

# ***Culture Keepers IX: Meet at the Gateway: Reimagining Communities, Technologies, and Libraries***

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**Proceedings of the 9th National Conference of African  
American Librarians**

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**Sponsored by the Black Caucus of the American Library Association  
August 4-8, 2015, St. Louis, Missouri**

Edited by Michele T. Fenton, Dr. Stanton Biddle, and the 9th NCAAL Conference Proceedings  
Committee Black Caucus of the American Library Association, 2016

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**\*Editors' Note:** *Deceased African American Librarians* compiled by Sibyl Moses and Leroy Bell was not ready at press time. The document will be added at a later date.

## ***In Loving Memory of Cynthia Graham Hurd***



Photo courtesy of: Matthew Fortner, Visual Editor, *Post and Courier*

### ***“A Dedicated & Courageous Librarian”***

***June 21, 1960-June 17, 2015***

In 2015, Ms. Cynthia Hurd was the manager of the St. Andrews Regional Branch of the Charleston County Library in Charleston, South Carolina. On Wednesday, June 17, a white male gunman opened fire on a group of fellow worshippers at the historic Mother Emanuel African Methodist Episcopal Church in downtown Charleston killing nine, including Ms. Hurd. The national outcry that followed the racially motivated attack resulted in a decision to remove the Confederate flag from the grounds of the South Carolina State Capitol and other public buildings and monuments across the South as gestures of healing. The Charleston County Library renamed the St. Andrews Library in Ms. Hurd’s honor.



***“Cum amore honoris et gratiae”***

## ***A Message from the Editors...***

Greetings BCALA members and NCAAL 9 attendees,

It is an honor to present to you ***Culture Keepers IX: Meeting at the Gateway: Reimagining Communities, Technologies, and Libraries: Proceedings of the 9<sup>th</sup> National Conference of African American Librarians***. This publication showcases all of the hard work, dedication, and talents of the various presenters, speakers, and performers who helped make the 9<sup>th</sup> National Conference of African American Librarians one of the best and most successful conferences in the history of African American librarianship. Our librarian ancestors Thomas Fountain Blue, Rachel Davis Harris, and Edward Christopher Williams, who worked together in 1927 to organize the First Negro Library Conference, would be very proud at what their librarian descendants accomplished!!!

A wonderful publication such as this would not have been possible without the efforts of the NCAAL 9 Proceedings Committee, a team of dedicated and distinguished librarians: Dr. Stanton Biddle, kYmberly Keeton, Shanika Heyward, Deloice Holliday, Phara Bayonne, Emily Guss, Makiba Foster, and Michele Fenton. If anyone should ever need a team of wonderful people for a project of great importance, this group comes highly recommended. They're awesome!!!

In closing, we would like to thank the conference co-chairs, Emily Guss and Makiba Foster for allowing us to be a part of this venture. We would also like to thank the presenters, speakers, moderators, and performers for their contributions to the conference proceedings. In addition, we thank BCALA President Kelvin Watson, Vice-President/President-Elect Denyveta Davis, the BCALA Executive Board, the NCAAL 9 Conference Committee, and all of the volunteers for making NCAAL 9 a very awesome and truly wonderful, inspiring conference! You all did great!! Thanks!!

Sincerely,

Michele T. Fenton, Co-Chair

Dr. Stanton Biddle, Co-Chair

**9<sup>th</sup> NCAAL Proceedings Committee**

# **Black Caucus of the American Library Association**

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Elizabeth Jean Brumfield  
Brian Hart  
Andrew P. Jackson  
Sammie Johnson  
Kim McNeil-Capers  
Eboni Njoku

## Mission and Purpose of BCALA

**BCALA Mission:** The Black Caucus of the American Library Association serves as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community; and provides leadership for the recruitment and professional development of African American librarians.

**BCALA Purpose:** To call to the attention of the American Library Association the need to respond positively on behalf of the Black members of the profession and the information needs of the Black community by reviewing , analyzing, evaluating, and recommending to the American Library Association actions on the needs of Black librarians which will influence their status in the areas of recruitment, development, advancement, and general working conditions; and to provide information on qualifications of Black librarians.

To review the records and evaluate the positions of candidates for the various offices within ALA to determine their impact upon Black librarians and services to the Black community.

To monitor the activities of Divisions, Roundtables and Committees of the American Library Association, by active participation within these groups, to make sure that they are meeting the needs of Black librarians.

To serve as the clearinghouse for information about Black librarians in promoting their wider participation at all levels of the profession and the Association.

To support and promote efforts to achieve meaningful communication and equitable representation in state associations and on the governing and advisory boards of libraries at state and local levels.

To facilitate library service which will meet the information needs of Black people.

To encourage the development of authoritative information resources about Black people and the dissemination of this information to the larger community.

To open up channels of communication and through Black librarians in every unit of the ALA.

## **9<sup>th</sup> NCAAL Planning Committee**

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Emily Guss

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Latisha Reynolds (Co-Chair)  
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Jene Brown  
Elizabeth Jean Brumfield  
Celia Daniels  
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Andrew P. Jackson  
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Fayrene Muhammad (Co-Chair)

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Rudolph Clay (Chair)

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S. Michele Echols (Co-Chair)

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Richard Ashby  
Richard Bradberry  
ayo dayo  
John Page



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Tamikka Coppin  
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Adam Townes

Patty Carleton  
Rudolph Clay  
Robert "C.J." Hall  
Yael Davis  
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Tiffany Davis  
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Dr. Stephanie Tolson (Co-Chair)  
Carlotta Algee-Stancil  
Karen Barton  
Gerald Brooks  
Betty Brown  
Judith Bruce

## **BCALA Past Presidents**

Dr. E.J. Josey, 1970-1971\*

William D. Cunningham, 1971-1973\*

James R. Wright, 1973-1974

Dr. Harry Robinson, Jr., 1974-1976

Avery Williams, 1976-1978

Dr. George C. Grant, 1978-1980

Doreitha R. Madden, 1980-1982\*

Robert L. Wright, 1982-1984

Dr. Barbara Williams Jenkins, 1984-1986

Dr. Marva L. DeLoach, 1986-1988

Dr. Edith M. Fisher, 1988-1990

Dr. John C. Tyson, 1990-1992\*

Dr. D. Alex Boyd, 1992-1994\*

Dr. Stanton F. Biddle, 1994-1996

Sylvia Sprinkle Hamlin, 1996-1998

Gregory Reese, 1998-2000

Gladys Smiley Bell, 2000-2002

Bobby Player, 2002-2004

Andrew P. Jackson, 2004-2006

Wanda K. Brown, 2006-2008

Karolyn S. Thompson, 2008-2010

Jos Holman, 2010-2012

Dr. Jerome Offord, 2012-2014

**\*Deceased**

## **Editorial Team for the Proceedings of the 9th National Conference of African American Librarians**

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Indianapolis, Indiana

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Shanika Heyward  
Indianapolis Public Library  
Indianapolis, Indiana

Phara Bayonne  
University of Connecticut  
Stamford, Connecticut

Deloice Holliday  
Indiana University  
Bloomington, Indiana

Makiba Foster  
Washington University  
St. Louis, Missouri

kYmberly Keeton  
Lincoln University  
Jefferson City, Missouri

# **9<sup>th</sup> National Conference of African American Librarians**

## **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

### **Opening Session**

**Wednesday morning, August 6<sup>th</sup>, 2015 9:00 – 10:30 a.m.**

**Hyatt Regency St. Louis at the Arch - Grand Ballroom D**

**Kelvin Watson, BCALA President**



Good morning, I want to welcome you to the 9<sup>th</sup> National Conference of African American Librarians here in St. Louis, MO. As President of the Black Caucus

of the American Library Association (BCALA), Inc. I bring you greetings and a hearty welcome from the BCALA Officers and Executive Board. I hope you are prepared for an exciting time at the 9<sup>th</sup> National Conference of African American Librarians. We are meeting at the gateway to reimagine communities, technologies, and libraries; because this is very relevant for the times we are living in and preparing for.

I would like to thank ALA President Sari Feldman for being in attendance and we also have one of the ALA Presidential Candidates Lisa

Hinchliffe. Unfortunately, ALA President-Elect Julie Todaro was not able to attend, but sends her greetings.

This conference has a special meaning for me personally, because I am coming home. I grew up just a few miles from where we are now. I hope you are equally excited about the 9<sup>th</sup> NCAAL. I want to thank the Conference Co-Chairs, Makiba Foster and Emily Guss, planning committees and volunteers, for their hard work, diligent service, and commitment to BCALA. So, let us congratulate them, as none of this would have been possible without their efforts. I would also like to thank all of our supporters and of course thank you to the Black Caucus membership because without you all the work is futile. I am proud to be your President, because this year we celebrate 45 years of BCALA.

Throughout our history BCALA has lead the way and served as an advocate to promote the improvement of library services to diverse populations and

communities of color and the development of more diverse LIS curriculum as well as the recruitment of African American information professionals. Our profession's ability to support and deliver services in order to increase competencies within African American communities and communities of color should be at the forefront of all libraries concerns.

The continued work of our organization is to ensure that no individual will be left behind in this technological age and that libraries remain relevant in improving our society. We have planned a host of conference activities including stimulating speakers, and knowledgeable authors, please join us as we celebrate our history, culture, and reimagine communities, technologies, and libraries.

## **9<sup>th</sup> National Conference of African American Librarians**

### **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

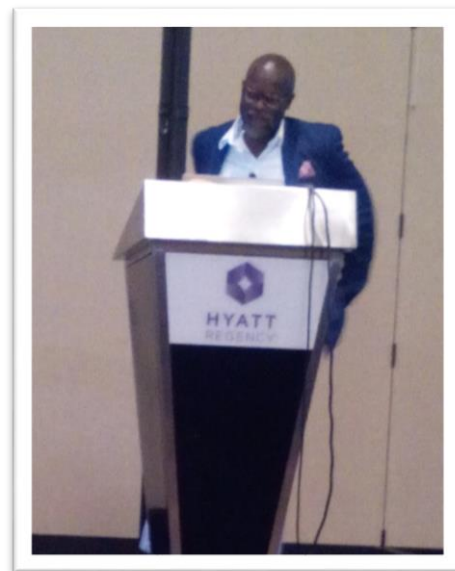
#### **Opening Session**

**Wednesday morning, August 6<sup>th</sup>, 2015 9:00–10:30 a.m.**

**Hyatt Regency St. Louis at the Arch - Grand Ballroom D**

#### **Tukufu Zuberi, Keynote Speaker**

Dr. Tukufu Zuberi, of the hit PBS show, *History Detectives*, was the opening keynote speaker for the 9<sup>th</sup> National Conference of African American Librarians. A native of Oakland, California, Dr. Zuberi received his Ph.D. in sociology from the University of Chicago and chairs the sociology department at the University of Pennsylvania where he serves as the Lasry Family Professor of Race Relations, specializing in sociology and Africana studies. Dr. Zuberi has done extensive research on race relations, sociology, and African history, and is the author of the books *Thicker than Blood: How Racial Statistics Lie*, *Swing Low, Sweet Chariot: The Mortality Cost of Colonizing Liberia in the Nineteenth Century* (writing as Antonio McDaniel) and most recently, *African Independence: How Africa Shapes the World*.



As Dr. Zuberi made his way to the podium, he was greeted with a warm and enthusiastic round of applause from the audience. He then engaged in a little humor with them before beginning his address, joking about his hat for which he is well known for wearing.

During his address, Dr. Zuberi spoke of the importance and responsibility that

we of the African Diaspora have in preserving, documenting, and protecting our heritage. He also praised African American librarians for the diversity they bring to librarianship and that theirs is a sacred vocation. In addition, Dr. Zuberi spoke of current projects he is working on, and showed a clip of his documentary, *African Independence*.

In keeping with the conference theme of librarians as culture keepers, Dr. Zuberi shared these words of wisdom with the audience:

“Our work is to undo the confusion of those who don’t know what they are seeing, when they see them. If they are colorblind, it’s our job to un-colorblind them. One must see racial and cultural difference in order to appreciate it. We must do more than putting a black face into a white space. It’s about changing perspectives.”

Dr. Zuberi’s inspiring words and empowered insight served as the perfect way to begin NCAAL 9, a journey through the gateway of reimagined communities, technologies, and libraries.

**Photo:** Michele T. Fenton



## 9<sup>th</sup> National Conference of African American Librarians

### Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries

#### The Ferguson Tour

**Tuesday, August 4<sup>th</sup>, 2015 8:30 a.m. – 3:30 p.m.**

On Tuesday, August 4, 2015, a group of NCAAL members embarked on a tour of St. Louis and Ferguson. The tour was arranged by Mildred Rias and Dr. Stephanie Tolson, co-chairs of the NCAAL Local Arrangements Committee. Attendees met in front of the Hyatt Regency at the Arch Hotel on 4<sup>th</sup> street; the bus began loading passengers at 8:00 a.m. The tour was blessed to have as its guide, esteemed scholar and historian, Dr. John A. Wright. The first stop on the tour was the St. Louis Walk of Fame on Delmar Boulevard. Here attendees could see, embedded in the sidewalks, the names of famous African Americans who helped make St. Louis great. Some of the famous names on the walkway included Dick Gregory, Dred and Harriet Scott, Maxine Waters, Roscoe Robinson, Jr., and the Tuskegee Airmen of St. Louis.



After visiting the St. Louis Walk of Fame, the tour continued on to the Scott Joplin Home. Scott Joplin (1868-1917) was an African American composer and musician credited as the father of “ragtime”, a genre of music very popular during the early days of the 20<sup>th</sup> century. Two of his most popular compositions were “The Entertainer” (featured in the 1973 film, “The Sting”) and “Maple Leaf Rag”. A native of Texas, Joplin lived in St. Louis from about 1901 until around 1907 before moving to New York.



At about 11:00 a.m., everyone gathered at Cathy’s Kitchen Restaurant and Diner located at 250 South Florissant Road in Ferguson, Missouri for a very delicious and beautifully prepared lunch consisting of veggie wraps, chicken Ciabatta sandwiches, beverages, homemade pies, and other goodies. The staff were very friendly and

personable, adding to a very warm and inviting atmosphere in which one can sit with colleagues to network or just to talk.

After lunch, the tour continued, its next stop the Ferguson Public Library. From August 2014 until the fall of that same year, the Ferguson Public Library served as a safe haven for those seeking refuge from the violence that erupted in the city of Ferguson due to outrage over the death of Michael Brown, a young African American man shot and killed by police officer Darren Wilson of the Ferguson Police Department.

The Ferguson Public Library also served as a place for teachers, parents, and educators to continue teaching Ferguson pupils while the schools remained closed in the wake of the frustration, heartbreak, and unrest that plagued the city for several weeks.

Attendees received a warm and hearty welcome from Scott Bonner, director of the Ferguson Public Library, and were given a tour of the facilities. It was beautiful to see patrons, young and old, actively engaging with each other and taking full advantage of all the services the library had to offer.



After leaving the Ferguson Public Library, tour participants visited January Wabash

Park where the Black Caucus of the American Library Association planted and dedicated a tree in honor of Michael Brown. As the tour party gathered around the tree, a moment of silence was observed.



After leaving the park, the tour ended with a visit to the Canfield Green neighborhood, the site of Michael Brown's death. A lovely make-shift memorial marked the spot where Brown was gunned down. It was an emotional and somber moment for the memorial's visitors.



Other highlights of the Ferguson Tour:

Harriett Scott Burial Site  
Charles H. Sumner High School  
Mary Meachum Freedom Crossing  
The J.D. Shelley House

**Photos:** Michele T. Fenton

## **9<sup>th</sup> National Conference of African American Librarians**

### **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

#### **Film Screening: *Men of Bronze***

**Tuesday, August 4<sup>th</sup>, 2015, 7:00-8:00p.m.**

**Hyatt Regency St. Louis at the Arch - Regency E**

*Men of Bronze* is the definitive story of the African American soldiers of the 369<sup>th</sup> Infantry Regiment, known as the “Harlem Hellfighters”, who, because of segregation in the United States Army, fought under the French flag in World War I. The 369<sup>th</sup> Infantry Regiment spent more time in the frontline trenches than any other American unit, fighting alongside French, Moroccan, and Senegalese soldiers.

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## **9<sup>th</sup> National Conference of African American Librarians**

### **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

#### **Ferguson One Year Later: Community Perspectives – Lessons Learned**

**Wednesday, August 5<sup>th</sup>, 2015, 3:00-4:30p.m.**

**Hyatt Regency St. Louis at the Arch - Regency E**

**Dr. Leah Gunning Francis, Moderator**

The killing of Michael Brown catalyzed a movement. With the one year anniversary of Brown's untimely death, this panel session discussed the experiences of members of a community in crisis but also a community on the precipice of change. The session provided attendees with firsthand accounts from community and other panelists representing the legal system, law enforcement, media, libraries, educators, activists, and clergy. Dr. Leah Gunning Francis, author of *Ferguson and Faith: Sparking Leadership and Awakening Community*, was the session moderator.



**Seated (Left to Right):** Tasha Burton, Charles Wade, and Scott Bonner.

### **Featured Speakers:**

#### **Rev. Rodney Francis**

Rev. Rodney Francis serves as senior pastor of the historic Washington Tabernacle Missionary Baptist Church and executive director of the Youth and Family Center of St. Louis, Missouri. Since serving as pastor of Washington Tabernacle, Rev. Francis has been committed to building bridges between the church and the community, and the congregation has lead numerous film and community forums on critical community issues (i.e. Pruitt Igoe, Homer G. Phillips Hospital, youth gun violence, the Affordable Care Act, voter empowerment, education, etc.). At the session, Rev. Francis spoke about the following:

- Washington Tabernacle Baptist Church was one of several churches serving as a safe haven

during the Fergusons protests; police officers couldn't come into the church to pursue someone (an agreement between churches and the local police)

- Washington Tabernacle Baptist Church offered conferences and workshops. During the month of August 2015, suspended Sunday School classes. Had guest lecturers come and talk about the problems in Ferguson and the effects on the work of the church: "Not just talk about Jesus, but do the work of Jesus on the streets".
- Washington Tabernacle Baptist Church donated funds and supplies to organizations working to supply protestors with what they needed.

### **Tasha Burton and Charles Wade**

Social media can be noisy. And it is easy to hide and be hidden in the noise.

*#OperationHelporHush* started as critics doubted the impact that Twitter activists could have to influence change and our response was, "So help...or just hush" – either contribute to the movement or be quiet. We are taking social media to the streets. We are a community on Twitter and we are a community in the streets. We can move the conversation and we can move work in the name of social good. Some facts about *#OperationHelporHush*:

- *#OperationHelporHush* is funded by social media.
- Fed 5,000 people within 2 weeks with less money than the United Way used for the same purpose during the Ferguson protests.
- Worked in Baltimore and St. Louis
- Services are direct – No middle man involved.
- Believe in direct outreach through direct service.

### **Scott Bonner**

During the unrest in Ferguson, Missouri, library director Scott Bonner (the single full-time librarian), was able to maintain the small library as a place of community service, comfort, and support. He had only been in the position since July 1, 2014. The library served as an ad-hoc school while the Ferguson public schools were closed. Bonner had to deal with the press (often camped out in the library), volunteers, and teachers. Bonner established the library as a quiet oasis, reminding others not to bring the conflict inside the library.

- "There is no need too great for a library to do its best with."
- Ferguson Municipal Public Library serves a population of 21,000.

- More busy than ever; sometimes standing room only at the library.
- 2015 Gale/Library Journal Library of the Year.
- Scott Bonner won the *Lemony Snicket Prize for Noble Librarians Faced with Adversity*.

### **Terrell Carter**

Terrell Carter, former St. Louis Police officer and now a minister and community activist who provides solutions to the racial divide. He is the author of *Walking the Blue Line: A Police Officer Turned Community Activist Provides Solutions to the Racial Divide*.

- Served with the St. Louis Police Department for five years. Aware of the tactics and behaviors in police officers in regards to racial profiling and the pressures faced by police officers to back each other up even when an officer is wrong.
- Minister at Third Baptist Church in St. Louis and director of Foundations in Ministry program at Central Theological Seminary.
- Writes for *Ethics Daily* and *Baptist News Global*, two Christian websites. Has written several articles on issues relating

to race and on Ferguson, Missouri.

### **Captain Ron Johnson**

To help quell the unrest during the protests in Ferguson, Missouri, Captain Ron Johnson, a native of Ferguson and an officer of the Missouri State Highway Patrol for 27 years, was put in charge of the city's security by the governor of Missouri.

- Marched with Pastor Black in support of peace and justice in Ferguson.
- An advocate of community-based policing.
- Under his command, ordered officers to forego riot gear and make sure the rights of protestors' were respected.
- Met with Scott Bonner, director of the Ferguson Municipal Library. Attended several programs sponsored by the library.

### **Dr. Leah Gunning Francis**

Dr. Francis, Associate Dean of Contextual Education at Eden Theological Seminary in St. Louis, Missouri, talked about her book, *Ferguson and Faith: Sparking Leadership and Awakening Community*, in which she speaks of the



challenges faced by clergy and activists during the protests in Ferguson.

- “There is a Ferguson near you. These problems are all over the country.”

After the panel session, Dr. Francis signed copies of her book for conference attendees.

Also during the panel session, Makiba Foster, NCAAL 9 Conference Co-Chair showed a brief video documenting BCALA’s commitment to social justice and planting of a tree in January Wabash Park as memorial to Michael Brown.

