been active in the virtual reference service offered by the Libraries. The opportunity to work with rare artifacts and materials in Special Collections has also been available to some of the students. Special projects in Media Resources, Electronic Resources, Technical Services, and Technology have also been part of the experience in recent years.

Although the graduate assistant assignments have changed to reflect the growth and change in librarianship, the overall experience has remained positive for library science students. The experience gained from the program is an important part of their education.

Offering unique opportunities will continue to be the focus of the graduate assistant program, providing experience that will benefit both the library school students and the libraries.

Susan Silver and Virginia Cunningham are reference librarians at the University of South Florida Tampa Library.



Graduate assistants at USF prepare a display.

"By offering pre-professional, broad-based library experience that can easily be combined with a graduate-school class schedule, the USF Tampa Library's Graduate Assistant Program offers valuable opportunities for library-school students."

library's resources that they could then use in their new career. A graduate assistant noted in the survey, "The assistantship provided great hands-on experience. So many library science students have no experience, so every bit of experience I gained helped me a great deal in trying to find a job and performing at my job. Getting the experience needed to command a higher salary after graduation". Another commented "My tenure as a graduate assistant allowed me to put into practice things I learned in [library] school. It forced me to hone my reference skills and think on my feet."

Graduate Assistant Program Today

The graduate assistant program has continued to change and grow. In January 2006, the USF School of Library and Information

The addition of the graduate assistants from the ALSTARS program has added a new dimension to the program. A graduate assistant will typically spend his or her tenure at the Tampa Library working in several different departments, including Reference, Technical Services, Digitization, Special Collections, Human Resources, Media Resources, Collection Development, and Communications. In recent semesters, graduate assistants have also been trained to participate in the Library's instruction program, providing instruction to freshmen and other undergraduates. The program also gives graduate students the opportunity for work throughout the USF library system. Graduate assistants now have assignments that take them to the Shimberg Health Science Center

Second-in-Command:

Creating Leadership and Management Opportunities through Organizational Structures

By Carrie Gits

Librarian positions are advertised for all levels of experience. Students fresh out of library school programs simply need and want a job. They look for an entry-level position; a position that will provide them with their first few years of professional library experience.

But what are the options for a librarian looking to move up to the next level?

While entry-level positions provide the first couple years of professional library experience, very few provide any opportunities to gain supervisory or management experience. When a librarian wants to move up to a department-head position or an administrative role, how does he or she get the experience required? Job descriptions at this level can require five years professional experience, in addition to supervising library staff or professional librarians. For example, a current posting for a department-head position on the Florida Library Jobs Web site states, "...evidence of successful supervisory and mentoring experience; three to five years relevant experience in an academic or research library."¹

Management Training

In recent years, authors such as Howze and Matheson have stated that with the predicted large number of retirements in library management, combined with the shortage of librarians entering the profession, libraries can no longer afford to require formal supervisory experience as a determining factor in hiring a department head or manager.² But in reality, there are still many library positions that require the supervisory experience. Libraries will need to look at alternative approaches to finding, training, and retaining qualified librarians for management and administrative

positions. What alternatives or opportunities exist for librarians to gain this experience and subsequently foster their management and leadership skills?

Nova Southeastern University (NSU) offers one approach, an assistant department head position. Within the library there are two departments with an organizational structure that includes an assistant department head. Librarians in these positions collaborate with the department heads in managing the departments' services and staffs.

Assistant Department Heads

While many academic libraries may have positions such as assistant directors, assistant department-head positions are rare. After a perusal of staff directories and organizational charts on the Web sites of Florida's private and state colleges and universities, it appears that fewer than ten have assistant department-head or equivalent positions. Many of these positions were in the area of technical services.

Florida is a state with two ALA-accredited library-school programs, sixty-six

academic institutions, and several successful leadership institutes, such as the SEFLIN Sun Seekers program and the statewide Sunshine State Library Leadership Institute (SSLI). With schools producing librarians in the state, academic libraries to employ librarians, and leadership institutes to educate and mentor future leaders, more positions like an assistant department head can only help develop future leaders and managers.

If the prediction is true and there will be a wave of retirements in academic libraries in the next several years, what steps are libraries taking now to address this gap, and how are they encouraging interested librarians to become involved in management? At NSU's Alvin Sherman Library, the presence of assistant department-head positions is one approach that works well.

NSU's Approach

The Alvin Sherman Library is unique in more ways than one. It is a joint-use library with NSU and the Broward County Board of County Commissioners. Library services and resources serve both the NSU community and county residents.

In the Reference and Public Library Services Department, the assistant department head collaborates with the head of the department to manage the day-to-day operations and departmental goals. Some of the essential job functions of the Assistant Head of Reference include:

- Working in collaboration with the Head of Reference to manage and supervise fourteen reference librarians, one administrative assistant, and one student worker.
- Planning, developing, coordinating, and providing general and specialized training for reference staff.
- Working collaboratively with the Head of Reference to plan, organize, coordinate, schedule, and assess reference services.
- Working in collaboration with the Head of Reference to recruit

Help Wanted

Department Head, Library Public Services

Responsibilities:

Provides leadership for the overall planning, organization, direction, coordination and assessment of the department's functional areas. Manages the department's financial and human resources and monitors ongoing job audits, performance evaluations, promotion, tenure post-tenure review processes.

Qualifications:

Required - ALA-accredited master's degree in library or information science. Demonstrated organizational, interpersonal, oral, and written communication skills. Ability to communicate and work effectively in a diverse setting. At least five years of recent full-time, progressively responsible experience, including at least three years of supervisory and management experience in a (preferably academic) library. Ability to efficiently use pertinent computer and information technologies ap-



Counterclockwise, from left to right are Nora Quinlan, Matthew Buckley and Carrie Gits. Participating in staff evaluations provides mentoring and coaching opportunities.

