Keeping Vision and Focus in Challenging Times

Virginia Library Association 2010 Annual Conference
Portsmouth, Virginia • October 21–22, 2010

THURSDAY, OCTOBER 21

10:00–11:30 a.m.

Opening General Session

The Opening General Session of the 2010 Virginia Library Association Annual Conference was held in the Holley Ballroom of the Renaissance Portsmouth Hotel at 10:00 a.m. on Thursday, October 21. VLA President John Moorman began the meeting by introducing Bernard D. Griffin Sr., Portsmouth’s mayor, who formally welcomed us to the city. Griffin’s warmth and good humor were well received by the attendees, and struck an appropriate first note for a very successful and enjoyable annual conference.

President Moorman then made some announcements about conference logistics and recognized Elizabeth Speigle, Conference Committee chair, who introduced the members of the committee. Speigle received a gift from the president and a round of applause from the VLA members.

Next, James Sanderson, chair of the VLA Intellectual Freedom Committee, presented the 2010 VLA/ProQuest Intellectual Freedom Award, along with $500 from ProQuest, to the Thomas Jefferson Center for the Protection of Free Expression. The center was recognized specifically for its Speaking Freely program of opinion papers and its sponsorship of the Charlot-tesville Community Chalkboard and Podium. Jefferson Center Associate Director Joshua Wheeler accepted the award and expressed his appreciation for libraries’ commitment to free expression in their communities.

At this point in the session, John Moorman informed the group that Professor Scott Nelson, the keynote speaker, had been called away on a family emergency. Rather than extend the meeting, Moorman suggested that we use the unexpected free time to take advantage of the vendors’ exhibits and to enjoy the company of our colleagues.

—Cy Dillon, Hampden-Sydney College

Pat Howe shares a laugh with Karen Jacobs at the Scholarship Raffle table.
1:15–2:00 p.m.

Transparency in Government: National, State, and Local

Presenters: Alan Gerhardt, Staff Attorney, Virginia Freedom of Information Advisory Council, and Timothy L. Coggins, University of Richmond School of Law

Tim Coggins began the program, discussed the handouts for the attendees, and introduced Alan Gerhardt, who spoke for most of the rest of the session. Gerhardt began by explaining the need for the Freedom of Information Act and discussed its role in keeping our citizenry informed. He also discussed the role of Virginia’s Freedom of Information Advisory Council, a group of citizens interested in open government supported by a staff in Richmond who answer questions from officials, lawmakers, citizens, and the press and often help avoid bad legislation and unnecessary lawsuits. VFOIAC’s website (http://foiacouncil.dls.virginia.gov/) has resources that can help everyone from students studying government to the most experienced attorneys understand what public records are and how to access them. The council has helped governments in the state improve from a 16 percent to a 50 percent rate of compliance with our Freedom of Information Act.

Gerhardt gave the group a quick overview of how to make a FOIA request, adding that records were considered public unless they were in categories specifically exempted from the law. Government agencies generally have five days to respond to requests, with the possibility of getting an additional seven days in some cases. Requesters can be charged for the documents in many cases. Court records, Gerhardt explained, are now covered by a separate law, and are not under the more general FOIA.

Coggins then explained that the Reporters’ Committee for Freedom of the Press now has an online letter generator to help citizens compose many types of requests for government information. This resource is found at http://www.rcfp.org/foialetter/index.php.

The presenters then discussed some of the interesting situations FOIAC has dealt with in its fairly brief history, including examples of requests and responses that were apparently intended to annoy the other party rather than to request or provide appropriate information. They made it clear that the council doesn’t take sides when citizens and agencies disagree, it just tries to provide a clear interpretation of FOIA.

—Cy Dillon, Hampden-Sydney College
World-Class Service: A Vision for Virginia Libraries for the Twenty-First Century

Presenter: Anne Hughes, Glen Carbon Centennial Library

Director Anne Hughes guided attendees through the journey of Glen Carbon Centennial Library (www.glencarbonlibrary.org, Glen Carbon, Illinois) in achieving the title Best Small Library in America 2010, awarded by Library Journal and the Bill & Melinda Gates Foundation. Hughes opened the presentation with the guiding question, “What does it mean to be a world-class library?” The vision is simple, but getting there is complicated. A few of the key features include warm, welcoming, well-informed staff; an inviting environment; well-stocked shelves; friendly activities; and access to worldwide information.

Hughes provided a brief history of Glen Carbon and its library, which began in 1975 as a reading center staffed by volunteers serving a small town founded in 1892 under coal company ownership. After moving to a hundred-year-old former schoolhouse in 1976, the library finally relocated to a new, 14,000-square-foot building in 2004. The new library is located at the entrance to historic Miner Park and features a mining theme with exposed wood rafters and mining lamp fixtures.

In 2008, the library’s application for Best Small Library in America focused on the new building, and the library won honorable mention. But staff were determined to do better. They realized that what the judges were really looking for were exemplary services and programs that could be replicated by other libraries. (View Library Journal’s guidelines at http://www.libraryjournal.com/article/CA606273.html.) The library has four full-time and twelve part-time staff. All were committed to achieving this goal for their community.

The library’s technology needed a lot of work, but through grants, Glen Carbon was able to increase public computer holdings by 30%. A partnership with Southern Illinois University allowed them to record a senior memoir project with videography equipment and provide CDs for the seniors’ families. Videography equipment also allowed them to launch a 24/7 stytime featuring local and state officials reading their favorite stories. Online book clubs and school book lists, along with many computer classes, help to round out their technology offerings.

To improve customer service—always a top priority—staff participated in the Disney Institute Keys to Excellence program, which teaches that when staff are happy, guests are happy. Gotcha Awards from staff to staff reward service and provide “little wows.” Letters of praise are read at staff meetings to recognize employees before their peers. Staff created the library’s motto, “More than you expect!” To counteract some negative library stereotypes, the staff look up and greet all patrons when they arrive, using names whenever possible. Putting the patron’s needs first, staff will transfer authority to whomever can handle an issue best, rather than worrying about who’s in charge. The library also emphasizes changing “nos” to “yeses.” Any time staff have to say no to a patron, it’s recorded, and the library tries to change what it can to make the patron happy. A few examples include purchasing specific titles, adding Sunday hours, and providing a soda machine.

Since the thrust of the entire application was to redefine, update, and improve the library’s role in the community, staff decided to update the mission statement. The old statement no longer fit and seemed too wordy and boring. The new statement tells the community and the world “what we want you to know about us.” It asserts, “Glen Carbon Centennial Library is nationally recognized for anticipating and meeting the needs of the community with innovative programs, strong community partnerships, and a staff committed to excellence and personal service.” Everyone at the Glen Carbon Centennial Library is invested in the new statement.

To improve the library’s role as a community center, staff created and drove ideas for community programs, talking to the community and getting them involved. Community cooperation allowed the library to reach outside its normal boundaries with some programs, such as donating gently used books to the police station for children who have to wait there, and augmenting literacy initiatives at the juvenile detention center. With art programs in schools being slashed, the library created Bring in the Arts kiosks that provide interactive touch screens to teach and provide storytelling, theatre, arts and crafts, music, and dance. The kiosks are loaned to libraries, preschools, daycares, and schools throughout the state, allowing many to learn about the arts. The library also built a Miniature Library for children to play with near the fire station.

A sample of library programs offered includes No Tears Children’s Books (free books for crying children whose parents can’t check out materials); Read Dating (like speed dating, except with books); Dewey and Dot’s Wrap N Roll; author programs; Sit Together and Read with Dogs; the Home School Book Club; ArtEast (a community-wide art event); S.I.C.K. Bags (when a parent calls with a sick child at home, the library puts together materials and runs them out to the parent’s car); book club kits; Adopt-a-Platoon; the adult summer
reading program; CPR and first aid classes; Princess Day with the EHS Theatre Department; and many more. The library also welcomes programs to draw in the community, featuring everything from guitar performances, yoga, handwriting analysis, and resume-writing classes, to a visit by a psychic. Community partnerships with other libraries and the business and legislative communities allow such services as an e-audiobook lending platform and the Chamber Leadership Speaker Series.