## **9<sup>th</sup> National Conference of African American Librarians**

### **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

#### **Graphic Novel Luncheon**

**Thursday, August 6<sup>th</sup>, 2015 12:00–1:45 p.m.**

**Hyatt Regency St. Louis at the Arch - Grand Ballroom D**

**Max Brooks, Joel Christian Gill, and Eric Dean Seaton, Keynote Speakers**

**Deloise Holliday, Indiana University, 9<sup>th</sup> NCAAL Programs Co-Chair**

The 9<sup>th</sup> National Conference of African American Librarians (NCAAL) offered a variety of options for conference attendees and none was more rewarding than the Thursday afternoon luncheon speakers featuring graphic novelists Max Brooks, Joel Christian Gill and Eric Dean Seaton. The modern day graphic novel has its roots in comic strips some turned into movies while others have long running series.



**Left to Right:** Joel Christian Gill (standing) and Kelvin Watson (seated).

Max Brooks the son of comedy filmmaker Mel Brooks and actress Anne Bancroft who is a prolific writer in the

genre began the event sharing the evolution of his graphic novel research and writing experiences with comic books and the graphic novel. By far the most interesting part of the presentation was the extensive historical research Brooks conducted on *The Harlem Hellfighters*. He intrigued the audience with both his wit and knowledge of African American history and the African American 369<sup>th</sup> Infantry Regiment's experiences during World War I. In fact, the three luncheon speakers presented a dearth of African American historical events as well as fantasy. From *The Harlem Hellfighters* to *Tales of the Talented Tenth* to *Legend of the Mantamaji* each book containing historical facts as well as fantasy another topic in the graphic novel genre featuring African American superheroes. The luncheon was a virtual history lesson for some and a refresher course

for others. The writers shared with the audience their motivation and the processes used in completing their works.

Joel Christian Gill is the chairman/CEO of *Strange Fruit Comics* and is both author and illustrator of two books from Fulcrum Publishing, *Strange Fruit Vol. I: Uncelebrated Narratives from Black History* and *Tales of the Talented Tenth*. Conference-goers listened intently as he explained the way he became interested in comic books and graphic novels. He shared a bit of his life's journey that culminated in the works mentioned here.

Eric Dean Seaton is a television director, producer, author and owner of "And... Action!" Entertainment. Seaton entertained conference participants with his thoughts on Black superheroes and the culmination of his first graphic novel *Legend of the Mantamaji* which features Black superheroes. In addition, Seaton showed a clip from the live-action short film version of *Legend of the Mantamaji* (which he directed). *The Legend of the Mantamaji* is the first in a series of three books.

The graphic novel is an easy to read format which is a different way of reaching new learners. In a sense the three graphic novelists are linked by

presenting materials that are very short, well-researched and written, amazingly interesting for younger and older and new readers alike. This session was sponsored by Ingram and the books were sponsored by Crown Books, Fulcrum Publishing, and "And...Action!" Entertainment.

## **9<sup>th</sup> National Conference of African American Librarians**

### **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

#### **Author Pavilion I, II, and III**

**Thursday morning, August 6<sup>th</sup>, 2015 –Friday morning, August 7, 2015**

**Hyatt Regency St. Louis at the Arch – Exhibit Hall**

**Constance Scott, Indiana Tech University, Moderator**

The Grand Opening of the Author Pavilion was led Mr. Troy D. Johnson, President, founder and webmaster of AALBC.com, LLC (The African American Literature Book Club.) There were three sessions, Adult, Children and Young Adult Authors and Local Authors. Audience members were enthusiastic and supportive in numbers to hear from new and seasoned novelist, poets and biographers. In panelist format, each author read from their works, expressed their passion for writing and answered questions from the audience. The moderator encouraged the viewers to consider purchasing for their respective libraries or as gifts for family-especially young people.

After each session, authors seated at tables, autographed donated and purchased books. They interacted with guests via lively conversation along with a few selfies.

#### **Adult Author Pavilion**

**Ginger Adams Otis**, author of *Firefight: The Century-Long Battle to Integrate New York's Bravest*, spoke on the role of research in the telling of little known African-American history. She also shared a video excerpt.

**Victoria Christopher Murray**, talked about her newest novel *Stand Your Ground*. Social injustice seems to be an inescapable part of our cities. Two women experience heartbreak through the death of a son and a husband- who was the shooter.

**Dasha Kelly**, spoken word artist, poet and world traveler read from her second novel *Almost Crimson*. CeCe is a young girl dealing with her mother's depression, fatherlessness and growing up.

**Edward G. Robinson III**, sports journalist and researcher engaged us with the story of basketball Coach LeVelle Moton of North Carolina Central University. Mr. Robinson captured the essence and heart of a man who began life in the tough streets of Boston and Raleigh, NC to become not only an award-winning, coach but a mentor, educator and family man. In 2014, he led the team to its first division NCAA tournament. A video excerpt was shared with the audience about *The Worst Times Are the Best Times*.

### **Children and Young Adult Pavilion**

**Sharon Draper** read from her recent novel *Stella by Starlight*. Inspired by the spirit of her grandmother, she tells the story of segregation in the south from the perspective of Stella and her younger brother. Ms. Draper encouraged her listeners to preserve a part of the African American history by inquiring about personal family stories.

Former attorney, donor and cancer survivor, **Sherri Graves Smith** talked about her love for children and reading that lead her to the art of writing. She heartily shared her journey from corporate America to author. Guests were graced with a copy of *Is My Cup Empty Kit*, from the Lil' Sherri series.

Illustrator and Artist **Dr. Jan Spivey Gilchrist** shared her experience as an

award-winning author. She enlightened us about the process and discipline of her craft.

**Jason Reynolds** shook the audience when he read from his upcoming book *All American Boys* that he co-authored with Brenden Kiely. Character and scene focused on mistaken identity, bag of chips, Rashad, a cop and video. Mr. Reynolds opened his dialog about his background, his family and the importance of writing in his life. Young adults and other readers will relish his works that will hopefully convey relevant discussion.

**Patricia McKissack**, a legend among many readers young and young at heart, did not disappoint with her featured book- *A Friendship for Today*. Written from her own experience, it tells of two friends, one black the other white during the early 1950's. Mrs. McKissack summed up the writer's work as one of influence coupled with the love of storytelling.

### **Local Author Pavilion**

Local is that which occurs in a particular area, city or town. Taking the theme of the conference, "Meet Me at the Gateway" these homegrown authors demonstrated that they were true gate keepers to the literary soul of St. Louis. Kudos to Left Bank Books for sales and Jessiree Jenkins and her team at St.

Louis Public Library for organizing this session.

Activist **Jamala Rogers** introduced the audience to *Ferguson is America: Roots of Rebellion*. On the cusp of the first anniversary of the killing of Michael Brown and the Ferguson Movement, Ms. Rogers gave an historical overview to bring us to the current state of America's racial and social justice war with a look to the future. Her presentation can be found at <http://fergusonamerica.com/>.

**Terry Baker Mulligan** talked about the history of Harlem through her books *Sugar Hill: Where the Sun Rose Over Harlem* and *Afterlife in Harlem: A Novel of Redemption*. A native of Harlem, she gave a history review as well as sites, development of Harlem through the years and notable people. She is also an independent university publisher and self-published writer.

**Rose Jackson Beavers**, motivational speaker, publisher and author spoke on how she became a writer. She loved reading and as a youth enjoyed the library bookmobile. As a young girl, she always was writing, even to prison pen pals. She enjoys and is an accomplished

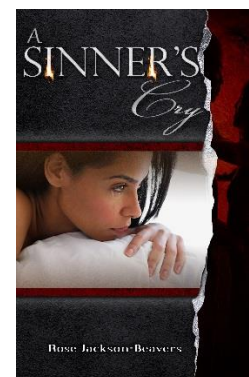
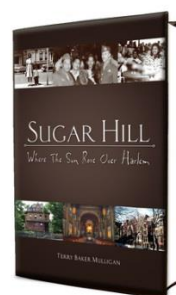
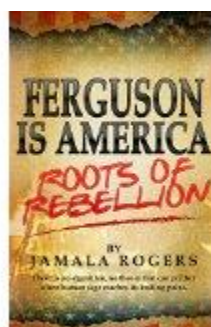
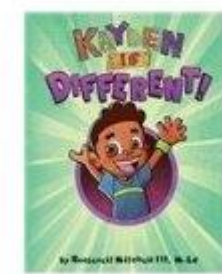
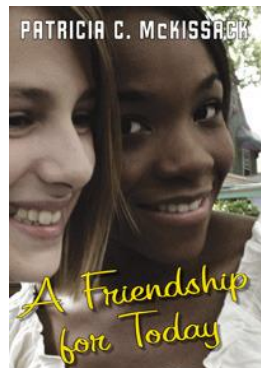
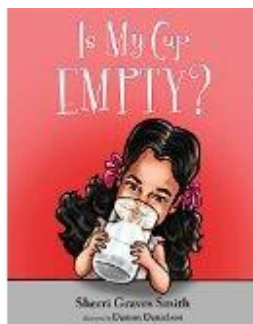
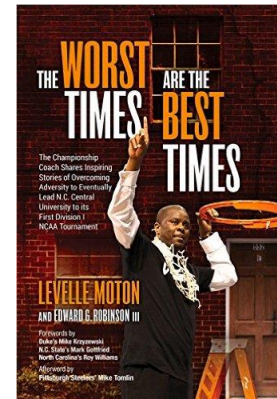
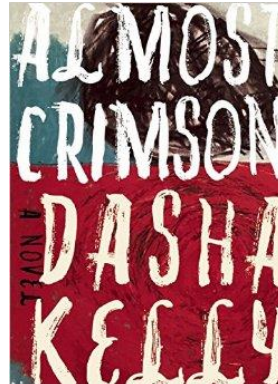
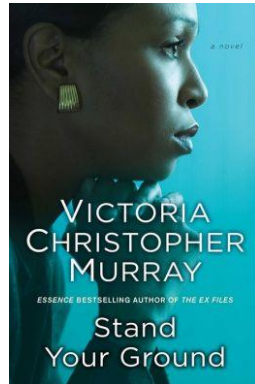
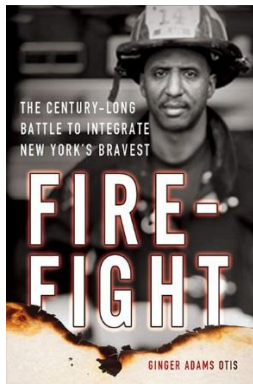
writer in many genres. It is a healing process for her. Through her company Priority Books, she is able to nurture other authors.

**Roosevelt Mitchell III** is an educator and advocate for special education reform. Known as the "Disability Scholar" he shared his life story of being raised by his father and growing up with a birth defect. His childhood experience of domestic violence, homelessness and rehabilitation spurred his writing gift. He considers the gift a calling and is now a full-time writer working on his doctorate. He believes that his background has prepared him to be a change agent in the educational system. Mr. Mitchell is also a Priority Books author.

**Maurice Minor** started reading at the age of three. He recalls reading to his classmates in kindergarten. As a poet and emcee he states that he is the "voice of the everyday man." One of his favorite characters is Langston Hughes's Jesse B. Simple. He honors libraries because they are free and a safe place for creativity. He shared works from his chapbook and notebook.



## Selected Book Covers



## Works Cited:

Adams Otis, Ginger. *Firefight: the Century-long Battle to Integrate New York's Bravest*. New York, NY: Palgrave Macmillan Trade, 2015. Print.

Baker Mulligan, Terry. *Afterlife in Harlem: A Novel of Redemption*. [United States]: Impulse Press, 2014. Print.

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Draper, Sharon M. *Stella by Starlight*. New York: Atheneum Books for Young Readers, 2015. Print.

Graves Smith, Sherri. *Is My Cup Empty?* Herndon, VA: Mascot Books, 2015. Print.

Kelly, Dasha. *Almost Crimson: A Novel*. Chicago: Curbside Splendor, 2015. Print.

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Robinson, Edward G. and Levelle Moton. *The Worst Times Are the Best Times*. Washington, D.C.: MR Publishing, LLC, 2014. Print.

Rogers, Jamala. *Ferguson is America: Roots of Rebellion*. St. Louis, MO: Printed for the author by Mira Digital Publishing, 2015. Print.

Rogers, Jamala. Online video clip. 7 Aug. 2015. Web 13, Nov. 2015.



## **9<sup>th</sup> National Conference of African American Librarians**

### **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

#### **Health Information Gateway**

**Wednesday morning, August 5<sup>th</sup>, 2015 –Friday afternoon, August 7, 2015**

**Hyatt Regency St. Louis at the Arch – Various Locations**

**Cassandra Allen, National Library of Medicine, Moderator**

The National Library of Medicine (NLM) was a sponsor of the Black Caucus of the American Library Association's Ninth National Conference of African American Librarians (NCAAL). The conference took place in St. Louis, MO from August 4–8, 2015. The NLM is very proud to have participated in every NCAAL, either as an exhibitor or through providing programming, since the First National Conference of African American Librarians in Columbus, OH in 1992.

As the Black Caucus of the American Library Association serves as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community, they are a perfect partner for the efforts of the NLM. The NLM's Outreach and Special Populations Branch, within the Division of Specialized Information Services, works to conduct outreach programs that involve minorities and minority

institutions to introduce the NLM health information online resources and web tools to provide an important benefit to the public good and to address the elimination of health disparities.

As it has in the past, the NLM sponsored the Health Track at the 9<sup>th</sup> NCAAL. The track included a variety of different programs. Health Track programming began on Thursday, August 6<sup>th</sup> with a program called "Healthy Heart Plus" presented by Alice M. Freeman, founder and owner of Healthy Heart PLUS in Richmond, VA. Ms. Freeman is a registered naturopath with a degree in nutritional counseling. Her approach to a better and healthier individual is through the use of foods and supplements to feed the body what it needs. She stressed the importance of eating something "live" or raw and unprocessed or as she would say, "from the ground or off the tree" with every meal. She says that she presents her message on nutrition from a spiritual

point of view since God created the plants, trees and the water we need to sustain us. Ms. Freeman wrote a book titled, "Being Healthy From Now On: From the Ground ...Off the Trees".

Also on Thursday, August 6<sup>th</sup>, Cassandra Allen gave a presentation titled, "Healthy Consumer Information Resources from the National Library of Medicine". The program was moderated by Ms. Satia Orange. Attendees learned about a variety of NLM resources, including Medline Plus, Tox Town, Clinical Trials.gov, and Tox Mystery. All of these resources are available free on the NLM homepage, [www.nlm.nih.gov](http://www.nlm.nih.gov). Ms. Orange also shared information about a past NLM funded project with the American Library Association's Office of Literacy and Outreach Services, when she was its Director, called "Good Health Information (GHI)". This project was intended to teach rural librarians how to use NLM's Medline Plus resource.

Friday, August 7<sup>th</sup> began with a program called "Healthy Reads". It featured three authors, Celia Anderson, who writes for young adults; Sherri Graves Smith, who writes for children; and Natasha Lecque, who writes for adults. Celia Anderson, a protégé of the late E. Lynn Harris, writes about Ocean Sims in "Love Ocean" and "Daddy's Home". Ocean is a girl dealing with post-traumatic stress and separation from her home and family following the Katrina hurricane and massive flood in New Orleans, LA. Sherri Graves Smith is a survivor of stage four cancer and

writes children's books that instill hope and optimism in the face of adversity. One of her book is titled "Is My Cup Empty". Dr. Lecque, a fitness enthusiast and wellness coach, provides an introduction to fitness and a four-week daily exercise and nutrition plan in her book titled "The 28-Day Kickstart To A Healthy New You". This program was also moderated by Satia Orange, who very skillfully encouraged the three writers to talk about the motivation behind their stories.

Also on Friday, there was a lunch program devoted to the topic of health, titled, "Sound Mind and Body". The lunch speakers were Angela Priester, Ph.D. and Terry Mason, M.D. Dr. Priester is a clinical psychologist with over thirty years of experience working with clients in a variety of settings including government agencies, private out-patient clinics, military installations and hospitals. She spoke to attendees about dealing with job and life related stressors and the importance of healthy aging. Dr. Mason is the Chief Medical Officer of the Cook County (Illinois) Health and Hospitals System. He is also the host of "Doctor in the House" on WVON 1690 AM radio. He believes in integrating diet modification and exercise to treat chronic diseases and in 2004, launched the Restart4Health campaign to encourage the public to stop unhealthy eating habits and to make smart food choices. Dr. Mason suggested that attendees attempt meatless meals at least once a week and encouraged the more dedicated among us to try to stop eating anything with a

face. Dr. Priester and Dr. Mason both emphasized the importance of starting with small changes.

**9<sup>th</sup> National Conference of African American Librarians**  
**Culture Keepers IX: Meet at the Gateway**  
**Reimagining Communities, Technologies, and Libraries**  
**Gala – 45<sup>th</sup> Anniversary Celebration**

**Thursday evening, August 6<sup>th</sup>, 2015 6:30 – 9:30 p.m.**  
**Hyatt Regency St. Louis at the Arch - Grand Ballroom D**

**45<sup>th</sup> Anniversary and GALA remarks**

**Kelvin Watson, BCALA President**

I hope that you all are really enjoying the conference and the city of St. Louis.

Welcome to the BCALA 45<sup>th</sup> Anniversary and NCAAL GALA. I am Kelvin Watson, BCALA President.

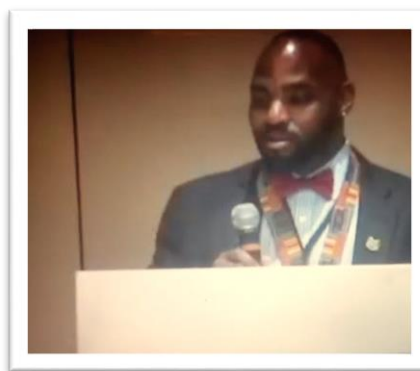
First, I would like to thank our sponsors for tonight's gala event, Washington University at St. Louis Libraries and Baker & Taylor.

Along with me on the dais tonight we have, BCALA Vice President/President Elect Denyvetta Davis, our guest speaker Troy Johnson, NCAAL Co-Chairs Emily Guss and Makiba Foster.

Are there any first time attendees, retirees, and NCAAL attendees that have been at every conference and/or more than one conference (please raise your hand)?

I would like to thank our NCAAL Co-Chairs Emily Guss and Makiba Foster, the GALA Committee, and the Awards Committee. (Will all please stand)

All BCALA Past Presidents please stand and be recognized. (Applause from the audience)



Tonight we celebrate 45 Years BCALA. We continue to lead the way and serve as advocates to promote the improvement of library service to diverse populations and communities of color and the development of more

diverse LIS curriculum as well as the recruitment of African American information professionals.

remain relevant in achieving those dreams along with the improvement of our society.

As I have said over the past couple of days this conference has a special meaning for me because I'm home. I want to let you know tonight, that I'm so happy and proud to be the Black Caucus of the American Library Association President and that we are here celebrating our history, our culture, and reimagining libraries and communities together.

I've had the opportunity to talk with Ms. Jean Walker, who recently retired after 50 years of service with the St. Louis Public Library, as was the librarian at the Kingsbury Branch. The branch that I walked to at the end of Nina Place to borrow books. These books fed my mind and provided me with the dreams that I could be whatever I wanted to be.

So tonight I want to salute you, librarians, information professionals, Jean Walkers. I want to salute all of the mothers and fathers that have encouraged dreaming and support (my mom is here tonight by the way). I want to salute all the spouses, friends, family members, mentors, and the mentees.

And to let all you know that I am going to do my part to ensure that no individual will be left behind in this technological age and that libraries

# **9<sup>th</sup> National Conference of African American Librarians**

## **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

### **Gala – 45<sup>th</sup> Anniversary Celebration**

**Thursday evening, August 6<sup>th</sup>, 2015 6:30 – 9:30 p.m.**

**Hyatt Regency St. Louis at the Arch - Grand Ballroom D**

### **Libation Ceremony**

**Conducted by Sekou Molefi Baako, Queens Library, Langston Hughes  
Community Library and Cultural Center**

**Accompanied by percussionist Duane “Jingo” Williams**

**Drum Call:** The drum, an ancient form of communication, calls the village to listen and pay attention for something is about to happen. Something important is going to be said. It is a gathering time for all to come together as family. The drum represents our heartbeat, the heartbeat of the people.

Greetings BCALA! Good Evening Brothers and Sisters! Good Evening Family! (To the rhythms of the drum in the background) Listen to the drum. Listen to your heartbeat.

We are here to perform a brief Libation Ceremony, a time to pay respect to our ancestors. In the African tradition, libation is always performed whenever the Family gathers together. Libation is

poured to pay respect to those who have come before us, for those who have paved the way, struggled for us, and sacrificed for us. For without them, we would not be here. Listen to the drum.

Libation uses the element of water, for without it we cannot survive. It is traditionally poured into the soil or a plant, as it provides nourishment, as it does for us. Since we do not have either tonight, I will sprinkle it in the four directions, north, south, east and west, to represent the four directions our Ancestors traveled from The Mother Land, (Africa), and the many directions our library ancestors, here in America, have worked and contributed to communities across this nation.

(Sprinkles water in four directions as the drum plays in the background.)

I offer a verbal libation using Langston Hughes' poem *The Negro Speaks of Rivers* (1926)<sup>i</sup>, as Hughes combined the history of Africa and America in his signature poem.

(Reads "[\*The Negro Speaks of Rivers\*](#)")

Gala Libation Tribute to the Ancestors...

We pour libation for our Ancestors,  
those who came before us.

We pour libation for those Ancestors in  
our own families.

We pour libation for those Ancestors  
and elders in our profession.