“Libraries will need to look at alternative approaches to finding, training, and retaining qualified librarians for management and administrative positions.”

and hire reference librarians, clerical and student staff.

- Working in collaboration with the Head of Reference to evaluate and assess reference staff.

A position like this benefits the person in this job by providing hands-on experience, a mentor-mentee relationship, and opportunities to see the bigger picture.

Action Learning

As an assistant department head, a librarian is in a position where she is provided with real-life opportunities to explore management roles. In other words, the position provides “action learning” with actual organizational problems and issues. Take, for example, the ever-present task of interviewing and hiring new employees. The job description states that the assistant department head will “work in collaboration with the Head of Reference to recruit and hire reference librarians, clerical and student staff. This involves recruiting at conferences as needed, leadership in search committees, and organizing and coordinating the search process.”³

Undoubtedly, serving as a member of a search committee can provide insight into the interviewing and hiring process from the perspective of the organization. Yet in a position like this, the librarian also sees first hand the finite details and time commitment that encompasses the entire process. This includes writing a justification for the position, getting the position approved and posted through human resources and library

administration, organizing and scheduling the day of the interview (including all of the players outside of the immediate search committee), and coordinating and conducting the reference checks after the interview. These are just the logistical aspects! This doesn’t include the valuable and sometimes difficult discussions in which managers engage when trying to determine whether or not a qualified candidate is in fact the right person for the job. These discussions and decisions involve considering all of the human elements, such as group dynamics and how the candidate may (or may not) mesh with the organizational culture or the needs of the department at the time. This leads to another core benefit of this position; the existence of mentoring and coaching.

Mentor-Mentee Relationship

Mentoring and coaching are two concepts popular in the discussion of leadership today. One of the most rewarding aspects of this position is the mentor-mentee relationship that exists between department head and assistant department head. A classic definition of mentoring describes it as, “. . . a dyadic relationship between a more experienced, senior employee and a less experienced, junior employee.”⁴ The department head has the ability to serve as a formal mentor and impart years of experience and knowledge about the library profession and culture of the organization. Conversely, the mentee brings a fresh perspective into a situation and offers his or her own experience and knowledge to the department head. In working together

on responsibilities like disciplinary action and performance appraisals, they act as a team to discuss and carry out the process. For a librarian interested in management, it is meaningful to have the opportunity to see this aspect of the job first hand. More importantly the assistant department head gets immediate feedback and guidance from the head of the department as a result of participating in this process.

Co-management Benefits

The presence of the mentor-mentee relationship also allows for the department head to have a co-manager. While the ultimate authority lies with the department head, the existence of a co-management structure creates open communication. The department head benefits by having a co-manager with whom to exchange ideas and perspectives. The department head can communicate with the assistant head to discuss issues or concerns that affect the department, the library, and the university.

The presence of an assistant department head helps alleviate some of the stress put upon department heads to “do it all.”⁵ The head of the department has the ability to delegate authority and responsibility to the assistant department head. For example, within the Alvin Sherman Library’s Reference Department it is the responsibility of the assistant department head to coordinate training and orientation program existed within the department, but it needed to be revised.

continues on page 16



Nova
Southeastern
University

“As an assistant department head, a librarian is in a position where she is provided with real-life opportunities to explore management roles.”

With the creation of an assistant department-head position, the expansion of this program became a manageable project.

There is also the additional benefit of having another individual to serve as the acting head in the absence of the department head. Having someone else in charge during these absences allows for the department to remain stable and efficient. Staff in the department is encouraged by knowing they have another manager to rely on for help and guidance. Moreover, the department head can be away from the library and be confident that the department is in good hands.

Seeing the Big Picture

With a co-manager model, communication is essential. When ideas are shared back and forth it enriches the way in which the department functions. Both the department head and assistant department head bring their own experiences and relationships with department members into a situation or decision. What the assistant department head does not see, the department head may be able to and vice versa. In many instances, the combination of the department head as mentor and co-manager facilitates the ability of the assistant department head to see the bigger picture. Being able to see the bigger picture is not something that can easily be taught in management workshops or leadership institutes. While the importance of this trait is stressed, the ability to see the big picture is similar to an “aha moment.” It just happens.

Leadership Development Opportunities

Academic libraries in Florida have numerous opportunities to cultivate future managers and leaders for positions within their organizations. There are management certification programs, leadership institutes, and numerous workshops offered by regional consortia, such as NEFLIN, SEFLIN, SWFLIN, and TBLC.⁶ Creating formal opportunities within an organizational structure, such as the establishment of an assistant department head is another approach. Unfortunately, many librarians who want to get involved in management are not provided with a formal structure in which to do so. An assistant department-head position is a wonderful opportunity to gain experiences in management, supervision, and leadership while remaining intimately involved in the day-to-day tasks of librarianship.

An assistant department-head position is an example of what Hernez-Brome and Hughes describe as a component of leadership development: It is a position that goes beyond the scope of attending supervisory or leadership training, but instead includes authentic “developmental experiences.” These experiences are, “likely to have the greatest impact when they can be linked to or embedded in a person’s ongoing work and when they are an integrated set of experiences.”⁷

This type of position is not only a formal approach to training future managers, but also a stepping stone for a librarian who wants to establish a career in management or leadership. It’s a position that goes well beyond the scope of middle management; it is the best of both worlds.