By striving to be the Best Small Library in America, the Glen Carbon Centennial Library has achieved its true goal in becoming ever more integral and responsive to the community it serves. Library usage has increased, particularly with new users. Housebound delivery went up 22 percent to individual homes and centers; the library’s door count increased 33 percent; and Sunday visits have increased a whopping 192 percent. Serving a population of up to 25,000, this small library has surpassed all expectations and created new ones for a level of service it is more than happy to provide.

—Lyn C. A. Gardner, Hampton Public Library

**VLACRL Poster Sessions**
(Sponsored by VLACRL)

**1. Literature, Community, and Cooperation: The Big Read at Regent University**

Presenters: Leanne Hillery and Harold Henkel, Regent University

Leanne Hillery and Harold Henkel from Regent University showcased the experience of Regent University Library in planning and implementing a festival of Tolstoy and Russian culture as part of the National Endowment for the Arts “Big Read” initiative, which is designed to promote literary-themed programs within a community. Planning began in September 2007 for the grant application and program development. In April 2008, they received a $5,000 Big Read matching grant ($5,000 came from Regent University Library’s budget). They partnered with eleven community organizations, which included other schools, churches, libraries, and family services in the area. The month-long program ran from January to February 2009 and included a film festival, a traditional Russian dinner, essay and video contests, lectures featuring a Tolstoy scholar, twenty-eight book discussions, showings of Russian films, and a lunch symposium. The success of the Big Read generated enthusiasm on campus with large participation and brought together a diverse group of people, including military officers, high school and homeschool students, college students, Russian immigrants, prison inmates, and reading groups across the United States and in South Africa and Bermuda.

**2. The Art of Discovery: Federated Search Engines in the Sciences and Technology**

Presenter: Nedelina Tchangalova, University of Maryland–College Park

Nedelina Tchangalova, from the University of Maryland at College Park, presented federated search engines for the sciences and technology. She illustrated search engines such as Science.gov, a gateway to government science information provided by U.S. government science agencies; Scitopia.org, a federated vertical search portal created through the collaboration of twenty-one leading science and technology societies; Scirus.com, a free web search engine developed especially for scientists, researchers, and students; and AuseSearch, a meta-search facility on all open-access repositories in Australian and New Zealand universities. Most search engines are free.

Her pros for using federated search engines included “one-stop shopping,” good background information, and web resources that may not be evident. Her cons were that it is not effective for all types of questions and queries; it may produce imprecise search results; responses could be slow due to large amounts of information; language may present problems; and common authors may present search problems. Her conclusion about federated searching was that if it meets your needs, use it, but it is not a solution for an exhaustive or even moderate search. Using federated search engines expands search opportunities with available alternatives other than science and technology databases.

**3. Planning Serendipitous Liaison Outreach**

Presenters: John Glover and Bettina Peacemaker, Virginia Commonwealth University

John Glover and Bettina Peacemaker, from Virginia Commonwealth University, described how library liaisons utilize mobile technology and campus-wide Wi-Fi to reach out to students and faculty in coffee shops, during reference transactions, and on the street. Reference librarians at VCU were given the option of receiving iPads or iPods to reach out to students and faculty throughout the campus. Because of their portability, librarians can carry the iPad or iPod where students and faculty can encounter the friendly face of a librarian at a coffee shop, another building, or anywhere on campus to ask a reference question, look at a LibGuide, schedule a meeting, or locate an event. Each librarian has Web 2.0 accounts such as Twitter,
Coffee in the vendors’ exhibits always draws a distinguished crowd.

Below, our vendors appreciate the opportunity to speak directly to librarians.
Facebook, and Outlook with email and calendar. This is “roving reference” redefined, and has proved quite popular.

4. Getting Personal: Reaching Out to Adult Learners through a Course Management System (CMS)

Presenter: Lizah Ismail, Marywood University

Lizah Ismail explained that Marywood University has an influx of adult learners in its master of social work program. Many of the adult learners had a limited learning curve with the use of technology. A “personal librarian” service using CMS was initiated to reach out to this unique user group. A survey was used to determine if library help via CMS was favored among adult learners. Findings from a survey in the fall of 2008 showed that 53 percent of the students in the program were over twenty-five years old, and that a majority liked CMS for service, but most still preferred email for library assistance over CMS.

— Pat Howe, Longwood University

2:15–3:00 p.m.

The “Reluctant” Librarian: Serving Genealogists

Presenters: Laura Wickstead, Roanoke Public Libraries, and Gregg Grunow, Newport News Public Library System

Admitting the obvious, Laura Wickstead began by recognizing that librarians sometimes dread working with people who are researching their family history, but she added that with patience for people who are slow to get to the point and by “knowing fifteen percent more than the genealogists,” most of us can provide good service to these customers.

Wickstead suggested some strategies for handling common problems such as searching variant spellings of names, using significant events and dates to identify individuals, taking advantage of resources like the census, having researchers start with themselves and work backward, using a research log to avoid repetition, getting citations for all sources, using the resources of the Library of Virginia and other online records, and using commercial resources when they are available.

Gregg Grunow discussed some free resources he uses, including Cindy’s List (http://www.cyndislist.com/) and the USGenWeb Project (http://usgenweb.org/). He cautioned us that the second site relied on volunteers, and some volunteers are better than others. There is also a WorldGenWeb Project (http://www.worldgenweb.org/) that helps with international families, but often has links that don’t function. Family Search (https://www.familysearch.org/), a free resource from the Church of Jesus Christ of Latter Day Saints, is very help-
This year’s ProQuest Intellectual Freedom Award went to Charlottesville’s Thomas Jefferson Center for the Protection of Free Expression.

Below, Nan Carmack ponders a question during her concurrent session.

Implementing E-Readers in an Academic Library: Collection Development, Access Services, and Technical Services Perspectives
(Sponsored by VLACRL)

Presenters: Tatiana Pashkova-Balkenhol, Virginia Kinman, and Pat Howe, Longwood University

With e-books expanding by leaps and bounds, Longwood University’s Greenwood Library explored the discrepancy between the low-use statistics of the e-books already in their collection and the increasing success and popularity of e-books in the consumer market. With a pilot program that considered the experiences of other university libraries, Longwood librarians decided to have initial collection development driven by patrons, with student and faculty participants allowed to request the purchase of specific e-books up to a twenty-dollar limit per person. The titles were then reviewed by librarians and usually ordered. Circulation occurred via pre-loaded titles on e-readers that could hold over a hundred titles.

Once approved, it took seven months to get the pilot program running. Starting in spring, the library purchased samples of the Nook, Kindle, and Sony Reader. A committee composed of acquisitions, cataloging, and other staff tested procedures and drafted policies. By summer, the committee was ready to survey and test the project with staff. The pilot program for patrons debuted that fall.

One of the first questions to answer concerned collection development. Who would select the content—librarians or users? Patron-driven selections would be pushed by e-book vendors and add a lot of complexity, but Longwood librarians wanted to be sure patrons had what they desired to read for the best possible interaction with the e-readers. As for the nature of the collection, should it be more recreational or scholarly? Should selections be considered in terms of how they’d fit into the academic environment, or would the pilot mostly concern how patrons reacted to the new format? Longwood chose the latter.

Next, the e-reader committee needed to determine which of the three sample e-readers to use in the project. Staff tested the Nook, Kindle, and Sony Reader,
Pat Howe’s session drew a large audience.

downloading both native and non-native PDF files on all three. The results looked very different. Looking at the e-books and digital publications already in the collection, staff found that very few of their existing e-books could be loaded. They tried loading some articles before deciding to focus primarily on recreational use. The test also resulted in the decision to go ahead with only the Kindle and Nook for the pilot program.

With permission from the dean for $2,000 to purchase content, if each patron were allotted $20 for selections, this would allow a hundred people to participate. The patron selections would go to acquisitions staff for ordering. Greenwood Library purchased eleven additional Nooks and eleven more Kindles. The total cost for the pilot project was about $6,500, including e-readers, cases, and other accessories.