Those who struggled and sacrificed for  
our people.

(Call out the names of those in your family  
and our BCALA family whose spirits you  
would like to be here with us. Those who are  
in your heart, in your mind and thoughts.)

For as long as we remember them, as  
long as we think of them, call their  
names; as long as they remain in hearts,  
they live on... Call out the names of those  
you wish to remember...

Edward Christopher Williams, Thomas  
Fountain Blue, E.J. Josey, Effie Lee  
Morris, A.P. Marshall, Charlemae  
Rollins, Augusta Baker, Virginia Lacy

Jones, Eliza Atkins Gleason, John  
Hunter, Curley Jones, Cynthia Hurd...

Feel their presence. They are here with  
us. They have never left us and will  
always be with us.

We pour libation for the Warrior  
Librarians who built libraries in Ancient  
African civilizations, as we were  
reminded by our opening speaker, Dr.  
Tukufu Zuberi.

We pour libation for those who  
cataloged the first scrolls in the first  
libraries in Ancient Alexandria.

We pour libation for those Warrior  
Librarians who entered our profession  
when they were not welcomed and were  
often invisible to their colleagues and  
superiors.

We pour libation for those Black and  
White librarians who opened libraries  
and created collections and programs  
and services for inner city and urban  
communities so residents could have  
access to books and a library of their  
own.

We pour libation for those whose names  
we may never know. Those who never  
received credit for their contributions  
and nor proper recognition for their  
work.

We pour libation for all of those who  
change lives in their community every

day. Those who make a difference in the lives of local children, teens and families.

Finally, we pour libation for our Past Presidents and those who served on the Executive Board and as Committee Chairs to build a stronger Black Caucus.

We pour libation for those who served as Conference Co-Chairs and Conference Committee Chairs and all the volunteers.

For all of these people, we say Asante Sana! Thank you! Ashe! Ashe! Ashe!

Peace and Blessings.

0815

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<sup>1</sup> Hughes, Langston. "The Negro Speaks of Rivers." *The Weary Blues*. Langston Hughes. New York: A.A. Knopf, 1926.



## **9<sup>th</sup> National Conference of African American Librarians**

### **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

#### **Gala – 45<sup>th</sup> Anniversary Celebration**

**Thursday evening, August 6<sup>th</sup>, 2015 6:30 – 9:30 p.m.**

**Hyatt Regency St. Louis at the Arch - Grand Ballroom D**

#### **Troy D. Johnson, Keynote Speaker**

Troy D. Johnson, CEO and webmaster of the African American Literature Book Club (AALBC.com), gave the keynote address at the BCALA Gala Awards and 45<sup>th</sup> Anniversary Celebration Dinner on Thursday evening.



A native of Harlem, Johnson is a graduate of Syracuse University, the New York State University Stern School of Business,

Polytechnic University, and studied writing at Stanford University's Publishing on the Web Program.

Johnson started the African American Literature Book Club in 1998 as a way to

connect African American readers with books written by African American authors. In addition to the website, Johnson also hosts a blog which lists the best blogs of African American bloggers.

After being introduced by BCALA President Kelvin Watson, Johnson began his address. He spoke of the struggles that authors of color face in getting their works published, promoted, and distributed; and his efforts to help them overcome these obstacles. Johnson also spoke of the importance of diversity in publishing, the need for more diverse books, and the need for increased marketing of authors of color.

For additional information, please visit the African American Literature Book Club website at:

<http://www.AALBC.com>

## **BCALA Gala Awards – 45<sup>th</sup> Anniversary Celebration**

**Thursday evening, August 6<sup>th</sup>, 2015 6:30 – 9:30 p.m.  
Hyatt Regency St. Louis at the Arch - Grand Ballroom D**

### **Awards Ceremony**

**Presenter: Kelvin Watson, President BCALA, Inc.**

#### **BCALA Appreciation Award**

Claudette McLinn

Deloice Holliday

#### **Distinguished Service to BCALA Award**

Kelvin Watson

#### **BCALA Library Advocacy Award**

Jon E. Cawthorne

#### **BCALA Professional Achievement Award**

Tracy Crawford

Mary Mosley Cooper

#### **Dr. John C. Tyson Professional Development Award**

Makiba Foster

#### **BCALA Distinguished Service to the Library Profession Award**

Gerald V. Holmes

#### **BCALA Leadership Award**

K. C. Boyd

Roland Barksdale-Hall

#### **BCALA Trailblazer's Award**

Mary Biblo

Thomas E. Alford, Sr.

#### **DEMCO Award**

Wanda K. Brown

# **9<sup>th</sup> National Conference of African American Librarians**

## **Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries**

### **Closing Session**

**Saturday, August 8<sup>th</sup>, 2015 9:00-10:00am**

**Hyatt Regency at the Arch - Regency Ballroom D**

**Closing Speaker – Mystery Writer Walter Mosley**

The closing session of the 9<sup>th</sup> National Conference of African American Librarians was opened by Mr. Kelvin Watson – President, Black Caucus of the American Library Association.

Mr. Walter Mosley, the closing session speaker, was introduced by Mr. Richard E. Ashby, Jr., Director, Yeadon Public Library, Yeadon, Pennsylvania.



*Walter Mosley is one of the most versatile and admired writers in America today. He is the author of more than 43 critically acclaimed books, including the major bestselling mystery series featuring Easy Rawlins. His work has been translated into 23 languages and includes literary fiction, science fiction, political monographs,*

*and a young adult novel. His short fiction has been widely published and his nonfiction has appeared in The New York Times Magazine and The Nation, among other publications. He is the winner of numerous awards, including an O. Henry Award, a Grammy, and PEN America's Lifetime Achievement Award. He lives in New York City.*

### **Formal Presentation - The Fire This Time**

I decided almost unconsciously that I would write a piece called "The Fire This Time". I thought it would be a good thing to talk about with people who are interested in literature. Being invited here is an honor, but it is also a chore. Not the kind of imposition or drudgery that we face from day to day *between the forceps and the stone*, but the duty I feel to express the deep meaning of the profession that we all here in this room today represent. That profession, in technical terms, is the transmission of knowledge through language; be it

fiction or nonfiction, terms or equations, lyrics or graffiti, performance or faulty memories. We are all deeply involved in reading, writing, listening, watching and/or interacting with language on our tongues, in our ears, and on our eyes. That's the nuts and bolts of it, the dry explanation.

Reading is not an inert mechanism; it is not, at least should not be, a moldering tombstone at the end of the grave yard of our minds. Reading, and therefore writing, is one of the most vital and important activities that a human being can undertake. It's up there with love and family, right and wrong, the unconscious and the unknown. Reading is a Zen-like form of brain surgery. It creates and then recreates us again and again. It holds a thousand keys to our most important secrets. It is not only how we express love but how we know. Just like remembering a dead parent or child; you don't pull out the iPhone and say "That's my Gerald". You talk about what Gerald did or didn't do; maybe the time he taught you how to ride a bicycle or maybe when he was only a baby and he allowed you to love and care for him.

I had a friend named Clyde who told me that after his divorce he was afraid of the weekends he took care of his daughter. He didn't really know anything about kids. His daughter was only five but she sensed his nervousness. She said, "You sit there, daddy, and I pour you some tea. Then you drink it like this; and you talk about what we did today." This is

an event that can only be experienced in the flesh or the words called up by our memories. You can't video or photograph your life as you live it. You can't use platitudes or prefabricated greeting cards to share the knowledge of the unique life lived. You can't hire some off the rack scribe to put these memories into words for you.

What I have said so far is true for all humanity as far back as we can remember and as far ahead as we can imagine. Our minds lay fallow until experience is sown and then begins to grow. If we don't tend to the gardens of our minds; groom and weed, water and prune; this knowledge becomes anarchy at best and the mindless drone of repression at worst. This warning is not frivolous, off hand, or flippant. If you don't know you can't make an informed decision. If you don't read you probably don't know. But all of the important decisions in life will be made for you if you don't make them for yourself.

Here we come to a general problem that is also specific to this room. Reading, among other things, is a revolutionary act. Knowledge, shared and refined, is more dangerous than an atomic bomb; more dangerous than communism or capitalism, more dangerous even than the words "I love you". Reading is a revolutionary act and the so-called people of color in America need a revolution; badly. We are imprisoned in inner city ghettos, in schools that have their own police stations, in gangs that

form for protection that fail at that task, and in actual prisons.

But the most comprehensive and heartless cage that contains us is the ignorance foisted upon our peoples since the days of the old slave masters when they made sure that we, chained to one another, didn't speak the same languages and therefore could not plot against them. The languages we learned, English, French, Spanish, Dutch, German or Arabic, did not contain our histories, our memories, or our traditions. When you take all that away, hope dies and the future ceases to exist. If we, or at least some of us, don't read freely and broadly without restraint, then our hope of throwing off the chains of history are slim. No gun will free us, no slaughter will liberate us, and no leader will take us by the hand and make us whole. No Lotto Jackpot can assuage the ignorance we suffer. Only we can make ourselves free. But that takes knowledge and transformation, the brain surgery of reading.

I once saw a cartoon in a magazine where a dozen or so people were wandering, looking around, apparently lost, without direction. Behind them was a doorway and above doorway was a stone arch with words etched "Entrance for the Illiterate". They did not know and they would never know. This cartoon is both funny and tragic, it is also a template for the reason that we are all here.

You see, for some time I have been hoping to come up with an argument that would explain in plain terms why reading is important for those of us whose ancestors had their words taken from them. I want to know how we should temper our expectations, political demands, and strategies to overcome the blinders placed upon our souls. You could see the dozen or so people in that cartoon as our society, as our culture. The cartoonist wasn't depicting black people but that doesn't matter because the notion of "white" and "black" was invented by the European conquerors and so-called colonists in the New World. We are human beings not races. The illiterate human beings who could not see their deliverance need to be able to read in order to change their lot in life. But they didn't all need to know how to read. If only one or two could decipher the message everybody could spring for freedom. If only one girl-child could tell her mother the truth about the situation then the whole world would begin to change. The girl would become a hero and her ability to read would become an invaluable skill.

This is why our libraries and book clubs are so important. They are potential nests for intellectual revolution; hotbeds of insurgency and upheaval. Not everyone needs to read, not everyone will, but we have to come up with the words we need to say to let our people, young and old, know that by reading we will not only garner the means to help

ourselves but also our brothers and sisters who wander with us aimlessly outside the doors to paradise.

How do we explain to nonreaders that the simple exercise of scanning the pages of a book or magazine for an hour or so each day will enrich their lives beyond their imaginations? How do I convince a gangbanger that by putting down his semi-automatic and picking up *Black Boy*, that he will surpass the man he was and join a gang that will easily defeat all the schools and cops and false brothers? How do I tell the overworked and over wrought mother that the TV is lying and that by reading a book, any book, instead her mind will evolve and the truth of her world will make itself evident? I don't have the answers to these questions, but that doesn't matter. All we need are questions. For instance, parents are aware that their children are playing video games, watching TV, and idolizing steroid befuddled athletes, oversexed children pop singers, and big screen stars with names that will be forgotten before the night is through. Parents know that their children need to read and so they come to people like me and ask, "How do I get my child to read?" I ask them, "Do you read?" and they say, "I'm not talking about me," and I say, "Your children's whole lives are based on you; on what you do and do not do."

I understand that not all people will find their home in books, but just providing the example and expressing how important reading is, will alter your

imprinted offspring. Sharing your knowledge with them will open a door; just as the girl child did with the illiterates at the threshold to paradise; even more so. That's why I am so happy being here today. Here I stand among my peers, people that see reading and writing as a way to entertain, relate, and emancipate ourselves and our brothers and sisters.

Reading doesn't make you smarter, it makes you deeper; more connected, and possibly even a better person: possibly, but not necessarily. My father's father named himself Walter Mosley. He came from Tennessee where he committed some kind of heinous crime that made him flee the Volunteer State leaving whatever name he had before behind. Obviously the newly minted "Mr. Mosley" had a dark past, but he could read. He was the only man in my father's poor black parish in New Iberia, Louisiana, who could read.

So everyone came to my father's porch with instructions, letters, warrants and legal documents all of which he translated from indecipherable squiggly and ant-like lines into the common patois. He penned letters and replies; gave advice and warnings, and collected buffalo nickels and red cents for his services. A black man that could read was better than a white university because the school was likely to lie. The folks at the white university didn't know anything about what life was like for black people. My father sat in the corner on the front porch and watched



as his old man helped everybody in the neighborhood understand themselves rendered on ivory pages and black ink. My father's mother died when he was seven and my father's father disappeared and probably died when he was eight. From that time until the moment he died, my father relied on himself and the thousands of books, magazines, and newspapers he read. Orphanhood, poverty, and racism could not hold him back. When he was coming up, the most revolutionary thing a non-white could do was read a book. Think about a reality removed from the iron heel on his or her neck. Things have to change. We are still gathered up on the street, shot down for no reason, marched off to wars that we could have told you made no sense; arrested for medicating pain that runs so deep it might kill the sentencing judge. Then we are stripped of our freedom time and time again and then we are barred from participating in democracy forever. You don't have to read to understand these things. Reading will enhance our awareness of the magnitude of these crimes against us. Reading and writing will send out the word, extinguishing addictions, self-hatred and the heartlessness we perpetrate on one another.

Reading is like a rain god cut off from his pantheon. He comes across a huge stone and from forgotten instinct the lost deity uses his spit and dirty tunic to rub and polish the boulder until it shines brightly and he can see for the first time since his exile his own beautiful face. The radio, the TV, and the Internet, they

want to sell us something. The drug dealer, the liquor store man and most supermarkets want to sell us something. The police, whether they know it or not, want to protect the secret of that something from us. The schools, most of which do not know their own history, want to tell us about our history. Almost every outlet and institution in America is straining to impoverish, narcotize or incarcerate our bodies and our minds. I am not only talking about black people here. I am here today to address you as a peer among our tribe. We writers are not teachers. It is our job to get the discussion started. To say that there is another reality beyond the barbed wire barriers set out by the armed sentinels of our half-hearted democracy. I am here to congratulate you for finding the door that cartoonist showed us. I am here to ask a question that I cannot answer. We are here to put all our words together so that a fire might catch and begin to burn.

Thank you.

## 9<sup>th</sup> National Conference of African American Librarians

### Culture Keepers IX: Meet at the Gateway Reimagining Communities, Technologies, and Libraries

#### Jazz Brunch

Saturday, August 8<sup>th</sup>, 2015 10:30 a.m. – 11:45 a.m., Grand Ballroom D

#### Deborah Johnson, Keynote Speaker

NCAAL 9 concluded with its Jazz Brunch. The occasion was jubilant as attendees enjoyed delicious food and door prizes while the Jazz Edge Orchestra played in the background.



As the audience finished their meals, moderator Connie Scott introduced award-

winning author, Deborah Johnson, the brunch's keynote speaker.

Born in Missouri but raised in Omaha, Nebraska, Johnson is the author of several books including *The Air between Us* for which she received the Mississippi Library Association Award for Fiction. She lived in Rome, Italy for 18 years working as an announcer for

Vatican Radio. Johnson currently makes her home in Columbus, Mississippi.

After taking the stage, Johnson discussed her latest book, *The Secret of Magic*, for which she received the 2015 Harper Lee Prize for Legal Fiction. Set in 1946, *The Secret of Magic* chronicles the murder of an African American soldier in Revere, Mississippi, and the



efforts of a New York City lawyer to bring the soldier's killers to justice.

After the Jazz Brunch, Ms. Johnson signed copies of *The Secret of Magic* for NCAAL attendees. It was a beautiful ending to a very wonderful and most excellent conference.



**Watch the epic event of the year!!  
NCAAL9!!!!**



**Many, many thanks to Gretchen Dalzell,  
conference videographer. To view video,  
please click on the picture above.**

# **PROGAMS**

## ***Let's Talk About the Workforce Innovation Opportunity Act (WIOA) and Libraries***

**Presenter: Sandra Michele Echols, Independent Consultant**

Education and lifelong learning are the keys to opportunity for individuals and communities at large. The recent enactment of the Workforce Innovation Opportunity Act (WIOA) has reauthorized educational and workforce development policies. In the next couple of years, WIOA will require a shift in the delivery of adult education literacy instruction and workforce development. Today's libraries must become familiar with WIOA in order to align their programs to incorporate the 3 key principles of WIOA. If libraries want to remain relevant and competitive in delivering cutting-edge services that will meet the demands of the 21st century global economy. This paper will provide the background information concerning WIOA and key ideas that libraries can use. In the coming months, all government funded literacy and workforce program providers are gearing up to create new service models aligned with WIOA. Why not libraries?

On July 22, 2014, President Obama signed into law the Workforce Innovation and Opportunity Act (WIOA PL. 113-128). WIOA modernizes and improves existing federal workforce

development programs, helps workers attain skills for 21st century jobs, provides supports to people with disabilities to enter and remain in competitive, integrated job settings, and fosters the modern workforce that evolving American businesses rely on to compete. WIOA repeals and supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act and the Rehabilitation Act of 1973. The new Act came in effect July 1, 2015, except the amendments to the Rehabilitation Act, which took effect on the date of enactment (July 22, 2014).

### **WIOA in Relationship to Libraries**

What is WIOA? WIOA is not easily defined as it relates to libraries. However, written into to the legislation is information in regards to adult literacy and workforce development programs partnering with libraries to improve the outcomes of the most vulnerable populations in which we service. There are four key provisions related to libraries:

1. Libraries are an optional partner in one-stop centers.

2. State boards advise the Governor on ways to improve digital literacy skills.
3. States may use statewide funds to improve coordination of employment and training activities with adult education and literacy activities, including those provided by libraries.
4. Libraries are an “eligible provider” of adult education and literacy services.  
(<https://www.doleta.gov/WIOA>)

As a viable partner both public and academic libraries can collectively integrate education, workforce and economic development strategies by improving their current services. In addition, at the state and local levels libraries can become an active participant with their local Workforce Development Boards as the meetings are open to all under the sunshine division. Libraries can assist with the advancing economic growth of their home state’s employers and their workforce. Historically, public libraries have been instrumental in the development of adult education literacy classes, and working with local One-stop agencies. Public libraries are commonly referred to as a community hub providing literacy classes and career services opportunities for populations facing multiple barriers to close the gap in educational attainment and economic

development. For academic libraries located within community colleges they can assist in the expansion of career pathways opportunities through more accelerated and work-based training offerings aligned and integrated with information and digital literacy skills. As noted in the *District Dispatch*, The Workforce Innovation and Opportunity Act allows public libraries to be considered additional One-Stop partners, prohibits federal supervision or control over selection of library resources and authorizes adult education and literacy activities provided by public libraries as an allowable statewide employment and training activity. Additionally, the law defines digital literacy skills as a workforce preparation activity ([www.districtdispatch.org](http://www.districtdispatch.org)).

### **Opportunities for Libraries**

WIOA improves connections to employment and training opportunities that lead to economic prosperity for workers and their families. It strengthens existing workforce development and adult education programs in four ways that can benefit adults and youth with barriers to economic success. The law:

- I. Increases the focus on serving the most vulnerable workers—low-income adults and youth who have limited skills,

lack work experience, and face other barriers to economic success;

**II.** Expands education and training options to help participants access good jobs and advance in their careers;

**III.** Helps disadvantaged and unemployed adults and youth earn while they learn through support services and effective employment-based activities; and

**IV.** Aligns planning and accountability policies across core programs to support more unified approaches to serving low-income, low-skilled individuals.

([www.CLASP.org](http://www.CLASP.org).)

Learning from the aforementioned both public and academic libraries can redesign and refocus their program offerings to compliment the main principles found in WIOA that are directly linked to libraries. Focusing on partnerships not only with the local One-Stops but also the Title IV Rehabilitation Act and Title V Older Americans Act would prove to be advantageous for all. According to the

United States Department of Labor; in recent years over 20 million people annually turn to these programs to obtain good jobs and a pathway to the middle class. WIOA continues to advance services to these job seekers and employers. There is a multitude of opportunities for libraries written into this legislation and new policies that are becoming available almost every day. Therefore, library directors and front-line librarians should keep abreast of their state's plan for implementing WIOA.

### **Works Cited**

Bird, Kisha, Marcia Foster, and Evelyn Ganzglass. "New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults." *Key Provisions of the Workforce Innovation and Opportunity Act WIOA*. September 2014. CLASP.org

[District Dispatch.org](http://DistrictDispatch.org)

United States Department of Labor / WIOA

## **Marketing the African American History of Your Library**

### **Presenter: Rose Dawson, Alexandria Library**

Good afternoon and welcome to *Marketing the African American History of Your Library*. My name is Rose Dawson and I am the first African American director of the Alexandria Library system in Virginia.

Last year, we celebrated the earliest known library sit-in. Our objective today is to use the 75<sup>th</sup> Anniversary of the 1939 Alexandria Library Sit-In as a model for acknowledging/celebrating the African American history of your library. The overarching goal is that participants will leave with ideas on planning, implementing, and evaluating a program to recognize their library's history. To do this, we will initially discuss the general history of public libraries, the City of Alexandria, significant African American events, and then the library sit-in.

The history of public libraries is primarily attributed to philanthropist Andrew Carnegie. As an immigrant, Carnegie credits his success to having access to books. He built more than 2300 libraries which would later be known as the "People's University".

Like many of us, Alexandria, a city of 149,000 people, is very proud of its history. On one side, home to Civil War

commander, General Robert E. Lee; and on the other, home to the first President of the United States, George Washington (not Mt. Vernon, as many of us may believe). Today, Alexandria celebrates and reveres its history. This is nice. However, with 23% of the residents being of African American descent, 15% Hispanic or Latino, and 7% of Asian descent, it is also, a very diverse city. Unfortunately, this side of our history is very seldom seen.