Carrie L. Gits is Assistant Head of Reference at Nova Southeastern University’s Alvin Sherman Library.

Notes

- 1 Florida Library Jobs (Florida Department of State, State Library and Archives of Florida), <http://www.floridalibraryjobs.com/> (for Head of Special Collections; accessed July 14, 2007).
- 2 Philip C. Howze, “From Core Competencies to Desired Traits: Hiring a Head of Reference for the New Millennium,” *The Reference Librarian* 39, no. 81 (2003): 17-33. Heather Matheson, “Promoting (for) Change: New Academic Librarians in Managerial Roles,” *Feliciter* 53, no. 2 (2007): 70-72.
- 3 Position Description: Assistant Head of Reference. Nova Southeastern University, Alvin Sherman Library Research and Information Technology Center, June 2005.
- 4 Mary Ann Mavrinac, “Transformational Leadership: Peer Mentoring as a Values-Based Learning Process,” *Portal: Libraries and the Academy* 5, no. 3 (2005): 391-404.
- 5 Rachel Singer Gordon, *The Accidental Library Manager* (New Jersey: Information Today, 2005).
- 6 Robin Kear, “Learning to be a Leader: Leadership Development Opportunities in Florida and Beyond,” *Florida Libraries* 48, no. 2 (2005): 22-23.
- 7 Gina Hernez-Brome and Richard L. Hughes. “Leadership Development: Past, Present and Future,” *Human Resource Planning* 27, no. 1 (2004):24-32. By LeiLani Freund and Colleen Seale

The Florida Book Review Connects Readers with Florida Books

By Joyce Sparrow

The Florida Book Review (<http://www.floridabookreview.com>) is an appealing Web tool for connecting readers and writers to Florida's literary past and present.

Lynne Barrett, founder and editor of the site, is the author of *The Secret Names of Women* and *The Land of Go*, and co-editor of *Birth: A Literary Companion*. Lynne teaches in the MFA program at Florida International University.

The Florida Book Review is educational and intellectual without being academic.

The idea is to have a fun site to connect general readers to Florida books. Selections included on the site may be new to the reader or just published for the first time. A large portion of the site is dedicated to reviews. Publishers from small, univer-



Lynne Barrett

sity, and large commercial presses send review copies to the site's book reviewers. They do not review self-published books.

The goal of The Florida Book Review is to draw people who may have an interest in a particular author or category, who then may make new discoveries as they browse the site. The site as a whole offers an unfolding picture of "Florida writing" across genres. Comments from site visitors reveal people who didn't know about Florida's long literary history or the liveliness of the state's literary scene.

Classic Florida Reads

The site prominently displays Classic Florida Reads by well-known writers from John D. MacDonald to Russell Banks. Booklovers will be well guided through the library stacks when following the site's reading suggestions. Barrett offers these older Florida books for "reconsideration." To create this section of the site, Barrett asks a current Florida writer to go back and read or reread

a book that has been around for thirty years, or seventy years, to see how the book stands up in the light of current events. This is a fascinating perspective, whether the book is *Condominium* or *To Have and Have Not*. More entries for this section of the site are planned.

Beyond Fiction

The reading suggestions go beyond fiction to include the environment, poetry, crime writing, and travel, as well as selections for children and young adults. The original plan was to have a Nonfiction page and a Florida History page, but as books came in there were some natural subdivisions. The Environmental page was added because Barrett saw a diversity of writing about nature and its endangerment. The Tales & Legends page includes works that are sometimes historical, but sometimes more a matter of oral history and legend, often telling the stories of fascinating Florida places.

The Florida music page is a good addition that showcases Florida as a place of importance in musical history. There is link from the review of *Fiddler's Curse* so readers can hear some renditions of "The Orange Blossom Special." One of these days, Barrett expects to see books that talk about Jim Morrison's arrest in South Florida or the career of Jacksonville's Lynyrd Skynyrd.

Florida's Poet Laureates

Recently added to the site is a feature on Florida's all-but-forgotten poet laureate, Vivian Laramore Rader, who was a force for poetry in the state for over forty years. The feature has drawn a lot of readers who have information about or interest in Laramore Rader. In addition, Barrett uncovered information about the truly forgotten first poet laureate, Franklin N. Wood, and began to gather more information about his life.

Literary Festivals & Events

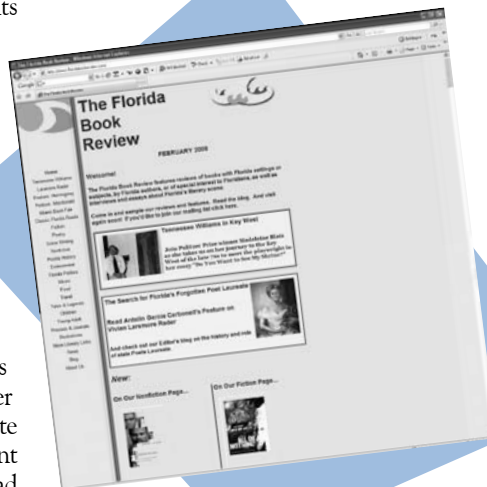
The site also has listings for Florida book festivals and literary events. Information is provided about reading series, conferences, writer's organizations, and literary magazines. Barrett organized a blog during the 2007 Miami Book Fair. There is also a good feature about one writer's participation in the 27th Annual Hemingway Festival Days in Key West.