The records were suppressed while the library completed preparations. Circulation notices would need to be attached to titles and authors. Likewise, all the separate parts must be accounted for and individual e-readers identified. Catalogers created separate records for and numbered each Kindle and Nook, capturing the titles available on each device. A single bib for all the interface cables, another for the power adapters, a third for the guides, etc., allowed items to be grouped by type and attached to the relevant bib. Each object, whether case or cord, had its own barcode, thus allowing all essential supplies to be tracked.

During the summer, acquisitions staff obtained free e-books from each vendor to start the collection. The fall pilot project involved purchasing more titles as the test got underway. Amazon proved easy to use; the account could be attached to the reader by serial number. Furthermore, once purchased, Kindle titles could be downloaded on up to six Kindles at once; and, if needed, a title could be wiped from a particular Kindle and placed on another instead. However, Barnes & Noble only allowed titles to be loaded on the Nook by attaching the credit card to the reader. Though the information was encrypted on each reader, Longwood had to temporarily suspend the use of Nooks while working through this issue. Another problem involved the twenty-dollar spending limit, monitored via Excel. Those who tried to spend a few dollars over the limit had to go back and try again.

Other issues involved access services, circulation policies, and storage. The pilot was limited to students, faculty, and staff; the loan period lasted seven days, though two weeks was also discussed. To obtain an e-reader, patrons had to request one; they couldn’t just pick one up off the shelf. The materials could not be renewed, as all had holds. Fines were set at a dollar a day to match the fines for laptops.
Items could not be returned via bookdrop; indeed, patrons were required to return e-readers and accessories directly into the hands of staff rather than leaving them at the desk.

Other usability questions concerned the request form, guidelines, and instructions. The e-reader Leap Guide included a special FAQ and a link to the request form. After a few questions from colleagues, the request link on the website gained greater prominence with a big, bright “Request” button. The request form was actually the most revised item and received the best feedback. Usability testing with student assistants also helped to improve the overall experience; whenever students didn’t follow instructions, the instructions themselves were streamlined and improved. A survey card in the back of the e-reader case requested more input, including reactions to the length of check-out. Marketing was handled very softly, due to limited devices and funds; however, students were recruited via Facebook, the library’s blog, Twitter, and other social media.

In general, the biggest lesson learned was to test, test, test! Be sure to include stuff from all areas on the planning committee and get buy-in at all levels of the library. To implement a similar project, you’ll need to be very flexible and expect glitches. (Some of the e-readers got fried.) In an ideal world, all formats would be interoperable, and one could download any e-book content to any device; however, we’re not there yet. Some of the policies during the pilot project might not be sustainable on a larger scale, but the e-reader committee wanted to find out how they’d work in case the program moves forward.

The many questions from the audience revealed more about the choices made in developing the program. Longwood decided not to go with the Sony Reader because it would have required the extra, intermediate step of downloading a title to a specific PC; also, the Sony Reader had very limited popular selections, mostly offering classic titles, Project Gutenberg, Google Books, and the like. Likewise, in considering devices, staff wanted to focus on the standard e-reader and not let the jazz of the iPad skew the experience. With a more connected device, there might have been more web use and YouTube viewing than reading. One of the benefits of the Kindle was the ease of downloading to any device quickly. Staff were able to deregister the “Purchase Books” feature on the Kindle so that only staff could actually place orders. Staff could also easily wipe the whole content of a particular Kindle and, based on the patron, download whatever was requested; any title could go out to six devices at the same time, an infinite number of times. The presenters also offered a word to the wise: don’t change the credit card linked to the Barnes &
Noble Nook, or you'll lose access to all your e-books. There was no way around the credit card link; staff found that they couldn't use gift cards to solve the problem. However, the Kindle did have the drawback of its content being proprietary, whereas the Sony Reader and Nook could handle content from any source. Further, the library's Kindle e-books could only be read on library Kindles, not downloaded to a patron's Kindle; likewise, patrons could not donate their own Kindle e-books.

Keep an eye on Longwood University's Greenwood Library to see where they go next with this exciting project.

—Lyn C. A. Gardner, Hampton Public Library

The hotel featured a panoramic view of busy shipping lanes and the skyline of Norfolk.

Understanding the Graduate Student Research Process: From Concept to Product
(Sponsored by VLACRL)

Presenters: Rebecca Pappert and Keith Weimer, University of Virginia Libraries

Graduate students are a growing population; many will be faculty one day. Among academic library users, they are perhaps the most highly engaged group when it comes to research; however, they have been the subject of relatively few research studies. Pappert and Weimer outlined for an eager audience the results of a study that seeks to shed light on the research behaviors and needs of graduate students at the University of Virginia.

While questions ranged from catalog use to the influence of library instruction, this presentation focused on resource use. Students were asked how and where they start their research. Books and journal articles are starting resources for almost every participant; dissertations, primary sources, and data sets were mentioned by a third of questioned students. Indeed, 37 percent of students start searching by using a published bibliography, followed by 34 percent who search the library’s databases. Bibliographies feature as important sources throughout the research process, which explains why the most popular search type is a known item search.

Other interesting results emerged. For example, many stu-
dents are unaware of key resources in their fields: economics students are not using the EconLit database, education grads don’t all use ERIC, etc. These same students, however, seem satisfied using other sources. Advisors feature prominently in the research process for all students, who are far more likely to explore their topics with their advisors than with librarians. Responses showed that many would only ask a librarian for help if their advisor suggested they do so. Despite this reluctance, the study overwhelmingly confirmed the importance of library resources, with overall use of the catalog at some time during the research process at 85 percent, and databases at 86 percent. Subject guides turned out to be far less crucial; almost 70 percent of students used them rarely or not at all.

The study has already yielded ideas for change at UVA. For example, a plan is in place to create a work space exclusively for graduate students. Researchers hope to create additional opportunities for conversation by hosting a happy hour or creating a library liaison to graduate cohorts. Sixty-one more interviews need to be transcribed and analyzed, with the hope that results will lead to additional ideas for better integration of library services into the students’ research process. Look for full publication of this study in the coming year.

— Maryke Barber, Wyndham Robertson Library, Hollins University

4:00–4:45 p.m.

Privacy and Your Patrons

Presenter: Zeke Crater, University of Virginia

Zeke Crater, the information technology manager for the University of Virginia Library, offered both practical tips and ethical implications to consider on the issue of patron privacy. He opened the session by asserting the importance of electronic privacy and directing participants to “The Eternal Value of Privacy” by Bruce Schneier of Wired, www.schneier.com/essay-114.html. Privacy is the ability of the individual to seclude personal information and control it, just as you’d want to control who can go through your wallet or watch you shower. To those who say, “I have nothing to hide,” Crater asks, “Would you like an annual IRS audit?”

The ALA Code of Ethics asserts that privacy is important to libraries in Principle III, “We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted” (http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm). In totalitarian regimes, privacy means life or death for entire families. Crater urged us to remember that with six degrees of separation, our patrons could be connected to freedom fighters whose lives and families could depend on our ability to protect their information. White-hat hacker and computer security researcher Moxie Marlinspike (http://www.thoughtcrime.org/) warns that “I don’t just have to trust what Google is doing with my data now. I have to trust what they will ever do with it.”

What can libraries do to protect their patrons? Crater urged attendees to develop a written privacy policy and follow it. He recommends that we purge all personal, identifiable information from circulation and ILL records thirty days after the item is returned. Likewise, public computer logs of history and tracking information should be automatically purged after each logoff, while the network information provided to proxy servers, firewalls, routers, and the like containing personal, identifiable patron information should be purged after thirty days, or a set time decided upon by the library. Privacy technology on public computers is important, as is patron education. To better serve our patrons, we must get the word out about what privacy means, why it’s important, and how to protect it—so that they will have the option to protect themselves both inside and outside the library. After experiencing National Security Letters and warrantless fishing by law enforcement, and witnessing cell phone companies surrendering mass customer records without protest, we should be ever more vigilant about ensuring that libraries remain places that people can trust.