For example, 15 years before the celebrated 1954 Montgomery Bus Boycott, 20 years before the sit-in of 1960 at the Woolworth's counter in Greensboro, and more than 25 years before the passage of the Civil Rights Act, significant local events were happening not only in Alexandria but also in other communities. However, if we leave it up to others to tell our story, then important acts go unnoticed. It is important that we not let that happen. When I was growing up, we learned in school that African Americans were slaves and were later freed by the Great Emancipator (President Abraham Lincoln); and that it wasn't until the 1950s and the Montgomery Bus Boycott did African Americans mobilize to start the Civil Rights Movement. Before we

try to help others record their histories, we need to look inward and make sure that we are able to tell and celebrate our own library histories.

On Monday, August 21, 1939, the earliest known sit-in at a library was held at Alexandria's Kate Waller Barrett Branch Library (at that time a whites-only facility). Instructed by local attorney Sam Tucker, five well-dressed African American men individually entered the segregated building and requested library cards. After being denied, each man calmly took a book from a shelf, sat down, and began to read. After two hours, library authorities had the men arrested for their act of "civil disobedience." The Alexandria Library Sit-In of 1939 was the first of its kind and 2014 marked the 75th anniversary of this monumental event that forever changed library access for African Americans and other minorities in the city. The Library determined that a public awareness campaign of the role and value of the Alexandria Library to the African American community was necessary.

We all had libraries that were segregated and eventually integrated. Those events didn't just happen. When your library as a system celebrates its anniversary, somewhere along the way these major events occurred. The buildings that served these communities in many cases

disappeared after integration. Where are those stories? How do you go about celebrating that part of your history when you have people who would prefer that it be forgotten? What do you do when an elderly African American woman comes up to you and says, "Baby, leave them people alone. Let the past stay in the past."

Let's look at Alexandria as a case history if you will. Alexandrians have always valued libraries. In 1796, the Alexandria Library Company created the first subscription library. Citizens of Alexandria could pay \$5.00 and use this collection. In 1937, Alexandria built its first public library, named after Kate Waller Barrett. It was the fact that African Americans could not use this whites-only facility that resulted in the sit-in which led to the building of the segregated Robert Robinson library. While the building still stands, it is not recognized as a part of the Alexandria Library's history.

Today, I have 4 beautiful facilities, one of them a Michael Graves building no less. But somewhere along the line, we lost the fact that libraries meant so much to the African American community that they fought for one of their own. Seventy-five years later, in Alexandria where 23% of the residents are Black, we needed to help them remember this story. So what did we do?



Using the acronym PIE, the Alexandria Library was very organized in rolling out their celebration. We conducted a planning and assessment, which was the guideline we followed for implementation, and then conducted an evaluation. The checklist that was handed out helps explain our process.

### **Planning and Assessment**

Through the creation of a staff committee comprised of representation from all branches and departments, it was determined that a yearlong celebration of the Alexandria Sit-In of 1939 would provide visibility and educate the greater community on a local and national scale. The staff also decided that a committee of library partners was essential. Beginning November 2013, this “internal” committee met monthly.

To further this goal, honorary co-chairs were approached to lead with the establishment of the “external” committee of supportive organizations. Alexandria civil rights legend, Ferdinand Day, the first black school board chair; and former Senator and former Alexandria Mayor Patsy Ticer agreed to serve in this capacity. This committee consisted of representatives from the following organizations: Alexandria Black History Museum, Alexandria

Chapter of NAACP, Alexandria City Public Schools, Alexandria Office of Human Rights, Alexandria Parks and Recreation, Alexandria Religious Society of Friends, Shiloh Baptist Church, St. Elmo’s Coffee Pub, and the Virginia Technical Institute. The two committees jointly met bi-monthly to plan and develop ideas on how the celebration would tie into the Library’s existing initiatives in the community. The hope was to eventually use them for future fundraising initiatives.

Next, the committees established the following objectives:

1. Develop a robust communication plan, using multiple communication channels to effectively promote the event throughout the year,
2. Implement programs year round with a large celebration for the 75th anniversary at the location of the 1939 event on August 21,
3. Ensure national recognition of Alexandria Sit-In,
4. Submit application to Virginia’s Department of Historic Preservation to get a historical marker to honor the first civil rights library sit-in.

They created a checklist that captured potential ideas to move the campaign forward. Each branch was informed that they were expected to offer at least one



program, display, author talk, etc. each month to support the campaign.

## Implementation

In early fall 2013, the committees developed a plan of action for the yearlong series of events, with a culminating activity on August 21<sup>st</sup> at the original site. Once the group agreed on which brainstorming activities would be pursued during the year, different members volunteered to lead specific tasks. To ensure that the events and the marketing strategy were cohesive, members of the staff committee first took action on the creation of a logo and tagline to be used specifically for marketing the events. To encourage inclusion, all library staff were encouraged to help create the tagline. They were then allowed to vote on their favorite. '*Alexandria Sit-In of 1939: A Peaceful Protest Ahead of Its Time*', which encapsulated the significance of the celebration, was the winning tagline. Through a very talented staff member, the striking logo of a gentleman sitting on the number 75 while reading a book was enthusiastically embraced by both committees.

From January 2014-December 2014, the tagline and logo were placed on all items to market the celebration. By utilizing its monthly print publication, *Alexandria Library Calendar of Events*, and its

online calendar of events, the Library highlighted sit-in events that all residents in the community could attend free of charge. By branding the logo and tagline, people recognized the events. The events could also be found on digital displays, a website devoted to the sit-in, Facebook page, event fliers, commemorative bags and pencils, postcards, invitations, bookmarks, lapel pins, and a special edition of the documentary video, *Out of Obscurity: The Story of the 1939 Alexandria Library Sit-In*. The tagline was also included on checkout receipts, pre-overdue and overdue email notices.

Using out of the box thinking, the library took a rather creative approach to ensure that information relating to the sit-in was viewed on the web. In an attempt to capture any searches concerning sit-ins, the library purchased the domain names **librarysitin.org** and **librarysitin.net**. Since Alexandria's URL is so long and forgettable, the domain purchase guaranteed foot traffic to the special pages designed on our website in honor of the celebration.

Throughout the year – leading up to and after the celebration – the Alexandria Library held an array of events tailored to the sit-in and its importance to the community. The January kickoff celebration began with Barrett Library

being a stop on the Washington Informer African American Tour. A presentation was conducted for 200 people. Building on the Library's established and successful 'All Alexandria Reads', a one book/one city campaign – the community was asked to read Edward Christopher Williams' book, 'When Washington Was in Vogue.' Elementary and younger readers read Renee Watson's picture book, 'Harlem's Little Blackbird' and Christopher Paul Curtis' chapter book, 'Bud, Not Buddy.'

Author talks by Nancy Noyes Silcox (author of, *Samuel Wilbert Tucker: Story of the Civil Right Trailblazer and the 1939 Alexandria Library Sit-in*) and the *Le Tour d'Alexandria Library: Pedal through the Past Bike Tour*, are perfect examples of diverse programs that successfully educated residents about the 1939 Sit-in.

On the day of the 75<sup>th</sup> anniversary celebration, the street in front of the library was closed off. More than 650 residents attended the event, including descendants of the sit-in participants; and children from the Ruby Tucker Housing Development and the city recreation centers. More than fifteen non-profit and city organizations showcased their services as exhibitors. Activities included musical performances by: Men of Victory from the Shiloh Baptist Church, Ronald Emrit

of Steel Pan Jam, and Doc Night & the Hipnotix. Children's activities included storytelling by Kwame Ansah-Brew. Breakfast and lunch were served.

Keynote speakers Frank Smith, Ph.D., Director of the African American Civil War Museum; and Patricia Timmons-Goodson, North Carolina Supreme Court Justice (Retired) and Commissioner of the United States Commission on Civil Rights spoke on the importance of the 1939 Sit-in. Both speakers emphasized how the 1939 Sit-in forever changed opportunities for African Americans and other minorities across the country to utilize the library system to gain free, accessible knowledge to succeed in our nation.

## **Evaluation**

The public awareness campaign of the 1939 Sit-in was a major success for the Alexandria Library. Not only were the established objectives met but the process has been established as a best practice when organizing any significant event for the library.

## **Summary**

1. Developed a robust communications plan
  - Branding of programs through logo and tagline
  - Creating press releases for programs

- Increasing the distribution of monthly calendar of events
  - Utilizing partners to promote celebration
2. Implemented programs year round with a large celebration for the 75th anniversary at the location of the 1939 event on August 21,
    - Branches increased programs by 60%
    - website visits dramatically increased
  3. Ensured national recognition of Alexandria Sit-In,
    - Increasing traffic to library website via domain name purchase
    - Recipient of proclamation commemorating the 75<sup>th</sup> anniversary of the sit-in from the Commonwealth of Virginia General Assembly
    - Recognition by *Chase's Calendar of Events* as an annual historic anniversary
    - Invitation from the Black Caucus of the American Library Association (BCALA) to speak on "Marketing Your Library History" at its upcoming 9<sup>th</sup> National Conference of African American Librarians (NCAAL). (Aug 2015)
    - Creation of a traveling Sit-In display. Since viewing at

Alexandria's City Hall, library has received requests for the exhibit to be showcased.

(Examples: St. Louis, Missouri; Washington, D.C.)

- Using the 1939 Sit-in postcard as a marketing tool; received postcards from more than 15 states congratulating the library on its campaign (ongoing)
- Successfully submitted application to Virginia's Department of Historic Preservation to get a historical marker to honor the first civil rights library sit-in.

The celebration received national attention and recognition from media outlets, such as: Alexandria Times, The Washington Informer, Northern Virginia Magazine, DC Spotlight, Alexandria Gazette Packet, the Kojo Nnamdi Radio Show, WUSA9 News, Channel 4, Tom Joyner Morning Show, and The Washington Post.

In conclusion, too often, the African American history of a library is overshadowed by the overall traditional library celebrations. When did your public library make its services available to African Americans? Who were those civil rights advocates? Who were the librarians that were the trailblazers? This presentation shows how and why it is necessary to highlight the stories

behind the stories. Using the 75th Anniversary of the 1939 Alexandria Library Sit-in as a guide, I hope those attending this session will have a chance to collect ideas and tips on showcasing the African American history of their library systems.

At this time, I would like to end by showing you a few clips of the media coverage received on August 21, 2014 and answer any questions you may have.

Thank you for your time and attendance.

## **Tech Savvy! Recruiting Librarians in the Age of Technology**

**Presenters: Cheryl Holland and Clara McLeod, Washington University in St. Louis; and Marcia C. McIntosh, University of North Texas**

This session examined how technology is redefining the work of librarians and how librarians are recruited. More and more traditional librarian job descriptions are being replaced with more industries looking for employees with the skill sets of librarians. These trends are also reflected in the changing curriculum of graduate programs in library and information science.

Recruitment for the library can begin as early as middle school; however, recruitment might be more successful at the college level. For example, campus programs like *Junior Jumpstart* at

Washington University in St. Louis provides a possible solution.

Using *Junior Jumpstart* as a case study, attendees learned about the recruitment efforts of one institution and the value of recruiting students from all majors reflecting a variety of skills.

To learn more about *Junior Jumpstart*, please visit:

**Junior Jumpstart | The College of Arts & Sciences, Washington University in St. Louis**

[https://college.artsci.wustl.edu/junior\\_jumpstart](https://college.artsci.wustl.edu/junior_jumpstart)

## **Public Speaking Confidence: Enhancing Your Presentation Skills**

**Presenter: Elaina Norlin, Broward County Library**

According to the book of lists, the fear of speaking in public is #1 with fear of dying coming in at #7. Most jobs involve some kind of presentation, whether to colleagues or to customers. By taking a

look at highly successful corporate models, participants in this session identified natural public speaking styles and positive steps to gain influence, credibility, and confidence.

## **The Librarian as Candidate: Activating Advocates through Engagement**

**Presenters: John Chrastka, EveryLibrary; and Brian Hart, Charlotte-Mecklenburg Library**

Voter, funders, and advocates are activated by both their impression of the institution as well as their perception of the librarian when making choices to support funding or change. Most advocacy idioms tend to focus on libraries. The advocacy idioms presented in this session by EveryLibrary, the first national political action committee for libraries, focused on the image of the librarian.

In this session, presenters John Chrastka and Brian Hart of EveryLibrary, shared with attendees

several ways to leverage the image of librarians and libraries for political and social outcomes in their communities.

The perception data about voters, funders, and constituents concerning their institutions and professionals were defined. Both Chrastka and Hart exposed and explored ways for attendees to harness their image as librarians to activate activists for their agendas.

**EveryLibrary**

<http://www.everylibrary.org>

## **Marketing Your School Library Program**

**Presenter: KC Boyd, Chicago Public Schools**

At this session, presenter KC Boyd shared with attendees the steps they can take in promoting their school library program to their students, administration, staff, and community. Highlights of this session included free

resources and clever ideas for attendees to use in promoting their school library programs, and how they can use those resources and ideas to document their professional growth and portfolio.

## **Marketing and Emotional Branding for Long-Term Customer Loyalty**

**Presenter: Elaina Norlin, Broward County Library**

How can we change the library culture that loves collecting facts and figures to be more in alignment with today's trends? Traditional marketing focuses on benefits, facts, and statistics, while social media trends are radically changing the marketing landscape to "emotional marketing" which is changing the way we do business.

Marketing and branding expert Marc Globe's groundbreaking book *Emotional Branding* provided the landscape for this interactive workshop. Attendees learned the top persuasion and influence research to elevate their marketing strategies, revamp their library website, and strengthen their long-term relationships with key stakeholders.

## **eLearning with *SoftChalk*: Designing Blackboard-Embedded Science Information Literacy Modules for an Undergraduate Biology General Studies Course**

**Presenter: Toccara D. Porter, University of Louisville**

Information literacy instruction in the 21<sup>st</sup> century is focused on the instructor-librarian collaboration, the design of inquiry-based student-centered content, and delivering the message of the library to students beyond the traditional classroom setting. While all three have a unique set of challenges, this presentation highlighted how one academic librarian was able to achieve all three through a single project: the design of two online learning modules for a Biology 104 undergraduate course.

During her presentation, Porter talked about her collaboration with a new instructor, the pedagogical process for the module designs using *SoftChalk* (a content authoring software provider), and assessment data generated from the modules. Attendees learned innovative ways to foster critical thinking skills in students through the design of asynchronous online modules.

You can learn more about *SoftChalk* at: <http://softchalk.com/>



## **Survey Says: Improved Library Services and Collaborative Approaches! Expanding Library Support for Faculty Research in HBCUs**

**Presenters: Sandra Phoenix, HBCU Alliance; and Elizabeth Jean Brumfield, Prairie View A & M University**

In October 2013, the HBCU Library Alliance was awarded an 18-month grant from the Mellon Foundation in partnership with the HBCU Faculty Development Network, to assess and strengthen library services in support of faculty research. This presentation summarized the findings of the first

Faculty Survey administered by the HBCU Library Alliance, intended to gain a better understanding of faculty research interests, plans, challenges, and support needed.

**HBCU Library Alliance:**  
<http://www.hbculibraries.org/>

## **Help! I'm A Volunteer Coordinator**

**Presenter: Cherese S. McKnight, Omaha Public Library**

The task of coordinating volunteers is often thrust upon an unsuspecting librarian with little guidance or training. This can cause an otherwise beneficial program to crumble. If a library's current volunteer program is bombing there is still time to turn it around. Time conscientious recruiting, interviewing, training, motivating, and reprimanding were some of the topics covered. A

motivated volunteer can help to advance the mission inside your library. Fostering an environment that encourages quality teamwork will have an undeniable impact on workplace morale. This presentation gave volunteer coordinators practical ideas for running an engaging and effective volunteer program at their library.



# **Diverse Books Needs Us**

**Presenter: Roland Barksdale-Hall**

## **Abstract**

Kristin Pekoll, assistant director of the ALA Office for Intellectual Freedom noted, “Over 52% of challenges reported to the Office for Intellectual Freedom include racial issues and diverse characters. This is significantly disproportionate to the number of ethnically diverse books being published.”<sup>1</sup>

As librarians and educators, we are tasked with purchasing, promoting, displaying, and defending diverse books. As a participant in a panel discussion held at the 9<sup>th</sup> National Conference of African American Librarians, I shared some of my experiences and ideas on bringing diverse books to our communities. This paper highlights those ideas and experiences:

## **Reasons for Diverse Books**

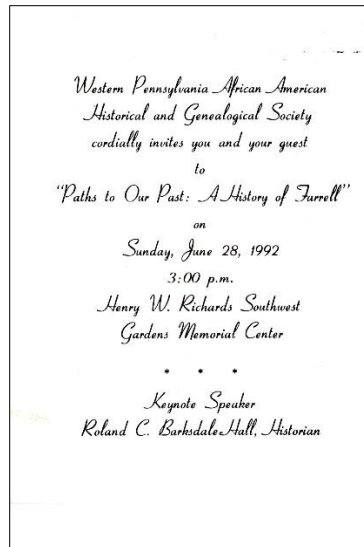
- Diverse books can increase knowledge.
- Diverse books foster cross-cultural exchanges.

- Diverse books support the de-escalation of global conflict.
- Diverse books—and diverse authors—challenge racism, myths and other preconceived ideas about people.

## **Ways to Build Diverse Collections**

### **1. Participation in a community-based history project.**

An invitation to give a presentation for an economic development corporation provided an opportunity for me to initiate a conversation concerning the importance of local African American history in Farrell, Mercer County, Pennsylvania. At the time I was the African American Special Collections Librarian at the Carnegie Library of Pittsburgh.



Invitation to program at Southwest Gardens Economic Development Corporation's center in Farrell, Pennsylvania

Over two decades I worked on the community based-history project. I identified several stakeholders in the community in preparation for the community based-history project. The focus group consisted of historians, genealogists, school teachers, Sunday School teachers, and residents. Other stakeholders included school districts, the local branch of the NAACP, an economic development corporation, the local genealogy society, the local Urban League affiliate, Urban League's guild and the press. The focus group, which included some representation from the stakeholders as well as other community members, identified the needs of the community in Farrell, Mercer County, Pennsylvania and recommended


that the project, "People in Search of Opportunity: The African American Experience in Mercer County, Pennsylvania," be three-fold:

#### a. Education

Several local educators from urban districts recommended that a course on African American resources be offered through the local university's continuing education department. I developed and taught the course, "People in Search of Opportunity: The African American Experience in Mercer County, Pennsylvania." At the time I taught the course I was Head Librarian at the Penn State Shenango Library in Sharon, Mercer County, Pennsylvania.

**PENN STATE**  
Shenango Campus

**People in Search of Opportunity:  
The African-American Experience  
in Mercer County**



This course, designed for teachers, youth advisors, tutors, activities coordinators, educators, and parents, will provide adults with background material in preparation for discussion of the African-American Historical Exhibit which will travel through the county beginning in February, 1995. The course instructor, Roland Barksdale-Hall, is the Head Librarian at Penn State Shenango Campus.

**Dates:** Tuesdays, October 11 - November 15, 1994  
**Time:** 6:30 - 8:00 p.m.  
**Fee:** \$85 per person (\$60 if paid by 9/22.)  
 \$50 per person for groups which register 3 or more participants by 9/22.

Contact Penn State Continuing Education by Sept. 29, 1994:  
 147 Shenango Avenue • Sharon, PA 16146  
 (412) 983-5840/5843 or (800) 367-2211

An announcement for the course, "People in Search of Opportunity: The African American Experience in Mercer County, Pennsylvania."

## b. Publication

Margaret Orchard, the library director of the Stey-Nevant Public Library in Farrell, Pennsylvania approached me about researching and writing a book on the city's diverse ethnic community. To prepare for such an endeavor, I met with and visited several ethnic organizations in the community including the Croatian House, the Italian House, and the Slovakian House. My efforts resulted in the publication of my book, *Farrell*. Issued in 2012 by Arcadia Publishing as part of its Images of America series, *Farrell* received favorable reviews for "capturing Farrell's ethnic heritage."<sup>2</sup>



**Standing left to right:** Michael Wright, CEO of the Shenango Valley Urban League, Ann Yazvak and her daughter celebration publication of *Farrell* with author Roland Barksdale-Hall at the SVUL office in Farrell, Pennsylvania.

## c. Traveling Exhibit

The traveling exhibit installation was a challenging component to get off the ground, opening at the rotunda of the Mercer County

Courthouse with the executive director of the Mercer County Housing Authority and the Mercer County Commissioners in attendance in February 2000. At the time I curated the exhibit I was an educator in the Clarion University Department of Library Science. The historical exhibit showed the changes in race relations over two hundred years.<sup>3</sup>



**In the rotunda of Mercer County Courthouse (l-r):** William Philson director of the Mercer County Historical Society, Gene Brennehan, Brian Shipley, Olivia Lazor, county commissioners, Roland Barksdale-Hall, principal researcher and exhibit curator, L. Dewitt Boosel vice-president of the Mercer County Anti-Discrimination Commission and executive director of the Mercer County Housing Authority attend opening exhibit, "Freedom Road Revisited: Two Centuries of Progress," co-sponsored by the Mercer County Historical Society and Mercer County Anti-Discrimination Commission.