Book Sellers

Finally, the site is making special effort to promote Florida independent bookstores with links to all of their Web sites. Barrett wants to include some coverage of Florida antiquarian booksellers, too. Florida Book Review is set up as both a Books & Books Associate and as an Amazon Associate. It turns out that many of its readers are not in Florida—the site had readers in over forty countries in December 2007. If a reader clicks through the link to Books & Books or to Amazon through one of their images and purchases a book, the site receives a very tiny percentage of the sale price. This has been the site's sole source of revenue so far, although it is starting to carry advertising now that Barrett can demonstrate a steady and eager readership.

Visit www.floridabookreview.com. It is a perfect site to connect students and recreational readers to Florida's literary shelves.

Joyce Sparrow is librarian for the Juvenile Welfare Board Children's Services Council of Pinellas County. Contact her at jsparrow@jwbpcpinellas.org.



Using Information Hunts and Trivia Challenges

to Increase Staff Morale and Improve Customer Service

By Lisa Kothe, Jen Obermaier and Tracey Reed

In August 2006, a group of Clearwater Public Library System (CPLS) staff met to discuss ways to get library staff interested in and involved with the electronic database resources the Library offers to the public. Too often, these expensive resources go unnoticed and are under utilized by customers and staff. There was concern that both professional and paraprofessional library staff members needed more training to better assist users with these resources. The group, consisting of the Library Director, Assistant Circulation Manager, Youth Services Manager, Systems Analyst, and two Reference Librarians, was tasked with developing a program to get library staff more involved with the resources the Library offers to better serve customers using these tools.

The idea of incorporating this into staff training was timed perfectly since CPLS had recently launched a public relations campaign for the databases – highlighting a Database of the Month on the Library's blog and Web site and in its e-mail newsletter and the local newspapers.

The Beginnings

Looking around for inspiration, the group discovered the Public Library of Charlotte and Mecklenberg County's Learning 2.0 blog (<http://plcmlearning.blogspot.com/>). The blog highlights innovative ways to explore Web 2.0 and Library 2.0 concepts and technologies, such as blogs, Flickr, tagging, and wikis.

The goals for the CPLS project were to improve staff morale and familiarize staff, both paraprofessional and professional, with the electronic resources the library offers.

Group members decided to begin the first phase by focusing on electronic databases. They launched a weekly trivia challenge – asking questions that could be answered using the Database of the Month featured in the Library's PR campaign. As the project moved into its second phase, the group added

a third goal: to expand staff awareness of the greater library world – the issues, the discussions in the “biblioblogosphere”, and innovative things other libraries are doing for their staffs and users.

As incentive for participation in the weekly challenges, the group sent small rewards, such as candy, to each person who responded and added their name to the pool for a monthly grand prize of a 2.0 gadget, such as MP3 players and digital cameras.

There were two key factors for success in the initial launching of the program: administration buy-in and support from the Clearwater Friends of the Library. Because the Library Director was part of the group, there was buy-in from the administration. Once the group decided on an MP3 player as the first 2.0 gadget for the grand prize give-away, it asked the Clearwater Friends of the Library to fund it and similar giveaways for twelve months at approximately \$70 each month. The Friends understood the vision and the importance of the program and agreed to fund the grand prize drawing.

Getting started

The database portion of the contest began in March 2006 and concluded in August 2007. Every month one electronic resource was selected and profiled, highlighting the motto “Learning about the resources we have to offer our patrons is our goal. The more we know, the more we can share . . .”

Each week, a challenge question was e-mailed to the entire library staff. Staff members had one week to research and respond by e-mail with an answer. Each question answered was acknowledged with the correct response and a “thanks for playing.” (Ninety-nine percent of all responses were correct!) In addition to the questions, participants were provided links to help pages and product tours provided by the vendor to familiarize them with the resources. At the

end of each month, a grand prize winner was randomly selected from all respondents.

Questions were designed to be challenging, thought provoking, and fun. Clues for the answers were given in the question, and most questions appeared in this format:

It's time for the first question in January's contest!!!

The Database of the Month is:

Facts on File

A patron wants to read the text of President Ford's first address after taking office. The speech was given on August 9, 1974. Find the speech using the Facts on File resource. What is the first line of President Ford's August 9th address?

You can find the database at: <http://myclearwater.com/cpl/databases.asp> or by clicking on Database of the Month from the library's home page.

If you didn't answer last month, consider entering the contest by answering this question. Don't miss out on a chance to win a great prize!

A group of thirty-five staff, an equal distribution of librarians and paraprofessionals, answered the questions on a weekly basis. Participation averaged 125 responses per month for the first twelve months of the contest or 40 percent of total library staff. Participation in the final four months decreased to approximately eighty responses per month, with the same core group of respondents making up the majority of the eighty responses. After the significant decrease of “players,” the organizers decided that it was time to take a break, regroup, and change the direction of the contest. Group members felt that the goal of opening eyes to the Library's electronic resources had been achieved.

For phase two of the program, the group decided to switch gears and focus on more global library issues, such as introducing staff to library technology and information shared

In the words of one staff member, "it made me use my brain."

on library blogs, Web sites, and other groups. While the contest was on a three-month hiatus, staff interest continued, and people wondered what was coming next. During this time, occasional teasers about the new direction of the contest were e-mailed. When phase two of the contest resumed, it focused more on global library issues and resources and there was a decrease of participants, with approximately ten players for each question. Question format changed to look like this:



Librarian Joyce Kirchoffer shows off the digital camera that she won in the CPLS Staff Information Hunt

acknowledged participation meant learning to use the additional library resources, which in turn expanded staff knowledge and enabled them to provide stellar customer service. In the words of one staff member, "it made me use my brain." They also stated the challenge of finding additional time in the day to participate and suggested the weekly questions be shorter and not include multiple parts.