Online privacy applies to more than computers these days. Applications on mobile phones are surreptitiously getting information about you and sending it to the app makers or advertisers without your knowledge. Meanwhile, your Internet Service Provider, search engines, and websites visited are all keeping track of you, what you’re doing, where you’re going, and where you’ve been. Facebook, which boasts a membership of about half of all Internet users, constantly changes its privacy settings in sneaky ways so that if one is not extraordinarily careful and vigilant, it’s next to impossible to keep information private. Google Analytics keeps useful statistics about websites; Google is giving the program away because it helps them broaden their portfolio of information about every human on earth. Other programs, devices, and sites offer rich information about the exact geographic location of specific people, such as foursquare.com, which allows you to meet up with friends but also gives details about your movements and how long you were at the bar. Cookies can be first- and third-party, such as Amazon’s book recommendations; most sites that ask you to
log in do so not for your sake, but theirs. Flash cookies are almost impossible to delete; these Local Shared Objects (LSO), associated with Adobe Flash Player and other flash players, can give information about your computer, operating system, web browser, and history to the websites that employ them. Electronic Frontier Foundation's Panopticlick experiment (http://panopticlick.eff.org/) can uniquely identify 95 percent of computers without even using cookies.

All in all, being online causes us to hemorrhage a lot of private information. To combat this, we need technology that increases privacy. We should keep all computers up-to-date at least weekly with patches that address security faults. Antivirus and antispy software should be updated at 10 a.m. every day (a routine ensures this is done on a daily basis, and the timing accords with new virus protection updates). To protect personal information, consider using temporary email addresses when signing in to view sites (temporary email addresses are available from spamgourmet.com and others). The TOR project (The Onion Router, torproject.org) is a free program that keeps location and browsing habits anonymous. Proxy servers (publicproxyservers.com) can protect one’s real IP address. VPN can encrypt your communication between two points, such as when browsing from a public Wi-Fi hotspot; try hotspotshield.com (free with ads) or hotspotvpn.com ($9 a month but recommended by Gibson Research Corporation’s Steve Gibson). Firefox has technology to increase privacy, including browser add-ons; consider using Flashblock, Adblock Plus, NoScript, Ghostery, GoogleSharing, Torbutton, and BetterPrivacy. In addition, Google offers advertising, cookie, and Google Analytics opt-out via add-on.

As Zeke Crater reminds us, “What happens on the Internet stays on the Internet.” Patron privacy education should include the following points: minimize the amount of personal information shared; don’t rely on privacy policies and seals to protect you; know the privacy controls of social media and use them regularly (beware of “enhancements”); always sign out and log off; don’t expect your email to remain private (the information could end up anywhere); be sure to update and protect computers regularly; password your mobile phone and devices; consider disabling the GPS on your mobile phone (911 still works, but this prevents thieves and stalkers from stealing your GPS information); and passcode your automobile GPS, which stores all the places you’ve been. There are so many ways and places for private information to be stolen or made public that patron privacy education is more important than ever. To get the information out, hold classes, pass out brochures, put up posters, make videos, and place links on public computer desktops. With the younger, born-wired generation, the first and most important step is to convey why privacy is important in the first place. One example of a computer-lab poster jokes, “Please sign out! We’ve already gotten all the money we can from your account.” Unfortunately, the threat is all too real.
—Lyn C. A. Gardner

Virginia Library Leadership Academy: The Participants Speak
Presenter: Elizabeth Hensley, Culpeper County Library

This session was an introduction to the Virginia Library Leadership Academy and its first leadership development training program that was launched in April 2010. The academy is sponsored by the Leadership Development Forum of VLA, and planning for the program began in May 2007. The goal was to develop a program that would have a long-term impact in that the participants would use what they had learned to benefit others in the workplace and to help professionals across the board. The program would provide an opportunity for participants to develop themselves as leaders, prepare a project to benefit Virginia libraries, and network with peers and mentors throughout the process.

This session featured five academy participants who shared what the program has meant to them and how they have benefited professionally from this experience. Participants said the program has enhanced their leadership capabilities by helping them to better understand the importance of communicating and networking with their staff. They also learned that there is value in providing staff with opportunities that allow them to achieve success in the workplace. Listening to staff, recognizing accomplishments and great ideas, and teaching staff to become proactive in the workplace were some of the practical ideas the participants said they plan to incorporate into their style of leadership. One participant spoke of learning that there is a difference between leadership skills and management skills, and this program trains one to become a better leader who helps staff members excel in the workplace. Each participant expressed appreciation for the opportunity to participate in this program.

Someone asked what the academy was like. In reply, one participant said that it was a well-organized, two-day program with leaders from across the state acting as mentors and teachers. Dr. Robert Burgin of the North Carolina Central University’s School of Library and Information Science served as director of the program. Mentors worked with the partici-
pants as they developed and implemented special projects to benefit their library systems. Projects included developing a customer service survey, the creation of a library consortium for the sharing of resources, and presenting at the VLA Annual Conference. Elizabeth Hensley, who chaired the group that developed this first Virginia Library Leadership Academy, affirmed that this had been a successful venture and that a second academy will be offered in the near future.

—Lydia Williams, Greenwood Library, Longwood University

4:00–6:00 p.m.

VIVA User Group Meeting and Panel on Social Media

Presenters: John Ulmschneider, Virginia Commonwealth University; Brett Mason, Loudoun County Public Library; Shaunna Hunter, Hampden-Sydney College; Shannon Jones, Virginia Commonwealth University; Erin White, Virginia Commonwealth University; and Kathy Perry, VIVA

Kathy Perry reported that there has been no cut to the VIVA budget this year, although the state contribution has remained static for the past four years. Additional funds have primarily come from...
increases in contributions from the public institutions, and it is estimated that 2011 will be the first year when the state’s contributions will make up less than 50 percent of the budget. VIVA continues to operate with a lean structure and remains very effective in creating value for participating institutions.

News included cancellations for this year, including five OVID nursing journals; negotiations with Wiley/Blackwell have been reopened. A successful RFP resulted in awarding of the PsychINFO contract to APA. The loss of Dissertation Abstracts from FirstSearch led to a new contract with ProQuest for Dissertations and Theses Full Text. Both new products are showing good take-up by VIVA members, and overall search and download numbers for all VIVA databases are up significantly. Finally, the Resource Sharing committee is doing a survey of directors and practitioners, focusing on priorities and infrastructure. ILL use is down slightly, which may be because of the increased availability of electronic full text; it also may result from a slowdown in services due to staff reductions.

Vendor announcements included new interfaces from Bowker, ProQuest, IEEE, and Mergent, and slight changes to the EBSCO interface; Mergent has also added new content, and Oxford University Press will add the Quarterly Journal of Economics and the Journal of American History, among other titles, to its offerings in 2011. OCLC announced that VIVA has upgraded to WorldCat’s unlimited service, which means that members can now use WorldCat Local “quick start” for free, or add the full local service for a fee. Many vendors are adding mobile apps for their databases: check the VIVA website for a list. To close, vendors reiterated their commitment to keeping price increases low to help libraries cope with economic difficulties.

The panel was followed by a lively Q & A in which panelists shared their suggestions for making the most of social media at your library. It is important both to listen and respond: testimonials found on Twitter and other sites are useful feedback and a potential tool for change. Transparency matters, as does a prompt reply. To keep the workload manageable, collaborate among staff. This will also help keep your postings fresh and varied. And don’t worry if you don’t post every day: users don’t necessarily expect to hear from you that often.

—Maryke Barber, Wyndham Robertson Library, Hollins University
FRIDAY, OCTOBER 22

8:00–8:45 a.m.

Envisioning Cooperative Cataloging

Presenter: Carole Myles, OCLC

Carole Myles described the current state of cooperative cataloging through OCLC. Currently, 74.73 percent of WorldCat records are created by member libraries, with 6.19 percent from the Library of Congress and another 1.81 from vendors and publishers. The additional 17.27 percent of new records are contributed by national libraries, whom OCLC is really courting; they’re proud to have recently added the Bibliothèque nationale de France. With international expansion, more than 54 percent of WorldCat records are now in languages other than English.

The Expert Community were invited to edit master records in WorldCat a little over a year ago, with master records opened to a small group of testers, including just about everything but PCC records. Taking part in the test were 1,700 institutions who replaced 109,000 records. They did this so well, and OCLC is so confident that these were good changes, that OCLC has decided to leave the community open. Now anyone with a full cataloging subscription can make changes. This shared maintenance of resources has increased efficiency, promoting work on a national rather than simply a local level. In general about 1,100 institutions around the country are regularly making changes, enriching the database, adding subject headings, and editing records. Often this amounts to 18,000 to 28,000 records a month.