## 2. Author Visit

I teach a course at Youngstown State University, "Critical Thinking and Africana Studies: Artistic and Literary Perspectives". I invited author Andi Cumbo-Floyd to speak about her book *The Slaves Have Names* and the



lingering impact of slavery. In an interview “The Lingering Legacy of Slavery: An Interview with Author Andi Cumbo Floyd”, published in the *Newsletter of the Afro-American Historical and Genealogical Society* she reiterated the same message:

“Slavery has left a deep wound on our country - on all of us, white and black here. We have all been wounded, just in different ways, and those wounds still exist today because we have not yet done the work we need to do to heal. We see the legacy of slavery playing out in terrible situations like the shooting of unarmed black men, in our system of mass incarceration, and in the inequity and injustice that exists in almost every system in our nation. This nation was built-quite literally-on the system of slavery, and until we intentionally disrupt those systems, we cannot transcend it.”<sup>4</sup>

The author visit sparked productive conversation ending the silence about the racial divide in America and fostered cross-cultural exchanges.<sup>5</sup> Some of the students felt that having this guest speaker was the “most interesting activity” in the class.



Roland Barksdale-Hall with Andi Cumbo-Floyd (far right) on author visit to Youngstown State University.



Kingsley Uzukwu, author of *Price of Freedom*, engages Youngstown State University student in conversation.

I invited Kingsley Uzukwu, a native of Nigeria, as well to speak about his book, *Price of Freedom*, and global citizenship.<sup>6</sup> In the foreword to *Price of Freedom*:

“What role, if any, do we have to play in advocating for the freedom of oppressed people in the world? For a twenty-first century generation Nelson Mandela offered an embodiment of freedom... As Kingsley Uzukwu skillfully reminds us all, freedom comes at a cost. A modern-day Alexis de Tocqueville author of *Democracy in America*, Kingsley Uzukwu, too, causes us to re-examine what appears to be common-day occurrence...”

The author addresses moral and ethical dilemmas (e.g. What difference, if any, exists between killing and murder in war?) coupled with leadership beyond national boundaries, though he shows a U.S. visa to be at a premium in Nigeria

and highlights the prize that full U.S. citizenship holds for others in the world. Kwado Konadu-Agyemang explains the taxing “step-wise migration” employed by many African nationals with the ultimate goal of emigration to the United States or Canada. Obioma Nnaemeka examines the impact of emigration upon Nigerian families for greener pastures...

“Some time ago, Chinua Achebe, a native of Nigeria, helped me to pause and rethink the past. My first introduction to pre-colonial Africa and Igbo culture came through Achebe’s now classical work, *Things Fall Apart* when I was enrolled in a freshman history course in college. He sought to provide an African perspective to view cataclysmic changes in leadership brought on due to the African encounter with Europe. In *Things Fall Apart* Achebe challenged Europe’s justification for its hegemony in Africa. According to Ravenscroft, he established the existence of “history, religion, civilization” and leadership in pre-colonial Africa and vindicated Africa’s glorious past. So now I, too, am indebted to Kingsley Uzukwu, a native of Nigeria, Igbo son and now honorable American Marine, for the fresh insights he has brought to bear on contemporary world issues. 7

Kingsley Uzukwu was an alumnus of Youngstown State University and military veteran with two deployments in Iraq. He wore a traditional Igbo costume to my class and discussed Igbo culture and the role of Africans as global citizens. He shared the story of someone being mistakenly detained as a gang member in Iraq because the individual had cuts on them. The author visit opened discussion about public education, cultural awareness and the de-escalation of global conflict. The majority of students felt that having this guest speaker was “inspirational” and “informative.”



Kingsley Uzukwu, author of *Price of Freedom*, connects with students at Youngstown State University.

### 3. Donations and Gifts



Child receives zawadi (Gift book) at Kwanzaa celebration in Farrell, Pennsylvania.

How do you acquire resources on various ethnic communities during times of limited funding? You can develop and utilize the gift section of your library's collection development policy. Successful fundraiser drives, for example, can be spearheaded during cultural celebrations and holidays in your communities. Business leaders can be solicited to purchase books and donate them as gifts to the library. You can circulate a wish list of biographical titles with costs. Please note you can insert a book plate into their gift book that reads: Gift donated by [name, date].

During Kwanzaa we approached African American business leaders about purchasing biographies of famous individuals in various disciplines and donating them as zawadis (gifts) for young readers. We placed a book plate with the book donor's name in the zawadi book. The book festival held during Kwanzaa was successful and received press coverage.<sup>8</sup> Zawadi gift books have been donated to the middle school/high school libraries in our communities.<sup>9</sup>

#### **4. Supporting and Purchasing Books from Progressive Independent Publishers**

Librarians can support and purchase books from progressive independent publishers and purchase books such as Just Us Books (<http://justusbooks.com/>), Lee and Low Books

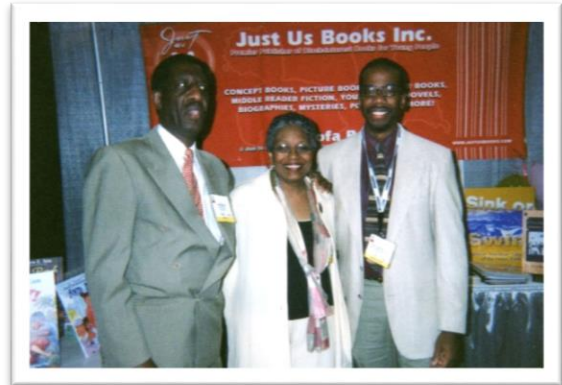
(<https://www.leeandlow.com/>), Arte Publico Press (<https://artepublicopress.com/>), Cinco Puntos (<http://www.cincopuntos.com/>) and others.

#### **5. Reviews and Readers Advisory**

The Brown Bookshelf (<http://thebrownbookshelf.com/>) offers a good place to learn about authors and titles.

#### **6. Soliciting Feedback and Suggestions from Diversity Advocates in the Publishing Industry**

I interviewed several African American progressive publishers about what libraries can do to provide support. Below is an excerpt from an interview I did with Wade and Cheryl Hudson, publishers of Just Us Books:



**Left to right:** Wade Hudson, President/CEO ([wade\\_hudson@justusbooks.com](mailto:wade_hudson@justusbooks.com)); Cheryl Willis Hudson, Editorial Director/Publisher ([cheryl\\_hudson@justusbooks.com](mailto:cheryl_hudson@justusbooks.com)) and author Roland Barksdale-Hall celebrate under the African American Pavilion at Book Expo America (BEA) held in Washington, D.C.



**Roland:** Who is Cheryl Hudson?

**Cheryl:** I am a Black woman...

[Laughter] I was born in 1948. I was raised in Portsmouth, Virginia, as part of my growing up was formulated in Tidewater, Virginia.

I graduated from Oberlin College. Oberlin was sort of a center for activism during the Civil Rights Movement. I really was turned on to African American history and culture during that time when a number of poets like Haki Madhubuti emerged as part of the Black Arts Movement. So a lot of my interest has always been in African American literature, reading, writing and trying to create images. And I've always been interested in publishing. This is what I've kind of done all of my life either formally or informally.

I'm married to Wade Hudson. He is a writer and both of us have had sort of similar interests and sort of similar tracks in our development as human beings. We formed our company in 1988 as a corporation. But prior to that time we collaborated on a number of projects with myself kind of serving as the graphic designer and Wade with the written word and had really tried to get a number of books and concepts seen by major publishing companies. Wade has been a writer and worked in public relations and has been an entrepreneur.

One of my first jobs was in publishing, working with Houghton Mifflin Publishing Company in Boston, Massachusetts. I worked with an educational publishing company. They

did textbooks and one of the first things I was assigned to do as an art editor was to help out by changing some of the white kids in the illustrations to children of color. This is done purely as a mechanical process. There was no attempt made to change the features of the children. But I think during the early 70's after a bit of impetus in the library industry and also from parents as a result of the Civil Rights Era. The parents, children and teachers wanted to see children of color represented in textbooks. And there was very little of that in all the materials for children at all up until the late 1960's. Part of one my of my jobs was to kind of fill in the shades of color to fill in the shades of color to make them somehow represented in the text of materials for the publishing company.

The rest of some of my career has been on a path to include our people—to have a presence because we indeed are important to history and there is no reason that African-American children or any children of color should not see themselves really honestly and realistically depicted in all literature.

**Roland:** During the early years, I was looking for materials with Black images for our children and I could only find Just Us Books in our African American bookstores. I was wondering if you could discuss the early distribution.

**Cheryl:** That is an interesting question. Early on and again Wade could probably give you more information as he is a marketing person. He was much more involved in sales and getting our

materials distributed. But one of the first things we did was to approach independent Black bookstores and gift shops.

There is quite a bit of resistance in general to small presses having their works distributed in larger bookstores rather than in independent bookstores or superstores. That has a lot to do with the system of distribution. Distributors want to know if you are a reputable company and if you are going to publish more than one book and if they will be able to get books when they need them and if you will be able to supply enough books. There is a whole cadre of things that go along with distribution. So it is very hard to get books distributed period. And it was much harder in 1988. But African American bookstores are always very receptive of liberation books.

Some of the bookstores are no longer in business. But at the time Third World Press had two bookstores in Chicago, I think. There was a network of independent African American booksellers that we approached initially with a flyer/ mailing, saying that we are coming out with this material, that we are going to have at x time, would you be interested in carrying in your store? Here is a review copy or review page or something from the book. Black bookstores were very instrumental in helping to get us distribution, because they were open and I do believe know how difficult it was for independent publishers and independent writers to get their materials into larger stores.

**Roland:** What has been your greatest struggle as an independent progressive publisher?

**Cheryl:** The greatest struggle is always on the financial side. It is not finding authors. It is not finding talent. The greater challenge has always been financial. On the greater side people have valued books. And we have made an attempt to make all of our books affordable for all children. You can buy books for \$7.95 in paperback. The books are not always available in hardcover because we can reach more people. But at the same time although you might not be able to buy a book for \$3.95 there is always someone who wants you to give it away. There is within our communities and within educational communities; there still is a kind of feeling of entitlement. Many are not exposed to running their own business.

Publishing is seen as a rather glamour industry. If you publish your own book and have your own company you are seen as wealthy and have a lot of money. But as with any business it takes money to run the business. You got to have the lights on. You have to pay your advertisers. You have to pay your printers. You have to pay your designers. You have to pay your authors. It requires a lot of money to do that and if you do it well a little bit more. You are not going to print your books on toilet tissue. You are going to print them on good quality paper. The profit margin of manufacturing books of any kind is very small. If you produce a



book of any kind and sell it for \$3.95, you might have spent \$2.00 to manufacture and put that book together. So by the time it gets to the marketplace the profit margin is not reasonably high. And you got to sell a whole lot of books to make a reasonable profit.

So financially it's always a problem of having enough capital to expand your market and to do more with the books and to expand the number of books that you have. While it is not completely overwhelming, I think for black businesses in general that is a major challenge. Before several years ago publishing companies could not qualify for small business loans because of some kind nature I am not exactly sure of the laws—something to do with freedom of the press and conflict of interest. But publishing companies could not qualify for small business loans. So you have to find creative ways of financing your new list as well as maintaining books that are already in print and keeping them in print. So I would think that is the major challenge.

**Roland:** Has Just Us Books has faced challenges to any of your books and which ones?

**Wade:** Fortunately, we have not had to face any challenges to our books because of their subject matter. We have, however, received emails, letters and even personal comments over the years from individuals we assume have conservative leanings, questioning the necessity of publishing books that spotlight black experiences and that

feature Black folks as illustrated characters.

**Roland:** What can librarians do to support your role as a publisher in face of book challenges?

**Wade:** Since we have not had to face challenges to our books, I am going to take this opportunity to share how librarians can help support Just Us Books and independent publishers who are trying to address the lack of diversity in our body of literature for children and young adults. Librarians can encourage those in their system who are empowered to acquire books to consider titles that we publish as well as those published by other independent presses. A lot of wonderful books are being published by independent presses, but because these companies don't have the branding, and infrastructure often required to market and promote on the magnitude of large publishers, titles they publish are often overlooked. Librarians can also consider some of our titles for storytelling sessions and reading clubs.<sup>10</sup>

**Roland:** Librarians can take *The Diverse Book Pledge*.<sup>11</sup> Tony Rose, publisher of Amber Books, further emphasized librarians can best support progressive publishers by "taking a look at our catalogs and see what fits for their constituency."<sup>12</sup>

## Conclusion

As a national diversity expert, I advocate for constructive dialogue.<sup>13</sup> Building

diverse library collections can help to expand dialogue about diversity and contribute to a more inclusive society. On the author visit to my class Ukukwu commented:

I enjoyed my time with the students. It was a diverse group of students, who were on an academic quest and some on a spiritual journey to learn something different... to have a passionate discussion on a topic that can sometimes be uncomfortable in such a diverse setting. The students were very respectful of one another as they voiced their respective opinions. They shed inextinguishable light on the need for a global community that is sensitive to divergent cultures, value systems, beliefs and ideologies. Their interest in the *Price of Freedom* convinced me to believe that they will not shy away from making a difference in the world, especially in our present society where every lives should matter.<sup>14</sup>

Progressive publishers, librarians and educators can affirm cultural identities and challenge racism, myths and preconceived ideas about people. In closing, diverse books—and diverse

authors—can increase knowledge, cross-cultural exchanges and foster the de-escalation of global conflict.

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**Photos:** Roland Barksdale-Hall

## **An Open Conversation with the ALA Task Force on Equity, Diversity, and Inclusion: Planning for Orlando and Beyond**

**Moderators: Trevor A. Dawes and Andrew Jackson, ALA Task Force on Equity, Diversity, and Inclusion**

In 2014, the American Library Association (ALA) formed the Task Force on Equity, Diversity, and Inclusion with a charge to “develop a plan and strategic actions to build more equity, diversity, and inclusion among our members, the field of librarianship, and our communities. The most important Task Force outcome is the public and honest conversation that will be generated by its plan and recommended actions.”

Several attendees joined the conversation, brainstorming and discussing ideas and options for promoting equity, diversity, and inclusion both when our association meets in Orlando in 2016 and beyond:

- We need to celebrate difference until difference doesn't matter anymore
- People have to want diversity to seek it out
- Silent protest (e.g., colored armbands, wearing certain colors of clothing)
- List of businesses to support (e.g., African American businesses)
- T-shirts
- Social media (e.g., a hashtag on Twitter)
- Work with other groups (e.g., local NAACP, social justice groups)
- Work with local librarians and libraries in the African American community; talk to law librarians and include them in the conversation; compile materials for librarians to use in creating programming relating to this topic.
- Panel discussions
- Becoming involved in your local community.
- Do a survey (ask people what they think ALA should be doing)
- Speakers Bureau (invite speakers)
- President's Forum
- ALA/BCALA make a statement
- Online pledge form
- Take out an ad in the local paper saying, “We don't support Stand Your Ground Laws”; have vendors and the 5 ethnic librarians caucuses listed.
- Letters to the editor (newspaper).
- Educational programs/summer camps (reach out and educate, have conversations with local youth about Stand Your Ground Laws)

## **Inclusion and the Academy: The Path to Equality in Higher Education**

**Presenters: Mark Puente, Association of Research Libraries;  
LaTanya Buck and Meredith Evans, University of Washington in  
St. Louis**

Recent challenges to affirmative action practices in admissions policies for institutions of higher learning have initiated a nationwide debate about the value that diversity brings to the academic enterprise. Three professionals in higher education discussed, from their respective contexts, contemporary opportunities, and challenges to creating inclusive library and campus environments.

# **Cultural Heritage Informatics and the African American Practitioner: Demystifying a Mouthful**

**Presenter: Jason Alston, University of South Carolina**

One of today's current buzzwords in the library and information science field is "informatics". However, despite the prevalence of the term, its place and relevance to the African American library practitioner may remain somewhat dubious. But, there's no need for our practitioners to be left behind in the field of informatics, specifically cultural heritage informatics and there's no need for them to go back to school to get up to speed on this buzzword.

At this session, librarians and other attendees were given a definition of what cultural informatics is and how they can incorporate aspects of this growing library and information science niche into their day to day operations at their libraries and institutions:

## **Informatics**

- Approach to storage, management, retrieval, and communication of information that considers information science, computer science, etc.

## **Cultural Heritage Informatics (CHI)**

- An offshoot of information society which emerged in the library and information science (LIS), archival, and musicology sectors

## **Tangible vs. Intangible Heritage**

- Tangible – Physical manifestation (e.g., Buildings, Artifacts)
- Categories of tangible heritage:  
Movable (e.g., Paintings)  
Immovable (e.g., Buildings, Monuments)
- Intangible – Non-material; comprised of knowledge, customs, values (e.g., Oral traditions)

## **Components of Cultural Heritage**

- Enjoyment, understanding, value, and caring

## **What African American Librarians Can Contribute**

- Black Cultural Side of the City of Service  
<http://detroitdigital.matrix.msu.edu>

- Genealogy Records & Resources  
[http://mappingthefreedmansbur  
eau.com](http://mappingthefreedmansbur<br/>eau.com)
- Black Health Informatics  
(Topical)  
[http://www.ncbi.nlm.nih.gov/pu  
bmed/23512830](http://www.ncbi.nlm.nih.gov/pu<br/>bmed/23512830)
- Black Historical  
<http://www.avoiceonline.org/>
- Various Black LibGuides/Finding  
Sources  
[http://libguides.wustl.edu/prf.ph  
p?account\\_id=11277](http://libguides.wustl.edu/prf.ph<br/>p?account_id=11277)

## Demystifying Visuality: Reframing the Discussion on Social Justice

**Presenter: Dr. Melvin Hale, Emporia State University**

**Context:** *The act of seeing is a psychobiological process. On the biological end of that equation there is abundant scientific and medical literature on how the eye itself functions. It is even known that where the optic nerve connects with the back of the eyeball there is a region called the "blind spot." On the psychological end science has encountered a more elusive set of cognitive processes that are used to decode visuality. In 2014, in his dissertation at UCLA, the author produced a groundbreaking theory of visual cognition that posits that visual perception is an irreducible construct of what one knows, believes and imagines (KBI), a terse description that has long eluded researchers. Because racism is a visually mediated phenomenon, the author explores how KBI can be used as a tool for social justice by discrediting false depictions and narratives that are the bedrock of racism and other form of prejudice.*

What goes on inside your head when you lay eyes on something has long been a subject of scientific discussion. It is widely accepted, for instance, that you draw upon previous knowledge and experiences to make sense of what you are seeing (Dondis 11). It is also accepted that your emotions can come into play, along with personal

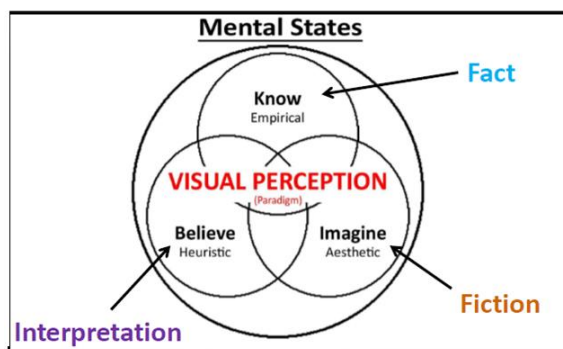
preferences. You read information *out* of a scene, and you read information *into* a scene. Seeing is predicated upon light, so seeing takes place rapidly, virtually at the speed of light itself, therefore, whatever is going on in your brain when you react to visual stimulation happens rapidly. How is it that different people can see virtually the same phenomenon and interpret the data in vastly different ways? Stated in a slightly differently manner, *why don't you see what I see?* I have chosen to examine this question in the context of racism, a visually mediated practice, and a significant social justice problem that refuses to go away (Yancy and Feagin). Racism, a lingering scourge for nearly four hundred years, is examined by a groundbreaking social science theory that is race, gender and class neutral, and that is useful in *any* context involving visual perception. The name of the theory is KBI.

KBI stands for *know, believe* and *imagine*. As simple as it may seem, research has shown that these are the primary mental states in which visual perception occurs, leading to *belief*. Belief is a conclusion that you reach when seeing. Racism has become embedded in society through visual methods, developed and accompanied by fictional commentary. As human



beings from Africa were savagely exploited for the economic and political gain of Europeans, in an effort to mitigate the immorality of such brutality, numerous Western philosophers, scientists and ministers of the gospel promoted the superiority of the so-called white race, depicting Africans and other dark-skinned indigenous people as backwards, stupid, uncivilized and, more importantly, sub-human. Prior to the invention of racism by Western powers, there is no record of such practices in human history, where human value and potential was deduced *upon sight*, by color and physical attributes. Historically, social bias tended to operate along different lines, such as nationality, wealth, class, education and occupation. Racism is a modern invention. Racism is a central feature of colonialism and imperialism.

KBI – In Plain English



Despite ample scientific evidence to refute the tenets of ethnic superiority for any ethnic group, racism persists (Golash-Boza 64). As recently as 1994, a major study on IQ was presented in the book *The Bell Curve* which took the position that blacks were genetically

inferior to whites and Asians (Hernstein and Murray 562). The ongoing experience of discrimination by blacks in America, long after the hard fought battles of the civil rights era, are constant reminders that we need a science-based assessment of the situation, and that platitudes, and gestures, and even laws, are woefully inadequate and insufficient to dismantle the effects of five centuries of racism. Hopefully, this is where KBI can be useful.

The Scholarly Turn: Decoding Visual Perception - As a result of my doctoral research, I was able to demonstrate that KBI is a valid theoretical construct for visual perception. This Venn diagram depicts mental states and the interrelation of mental states that comprise visual cognition. Know is associated with factual demonstrable fact. Believe refers to snap decisions that are made in the process of seeing and knowing. Imagine refers to individual aesthetic contemplations and bias that influence visual perception. This holistic approach to visual perception is also referred to as the *visual paradigm*.