The findings in this survey suggest most staff who participated in the contest learned a lot about the Library's resources and how to use them more efficiently. They appreciated the organization's strong commitment to continual learning to improve customer service and satisfaction. The initial goals of improving staff morale through fun team building activities, and encouraging staff to become more familiar with using electronic resources to answer simple research questions were successfully met. This program was the Library's first effort to expand staff awareness of resources available to its customers and promote the Library's commitment to providing continuous staff training and education. It was suggested that the Library continue the program in the future, perhaps focusing on finding information using the Internet via search engines or authoritative Web sites.

Conclusions

Staff members at all levels of library service are interested in learning how to better serve library users. Creating a program that incorporated fun incentives without undue pressure to respond was one way to accomplish this. While not included in the survey responses, many staff verbally stated that they would work on the questions even if they didn't submit their responses. Staff participants enjoyed learning about what the Library offers, and while less enthused about researching other libraries and the greater library world, are still interested enough to participate. To this end, the program was a success and has accomplished its intended purpose. The staff is excited about implementing a future contest to keep up the momentum.

Lisa Kothe, Jen Obermaier and Tracey Reed work in the Clearwater Public Library System.

The focus of this year's contest is the library world.

We're going to start with

Libraries in Pinellas County

(including CPLS), expand to what out there in Florida and then nationwide and international. Questions will focus on physical libraries, library web sites, library and librarian blogs, resources available to library users and all sorts of other stuff.

This week's question is a 2-parter. Please get responses back by Monday, October 8.

- 1) Pinellas County has 15 separate public libraries and library systems. Name them & their branches (if applicable).
- 2) We are all loosely united under what organization (note, this is not TBLC)? What are the 6 goals of this organization?

When interest continued to wane and responses were fewer than ten staff for three weeks in a row, the group thought that it was important to evaluate the program and get staff feedback.

Getting Input from Staff

In December 2007, library staff was asked to complete a brief survey focusing on the goals and implementation of the program.

The goal was to field suggestions to improve and expand knowledge of Web 2.0 tools, and increase global awareness of what libraries are doing around the country to attract and retain customers. The survey was structured to determine why the respondent did or did not participate, what they liked most about the program, and whether they felt it was an effective way to learn more about the library's electronic resources.

There were twenty-five respondents out of 99 surveys. Those who didn't regularly participate in the program stated they thought it was a worthy and creative exercise, but because of limited time and their daily workload, it was difficult for them to participate. Some commented that they needed more than a week to complete questions from phase two.

Those who participated regularly, many of whom were librarians, stated that they learned a lot about the library databases, including new databases that may not be used on a frequent basis. They thought the challenge of researching topics to find the correct answers was fun, and the prizes were an added incentive to participate on a consistent basis. They

Celebrate the Leader in You!

Join FLA in St. Pete Beach
for the Annual Conference and Tradeshow

New technologies, changing ways of delivering services, trends in building design — staying current in today's library environment has plenty of challenges. In these tight budget times, getting to a national library conference to learn about the latest ideas and products is often one more challenge. Fortunately, library workers in Florida have an alternative — the Annual Conference of the Florida Library Association.

Learn from the Experts

This year's conference features a number of nationally recognized speakers, including library futurist Joan Frye Williams and Ohio State University Libraries Director Joseph Branin, who will bring their observations and ideas on the future of libraries to the state. They will be joined by some of our own library leaders, academics, and colleagues who are actively engaged in exploring and implementing innovative ideas.

Here is just a sampling of the varied sessions on this year's program that were selected to appeal to a broad range of interests.

Embracing New Technologies

Blogs, podcasts, wikis, social networking— Web 2.0 technologies present many opportunities for new services and new ways of reaching users. Learn about using these and other new technologies, discover ideas for developing new services, and discuss their impact on library policies.

Podcasting 101: Creating, Editing, and Publishing an Audio Blog

Speaker: Paul Alford, Learning Services Manager, Citrus County Library System

Preconference, Tuesday 4/22

Learn how to use this Web 2.0 tool to put your audio recordings up for the world to share. By the end of this hands-on session, you will know how to use the freely available Audacity program to record and edit digital audio, add special effects, sequence and

produce a show, upload your show to a free hosting service, and provide links to your podcast.

Mobile Gamma: Reference 2.0

Wednesday 4/23, 1:30 – 3:00 p.m.

Speakers: Jamie Conklin, Assistant Manager of Reference, and Nicole Cavallaro, Reference Librarian, Orange County Library System

Interested in developing a roving Reference model? Learn from reference librarians from the Orange County Library System as they discuss the successes and failures of their Mobile Gamma Reference model.

Picture This! Using Geographic Mapping to Enhance Library Service

Wednesday 4/23 1:30 – 3:00 p.m.

Speakers: Marc Futterman, President/CEO, CIVIC Technologies; Ruth O'Donnell, Library Consultant

Geographic Information System data and mapping are used in solving library problems, from generating voter support for library issues to effective management of library space.

From 'Web Two Point Oh No' to Greatness: Using the Read/Write Web to Uncover Your Inner Leader

Wednesday 4/23, 3:30 – 4:45 p.m.

Speakers: Corinne Bishop, Information Literacy Librarian, and Lee Dotson, Digital



Services Librarian, University of Central Florida Libraries

Practical ways to use Web 2.0 applications at your library. Learn all about blogs, RSS, wikis, and instant messaging as tools to encourage leadership and facilitate collaboration.

How to 2.0: Forget the Buzz

Thursday 4/24, 8:30 – 10:00 a.m.