OCLC’s de-duplication software is up and running. The project started last January with the first record in WorldCat and has been working steadily through the database. OCLC figured it would take most of 2010 to get through a million-plus records. However, this part of the project is finished, with five million records de-duped. Now, records are de-duped every night, with the software running continuously.

Since 1995, the Program for Cooperative Cataloging (PCC) has taken an active role as a joint venture between the Library of Congress and some of the other national libraries. Four key components are NACO (Name Authorities), SACO (Subject authorities), BIBCO (monographic bibliographic records), and CONSER (continuing resources). The PCC creates and cooperatively maintains records in the database. However, not as much PCC work is being done in Virginia, which has no BIBCO or CONSER institutions and only a handful of SACO libraries. PCC programs are a serious time commitment. The programs are centralized at the Library of Congress, where libraries can sign on to contribute.

Vendors and publishers are using NextGen Cataloging to upstream enriched metadata into WorldCat so that records are available to libraries much earlier. The publishers work with Onyx, a different data format scheme. Crosswalk translates the publisher-provided information into something OCLC can work with; then OCLC enhances the record by doing data mining to make the bib more robust. The record is then pushed back to the publisher, who then has a better record as well.

RDA is designed to be the new standard for cooperative cataloging. However, OCLC will not force anyone to use it; libraries will still be able to catalog as they have been doing if they so desire. RDA (Resource Description and Access), which is intended to replace AACR2, is based on the FRBR conceptual model to better reflect the digital environment. If the Library of Congress doesn't fully embrace RDA, it may not go anywhere. However, RDA does have the potential to better reflect items that are not books, such as multimedia and websites. FRBR (Functional Requirements for Bibliographic Records) attempts to provide better collocation by organizing entities into works (Harry Potter and the Goblet of Fire), expressions (the audiobook version), manifestations (the BBC edition), and items (the actual copy in hand). The committee studying RDA includes ALA, the Australian Committee on Cataloging, the British Library, the National Library of Canada, the Library of Congress, and more. There has been a global effort to develop RDA so as to better implement the much-hailed FRBR relationships. The testing and evaluation period ends March 31, 2011. More information about OCLC’s RDA policies may be found at http://www.oclc.org/us/en/rda/policy.htm, while information about the Library of Congress’s role in the test, and the timeline, is gathered at http://www.loc.gov/bibliographic-future/rdas/. During the test, participating libraries used Connexion to create records that had special coding to distinguish them from AACR2 records. To view a side-by-side comparison and explanation of RDA versus AACR2, visit http://www.rda-jsc.org/docs/BCLAPresentation.ppt.

—Lyn C. A. Gardner

Emerging Technologies, Multimedia Creation, and Teaching: The Library as Bridge-Builder
(Sponsored by VLACRL)

Presenter: Leland Deeds and Ann Knox, Union PSCE

Deeds and Knox related their journey when their university’s faculty were presented with the expectation that all would learn to teach in the school’s distance education
program. This presented a host of problems, ranging from limited resources, to the resistance of some technophobic faculty, to the lack of a media-tools course for students. Sensing an opportunity, the library responded with the creation of a multimedia lab and an increased focus on staff support for the media-related needs of students and faculty.

The lab is stocked with inexpensive, straightforward tools of interest to most: flatbed scanners, webcams, digital cameras, camcorders, and voice recorders. The IT coordinator, whose office is directly next to the lab, provides one-on-one, project-specific training on request. The focus is on providing users with simple tools and techniques they can take to develop further on their own. In addition to one-on-one support, new instruction sessions have been developed around free software such as PBworks, WordPress, VoiceThread, Photo Babble, and more. Finally, a 23-Things-style training program was created using Ning to bring library staff up to speed in the use of 2.0-style tech tools.

Deeds and Knox reported that working with faculty has led to joint brainstorming and conversations about curriculum. Student feedback has also been positive. There are some caveats: first, offering new services is time-consuming and can become its own problem when staff are overwhelmed with requests. Second, not all programs are scalable. Workshops on 2.0 tools were well received, but it will be difficult to offer additional sessions at the school’s satellite campuses. A blended class on teaching the Bible using technology was a great success: it was taught in the library’s lab, and librarians featured prominently in course design and several class sessions. But other methods will have to be found to encourage the remaining faculty to use some
of these same methods on their own. This is not easy: faculty need to learn, but they also need to feel as if they are in control.

Despite challenges, responses to the library’s increased offerings have been uniformly good. The library has seen a high rate of return users and has developed new services in instruction and other areas. Most important, the library is now considered a “player” in the school’s technology sphere.

— Maryke Barber, Wyndham Robertson Library, Hollins University

9:00–10:30 a.m.

Second General Session

The Second General Session of the 2010 VLA Annual Conference convened at 9:00 a.m. on Friday, October 22, in the Ballroom of the Portsmouth Renaissance Hotel. VLA President John Moorman called the meeting to order, and Secretary Connie Gilman presented the minutes, which were approved as distributed.

Moorman then summed up the state of the association at the end of his term. He noted that the VLA Manual had been recently updated, and that the VLA Foundation had disbanded and the funds it raised were used to create an endowment for professional development. During 2010 a new VLA logo has been created and adopted, and the webpages have been upgraded as the association searches for a way to replace the VLA Newsletter with online organizational news. This past year the VLA Legislative Committee kept the membership informed and produced and published an agenda by June. VLA also joined forces with the Virginia Educational Media Association to advocate for legislative funding for Find It Virginia. In 2010, VLA began the transition to a new executive director, Lisa Varga, who replaces Linda Hahne in March 2011. The unrushed transition keeps VLA stable and organized because Varga has had months to observe, adjust, and prepare to carry on the remarkable level of service Hahne gave the association. The year ends with over $200,000 in VLA’s investments and a budget for 2011 prepared and approved. There are 924 VLA members, 431 attendees for the annual conference, and 105 vendors with exhibits here. So, in a difficult economy, our association has remained strong and active and has excellent prospects for remaining that way.

After these remarks, Moorman presented retiring Executive Director Linda Hahne with a presidential citation commending her service to VLA—and, based on the vigorous and sustained applause, the members present clearly agreed with his praise.

Next on the agenda was the announcement of the 2010 VLA Scholarships made by Sandra Shell, chair of the Scholarship Commit-
She explained that the selections this year were very competitive, with twenty applicants vying for three scholarships. The 2010 VLA Professional Development Endowment Scholarship went to Susan Metallo of Earlysville. Metallo has been a summer intern at the Northside Branch of the Jefferson-Madison Regional Library and a VLA member since 2009. Metallo is in the MLS program at the University of Kentucky. The VLA Paraprofessional Clara Stanley Scholarship went to Kathryn Boone from Norfolk. Boone works in the Perry Library at Old Dominion University and is also a part-time staff member at Tidewater Community College. An active VLA member since 2007, Boone is earning her MLIS from Florida State University. The 2010 VLA Scholarship was won by Cara Griggs. A resident of Richmond, Griggs works at the Library of Virginia and is pursuing her MSLIS from Drexel University. She has worked in the archival field since 1996 and has been active in VLA since 2009.

Connie Gilman, filling in for Caryl Gray, then took the podium to announce the winners of this year’s VLA Awards. Winners included Dr. Joseph Zapotoczny, who won the Trustee Award; the Friends of the Poquoson Public Library, who claimed the Friends of the Library Award; and Donna Cote, director of the Central Rappahannock Regional Library, who was awarded an Honorary Life Membership in VLA. Cote is a past VLA president and has held many other positions of responsibility within the association.

At this point, John Moorman recognized Robin Benke and Connie Gilman, who have completed their terms on the VLA Executive Committee this year. Matt Todd then introduced the keynote speaker for this session, author and radio personality Wanda Urbanska, who moved to Carroll County from Los Angeles in 1986 and started a cherry orchard in search of a simpler life. Urbanska, who blogs for ALA on the subject of simple living, sees some good coming from the economic recession as Americans, who she says are quick to adapt to change, increase their savings and look for housing that is “small, green, and paid for.” She also pointed out that Mother Earth News is currently the fastest growing popular magazine and that the local foods movement has the potential to improve the quality and reduce the environmental impact of the food we eat. Urbanska sees environmental stewardship, thoughtful consumption, community involvement, and financial responsibility as characteristics of the kind of simple living that she advocates.