Fact and Fiction - In the KBI construct, K and I are fairly easy to pin down as far as definitions are concerned. What is fairly complex is Believe, which is comprised of heuristic judgments. How accurate are snap judgments? In this presentation I will propose that heuristic decisions can equal or even out perform more time –consuming computation-based decisions. The key to strong and accurate heuristic decision-making has a

lot to do with accumulating accurate background information and knowledge.

Fast and Frugal Heuristics and TTB Strategy (under Optimal Conditions) - Undergirding the notion that Believe is a valid component in the model of visual perception, cognitive psychology has conducted research that concludes that we make accurate complex decisions based on limited cues in the environment. This strategy is called Take-the-Best (TTB). (Beebe 1602), (Gigerenzer 454).

Faulty Beliefs - Racism is a visually mediated practice. For this reason I decided to examine racism and bigotry in the context of KBI. Racism began to take form in the 15th century, and in America, it has been institutionalized over about 20 generations. This slide [not included in proceedings] examines the role of aesthetic contemplations by which many whites which believe that social inequities are the result of a merit system in which whites exceed the performance of blacks. The reality is that whites have enjoyed a financial benefits and enrichments that were never made available to blacks. (Yancy and Feagin).

Faulty Perceptions - The key to reframing the discussion on Social Justice involves overcoming faulty perceptions that have existed for generations. TTB requires that we assume the best about each other. Prejudice, on the other hand, often reverses this process, and assumes the worse. Racism is fiction-based, and did

not exist as we know it until colonial times.

State of Mind - In an optimal mental state, most of the heavy lifting is done by “B” and “K”, typically in that order. In a subverted or biased mental state, “I” takes on too significant a role in determining social conduct and agency. This slide [not included in proceedings] graphically depicts this phenomena using upper and lower case letters, color and bold print. Reframing social justice is a science-based endeavor, making explicit the manner in which visual perception takes place.

[**Note:** the slides used to illustrate the “False Images & Narratives” below are available from the author.]

False Images & Narratives - #1 - Designed to desensitize the moral and ethical sensibilities of those participating in human trafficking and slavery, racism was focused on de-humanization. To support the notion of the superiority of the white “race,” unflattering and grossly distorted images of black people were produced, some even claiming to carry the weight of science.

False Images & Narratives - #2 - Well-respected commercial entities, such as Walt Disney, knowingly participated in the exploitation and de-humanization of blacks, well into the 20th century.

False Images & Narratives - #3 - The comic strip, *The Adventures of Tin Tin*, featured de-humanized and demeaning

images of black people. Created by a Belgian artist, this was one of the most popular cartoons ever published in Europe, and it was equally popular in America. Notice the exaggerated and disparaging features on the African porters carrying a white man.

False Images & Narratives - #4 - This particular cartoon depiction of a salivating, bare-chested, uncouth and lustful black man scooping up the awestruck female companion of a hapless white man [not included in proceedings] represents the sum of all fears to white supremacists. The cartoon has a caption that is a call to action: "Remember: The Meek Shall Inherit NOTHING!" The underlying message here is that white men must act to protect white women from black men, all of whom see her as an object of desire.

False Images & Narratives - #5 - This photo [not included in proceedings] may have changed the course of history. In 1986, a convicted murderer named Willie Horton was released from a Massachusetts prison on a weekend furlough program. While he was out, he escaped and raped a white woman. Then-governor Michael Dukakis had supported the prison furlough program, and when he ran for President in 1988, his opponent, George H. W. Bush, portrayed Governor Dukakis as soft on crime. The criminal, of course, had to be a menacing black man.

False Images & Narratives - #6 - Another image in the sordid family

album that is America involves a promotional flyer for an actor who performed in black face. This ad [not included in proceedings] appears to be from the 19th century. A despicable form of cultural appropriation, a certain part of the population always seems ready to act out in de-humanizing and insulting black people.

False Images & Narratives - #7- In this seventh and final image depicting the false narratives and images created for racist purposes [not included in proceedings] we examine a cartoon of President Obama as an Uncle Tom kneeling down polishing the boots of "Uncle Sam." While satire and comedy are acceptable forms of social commentary, something seems amiss with this expression of political humor.

### **Reconstruct Heuristic Judgments -**

Just as false stories are constructed, the tenets of KBI can be used to supplement our world view by providing a simple yet powerful method for self-diagnosis and recalibration. Are the beliefs we hold about others the result of "taking-the-best." Do we give each person we meet an equal opportunity to define themselves, or do we take biased shortcuts? Do we know something as fact; is it something we believe as a judgment; or is it fiction? These are some of the questions that we need to ask ourselves once we understand how visual perception works.

Know - I'm going to quickly run through the value of KBI, in a somewhat abstract fashion in order to drive home the

significance of the construct. Factual information is the cornerstone of KBI. It is the highest level of knowing. The seller of this vintage photograph on eBay failed to know that the woman in the photo is none other than Lena Horne. It is now in my personal collection for a lot less money than it could have cost. Lack of knowledge deprives individuals from attaining the most from social interactions. Lifelong learning is a tenet of KBI.

Believe - It is unfair to *believe* that black men are dangerous. In this group of terrifying young black men I am the second from the left, and this is the wedding of one of my best friends. You cannot make generalizations about people based on race. Neither I nor any of my friends is any more dangerous than anyone else in similar circumstances.

Imagine - I will demonstrate the power of *imagination* using this old photograph of a black extended family at the beach in San Diego. From their fashionable attire, it appears that this photo was taken in the 1920s. Everyone looks prosperous, educated and professional. As an artist, I wanted to see just how impressive this would look in color!

**Reimagined, In Color** - A work of art.

**The Dynamics of Seeing & Knowing** - "The relationship between what we see and what we know is never settled." This quote, from John Berger's *Ways of Seeing* (7), is a cornerstone of

visual cognition. It is foundational to understanding the dynamics of seeing, which includes the notion that we never see the same thing in exactly the same way twice! The interplay of the mental states of KBI is always fluid, and we see new things from different perspectives all the time. This is why education on the dynamics of seeing can be fruitful. When we realize that our mind has the capacity to re-situate information, such as transferring fictional beliefs from the realm of empirical fact to the realm of aesthetic contemplation, we are ready to see the world anew. KBI is a tool for re-education.

**Reframing Social Justice Using KBI** - KBI is a powerful cognitive mechanism, and the discovery of its role in seeing and in knowledge production represents a major scientific breakthrough, not only for the visual sciences and information studies, but for any field in which the products of seeing are of vital importance. KBI makes explicit the mechanisms by which we make visual value judgments. Reframing social justice to incorporate KBI provides the opportunity to examine and deconstruct false narrative and images, and to replace those falsehoods with truth.

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[**Note:** All of the slides and graphics used to illustrate this presentation, along with their source documentation, are available from the author: Dr. Melvin Hale, [reefresh@yahoo.com](mailto:reefresh@yahoo.com)]

## **Creative Experience: St. Louis' Digital Maker Space**

**Presenters: Rob Tygett and Andrea Johnson, St. Louis Public Library**

### **History of the Room**

Creative Experience is St. Louis Public Library's digital maker space. It is located at Central Library. The space was created for patrons to work on digital projects and it is unique to the area. The concept for the room was conceived during the renovation of Central Library (2010-2012).

A committee led by the executive director was created to discuss the vision of the space. An outside company designed both the furniture and computer systems. The computer systems were later replaced with Macs. The space was co-funded by the Library and the Library's Foundation. The room opened in January 2013 immediately following the reopening of Central Library after a two year renovation.

When the room opened we wanted patrons to feel comfortable coming in and looking around and getting on the computers and checking them out. As we began to have more patrons coming in and spending significant amounts of time on the Pods, we decided to install Pharos, our computer reservation system. This would allow patrons a maximum of two hours on the pods, so that other patrons would be able to use the computers as well.

### **Room Description**

Central Library is open 10-9pm Monday-Thursday, 10-6pm on Friday and Saturday, and 1-5pm on Sunday. Creative Experience is open 11-7pm Monday-Thursday, 11-5pm on Friday and 12-5pm on Saturday. Creative Experience has shorter hours due to staffing availabilities and because the space is special. Patrons need a St. Louis Public Library card to reserve time in Creative Experience. For our regular computers patrons can call, book in person, or book online. For Creative Experience, we want patrons to make the extra effort to use the space, so they can either call in or book in person. We do not have online reservations as an option.

The computers are Mac Minis running OSX Yosemite. Some of the highlights of the software that are on them are Adobe Creative Suite 6, Garage Band, iMovie, and Manga Studio. We also have some freeware like Audacity, GIMP, and SketchUp.

For kids and teen programs we have Minecraft, Game Salad a video game creation freeware, and Lego Digital Design, freeware that includes the programming software for Lego Mindstorms Robots. The pods also have



Yeti Microphones and webcams, and there is a scanner that can be used in the room. Additionally, Final Cut Pro is installed on one MacBook that can be checked out and used in the room. The Recording Room has all the same software except for Final Cut Pro, but includes Logic Pro and Pro Tools. There are also additional microphones and headphones, monitors, an audio interface, and a keyboard.

### **Running the Room**

Today, the Creative Experience Specialist's position is funded by the Library's Foundation, and the budget for equipment and programming in the room comes out of the Library's general operating budget. The Creative Experience Specialist supervises the room. This is a professional position. The Creative Experience Specialist writes procedures, maintains the technology, troubleshoots, does programming, manages social media, assists patrons, manages the intern, does outreach to promote the room, etc. The room is also staffed by PTAs or Public Technology Assistants. These staff generally assist patrons with the regular computers, however, some of them also work in Creative Experience. Creative Experience always has a staff member on duty. Staff can talk about the room and help patrons get started on projects. Staff do not necessarily have to work with patrons one on one, guiding them through projects.

Through a partnership with ex'treme Institute by Nelly, a Vatterot College

program, we do offer an internship. The intern in this position primarily works with patrons in the Recording Room, however they also may assist patrons working on audio projects and other creative projects outside of the Recording Room, if they are available. Creative Experience is a DIY space, however, we provide many different types of reference resources to help patrons work on their projects. There are reference books in the room, there are other books in the Library, we offer Lynda.com in the room, and we provide Gale Courses that are on some of the software. Additionally, we offer workshops on some of the software and we bring in a former audio production profession every quarter to do four workshops on the Recording Room.

Initially there were no procedures for how Creative Experience should be used by patrons, other than the standard procedures for computer use at the library. While there was near constant use of the computers by patrons, much of it consisted of patrons looking at Facebook and watching videos on YouTube. Although this is perfectly fine use of the computers at the library, many patrons weren't using the computers in Creative Experience for any of the special software or hardware. It was decided that the computers in Creative Experience could only be used for creative, digital projects. This is still pretty broadly determined, but it does allow staff to ask patrons who just want to browse the internet to use the computers in the Commons, so that patrons who actually want to use the

special software and hardware in Creative Experience have the opportunity to do so. The room has seen somewhat of a drop in use, but the computers are now being used for the software they have on them. The Creative Experience Specialist takes care of some of the troubleshooting of technology in Creative Experience, but the Library's Technology Services department supports the technology in the room.

### **Use of the Room/Programming**

Creative Experience is primarily used by individual patrons, however, school groups and community groups also use the room for projects and presentations. The Library also uses the room for programming, training, and creating media projects. Programs in Creative Experience are presented by both library staff and non-staff. Teen Services holds weekly programs in Creative Experience including Maker Space Club in which teens can work on digital projects, use the Recording Room, work with Lego Mindstorms, or play Minecraft. Teen Services and Youth Services both hold weekly Minecraft programs as well.

Creative Experience also hosts monthly workshops on some of the different software available in the room as well as a Recording Room workshop. There are also other programs held every few months that are presented by outside organizations to help promote the space and its resources.

### **Promoting CEXP**

Promoting Creative Experience is important so that patrons know that it's available to them. Creative Experience is present on social media, including Facebook, Twitter, and the Library's Instagram. Other ways that staff promote Creative Experience is by attending events and making presentations, such as NCAAL, the Association of Midwest Museums, Venture Café, Association of Information Technology Professionals, and Start Louis. Staff also frequently attend networking events, do outreach, and visit other maker spaces in the area. Creative Experience has also been fortunate to receive some media attention from local newspapers and news channels.

### **What We Have Learned**

Creative Experience has gone through several changes since it opened in January 2013. Some of the things that were learned over time is that a reservation system for the room is necessary, otherwise patrons will sit in there and use the computers all day, not allowing others to have time. A procedure was created that mandates that computers in Creative Experience must be used for working on creative projects. While this is a broad category, it allows staff to inform patrons who are just browsing the internet, that that can be done on the regular commons computers. Other things that were



learned and taken into account are that Mac computers need frequent updates, equipment will wear and break, it's useful to budget for additional software based on patron requests, and not to get discouraged from changing course when programs or equipment are not successful. Staff have also had success working with outside organizations to create great programs.

## **Achievement Unlocked: Rubber Band Powered Cars 3D Printing and Design Challenge**

**Presenters: Diana Lopez and Etienne Douglas, Marin City Library**

Marin City, California is located four miles north of the Golden Gate Bridge in the San Francisco Bay Area. While Marin County as a whole has the 17<sup>th</sup> highest income in the United States and the third highest per capita, Marin City houses most of the low-income residents in Marin County and is the only place in the county with public housing. Marin City has a population of 2,666 people and was populated in 1942 by African Americans who came to work as shipyard laborers during WWII.

The Marin City Library is home of the WebStars. The WebStar Program trains young people as technology ambassadors. The WebStars then serve our community by offering tutoring and troubleshooting with the following:

- Email, word processing, and basic hardware/software maintenance
- Social media, blogging, and photo sharing
- Webpage design, photo editing, and animation

The Marin City Library acquired two Ultimaker 2 3D printers in October of 2014. The printers are free for the public to use and funding for their purchase was supported by Marin County Free Library Foundation funds. The Friends of the Marin City Library have generously supported the purchase of plant-based, biodegradable PLA (Polylactic acid or polylactide) filament for the printers.

What is 3D printing? 3D printing, or additive manufacturing, is a process of making three-dimensional solid objects from a digital file. The creation of a 3D printed object is achieved using additive processes. In an additive process, an object is created by laying down successive layers of material until the entire object is created. Each of these layers can be seen as thinly sliced horizontal cross-sections of the eventual object.

We posted a 3D printing time-lapse video created at the Marin City Library: [https://youtu.be/zh\\_dy55RzUU](https://youtu.be/zh_dy55RzUU) .We 3D scanned a co-worker and 3D printed a bust of her.

Initially, patrons were invited to make appointments to bring in their designs for printing and/or get assistance with creating or customizing a [Thingiverse.com](https://thingiverse.com) design. A more formal 3D design and printing competition was created in order to involve more children at the local public K-8 school. Staff decided on a Rubber Band Powered 3D Design and Print Challenge.

Goals for creating the challenge included:

Provide access to emerging technologies to an underrepresented community with the goal of sparking an interest in STEAM (Science, Technology, Engineering, and Math) fields and increasing the diversity in STEAM professions for future generations.

Learning outcomes for kids who participated in the 3D design and printing program included:

- Learn hands-on computer aided design skills from idea to digital model to physical fabrication
- Use problem solving skills to troubleshoot and improve design
- Use math skills to calculate measurement and design.

The Rubber Band Powered Cars 3D Printing and Design Challenge was for kids to design a 3D printed rubber band

powered car and compete in a race for distance.

Rules included:

- Car must be designed by the participant (no downloading of someone else's design)
- Must not be over 120 mm
- Participants can add to their cars for weight and traction
- Participants each receive 5 attempts with their cars
- Score is determined by an average of their 5 attempts

The Marin City Library had previously worked with Bayside/Martin Luther King, Jr. Academy to identify top students at the school for a long-term Chromebook loan. Six students competed in the challenge (four girls and two boys, all with diverse backgrounds). Participants attended workshops during which library staff utilized Tinkercad.com to work through tutorials to teach the basics of 3D design.

### **Outcomes of the Rubber Band Powered Cars 3D Printing and Design Challenge**

During the sessions, kids were very engaged and asked a lot of questions. They were excited to come to the workshops and learn. One of the boys said, "I learned so much today."

Competing for prizes added to the excitement of the challenge. Prizes included headphones and \$15 gift cards to Best Buy and Cinemark. The kids were curious about what other things they could do with designing and 3D printing and wanted to have another competition. The winner of the challenge was a 7<sup>th</sup> grade female, and the 2<sup>nd</sup> and 3<sup>rd</sup> place winners were also 7<sup>th</sup> grade girls.

Each participant designed and printed their own car, and library staff also made an honorary “driver’s license” for each child. We have seen a few of the kids in the library on a more regular basis, and one of them also signed up for our “M.C. Makers” (also known as “Marin City Makers”) club that we were invited to have on a weekly basis at Bayside/Martin Luther King, Jr. Academy.

# **Click Together: Interactive Technology Literacy for Teen Mothers and Their Children**

**Presenter: Sandra Michele Echols, Independent Consultant**

## **Introduction**

Teen mothers find themselves stranded on the wrong side of the digital divide oftentimes, growing increasingly frustrated and lacking confidence in their ability to provide necessary literacy skills for their children to survive and thrive in this technology-driven environment. Computer related activities coupled with greater exposure to technology will increase computer literacy skills for teen mothers and higher literacy skills for their children.

## **Studies Show:**

- Teen mothers often suffer from elevated school drop-out rates
- Teen mothers often have meager incomes and a lack of social support
- These factors contribute to a growing population of young mothers with limited access to computers and low

computer and information literacy skills

## **How We Can Help**

- Incorporating series of introductory workshops to helpful non-print resources will assist teen mothers to empower themselves and their children.
- Great site to begin with:  
<http://www.pbs.org>

## **Literacy Skills**

- Teach mothers the importance of reading to their children
- Modeling wordplay and memory games; such activities will be carried out with literacy-gearred computer technology to promote mother-child bonding.
- The use of computer-related activities coupled

- with greater exposure to technology, teen mothers will increase computer literacy skills for themselves and higher literacy skills for their children.

### **Some Resources Available for Parents to Use**

#### *Primary Games*

The site offers free interactive games to enhance pre-school children's learning.

<http://www.primarygames.com/mobile/>

#### *Lil' Fingers*

Lil' Fingers is a storybook site for toddlers with educational games, storybooks and coloring pages.

<http://www.lil-fingers.com/>

#### *Starfall.com*

Although the site is designed for first-graders, working with a parent a toddler can become familiar with the site.

<http://www.starfall.com>

### **Conclusions**

- In today's society, technology plays an important part in the lives of most children and young people. So much so, that not preparing them to use it

could put them at a social disadvantage.

- Click Together programs can provide a 21st century educational literacy and computer skills for teen mothers and their children to boost comprehension and competitiveness in this highly-digitized age.

## **Dreams, Aspirations and Technology in 2020: Access for Blacks with a Disability**

**Presenter: Christopher A. Stewart, DC Regional Library for the Blind and Physically Handicapped**

In 2001, Attewell states in “The First and Second Digital Divides” that poor and minority families are less likely to have access to the Internet. This lack helps to contribute to the gap between the “information haves” and the “information have-nots”. This session offered a toolkit for participants to educate themselves as well as those they serve with practical information

including, but not limited to, community resources and accessibility and adaptive technology.

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## **Education by Design: Connecting with the Mobile Generation**

**Presenter: Cathy Suchisa, Biblioboard**

Librarians are uniquely positioned to elevate the patron UX (user experience) within our academic and cultural institutions. During this session, attendees heard candid discussion from two HBCU (historically black college

and university) librarians regarding their recent efforts and successes, all designed to serve up unique, customized content while engaging their local communities.



## **Financial Literacy: Providing High Quality, Engaging, and Useful Financial Literacy Education for Your Users**

**Presenters: Katrina Stierholz, Barbara Flowers, and Charise Ellis, St. Louis Federal Reserve Bank**

The Federal Reserve Bank of St. Louis' financial literacy workshop was fortunate to have a group of incredibly engaged and energizing librarians! We spent several hours learning about our human capital, earning income, using credit, and alternate forms of credit (including payday loans and rent to own). Librarians experienced the lessons developed by economic education specialists at the St. Louis Fed, and are now equipped to take those lessons back to the people who come to their library. The lessons are developed so that they can be used at many grade levels (from middle school to adults) and provide important information on financial literacy.

The St. Louis Fed offers all of these resources on its website, <https://www.stlouisfed.org/education>

The videos, PowerPoint slides, podcasts, simulated chats, online courses, and lessons are available from that website.

If you'd like to keep up with what we're doing, subscribe to our monthly email, <https://www.stlouisfed.org/subscribe/mailling-list>

You'll get updates on what's new, and also learn about conferences, workshops, and webinars for more professional development.