Speakers: Adam Davis, Head of Reference, Delray Beach Public Library; Chad Mairn, Information Services Librarian, St. Petersburg College; Diana Sachs-Silveira, Virtual Reference Manager, Tampa Bay Library Consortium

With Web 3.0 on the horizon, it's time to flush out the how-to's of 2.0. Join these experts and experience practical Web/library 2.0 examples from "real-life" situations.

MySpace in the Library: Is There a Place?

Thursday 4/24, 8:30 – 10:00 a.m.

Speakers: Mary A. Brown, Executive Director, Pinellas Public Library Cooperative;

Vera Gubnitskaia, Youth Services Manager, Orange County Library System
"Should we block MySpace?" Library staffs are struggling with this question. Hear what working librarians have to say about what may be the next big intellectual freedom issue.

Second Life Revisited

Thursday 4/24, 10:30 a.m. – 12:00 p.m.

Speakers: Joe Floyd and Ilene Frank, Reference & Instruction Librarians, and Drew Smith, Information Literacy Librarian, University of South Florida Tampa

How can Second Life, the online virtual world, be used by libraries? Find out about the role of libraries in a multi-user virtual environment.

"Pls hurry it up thanks!!!" Interpersonal Communication in Virtual Reference

Thursday 4/24, 1:30 – 3:00 p.m.

Speaker: Dr. Marie L. Radford, Associate Professor and Library Consultant, Rutgers, The State University of New Jersey

Get tips and tactics for boosting satisfaction and enhancing accuracy in live chat reference, along with a report of a research project that analyzed live chat-reference transcripts from OCLC's Question Point.

Case Study: RFID in the Real World

Thursday 4/24, 1:30 – 3:00 p.m.

Speakers: Shai Robkin, Integrated Technology Group; Sol Hirsch, Library Director, Alachua County Library District

Explore best practices and real world issues for libraries using RFID technology with a public library administrator and a vendor.

The Social Web in Scholarship and Libraries

Friday 4/25, 8:30 – 9:45 a.m.

Speakers: Doug Dunlop, Metadata Cataloger, Athena Hoepfner, Electronic Resources Coordinator, Aysegul Kapucu, Reference/Instructor Librarian, and John Venecek, Reference Librarian, University of Central Florida Libraries

This two-part program will examine the impact of Web 2.0 technologies on library practice and scholarly communication. Part One explores the use of social bookmarking

to enhance library services, while Part Two focuses on the influence of social networking and open source publishing on scholarly communication.

Going the Distance, Meeting the Need: Using Video Teaching and Teleconferencing Technology for Library Instruction

Friday 4/25, 10:00 – 11:15 a.m.

Speakers: Jacalyn Bryan, Internship Administrator/Librarian and Elana Karshmer, Instruction Librarian, St. Leo University

Learn how VTT technology supports instruction to provide library users with accessible, on-demand information on using library resources.

Leadership Development & Staff Training

Change in libraries calls for developing new skills as leaders, users, and trainers.

Leaders in Libraries: Discover the Leader Within!

Preconference, Tuesday 4/22

Speaker: David Bendekovic, Vice President Marketing & Sales, Polaris Library Systems

This program offers practical tools and techniques to help you become an effective leader, such as identifying your leadership orientation and conducting a personal self-assessment to identify strengths and opportunities for improvement.

Learning Services: Good, the Bad, and the Educated

Wednesday 4/23 3:30 – 4:45 p.m.

Speakers: Dr. Don Latham, Florida State University; Erich Heintzelman, Librarian, Valencia Community College; Dr. Ruth Edwards, Coordinator of Lifelong Learning Institute for Winter Park Public Library; Vic Nunez, Reference & Computer Librarian for Bartow Public Library

Dr. Don Latham guides a panel discussion about training programs for staff and customers. Instructional approaches include shoe-string budgets, cross-generational learning, methods to retain learning, and emerging technologies.

Technology is Easy, People are Hard: Leading Technology Shifts in Libraries

Thursday 4/24, 8:30 – 10:00 a.m.

Speaker: Max Anderson, Educational Services Librarian, SOLINET

Make it OK to play! Discover how to make learning about new technologies fun for library employees.

Change Management: Effectively Leading in Times of Organizational and Individual Change

Thursday 4/24, 1:30 – 3:00 p.m.

Speaker: Andrew Sanderbeck, People-Connect Institute

Become a change leader! Recognize change as an opportunity, understand why people struggle with change, and identify strategies for acceptance of change in the workplace.



When Junior Librarians Find Themselves in Charge

Thursday 4/24, 3:30 – 5:00 p.m.

Speakers: Valrie Davis, Sara Russell Gonzalez, and Carrie Newsom, Science Librarians, University of Florida

Junior librarians at the University of Florida are taking on extraordinary roles at the urging of a new administration. Find out how the speakers have instituted change in surprising ways.

A Successful Leadership Career Development Strategy: The Florida State Library and Archives Model

Wednesday 4/23, 3:30 – 4:45 p.m.

Speakers: Jill Canon, Leadership Institute Coordinator, State Library and Archives of Florida; Krista Harris, Okeechobee County Public Library; Sara Beth Karajan, Director, Sarasota County Libraries Department;

continues on page 22

Social & Networking Opportunities

The relaxing beachfront ambience of the TradeWinds Beach Resorts in St. Pete Beach is the site of FLA's Annual Conference and Tradeshow. President Charlie Parker invites attendees to dress in hot-weather casual style for the conference. The conference schedule offers many opportunities to meet friends and make new acquaintances over morning coffee, in the exhibits area, in the many restaurants of the TradeWinds Resort, and at a number of special events.

Tuesday 4/22, 6:00 – 7:00 p.m.