Our speaker then explained what she thought libraries could do to become “greener.” She urged us to look at things like power use by computers and other technology, saving paper as much as possible, recycling materials, purchasing with durability in mind, support-
ing the local economy, eliminating single-use items, switching to green cleaning supplies and methods, and scheduling programming that emphasizes responsible use of resources. Urbanska then discussed some changes she has made in her own life to promote simple living, including resolving to “reuse, repurpose, and reflect” in her daily routine. She mentioned saving energy by turning off heat and air conditioning when the weather was not extreme, repurposing textiles, practicing water saving, having sit-down meals at home, composting kitchen waste, and involving children in household work as steps that seemed worthwhile. The talk ended with a few questions from VLA members that led to a discussion of the value of making repairs rather than discarding more expensive items.

After presenting Urbanska with a model ship to commemorate her visit to Portsmouth, John Moorman passed the VLA gavel to incoming president Matt Todd, who thanked Moorman for his leadership and recognized Lisa Varga as next year’s Conference Committee chair. Then Todd called on Elizabeth Hensley, Leadership Forum chair, who spoke about the 2010 Leadership Academy in Charlottesville and recognized the mentors and participants from that event. President Todd then adjourned the meeting.

—Cy Dillon, Hampden-Sydney College
11:30 a.m.-12:15 p.m.

A Day in the Life of a Library Director

Presenters: Moderator: John A. Moorman, Williamsburg Regional Library. Panelists: Izabela M. Cieszynski, Newport News Public Library System; Cy Dillon, Hampden-Sydney College; and Jane McQuade, Northumberland Public Library

Moderator John Moorman, director of Williamsburg Regional Library, described this session as “all you ever wanted to know and probably some things you didn’t.” Introducing the three panelists, who hail from a variety of library types and sizes, Moorman asked a series of questions to uncover the truth about life in the hot seat. This lively discussion provided an eye-opening glimpse of the challenges of a role too often taken for granted.

Moorman opened with the question, “What is the biggest misconception about your daily work schedule?” For Iza Cieszynski, director of the Newport News Public Library System, this would be the idea that it’s a nine-to-five job. In fact, it’s almost a twenty-four-hour job. If she’s not at the office, she’s on call for everything from emergencies in the building and personnel predicaments to helping community agencies when something goes wrong. Directors have no control over their schedules and need to be very flexible. As a result, they also need flexible staff.

Jane McQuade, director of the small Northumberland Public Library, seconded this description; her job is definitely around the clock. However, one of the major misconceptions she faces is best expressed by the question, “Are you a volunteer?” The perception is that she’ll be instantly available to help with computer problems, speak at programs, or meet with patrons at their convenience. For the director of a small library who must wear a wide variety of hats, it’s a daunting task to have to say no to a public who believe “It must be great to read books all day.”

Cy Dillon, director of Bortz Library at Hampden-Sydney College, finds that the most common misconception concerns the time schedule for academic librarians. People think it must be great to have summers free to read, write, and travel. In fact, summers are essential for cleaning library storage rooms, going through gift books, planning, and completing academic writing that requires concentration and isolation. Travel is only done for things like the ALA Annual Conference. The pace of the library may slow down during the summer due to fewer patrons and shorter hours; it is nice not to worry about substituting for sick staff on the weekends. However, if not for working summers, the rest of the year would not go as well.

Moorman then asked the panel, “What’s the hardest part of the job? Was it what you expected?” McQuade responded that the hardest part is wearing so many hats. It’s great to work in a small library; she gets to do everything. But that’s both good and bad; she really does do everything. She used to work in a bigger library with lots of colleagues, a group of librarians with experience that allowed them to bounce ideas off one another and share advice. In her present setting, there’s a lack of stimulation in terms of exchanging ideas. However, she very deliberately set out to be the director of a small library. She loves it. It’s harder than she thought, but also much more rewarding. You really do become part of the community.

Dillon answered that the hardest thing he’s had to face is saying no. Librarians are supposed to build “the house of yes.” That’s where he likes to live. The worst
part is having to say “You’re fired.” Other “nos” include not having the money to be open twenty-four hours a day and having to balance resources against the needs of the community and the library’s mission. But when you have to say no, or find you must fire someone in order to maintain the kind of staff you need, make sure to do it properly or it may come back to haunt you. In a position of leadership, one must come to terms with difficult decisions.

For Cieszynski, whose library system is a department of the City of Newport News, her hardest job is to get a picture of where the library fits into the structure of local and state government. This is training one doesn’t get in library school, only in the school of hard knocks. As acting assistant city manager for eight months, Cieszynski got a much better understanding of the library’s role within the city structure. This helps her see why it’s sometimes important to give in even when she’d rather not and realize the value of giving up a library priority in order to support another overriding priority for the city. At the same time, it’s extremely important to make the local government aware of the priorities of the library system and ensure that the library’s needs are heard.

Next, Moorman asked, “How do you look at issues before making a decision?” Dillon responded that with the variety of viewpoints involved, he tries not to get stuck in his own. He works hard to see the situation from the point of view of users, staff, the institution (including all its various parts), and the mission of education. Users and faculty must always be considered, but the perspective may vary based on the case at hand; and when considering whether a decision furthers the mission of the library or not, it can be difficult to take another’s perspective.

Cieszynski’s first step is to be sure she’s looking at the right issue. A different underlying cause could actually be the problem. Ultimately, however, she considers how the issue will impact the library’s ability to provide services to the community—including whether a service could be provided in a different way. She must find out how the issue fits into the strategic plan and city priorities and determine what does the least harm. She has assembled a management team so that those most directly involved have input.

McQuade herself poses a series of questions: Can we afford it? Will it benefit the library and/or community? Are there enough staff and volunteers to do it? She has a very small amount of staff time to work with; a lot of staff are community volunteers, who also serve the fire department and other groups. It’s important not to duplicate a service that someone else is providing; likewise, always consider “Whose ox will it gore?”

For his fourth question, Moorman asked, “On an ‘average’ day, how do you spend your time?” Cieszynski responded that her day actually starts the previous night. Before bed, she checks her email, reporting to the assistant city manager, who writes at eleven o’clock asking for information. First thing the next morning, she checks her email again for surprises, problems, or alerts. Has the director of another agency emailed? Cieszynski keeps a pad by the bed—even while dreaming, she often comes up with ideas. She also emails herself with ideas and reminders. Once in the office, she checks her calendar for meetings; she doesn’t control her own calendar, and may have gotten scheduled for meetings based on the needs of the city manager and the time of year (budget meetings, board meetings, work with committees preparing reports, participation in the Task Force on Aging or the Partnership for Youth, meetings of the city leadership team, etc.). Not only is she a direct participant in lots of intragovernmental committees, she goes out to the library branches on flyby visits and conducts surveys and studies of how well the branches are serving their communities. There is no typical day.

McQuade agrees—she doesn’t
think there’s ever a “typical” day. Instead, it’s like appearing on *Jeopardy!* without being able to choose the topics. Sometimes she just has to close the door, do Bibliostat, or prepare for a board meeting. As an independent, nonprofit library, Northumberland Public Library is not connected to the county government except insofar as the government provides a monetary grant. However, the county doesn’t say how to spend the money; it’s up to McQuade and the board. McQuade may not get involved in other county agencies, but is a member of other boards, such as that of the public radio station. She has fewer government meetings but regularly performs community service. She sets aside evenings to respond to issues, work in the homework center, instruct volunteers and staff, catalog select materials, or even look into problems with the septic system—taking on many “other duties” and performing many library operations solo.