Finally, we'd love to hear about what you do (and help you, if we can). Are you planning to host a financial literacy workshop at your library? Are you thinking of doing something for your fellow librarians? Would you like some of our cool posters on debt or paying for college? Let us know! The general contact email is:

[economiceducation@stls.frb.org](mailto:economiceducation@stls.frb.org)

If you'd like to contact me directly, my email is:

[Katrina.L.Stierholz@stls.frb.org](mailto:Katrina.L.Stierholz@stls.frb.org)



# **The Library as a Source of Financial Literacy (or, How Not To Recreate the Wheel)**

**Presenter: Phyllis R. Dixon, New Generation Press**

## **Introduction**

There is a significant push by government agencies and financial industry entities to increase financial literacy. The library is a natural location to serve as a source for this information. There is a wealth of available information and resources to help libraries serve this role. Unfortunately, money is not one of those resources. However, there are numerous resources available, and libraries do not have to start from scratch. Government agencies, nonprofits and financial organizations have products, people and online resources available. Many have already prepared effective tools to disseminate financial information to individuals. To help libraries take advantage of existing resources, this report will provide information to:

- Increase awareness of collaborative opportunities, and,

- Help libraries determine the framework of their financial literacy program.

## **Background**

Financial literacy is not just something “nice to do”. The Financial Literacy and Education Commission is a national group that was established under the Fair and Accurate Credit Transactions Act of 2003. The commission was tasked by the U.S. Treasury Department to develop a national financial education strategy, and is comprised of 21 federal agencies and a division of the White House. Also, in response to the economic crisis of the mid 2000’s, the President signed an Executive Order creating the President’s Advisory Council on Financial Capability to assist individuals in understanding financial matters and making informed financial decisions, which will ultimately contribute to financial stability<sup>1</sup>. Council members included non-

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<sup>1</sup> Financial Literacy and Research Priorities 2009 (Vol. 20, No. 1) Journal of Financial Counseling and Planning

governmental representatives with relevant backgrounds in financial services, consumer protection, financial access, and education. The Council was tasked with suggesting ways to coordinate and maximize the effectiveness of existing private and public sector efforts and identify new approaches to increase financial capability through financial education and financial access. The financial challenges many suffered as a result of the most recent economic downturn, were caused and or exacerbated by poor or uninformed financial decisions – pointing to a need for more financial education. Other reasons that pointed to a need for increased financial literacy, include:

- increased life expectancy, requiring more resources to support a longer retirement;
- a shift from defined-benefit pension plans to defined-contribution plans (401Ks and IRAs) resulting in individuals assuming more responsibility and risk in making retirement decisions;
- increased number and complexity of financial products and services available

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The Community Reinvestment Act (CRA) of 1977 (12 USC 2901), as amended, encourages each insured depository institution covered by the act to help meet

- to consumers; and,
- low levels of financial literacy, especially among populations underserved by the financial system.

Government agencies, nonprofits, advocacy groups and other industry stakeholders were all conducting activities in this area, but they were not consistently coordinated. For financial institutions in particular, financial literacy is not just a ‘nice to do’ activity. The Community Reinvestment Act (CRA) was enacted in 1977, and encourages financial institutions to serve their communities<sup>2</sup>. Banks receive a rating of Outstanding, Satisfactory or Needs Improvement and these ratings are public. CRA activities are reviewed during regulatory examinations and financial institutions receive ‘CRA credit’ for activities that promote financial literacy in certain neighborhoods.

So why discuss this banking background at a library conference? Many financial institutions offer resources or have programs designed to meet their CRA responsibilities. However, many times these resources are underutilized.

the credit needs of the communities in which it operates.

Community development is one of the areas assessed as part of their CRA performance. Community development is defined as activities that revitalize or stabilize low-and moderate geographies, distressed or underserved non metropolitan areas or designated disaster areas – and includes financial literacy activities. Financial institutions' community development efforts are part of their regulatory examinations and many are looking for ways to serve their communities. That's where you fit in.

## **Introduction**

There are many resources available to help you provide financial literacy. However, many of those programs are designed to show you how to disseminate the information. Recognizing that you probably already have enough to do, the focus of this information is to make you aware of resources where others will provide the information, with you serving primarily as a liaison or coordinator.

Financial literacy is not taught in school, but those skills are key to a successful life. Unfortunately it is primarily learned by trial and error. As a result, many adults have a limited understanding of how to manage credit and debt, how to budget their money and save, how to prepare for retirement, or

other issues that can have a significant impact on their quality of life. We all want more money, and there are seminars, books and classes that offer information to help individuals achieve financial goals. So why aren't programs bursting at the seams, and financial books flying off the shelves? Most are titled with some form of 'financial literacy', which can be construed as condescending and is not very inviting. While the program will be the same, 'Ten Tips to Make Your Money Grow' sounds more interesting than 'Learning to Budget and Save'. So the first message is to title your program something other than 'financial literacy'.

## **Program Design**

### *--Know Your Goal*

Financial literacy is a broad topic and covers everything from identify theft to student loans. What topics do you want to focus on and what type of activity will you facilitate? Do you want to deliver content, or just provide location for others to deliver the content? Do you want to hold several smaller events, or focus on one big event? Even if you don't do any of these, the library is still a valuable resource because you have something many groups do not – space and a built in customer base. Nonprofits are always looking for a free or low-cost location to hold financial literacy events (i.e. AARP meetings, identity theft

information). And, public agencies often prefer a location closer to their constituents rather than inconvenient downtown offices.

When you've determined your goal and the type(s) of activities you will provide, and your audience, the next task is to determine the content. There is a wealth of available resources from scripted presentations, to games to lists of agencies and groups that will deliver content. I will not attempt to compile a list (remember we are not recreating the wheel), but there is a comprehensive list available from the American Library Association (ALA) (*Financial Literacy Education in Libraries - Guidelines and Best Practices for Service – Appendix A*). In addition, the Financial Industry Regulatory Authority (FINRA), a private corporation that acts as a self-regulatory body, has a comprehensive list – see [smartinvesting.ala.org@yourlibrary](http://smartinvesting.ala.org@yourlibrary).

#### *--Know Your Audience*

What are the demographics surrounding your location? Will your audience be primarily students, retirement age or young parents? This will determine if you offer information on student loans, or reverse mortgages, pitfalls of payday lending or elder scams. Once you know who your customer is, you can leverage existing group activities. Money is always in season, and these are just a few tie-in opportunities:

- January – Tap into New Year's Resolutions to budget and save
- March – Consumer Protection Week
- April – Taxes/Financial Literacy Month
- September – College Savings Month
- October – Saving for Retirement Week, Financial Planning Month
- December – Identity Theft Prevention and Awareness Month (good reminder for holiday shoppers)

#### *--Know Your Staff*

Be realistic about the time and expertise of your staff. Are they going to provide the content or just be a gatekeeper? One way to maximize their efforts is to partner with public and private groups already doing this work. Consider:

- AARP
- Your local Social Security office
- Churches
- Banks
- Local government
- Sororities/Fraternities
- Other nonprofits

Many times they already have a financial literacy platform and are just looking for a location.

#### *--Know Your Collection*

Be sure to cull obsolete material, which in the financial industry could be as

short as two years. If your budget allows, periodicals are usually timelier and a better draw for someone not as versed in financial terminology. Consider a dedicated display with books, periodicals, DVDs and brochures related to your financial literacy topic. Remember to include materials by diverse authors.

### **Program Ideas**

Everyone is budget conscious, but the biggest cost for you is probably time. Even “free” programs can be time-consuming. These are some activities that have minimal prep time.

#### **Low or No Cost Activities**

- Link on your website to webinars
- Movie night – many free videos are available
- Sponsor a shred day or ask a local business to be the sponsor
- Games and toolkits (FINRA/FDIC/mymoney.gov)
- Teasers on your website
- Videos prepared by high school or college film class

#### **Other Tips for Your Activity**

- Formally thank volunteers (i.e. letter/email/cookies and punch reception)
- Ensure privacy and anonymity
- Remember to get evaluations – helps measure outcomes – important for grants

- Speakers must be unbiased – could be implicit endorsement – have diverse viewpoints represented
- No solicitation by speakers
- Most effective programs are recurring, not a one shot event.

### **Summary**

Financial literacy is not a just a “nice to do” activity. Several bureaus of the U.S. Treasury Department and other government agencies include financial literacy as an ongoing outreach effort. In addition, banks’ community reinvestment act regulatory examinations include an assessment of their community development activities, which can include financial literacy activities. There are agencies and financial institution employees whose job it is to provide financial literacy and promote community development. Often their services are underutilized, and you are actually doing them a favor by partnering with them. Remember, you have what they want, a customer base and accessible location. Reach out to them.

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**Note:** *Presentation is not intended as financial advice and represents opinion of the presenter.*

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The Community Reinvestment Act

(CRA) of 1977 (12 USC 2901).

## **Outreach: Financial Literacy and Overcoming Campus Barriers/Politics**

**Presenter: Fannie Cox, University of Louisville**

What do you do when the university's financial aid office does not understand why a librarian is providing programming on issues dealing with financial aid/financial literacy and your planned program changes without your knowledge?

This presentation discussed how to work within and around organizational barriers to deliver a broader array of literacy programs. In addition, participants learned what organizational barriers and politics are, and how to formulate solutions in dealing with them.



## **From Selma to Ferguson: Documenting Social Movements**

**Presenters: Nadia Ghasedi and Dr. Meredith Evans, Washington University in St. Louis**

In response to witnessing the unrest in Ferguson, professor and writer Jenali Cobb said, “It was like I was watching *Eyes on the Prize*”. This sentiment was echoed throughout the St. Louis community and the nation as images of militarized police teargassing protesters became ubiquitous. This session highlighted Washington University in St. Louis Libraries’ efforts to acquire, preserve, and make accessible collections related to past and current social movements that shape our national identity.

Focusing on analog interviews from the documentary series, *Eyes on the Prize*, housed in the Washington University in St. Louis Film & Media Archive’s Henry Hampton Collection, and the newly established *Documenting Ferguson* born-digital initiative,

presenters Ghasedi and Evans discussed their experiences and the challenges related to collection development, copyright, and long-term access to both obsolete film-based materials and born-digital content in order to document the past and current state of racial injustice and the continual fight for civil liberties.

To view Washington University in St. Louis’ *Documenting Ferguson*, please visit:

**Documenting Ferguson | Washington University in St. Louis**

<http://digital.wustl.edu/ferguson/>

## **The Lessons of Hayti: The Rise and Fall of Black Economic Power in America**

**Presenters: Byron C. Hunter, Terry Boyd, Edward Harris, and Sandra Michele Echols**

The Vella Group, in association with the New York Black Librarian's Caucus, Inc. presented a screening of the documentary "The Lessons of Hayti", winner of Best Documentary at the 2013 Harlem International Film Festival and 2014 North Carolina Black Film Festival, followed by a discussion on the making of the film and the history of Black economic power in the United States. Among the topics taken from the film that were discussed during the workshop included a) the first period of Black self-empowerment in the United States that saw thousands of African slaves buy the freedom of themselves and their families during slavery in America, b) the historic era of Reconstruction that saw African Americans build more than 100 independent, self-sufficient towns and more than 75 Historic Black Colleges and Universities (HBCUs) during a 40-year period immediately following the Civil War, c) the rise of Black political power during the late 1800's and the impact of President Ulysses S. Grant in

granting Black power, and d) the historic fall of Black economic power beginning with *Plessy v Ferguson* and through the era of Urban Renewal following World War II. This workshop strived to give attendees a greater understanding of how African Americans built political and economic power in the United States and how it has been gradually taken away over the last 100+ years.

To learn more about "The Lessons of Hayti", visit:

### **Harlem International Film Festival**

<http://harlemfilmfestival.org/3113-2/>

### **Lessons of Hayti**

<http://www.amazon.com/Lessons-Hayti-Doug-E/dp/BooILZ21JY>

### **Lessons of Hayti – Alva Pictures**

<http://www.alvapictures.com/projects/the-lessons-of-hayti/>

### **Lessons of Hayti – Facebook**

<https://www.facebook.com/lessonsofhayti/>

## **Exploring the Lives of Black Americans from the 1800s to the Modern Day Civil Rights Movement: Highlighting Collaborative Research Lessons for Middle and High School Students**

**Presenter: Cami Townsel, Martin Luther King, Jr. Academic Magnet School (School District Metropolitan Nashville Public Schools)**

This session highlighted innovative, collaborative lessons that are aligned to Common Core standards and focused on Black Americans from the 1800s to the Modern Day Civil Rights Movement. In one of the lessons, students learned about two black artisans in the antebellum south by using primary sources (photos and letters). These artisans included Thomas Day (free man of color who owned one of the largest furniture companies in North Carolina) and Elizabeth Keckley (dressmaker and

confidante of Mary Todd Lincoln). Students learned about the contributions these individuals made to our society and how different laws affected Black Americans during that time period. Another lesson focused on the era of segregation in Nashville and other cities in Tennessee. This lesson involved collaborating with organizations within the community whereby students learned about the history while visiting landmark sites in the city.

# ***“There Must Be A Pony”*: What the Training Programs Don’t Tell You before You Assume that Leadership Position**

**Presenter: Regina M. Beard, Florida Gulf Coast University**

## **Introduction**

The literature is rife with articles addressing the professional plight of librarians of color, regardless of their positions in their respective organizations. We face issues of recruitment, retention, promotion, tenure, our roles in organizational development, and many more such challenges even as our libraries contract in this era of shrinking budgets, decreased state support, and flattening organizational charts. How are librarians of color expected to substantively contribute to their respective organizations and grow their own careers when they are not even considered in administrations’ succession planning efforts; when plum projects are assigned to white counterparts; and, when we are our own worst advocates.

## **Literature review**

Historically, there seems to be little written documentation of the professional experiences of women in librarianship, including “their career progression and development as leaders” (DeLong 61). Balderrama (201) identifies key issues among librarians of color are recruitment, hiring, retention,

and promotion. Epps (257) suggests that African American librarians are not a part of the farm system that grooms an organization’s next generation of leaders. She laments the discrepancies between librarians of color and their white counterparts’ opportunities to showcase their potential by participating in substantive projects. How do librarians of color get noticed and then considered for plum assignments that lead to promotional opportunities? Although Kumaran (8) addresses the inclusion of minority librarians in the broader context of succession planning, she states the importance of developing individual minority librarians’ leadership potential by way of providing intentional opportunities that equip those librarians for promotion. Bonnette (137), Hoffman (83), Johnson (405), and Ross (417) consider mentoring to be of paramount importance to librarians of color who wish to pursue leadership opportunities and to the libraries who hope to recruit and retain them. Mentors are an important component in advocating for inclusion and participation, not only in high-profile projects, but in facilitating acclimatization to a new work environment; to alleviating feelings of isolation; and to help in navigating the professional landscape. Response to the

dilemma of the dearth in library leaders of color must come from constituents at all levels: individuals must take responsibility for their own careers; organizations and associations must commit to encouraging and supporting the advancement of initiatives that develop the potential of these librarians (Wheeler 170). McClure (2389) states the importance of the changing the library's traditional attitude toward management simply as another position responsibility rather than identifying it as a skill set integral to the library's continued relevance and viability. Rooney's (389) study investigates managers' readiness to assume leadership positions, as well as their ongoing efforts to stay abreast of professional developments in management and leadership. He concludes that, unlike library managers of McClure's generation, today's librarians have significantly more formal training and are more likely to benefit from organizational support that allows them to enhance those skills.

### **The journey begins**

When my former library's Scholarly Communication and Publishing department head stepped down, the dean charged a work group to conduct a departmental assessment to review the department's work processes and units to determine what, if any improvements could be made to its workflows. Rather than conduct a national search for a new department head right then, she decided to fill the position on an interim basis from within the organization.

Even though I told myself that I was not really interested in pursuing a leadership position, I have long been interested in leadership practices and regularly read business literature on the topic. I subscribe to the philosophy of leadership from any position. I wanted to be very deliberate in choosing to pursue a leadership position. I wanted to be sure it was something I really wanted to do rather than seeing as a logical next move, which Deiss describes as "leadership drift". She goes on to discuss the personal costs of leadership: "the time investment, personal sacrifices, and significant challenges one must meet and manage" (57). I believed that I possessed the requisite capabilities to perform at an administrative level and, throughout my career pursued professional development opportunities that enhanced that skillset, but wasn't sure I wanted to invest the energy over time to do it effectively. But I was an Emerging Leader in 2008 and served on the Emerging Leaders' Taskforce in 2009; I was awarded an SLA Diversity Leadership Development Program award in 2009; and, in 2013, I participated in ARL's Leadership and Career Development Program (LCDP). Eventually, I applied for the position for a couple of reasons: I felt an obligation to my organization for its support of the various leadership development opportunities I had taken advantage of over the years and I wanted to challenge my own assumptions about leadership, and about my own leadership capabilities. Would I be able to integrate myself into the department's

routine? Could I impart a sense of empowerment or investment in the department so they felt free to pursue departmental objectives?

I wanted to establish myself as a trustworthy and transparent communicator—the staff could meet and talk about anything in any way and know that I would not repeat it. I also wanted to share as much information as I could, information from administrative meetings, from other departments' meetings, and from campus meetings. In addition to encouraging them to read the minutes from the weekly administrative meetings I attended, I forwarded my own notes from those meetings to the department. I reported information to the department during our monthly meetings. If there was confidential agenda item, I let them know why I couldn't share that information. I met with my department individually to learn the specifics of their respective roles and continued monthly meetings throughout my one-year term. I freely admitted when I did not know something and assured them that I would find an answer and report back. If I found myself censoring information for any reason, I questioned it and if I was unable to identify a genuine need for doing it, I shared the information.

### **Approach to the new position**

Epps asserts that “negative stereotypes and preconceived notions” (268) make it likely that librarians of color, even after having been recommended for the position by the search committee and

approved by the dean as I had been, still have to prove their capabilities to their respective staffs. The department was comprised of both library faculty (full- and part-time), and an unclassified professional who supervised a support staff person, and several students.

I had already heard laments from the staff that a new person would have no idea what the digitization unit did or what their needs were. So, I met with them and asked them to tell me about the work, the processes, and what they viewed as obstacles to achievement. I had some idea of what they would say from having discussed the very same issues with the former department head and my supervisor. I admitted to them that I did not have the requisite experience with digital initiatives and reassured the staff that, until the taskforce recommendations had been forwarded to the dean, there would no change in workflows. I also let them know that I would share with them whatever information I could about the taskforce's recommendations, which seemed to satisfy them as much as they would allow.

The biggest challenge to my hope of creating a more collaborative environment among the department members was physical proximity since the staff was scattered throughout the five-story building. The practice of holding monthly meetings helped but chances for those serendipitous conversations took a more concerted effort than would be the case for a department whose members were



housed in a dedicated space. Additionally, since the department was so small and retirements eminent, I proposed instituting cross training, something I knew could only be undertaken with the department's cooperation and support. Although initial discussions were promising, the department decided to wait until a permanent department had been hired.

By way of preparing for leadership opportunities, I made known to my department head my interest in particular assignments, volunteered for special projects, participated in leadership development opportunities, and sat through webinars and presentations but otherwise, had not been groomed or prepared for this role, other than those steps I took on my own behalf. The presumption that I would receive at least some rudimentary HR training—approving leave, for example—was short lived. My experience echoed Ly's (64) lack of formal training and her reliance on supervisors and peers to figure out responsibilities of the new role. I met with the retiring department head, who was offered some valuable insight and guidance, but since she still worked in the department part time, it seemed that she took a more hands-off approach, which I came to appreciate. I met regularly with my supervisor, but that practice was long established and had less to do with my leadership or management—I am using the terms interchangeably while fully recognizing their differences—training and as much to do with communicating the state of outstanding projects, ongoing

production challenges, staffing issues, and other department-related functions.

I knew that by taking on the responsibilities of the department head, even if only for a year, there were issues unknown to me in the beginning that I would have to confront. After having signed my new employment contract and during my initial meetings with my immediate supervisor, I learned that the department's human resources challenges included two imminent resignations and, potentially, two retirements, which would leave me as the only full-time faculty member in the department.

I asked about expectations: was it assumed that I would continue the department's pursuit of its strategic goals? Or was my role to maintain the status quo? She encouraged me to learn and do as much as I felt comfortable with, however, her expectations seemed low and I never believed she anticipated that I would achieve anything substantive. I would like to believe the factors contributing to her thinking had little to do with my skill set and more to do with the fact that I was an interim administrator; the department was under review and would, in fact, be restructured. Did I have real decision-making authority or would I need to discuss everything I did with her first?

I proceeded first by learning as much as I could about scholarly communications, in general, along with the specifics of my new department: the workflows for the institutional repository; the back office



function of the Digital Commons platform which hosted the library's open access publishing efforts; and the digitization unit's production processes. I sat in on meetings of projects in progress, gradually insinuating myself into the department's processes.

### **There were many surprises**

When an individual assumes a new position in a new department, there is a period of adjustment where each party gets to know the other. Even a situation where the parties have previously collaborated on projects as contemporaries, there is a shift in dynamics when one side is elevated to an administrative level. Former contemporaries now looked to me for decisions, but in some cases, actually second guessed those decisions, forcing me into a defensive posture. It was important for me not to personalize these developments. I also wanted to avoid impulsive or reactive decision making and to maintain an air of confidence even when I did not feel particularly so.

When I assumed the position, there were a couple of outstanding—and very sensitive—human resources issues that it was expected I would be the point person for. I spent what seemed an inordinate amount of time on working through resolutions, both those in-process and a couple that developed during my term. I became more familiar with the university's policy and procedures manual (PPM) and met frequently with the library's HR officers

to successfully navigate these challenges. I learned the value of active listening during this process. I cannot emphasize enough the importance of becoming familiar with organizational documents pertaining to faculty and staff, or the importance of keeping HR in the communication loop.

I learned that clear communication may take several attempts to achieve and that personalizing misunderstandings only slows forward momentum. Effective communication is dynamic and is a function that needs constant attention. I discovered, when I met with other department heads in the library, that the isolation I experienced was not unique. My new status precluded the informal chatter I had formally indulged in with colleagues and I noticed how much more care I took with my words and, for that matter, to whom I uttered them. Part of this stemmed from my attempt to maintain a sense of integrity by not participating in idle chatter; part of it was the belief that loose lips do, indeed, sink ships.