Meet friends and pick up your conference packet at the Welcome Reception before you try one of the TradeWinds many restaurants!

Wednesday 4/23

Following the Opening Session, the grand opening of the exhibits provides your first chance to explore the products and services displayed by the many vendors. That afternoon from 4:45-5:30, enjoy refreshments during a reception honoring past FLA presidents in the Exhibit Hall.

Thursday 4/24, 7:30 – 8:00 a.m.

Join St. Pete Beach's former long-time mayor Ward Friszolowski for a walk on the town's beautiful beaches or join friends for a morning coffee klatch in the hotel.

Thursday 4/24, 5:30 – 7:00 p.m.

Join President Charlie Parker for casual fun and refreshments at the President's Reception.

Thursday 4/24, 7:15 – 9:30 p.m.

FLA and the Florida Book Awards Board invite you to dinner and an evening of excitement as the 2007 awards are presented to Florida authors. (Ticketed event)

Friday 4/25, 11:30 a.m. – 1:30 p.m.

Join the outgoing Executive Board for lunch and the Annual FLA Business Meeting with installation of the new Board and awards ceremony.

Maria Palacio, Multicultural Program Coordinator, Lee County Library System; Marian Smith, Reference/Instruction Librarian, Seminole Community College Library; Kathy Turner, Director of Instruction, Evans Library - Florida Institute of Technology

Wednesday 4/23, 3:30 – 4:45 p.m.

Recent participants in the Sunshine State Library Leadership Institute discuss mentoring concepts, best practices, and their experiences in the Institute.

Outreach to Specific User Groups

Hear from colleagues in public and academic libraries about programs and strategies designed to reach users of a particular age or those with particular needs or interests.

Bridging the Gender Gap: Books for Boys

Preconference, Tuesday 4/22

Speaker: Carole D. Fiore, Training and Library Consulting

Explore the influences that can help turn boys into lifelong readers. Learn the topics, types of books, and titles that work with boys and what the Guys Read movement is doing to encourage young males to read more.



KIDOVATIONS: Innovative Youth Programming & Collaborations

Wednesday 4/23, 1:30 – 3:00 p.m.

Speakers: Andi Figart, Youth Services Manager, and Megan Kempeneer-Danak, Teen Services Librarian, Osceola County Library System

Learn about successful youth programs that engage children, teens, and families through a variety of creative programs and community partnerships.

Early Literacy with RALLY Jacksonville

Thursday 4/24, 8:30 – 10:00 a.m.

Speakers: Kathy Graw, Youth Services Coordinator, Jacksonville Public Library; Cheryl Townsend, RALLY Jacksonville Coordinator, Jacksonville Children's Commission

Jacksonville's city-wide initiative includes a Mayor's Book Club and is kicked-off at the

library each year. Learn how this outstanding partnership was established, funded, and managed.

Beyond the Basics – Being a Leader in Providing Customized Research Services for Faculty and Students

Thursday 4/24, 10:30 a.m. – 12:00 p.m.

Speakers: Marcia Gorin and Gloria Colvin, Faculty & Graduate Research Services Librarians, Florida State University; Susan Arieu, Cheryl McCoy and Matt Torrence, Research Services & Collections Librarians, University of South Florida

An interactive panel explores the leadership role of librarians at two state universities in supporting student and faculty research through customized services.

Public Libraries and E-Government: Practice, Strategies, and Future

Thursday 4/24, 10:30 a.m. – 12:00 p.m.

Speakers: Linda Allen, Director, Pasco County Library System; Dr. John Bertot, Professor and Associate Director, Information Use Management & Policy Institute at the Florida State University College of Information; Kevin Griffith, Adult Services Coordinator, Hudson Regional Library; Charlie Parker, Executive Director, Tampa Bay Library Consortium

Hear both research results and best practice strategies for the growing public library role in connecting the public to local, state, and federal government services.

Increasing Your Library's Street Cred: Reaching out to 20 and 30 Somethings

Thursday 4/24, 1:30 – 3:00 p.m.

Speakers: Rachel Cathcart, Assistant Librarian, Florida Atlantic University; Adam Davis, Head of Reference, Lisa Kreutter, Reference & Young Adult Librarian, Christopher Leary, Reference Librarian, Delray Beach Public Library; Jennifer Rodrick, Young Adult Librarian, West Palm Beach Public Library

Get tips and tools on using marketing, technology, space and furnishings, programming, and collection development to bring this age group into the library and turn them into supporters and funders.

Successful Teen Programming Can Be Done @ Your Library!

Friday 4/25, 8:30 – 9:45 a.m.

Speakers: Mia Clark and Michelle Petrin, Teen Librarians, Jacksonville Public Library

Four special events/program types for teens are discussed – Battle of the Bands, gaming,

poetry (clubs, jams, contests), and essay contests.

**Book Festivals:
Pathways to Success**

Friday 4/25, 10:00
– 11:15 a.m.

*Speakers: Sheldon
Kaye, Director,
and Karen Sloan,
Development*

*Specialist, Lee County
Library System; Ellie
Gibeau, Executive Director, Sarasota
Reading Festival*

Hear from a panel of event coordinators about planning and implementing a successful book festival including committee structures, operational logistics, budgeting, marketing, sponsors, and how to get authors.

Marketing

**Marketing and the Library –
The Missing Manual**

Thursday 4/24, 10:30 a.m. – 12:00 p.m.

*Speaker: Dr. Christie Koontz, Director of
GeoLib & Faculty Member, Florida State
University College of Information*



If you wonder what marketing has to do with libraries, this program is for you! A basic introduction to the magic of marketing is followed by a mini-tradeshaw of marketing

**Telling Your Library's
Stories in the News
Media**

Thursday 4/24, 8:30
– 10:00 a.m.