For Dillon, there is also no typical day, but there are typical things that happen, such as emails, phone messages, and fires that have to be put out. He does have the luxury of usually waiting until morning. However, he frequently receives calls to “Come look at this!” If you don’t go witness the carpet coming up, or the elevator with repairs in progress but no warning sign, staff feel you’re not supporting them properly. Then there are the would-be donors who know the library would really benefit from Grandpa’s encrusted basement collection; or an individual or delegation may come to ask, “Why don’t we have three-color printing?” Dillon also tries to spend an hour or two a week buying books. This is his luxury time, what he lives for—golden moments. He matches up books with the endowment that pays for them and generates statistics. Then he has to turn around and wrangle with vendors: Why is the American Chemical Society charging twenty thousand dollars more this year? Dillon says that you have to be prepared to leave things unfinished and go meet faculty with reasonable requests; and you can’t carry your emotions from the previous meeting into the next one.

Moorman had a separate question for Cy Dillon, the sole representative of an academic library: “Do you have a strategy for creating uninterrupted time for research and writing?” Dillon laughed and said, “Have your kids grow up.” He actually does most of his reading at home, whether conducting research or reviewing books. Professional reading plays a large role even when he’s traveling or on vacation. It’s a learning process all the time. He goes to work early, feeling fortunate that the community hasn’t woken up yet. (As library director at Ferrum College, he had to get there earlier, before the fires started.) This is how he keeps up with RSS feeds, email alerts, and the scholarly community. He saves items such as articles about open-access publishing in his research file to look at later. He almost never closes his door, so for those rare occasions when he needs to do so, he advises that it’s best to be firm in making it clear that the door really is closed. He finds it helps to cultivate a special look that warns those bold enough to interrupt, “You will never outlive the regret that’s going to come from knocking on my door.” If he has the luxury, he will do research during work hours; however, this requires a few minutes every day to separate oneself from the nuts and bolts. Some days he can’t. But by cultivating the proper mindset, problems can be solved at dinner or in the garden; let your mind continue working, and ideas or the right sentence will come.

The audience posed some questions as Moorman concluded his interview. “What qualities do you seek in direct reports?” Cieszynski responded that she requires staff to have thoroughly researched an issue before they come to her, especially with anything involving technology. She wants them to tell her all about it, support their positions, and come in with a solid proposal, not just an idea. They must be able to tell her what difference it will make for the library. McQuade added that it’s important to discover the talents of staff members and play to those. Dillon asserted that it’s a leader’s honesty he prizes the most; this can help with decisions. Leaders also need to believe in the mission of the library and have enough talent to get the job in the first place.

A follow-up question inquired, “What four or five characteristics or qualities should an aspiring library director have?” Dillon answered promptly that one should be on time and learn to be extroverted even if one is not. McQuade felt that curiosity trumped all other qualities, while Cieszynski elaborated on Dillon’s previous statement that potential leaders must be honest—in dealings with staff, officials, and the community—in order to build trust and buy flexibility. Dillon added that one has to be willing to go into the lines and fight for the good of the library as a whole, such as meeting with faculty to decide which journals to
cut in order to keep the most publications. You have to let them shoot at you—and if they come up with better reasons, listen. Cieszynski mentioned the importance of diplomacy and urged the audience not to be afraid to try something that might not work. Moorman praised the ability to admit one’s mistakes and said that one must be willing to work with staff and let them make their own mistakes—they learn and the institution grows.

In response to a final question concerning how to prepare for a career in library leadership, Izabela Cieszynski told the audience not to just look at library school. Take public administration classes as well. One needs to understand budgeting, statistical analysis, and outcome-based measures and develop more business-oriented talents. Jane McQuade suggested that listeners seek out the kinds of experiences they wish to grow into, working internships or befriending a director and spending a week shadowing her. If possible, find a situation that will grant direct experience—and find a mentor. Cy Dillon reminded attendees to participate in professional organizations and do some research.

With the audience still eager to ask questions, the session broke up due to lack of time. Clearly, this fascinating topic aroused enthusiasm and curiosity in many potential leaders.

—Lyn C. A. Gardner, Hampton Public Library

**Analyzing Students’ Bibliographies: Do Students Practice What We Preach?**
(Sponsored by VLACRL)

Presenter: Eric Ackerman, Radford University

Eric Ackerman reported on an assessment of the information literacy requirement in Radford’s CORE curriculum. The library at Radford is not solely responsible for teaching information literacy; librarians hoped to use the study to improve their instruction program and also to submit the results to the faculty. The assessment used bibliographies from one hundred research papers written by sophomores. Required elements included APA format citations, summary and evaluation of the source, and a brief explanation of how the source was found.

Questions in the assessment related to student success in developing a search strategy, determining the appropriateness and authority of their sources, and correctly formatting citations. The scoring rubric used a binary scale: an entry either proved sufficient, or it did not. Results were decidedly mixed, with the best results in relevance: 95 percent of bibliography entries were relevant to the author’s topic. But only 37 percent of entries were shown as originating from a named library database, and a mere 30 percent of students provided assessment of their source’s credibility.
Some results, Ackerman reminded us, may be due to the difficulties of rubrics. An assignment turns out to be ambiguous for students, who don’t always have the same definition of “scholarly” as do librarians. Additional difficulties are posed by differences among those scoring the bibliographies, which was demonstrated when Ackerman invited the audience to practice coding a sample bibliography.

The library has gained information about current instruction efforts, as well as a baseline for future assessments. The study has also had significant impact on Radford faculty, who were grateful for the information and appalled at their students’ performance. Results showed clearly that a single library instruction session is insufficient for teaching students proper citation, summary, and evaluation skills; unless faculty share the responsibility by teaching and reinforcing these skills in the classroom, students will continue to fail. There is also a clear need to be consistent and explicit in creating assignments.

Changes are being made. As a result of the study, formal APA instruction has been added to the core curriculum. The topic of source evaluation/credibility will now be included in the critical thinking component of the curriculum (not just in information literacy). Finally, all have agreed that it is useful for the library to continue analyzing student bibliographies. This clear and concise session concluded with a discussion in which almost all present had something to say; it was evident that the researchers had chosen a topic which is of strong interest to many in the academic library community.

—Maryke Barber, Wyndham Robertson Library, Hollins University

If You Build It Will They Come: Designing and Implementing a Digital Media Lab
(Sponsored by VLACRL)

Presenter: Danielle Whren Johnson, College of Notre Dame and Loyola University Maryland

Digital media, including video and graphic design, is becoming an increasing part of higher education curricula. To support this growing trend, the Loyola Notre Dame Library in Baltimore created a digital media lab. Johnson’s presentation included information about the design and implementation of the lab, including services, equipment, and software, as well as staffing, implementation, and promotion issues.

For over thirty years, the Loyola Notre Dame Library collected physical media that the faculty wanted to use in creative ways, including mixing and matching rather than just plug and play. About four years ago, the library was being renovated, and this allowed them to create space in the building for a digital media lab on the lower level.

In the planning stage for the lab, they knew equipment would be expensive and were able to obtain a grant of $100,000 from the Knapp Foundation. Loyola/Notre Dame offered a minor in digital media arts, so the library staff took suggestions from these students with regards to equipment with capabilities for audio and video editing and standard software. The lab started out with five Macs and ten PCs. All computers had the following installed: Adobe Illustrator, Flash, Photoshop, InDesign and Dreamweaver, Blender 3D animation, and other free and open-source graphic design software. QuarkXPress was installed only on the PCs. Video software such as AVS Video tools and audio software such as Logic Studio, GarageBand, iMovie 09, Final Cut, and Audacity were installed.

Peripheral equipment included large-scale photo printing capability, cassette and LP players to convert these formats to MP3 files, drawing tablets, scanners for digitizing slides and filmstrips, high-quality video cameras, flip video camcorders, and digital cameras. The digital media lab sold photo paper, mini-DVDs, tapes, and blank CDs and DVDs.

The lab is open eighty-one hours per week only when staffed. Student assistants cover the desk nights and weekends. Circulation staff have keys to allow students into the lab if asked. The lab maintains sign-in sheets with patron type and software used. Computer use is specific to the installed software. Each computer has expansive storage space, and student files are left on the computers. Each computer is wiped clean of files at the end of each semester.

For training purposes, the staff created guides and tutorials on LibGuide, a public wiki space with step-by-step directions on using the software. A reference shelf of instructional books is located in the lab.