*Speakers: Stacie Bucher,
Marketing Communications
Manager, Jacksonville Public Library;
Kathryn Bursch, TV Reporter, Tampa Bay's
10 News; Anne Johnson, Editor, Pelican
Press, Tampa Bay's 10 News*

News media members and public relations professional describe how to capture media attention and manage a news crisis.

Building Design

**Tour with the Architects: Clearwater
Public Library & Seminole Community
Library/St. Petersburg College**

Preconference, Tuesday 4/22

*Ward Friszolowski, Senior Vice President
and Philip Trezza, Senior Associate, Harvard*

*Jolly, Inc.; Michael Bryan, Director, Seminole
Community Library/St. Petersburg College;
Barbara Pickell, Director, Clearwater Library
System*

Visit the Clearwater Public Library and the Seminole Community/St. Petersburg College Library with the architects who designed them and the directors who manage them.

Green Building Design for Libraries

Thursday 4/24 1:30 – 3:00 p.m.

*Speakers: Ward Friszolowski, Senior
Vice President, and Philip Trezza, Senior
Associate, Harvard Jolly, Inc.; Sarabeth
Kalajian, Director, Sarasota County Library
System; Marie Moisten, Project Manager,
Broward County Libraries*

Two case studies offer an understanding of the need to build libraries that are beautiful and functional while protecting the environment.

Timely Book Publishing Information for you *and* your author/publisher patrons

At the Florida Publishers Association, we're all about education, and we want to include your library in our educational outreach programs. Toward that goal, FPA offers:

—**Answers to patrons' questions** about book publishing. Just email us at FPAbooks@aol.com.

—**Assistance to librarians** in providing a publishing program to their patrons. We can provide expert speakers and can develop an up-to-date and informative book publishing program that your patrons will appreciate.

—**FPA-member rate for librarians** who would like to attend its Publishing Mini-College and Publishing Ed-U-Conference. We want to help librarians learn even more and become book publishing educational resources in their communities.

—**Free subscription** to the *FPA Sell More Books! Newsletter*. Stay up to date about book publishing with email delivery of our monthly newsletter.

FPA is a not-for-profit Florida corporation that is dedicated to helping publishers, self-publishers and authors learn what they need to know to successfully produce, publish and market their books. FPA offers its publisher, self-publisher and author members low-cost book display at the FLA and FAME trade shows; educational events in spring and fall; the *FPA Sell More Books! Newsletter*, emailed monthly; the members-only FPA President's Book Awards program; the PMA Publishing University Scholarship Program; and much more!

FPA is an affiliate of AAP (the Association of American Publishers, www.Publishers.org); PMA, the Independent Book Publishers Association (www.PMA-online.org); and SPAN (Small Publishers Association of North America, www.SPANnet.org).

Florida Publishers Association, Inc.

P. O. Box 430, Highland City, FL 33846-0430
FPAbooks@aol.com www.FLbookpub.org
Telephone/Fax (863) 647-5951

By Ruth O'Donnell

Our Association has been busy since I wrote this column last year – we held a very successful, well attended conference and an “Unconference” event in the Florida Panhandle; initiated the Campaign to Inform Floridians of the Value of Public Libraries; fought to keep State Aid to Libraries funding intact during several special sessions of the Legislature; added a lot of new members; planned another great conference for this year; and in addition



Ruth O'Donnell

to issuing our regular publications, started a blog and Facebook presence. It continues to be “A New Day at FLA,” the slogan I’ve been using since taking on Executive Director duties in June 2005. This year will bring the biggest change we’ve seen yet.

I contracted with FLA on a part-time basis in 2005 to help transition the organization to an executive director form of management. We had been using an association-management company for twenty-one years, and leadership felt FLA needed to change. An executive director, it was

reasoned, could provide improved consistency from year to year and do more than just manage membership, accounts, and conference as the management company was doing. We are now at a significant turning point in the change process.

The hiring process for a new, full-time Executive Director who is an FLA employee will be complete by our April 22-23 conference, if it isn’t already. Planning will be underway to open the first ever Florida Library Association staffed office, and we will be advertising for a part-time book-keeper/office manager to work in it with the Executive Director. What a big step for our association, a step that starts us on a path to further expand services and membership.

The Executive Board developed a new brand for FLA in 2007 – one of those pithy statements or sets of words that describes the heart of what an organization does. Leadership Advocacy Communication. That’s what FLA is all about and we are positioned for continuous improvement in all three of these areas of service.

This is my last opportunity to write to you in our journal. I want to use it to say thank you – for helping me in so many ways; for sticking with FLA as we struggled with how to manage our business; for all that you do for your professional association and your colleagues in it. I join you soon as a member, not a manager, and am glad to do so. It’s been a fun, although sometimes bumpy, ride made extraordinarily rewarding by the opportunity to work with and for you and for Florida’s libraries.

New FLA Board Members

The following were elected to the 2008-2009 FLA Executive Board

- Wendy Breeden, Vice-President/
President Elect
- Alan Kornblau, Treasurer
- Harold George, Director
- Pamela Grigg, Director
- Debra Sears,
SELA Representative
- Corinne Jorgenson,
ALA Councillor



Florida Library Association

2233 Park Ave., Suite 402
Orange Park, FL 32073-5569
Website: <http://www.flalib.org>

**Dated material:
Please deliver by March 31, 2008**

NONPROFIT ORG.
U.S. POSTAGE
PAID
ORANGE PARK, FL
PERMIT NO. 699