To promote the digital media lab, the Loyola Notre Dame Library placed a link on the library’s website; created a blog; informed key people on campus about the lab; ran a contest in which students could create a video or poster about the lab; partnered with faculty to hold classes in the lab, which created a lot of traffic; and distributed surveys about the lab in classes.

Usage statistics are maintained by sign-in sheets for patron types and software. Usage has been about fifty-fifty for individuals and group collaborations.

The Loyola Notre Dame Library wants to continue to support the curriculum and to stay up-to-date with software and equipment, but the question of how to fund

...
upgrades remains. Loyola University's IT department has provided funding for upgrading the software.

Johnson then took questions about printing charges and student agreement forms regarding the use of the lab and equipment and circulation and fines.

—Pat Howe, Longwood University

Friday, 2:15–3:00 p.m.

Disaster Awaits! Will Your Library Be Ready?

Presenter: P. J. Grier, National Network of Libraries of Medicine/Southeastern Atlantic Region

P. J. Grier taught attendees how to plan for, navigate, and ultimately survive a disaster. The core of his presentation covered how to fill in a risk assessment score sheet, the value of immediate response, a service continuity strategy, how to protect highly valued materials, the course to follow to obtain outside help, and how to use the Service Continuity Tool. Attendees learned to evaluate whether natural disasters such as earthquakes, tornadoes, hurricanes, or floods may be either less likely in their library's geographical area, or a potentially greater danger, than a HAZMAT incident, terrorism, arson, or vandalism.

Highlighting information readily available on the web to assess the risks in one's geographical area, Grier shared maps of seismical activity for earthquake-prone areas, grids of previous tornado seasons, and historic paths of hurricanes. He pointed out that a library disaster may occur due to nature's forces, because of unintentional or intentional circumstances, or due to a public health emergency, such as a pandemic.

Partnering with other libraries by establishing a "mutual aid agreement" may be one way a library can provide services even when disaster strikes. Grier stressed the importance of establishing a well-thought-out action plan that provides interlibrary lending, virtual reference services, webpage communication and updates, and proxy assistance. Access to core services, such as a library's catalog, databases, or streaming content, may require building in ample back-up on a server or housing core services on a remote server.

Peppered throughout Grier's presentation were numerous engaging personal stories and useful insights. He encouraged attendees to consider their own communication skills and their library's communication channels. He closed his presentation with a quote from Benjamin Franklin: "By failing to prepare, we are preparing to fail."

—Heather Groves Hamman, Mercer Library, George Mason University's Prince William Campus

3:15–4:00 p.m.

50 Free Tools

Presenters: Wendy Allen and Nathan Flinchum, Roanoke Public Libraries

Wendy Allen and Nathan Flinchum walked participants through a host of useful websites, complete with handouts. The presentation began with a short, animated film Allen and Flinchum created using the program Xtranormal (xtranormal.com), which creates robot avatars, voices, and animation for a script you provide.

Allen and Flinchum offered brief demonstrations of as many tools as they could cover within the session. The handout offered more, and also grouped the sites into useful categories. Tools that assist in keeping up with current events include FeedMyInbox (feedmyinbox.com), Google Reader (reader.google.com), Google Alerts (alerts/google.com), Instapaper (instapaper.com), Twitter Search (twitter.com/search), and Twapperkeeper (twapperkeeper.com). Recommended online marketing tools include CoTweet (cotweet.com), HootSuite (hootsuite.com), Seesmic (seesmic.com), Ping.fm (ping.fm), Tweetdeck (tweetdeck.com), Bit.ly (bit.ly), Ow.ly (Ow.ly), ShareThis (sharethis.com), and SocialRSS (www.facebook.com/apps/application.php?id=23798139265). Google Alerts functions like a clipping service, providing updates any time a subject of particular interest is mentioned. FeedMyInbox takes RSS feeds and turns them into emails, while Seesmic can see and post to both Twitter and Facebook at the same time. Likewise, Ping.fm sends posts to many social media at once. Other tools that aid with collaboration include Doodle (doodle.com), Google Docs (docs.google.com), Google Groups (groups.google.com), Google Sites (sites.google.com), and Zoho (zoho.com).

The presenters selected several "creative and fun" tools, among them Animoto (animoto.com), Aviary (Aviary.com), BigHugeLabs (BigHugeLabs.com), Bitstrips (bitstrips.com), Vimeo (Vimeo.com), and, of course, Xtranormal (xtranormal.com). There are also a lot of conferencing tools available these days. The presenters particularly pointed out dimdim (dimdim.com), Google Voice (voice.google.com), Prezi (prezi.com), Skype (skype.com), and Vyew (vyew.com). From this group, Animoto takes pictures and videos, puts them together, and makes a movie with music you select—a little like Windows Movie Maker, but more seamless and less work. Aviary is a music creator that allows one to combine audio and images, play with effects on pictures, and even put anyone you choose on a motivational poster. You can also make calendars, comic strips, and the like. Vimeo is a bit like YouTube,
only with a much cleaner interface, embedded on the page itself. There may be buffering issues, as it allows unlimited amounts of high-definition video. Google Voice not only provides a local phone number for free, it can also transcribe voice mail messages and send them to you via email.

Everyone likes free clip art, and Allen and Flinchum offered four good sources for stock images that can be used for library marketing purposes. These include Creative Commons (creativecommons.org), Flickr Commons (flickr.com/commons), morgueFile (morguefile.com), and Stock.xchng (www.sxc.hu). In terms of stock images, Flickr Commons includes images from museums with no known copyright restrictions. MorgueFile offers stock from more current photographers who donate images for exposure. Stock.xchng offers free images at the top of the page.

With e-books and digital publications increasingly popular, the following sites are worthy of note: Calibre (caliber-ebook.com), Issuu (issuu.com), NetGalley (netgalley.com), and Zinepal (zinepal.com). Calibre changes the format of e-books so that they work with every reader. With Issuu, you can upload a PDF and turn it into a magazine. NetGalley essentially provides prepub e-books for the librarian—an advanced reader’s copy in digital format. Other sites like HarperTeen, university presses, and Harlequin offer both collection development librarians and reviewers free access to e-books for a limited time.

There are organizational tools (Dropbox.com, Evernote.com, livebinders.com, 1link.in, simplenote-app.com); sites that aid with public computer management (Microsoft Steady State and TechSoup, www.techsoup.org); and general utilities (libraryelf.com, pdfescape.com, RSSinclude.com, downforeveryoneorjustme.com, embedit.in, whatismyip.com). Evernote runs OCR on a picture, allowing one to scan handwriting or a typescript. To create a single link that opens up multiple tabs for a full list of links, try 1link, which is also handy for mass URL-shortening. LiveBinder is nice for school librarians. Microsoft Steady State is a good, free alternative if you need DeepFreeze but don’t have the money. TechSoup likewise provides a solution if you have public computers but can’t afford Microsoft Office; they charge $20 a license to public libraries as an administrative fee, basically donating the software. LibraryElf, now called simply Elf, can track your library cards and email you for holds, upcoming due-dates, and the like; in addition, it can even provide readalikes from Amazon. PDFescape is an online PDF editor and form-filler. RSSinclude allows one to update all desired pages on just one page. Downforeveryoneorjustme is a good tool when you can’t reach a URL, offering the chance to discover if the problem is on your end or that of the website.

The popularity of mobile apps has spawned sites such as Ancestry TreeToGo (landing.ancestry.com/iphone), Gale AccessMyLibrary (gale.cengage.com/apps), RedLaser (redlaser.com), and even WorldCat (worldcat.org/mobile). Finally, a variety of miscellaneous organizational and archival tools include Wayback Machine (web.archive.org), Standing Cloud (standingcloud.com), and the Wikipedia “List of SMS Gateways” (en.wikipedia.org/wiki/List_of_SMS_gateways). Standing Cloud is good if you like content management systems. It provides a sandbox in which you can load and test programs on their site instead of yours.

Other suggested sources for useful tools include MindMeister (mindmeister.com/2529908/social-media-web-sites), the Librarian in Black list of 147 tools from January 2010 (librarianinblack.net/librarianinblack/2010/01/tech.html), and Tammy’s Technology Tips (tammyworcester.com; for kids; click on “Internet Resources”).

— Lyn C. A. Gardner, Hampton Public Library