### **What were my expectations?**

I took advantage of this opportunity to learn more about scholarly communications, a role that the library intended to expand and that that I envisioned would serve my future professional endeavors. I tried to put into practice the behaviors I wanted to see in a supervisor: that of departmental facilitator, making it easier for my colleagues carry out their responsibilities whether that meant

obtaining new equipment or taking the heat for some miscarriage of policy. I attempted to enfranchise a staff member who felt she was not being taken seriously by giving her the space to communicate her position. She actually did thank me for this. I wanted to develop new relationships with old colleagues and work on new projects.

My time as interim department head was incredibly valuable and I am glad I took advantage of the opportunity. I gained the confidence of achievement and know that I would make a capable administrator. I also believe that I can effectively lead from whatever position I hold in my library and plan to continue learning about and growing my administrative skill set.

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## **Leading from the Middle: Are You Ready?**

**Presenter: Agnes Kathy Bradshaw, Virginia Commonwealth University**

### **Abstract**

Middle managers are the key to success in any organization. However, managing from the middle is often viewed as a difficult spot to be in due to the demands made by ones employees and the senior managers to whom one reports. And yes, there are also those who assume leadership roles without seeking them. How does one adequately prepare for the challenge of leading? What training is valuable and necessary? This article will explore the role of the middle manager in a library and discuss how the role adds value to the organization.

Every organization has and needs middle managers, although they may not be called “middle managers” specifically. Regardless of their official title, it is this group of employees that are responsible for the actual implementation of practices that senior library managers (deans, directors, etc.) have decided to implement. This can be a difficult position for the middle manager, especially when there has been little or no preparation for the role.

Before proceeding, it is important to define the term “middle manager”. According to [www.businessdictionary.com](http://www.businessdictionary.com), a middle manager is defined as:

“An employee of an organization or business who manages at least one subordinate level of managers, and reports to a higher level of managers within the organization. The duties of a middle manager typically include carrying out the strategic directives of upper-level managers at the operational level, supervising subordinate managers and employees to ensure smooth functioning of the enterprise.”

The *Merriam-Webster Dictionary* defines the term middle manager as “the group of people in a company who are in charge of employees but are not involved in important decisions concerning the company”. While there may be various words used to describe the function of a middle manager, the responsibilities of the job seem to be universal although the scope of the responsibilities will vary by library type, size, budget, etc. It is this group of employees that are tasked with the implementation of the strategies that have been decided by upper management. Middle managers may or may not have had a say in these decisions. Soules (3) states that “middle management implies that there are people above, below, or beside the manager in the organizational structure”. Osterman (5) states that

“middle managers do not set agendas, but carry them out”.

### **Brief Literature Review**

Wittenback, Bordeianu and Wycisk researched several studies that focused on preparing librarians to assume department head positions (which are often considered middle managers roles) back to 1978. They surveyed middle managers in the Association of Research Libraries (ARL) to inquire about management courses taken in library school; other management course offerings taken in a graduate program; and continuing education of various types, including professional development offerings, on-the-job training; and formal educational course offerings such as MBA (Master of Business Administration) courses. While their findings did vary by department (cataloging, reference, etc.), most had no formal management education other than the one management course taken while in library school.

Mosley (2004) identified six roles for middle management librarians: planner, implementer, assessor, leader, mediator/counselor, and lone ranger. While the other roles should be considered self-explanatory, the “lone ranger” is defined as one having a natural inclination to embark on a crusade to seek out inefficiency, fix all of the errors, right all of the wrongs, and immediately being making judgments on how operations can be improved...” (Mosely 11)

Chan and Bright (2012) identified new roles for middle managers, such as implementing new services and dealing with how those changes impact the offerings of libraries. They point out that while senior managers are responsible for planning for future needs of the organization, middle managers have to deal with current needs, and must answer the question: “How do we fulfill the current needs without losing sight of the future?” (Chang and Bright 219).

Farrell (2014) states that the middle manager role must be accountable to two constituencies: the ones they supervise and the ones to whom they report. Farrell recommends managing the balance through “communication that is transparent, honest, and direct.” (Farrell 692).

In looking to see how middle managers are trained and prepared to assume such roles, the literature revealed there are no absolutes, nor is there universal agreement on what formalized training and/or education is needed to assume a managerial role in a library. MacKenzie and Smith (2009) reviewed a variety of library science and information science (LIS) programs to see which ones required management courses and the type of management offerings available.

In the programs reviewed, less than 50% did not require management-related courses for successful completion of the program. Kousha and Abdoli (2008) reviewed LIS syllabi to see if program offerings matched job requirements. They found that there were gaps in what was being advertised in position ads

(especially for those requirements listed as “required or essential” and the material listed in the course offerings that were reviewed. Rooney (2010) looked at how middle managers within librarianship are trained to assume middle management roles and found that most only had management classes in an LIS program or attended management workshops. (335) In addition, most had no on-the-job-training before assuming their first department head position. (336)

Folk (2013) recognized that graduate programs might not be adequately preparing students for management careers: she points out that students in LIS programs are there to get a solid foundation in LIS principles and aren’t aware of the training and education they might need in the future. (15-16.)

### **Balancing Act**

Based on the literature and my own experiences, I see the position of middle manager as a delicate balancing act (juggling act may be a better description). Middle managers have to respond to demands of the organization, upper management, the team they are managing, and their own personal needs. It is not uncommon for a middle manager to face demands from these constituencies simultaneously. Some non-managerial employees may see the manager as the “enemy” and may work against the goals set by the middle manager or the senior managers (remember, the function of the middle

manager is primarily to carry out the strategies of upper management). This problem can be compounded if the manager is now managing employees who were previously peers.

A successful middle manager must learn how to advocate for the employees they manage while ensuring that the concerns and ideas of those employees are conveyed to senior leaders so that decisions about the organization are not made in a vacuum. This does not mean agreeing to everything that employees want; middle managers should be able to articulate the rationale for decisions made by the senior leaders that will impact the organization and its employees.

Managers should have some knowledge of the work done in their areas (this should not be confused with knowing every detail of every position or actually being able to do the work of every employee that reports to the manager). Middle managers need to be able to determine if the work being done in their units is both effective and efficient; and if the workload is appropriate for the department. In addition, middle managers should be able to advocate for the employees that report to them and bring their concerns to senior management.

### **Challenges Faced by Middle Managers**

Those that are middle managers face numerous challenges, not all of which



can be listed here. While some of the challenge may be organizational (or even departmental), others are more universal in nature. Common challenges faced by middle managers include: the transition from “worker” or “peer” to manager, which can be especially problematic for the manager who was promoted “from within” and is now managing employees that were previous peers. It is not uncommon for new managers to be promoted to the managerial ranks because they were high performers, without being given adequate preparation and training for the position. Such actions can cause a great deal of difficulty for both the new manager and the employees under his/her direction. For these reasons, it is crucial that these issues are addressed before the new person assumes supervisory responsibilities or if not before, as soon as possible afterwards. The new supervisor should be given specific guidance on how to manage former peers. It should not be taken for granted that the newly promoted manager will know how to handle these matters nor should they be left alone to “figure it out.”

According to Soules (2011) another consideration that middle managers must contend with is the line between authority and responsibility which may blur and cause those in middle management positions frustration for a variety of reasons, including too much responsibility, no adequate authority to carry out decisions; or more responsibility than authority which can lead to micromanagement.

### **Challenges Faced by Those That Want to be Middle Managers**

For those wanting to be middle managers, either as a step on the career ladder to a higher level position or as an attempt to further their career one level up, the first hurdle they must overcome is opportunity, or the lack thereof. In recent years, due to economic issues, hiring practices have changed in many libraries. Libraries have borne the impact of budget cuts and decreased funding, resulting in hiring freezes, positions eliminated or left unfilled, duties combined, and staff doing the work of two (or more) people. The impact of such practices have resulted in fewer management/supervisory roles for those interested in moving up to higher level positions. Lack of opportunity for higher level positions can be a stumbling block for librarians that wish to take on supervisory/management roles. Years may pass before a career opportunity becomes available in the current place of employment. For some librarians this may mean considering employment at a different library other than where they’re presently working. Some librarians may be reluctant to move to a different organization. For those who are considering the possibility of relocating to a different geographical area, moving to a different geographical location may present more challenges than just seeking another job (relocation is not always possible or desired).

Another challenge faced by those desiring to be middle managers is the inability to prepare for the role.



Succession planning may be non-existent in a library; therefore preparing and grooming an employee to take a higher level position may not be an option.

For those interested in acquiring management skills without the benefit of a formal program at their current place of employment, one option is finding a mentor inside the current organization to learn about the responsibilities of a manager. Much has been written about the importance of mentoring and that having a mentor can enhance one's professional career. Mentoring has many benefits, with preparation for higher level roles and greater responsibility being one of them. Becoming active in professional associations may offer librarians a chance for leadership opportunities outside employment (Badia 5).

An additional option to consider is to take an appointment as an interim manager. An interim appointment provides an opportunity to put into practice management ideas and skills; and to get a sense of the realities of management, allowing an individual to determine if management is their desired career path.

Large organizations will often have a formal leadership development program available, although this may not be restricted only to librarians and library

employees. (Wayman, Walker, & Shank.)

There are also various leadership development programs that were developed specifically for librarianship, and may be offered by state library associations and national library associations (e.g., American Library Association, Association of College and Research Libraries, Association of Research Libraries, Public Library Association, etc.) Wayman, Walker and Shank provide a listing of leadership development programs, which are not limited to those interested in being middle managers in the profession. (84-86.)

### **Skills Needed by Middle Managers**

Middle managers need a plethora of skills, the most important being "people skills." "People skills" may be defined as:

"A set of skills enabling a person to get along with others, to communicate ideas effectively, to resolve conflicts, and to achieve personal or business goals. People skills are essential for business functions such as sales, marketing, and customer service, but are also important for all employees in order to ensure the smooth functioning of an organization."<sup>3</sup>

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<sup>3</sup>"What Are People Skills? Definition and Meaning." *BusinessDictionary.com*. Web. 13 Nov. 2015.

While “people skills” may be important for almost any job, they are essential for persons going into management positions. As a middle manager, it is crucial to be able to effectively communicate with a wide variety of stakeholders within the organization. For a middle manager, stakeholders would include direct reports, higher level managers, peers and colleagues outside your department and outside your organization (e.g., donors, community groups, board members, etc.).

There is some debate over the need for technical expertise in the middle management ranks. There are times when people are promoted to management positions due to their proficiency and expertise in non-managerial tasks. This proficiency may translate to proficiency in management skills; or it may not. While it is helpful for a manager to be familiar with the day-to-day responsibilities of the department or area they manage, the manager’s primary role is to manage. It is not their primary role to do the work of the members of the department. The manager should not be required to know every detail of every job done within the department. Often employees will feel that a manager is not competent if the manager is not an expert on the tasks being performed within the department. In a situation such as this, an opportunity exists for library leadership to communicate the role and function of the manager, which is to manage the work being done in the department, not to perform the actual work. (**Note:**

there may be exceptions to this, especially in smaller libraries where one person may have many roles.)

There is also debate about whether middle managers should actually be librarians. While that is a debate that may be best answered by the specific culture of an organization, librarians do need to realize that there are functions within a library organization that can be performed by those without a library degree, such as financial management and analysis, project management (especially complex projects such as major construction projects) and copyright issues. Librarians that aspire to middle manager (and higher) level positions will need to acquire and utilize skills beyond traditional librarianship if they want to be successful. In these scenarios, librarians aspiring to higher roles may want to look outside librarianship for professional development opportunities.

If a librarian has career aspirations for management and leadership, continued professional development is essential even if the employer does not offer the opportunity or the funding for professional development. Small libraries often have limited budgets, so for those librarians employed in organizations where professional development funding is limited or non-existent, scholarship opportunities exist for professional conferences and classes. Librarians in need of funding assistance should make it a priority to seek out such opportunities.

## **Investing in Yourself**

As state earlier, continued professional development is essential to be successful. Those that are managers or want to be managers, need to ensure that they are keeping up with trends not only within librarianship but also external areas that may impact the work that they do. For example, academic librarians should be aware of trends and events in higher education. Those in public libraries should be aware of demographic changes within the communities they serve, which will have a direct impact on the kinds of services they offer and the materials they order.

While networking is important for all professionals, establishing a network of other middle managers will provide a support base with those who can provide objective guidance on the work you are doing and allow you to have a place to vent when you are not allowed to share information with your colleagues at your workplace. A network can also provide a “soft space to fall” when things at work have not worked out well, and it may be difficult to confide in other colleagues at your own workplace. An objective perspective will be helpful in those situations.

## **Mentoring**

Finding mentors are crucial to the success of almost any professional, and librarians are no exception. My recommendation is to seek mentors both inside and outside your home organization. Having an internal mentor can help you acclimate to the

specific organizational culture at your organization and guide you through the various organizational landmines (such as interdepartmental politics that may be not visible or apparent during an on-campus interview or in the beginning after transferring to a new department).

Having a mentor outside the organization can be helpful in different ways than an internal mentor. Mentoring opportunities in an outside organization (such as a professional organization or a different library) allows participants to get a different perspective from their employing organization on how areas are managed, workload differences, how colleagues are rewarded, etc.

An outside mentor also permits participants to ask questions about the profession they may otherwise feel uncomfortable asking those at their own institution, such as how to handle a difficult colleague.

## **Coaching**

Coaches have become quite common now for all types of employees, not just athletes. Coaching allows an employee to learn, improve or enhance a specific skill needed for the specific job he or she is currently performing. What is the difference between coaching and mentoring?

“Mentoring focuses on the individual and the conversation transcends more broadly into the general work life. This means the interaction can be more

philosophical, more focused on attitudes and behaviors than on specific skills. Of course, these talks could also have the same level of focus and timelines but the entire individual is the topic of discussion and exploration and not just a specific task.

The role of the coach is to create a specific agenda, split the task into manageable sub-tasks which have clear skill components and look at the different ways a person can learn them. Research shows that actual experiences are the most effective learning tools. Training programs only benefit when the newly trained person goes back to work in an environment that has also been appropriately modified.”<sup>4</sup>

Mentoring maybe informal or formal and may be initiated by the employer or the employee. Coaching is seen as formal and is usually initiated by the employer in an attempt to work on specific work-related issues. Mentoring is usually done with minimal costs (mentors are usually not paid for their time; often mentors see mentoring as a part of their professional responsibilities) while coaching usually has costs associated with the process. Coaches are usually paid for the time they devote to a specific employee and specific issue and may only be reserved

for higher level employees, because of the financial investment required.

### **Have a Vision**

It is important for managers to have a vision not only for their departments and the employees they manage, but for their own careers as well. For those middle managers who are interested in becoming a senior manager or leader in a library organization, it will be difficult to get to that step without being a middle manager and managing a group of people first. So while being a middle manager is challenging because of the perceived lack of “real” authority to make policy and decisions within an organization, being a middle manager will allow those in such a position to see what the first level of management is like and to assess if going higher up the leadership ladder is something they still want to pursue. While middle managers may not have the final word in policy formation and implementation, middle managers are certainly in a position to influence senior leaders on the formation of such policies as they are closer to the employees who actually face patrons. Librarianship is no different from any other profession. Librarians should have career goals and a plan to execute those goals.

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<sup>4</sup> Pradeep Chakravarthy, “The Difference Between Coaching and Mentoring,” *Forbes* [http://www.forbes.com/sites/infosys/2011/](http://www.forbes.com/sites/infosys/2011/12/20/business-leadership-for-smarter-org-2/)

[12/20/business-leadership-for-smarter-org-2/](http://www.forbes.com/sites/infosys/2011/12/20/business-leadership-for-smarter-org-2/)

## Summary

We've learned that many LIS programs do not emphasize leadership preparedness in their course offerings. However, libraries, as with many other organizations, require managers and leaders to lead. Those that seek to lead must seek assistance from a variety of sources both internally and externally to become a great manager. While there are opportunities within the profession to acquire or enhance management skills, librarians should also look outside the profession. Librarians seeking middle management positions but have little to no experience should not let that hinder them from seeking out those roles. Instead they should find ways to develop management and leadership experience. At one point, every manager was once a new manager. They gained experience and hopefully an appreciation for the opportunity that being a middle manager gave them in contributing to the success of the organization.

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## **BCALA Strategic Plan Focus Group**

**Presenters: Tracie Hall, Good Seed Consulting; and Denyveta Davis, Metropolitan Library System**

This session was a lively, interactive conversation and information gathering session to aid the Black Caucus of the American Library Association (BCALA) in its goal of building a new strategic plan. The previous strategic plan covered 2008-2011; the new plan once finalized will cover the years 2016 through 2020.

Through the use of surveys, participants were tasked with contacting BCALA's stakeholders to gather feedback on ways to move BCALA forward. Stakeholders were defined as general stakeholders, members/customers, non-members, current leadership, past leadership, and peer/collaborating organizations.

The planning process for the strategic plan began during the American Library Association (ALA) 2015 Midwinter Conference in Chicago, Illinois. A draft of the new strategic plan is expected to be completed by the time of the American Library Association 2016 Annual Conference in Orlando, Florida.

To learn more about BCALA's building of its new strategic plan, please visit:

<http://bcala.org/wp-content/uploads/2015/12/BCALAStrategicPlan.pdf>



## Stand Up and Lead or Sit Down: Just Do It

**Presenter: Dorothy Hargett, Regent University**

Everyone wants a leadership position, but few know how to manage other people. A popular belief is that the primary reason people quit their jobs is because of pay, but according to a *Gallup* poll of more than one million employed U.S. workers, a bad boss or supervisor is the number one reason people leave their jobs. Managing library staff is no different from any other business and during times of budget cuts and transitions, change is one of the greatest challenges an administrator or leader can face. Library administrators and leaders must learn how to manage staff experiencing frustration when faced with significant change.

The challenge today is to ask leaders to join in doing the hard work of being a leader. Leaders can take a step back and refresh and re-evaluate their leadership styles or sit down. The way one leads becomes a trickledown effect into the morale of the office and even into the personal lives of one's employees.

Leadership is a topic that is extremely popular in conferences, businesses, schools and yes even libraries. Everybody wants to be the boss, the leader, and the one in charge or has an

idea of what the leader will be doing. As a leader you will have to make unpopular decisions and you may not be the favorite person in the office, but you will be respected for being fair and taking care of your staff.

The **RCA Effect** (**R**espect, **C**ommunication and **A**ction) is a concept that I believe will revolutionize your leadership skills and have a phenomenal effect on your team. It can turn your negative organization into one that is positive even during change like layoffs and merges within the company.

The *Harvard Business Review* reported that those that get respect from their leaders reported 56% better health and well-being (non-respect can damage self-esteem, call in sick), 89 greater enjoyment and satisfaction with their jobs, 92% greater focus and prioritization (instead of you as a leader making them look bad in the office meeting).<sup>1</sup>

Managers need to know what tasks they want to accomplish and being able to communicate it to someone else is crucial. Don't assume your staff knows what you're thinking then get mad when it's not done right. Nobody can read your mind.

Being able to clearly and succinctly describe what you want done is extremely important. If you can't relate your vision to your team, you won't all be working towards the same goal.

Be specific about deadlines. If you want statistics by tomorrow morning, don't say things like: "Can you get me those stats whenever you get a chance?"

Listening is the manager's most important leadership skill because this is the way a manager gets to know the employee. The manager can learn where the employee can be most effective for the organization. <sup>2</sup>

Action - listening must be backed by appropriate action. If the employee complains or makes a suggestion and there's no action (and there's right action and wrong action), it's a big negative.

According to an article in *Inc.* by Lolly Daskal ("Why You Should Stop Being a Boss and Start Being a Leader"):

- A boss drives others; a leader coaches them toward their best performance.
- A boss instills fear; a leader inspires enthusiasm.
- A boss blames others; a leader works to help repair the damage and understand what happened so it won't occur again.

- A boss thinks in terms of him or herself; a leader thinks in terms of *we*.
- A boss knows how it's done; a leader shows how it's done.
- A boss depends on his or her own authority; a leader depends, along with the entire team, on mutual accountability and trust.
- A boss uses people; a leader is interested in helping them grow and develop.
- A boss takes the credit; a leader gives credit to others.
- A boss is a commander; a leader is more concerned with asking and listening.
- The boss says *Go!*; the leader says *Let's go!*<sup>3</sup>

Ask the question.....: Why do I want to be a leader? Is it more money, power, or just the next career change? Are you ready to serve? Is this your passion?

### **Five effective leadership skills:**

- Communication – Good communication skills are essential for leaders and can be learned.
- Motivating teams – Inspiring and motivating others is the mark of an effective leader. Motivation is best done by example and guidance, not by issuing commands.

- Team building – Putting together strong teams that work well is another trait of great leaders. The opposite is also true: if a team is weak and dysfunctional, it is generally a failure in leadership.
- Decisive – You can learn how to assess risk and run scenarios that will help you make better decisions. Great leaders take the right risks at the right time.
- Vision and goal setting – A team depends on its leader to tell them where they are going, why they are going, and how they're going to get there. People are more motivated when a leader articulates his or her vision for a project or for the organization, along with the steps – or goals – needed to achieve it.<sup>4</sup>

## **What Type of Leader Are you?**

### **Autocratic**

- Make decisions without consulting their team members, even if their input would be useful.
- This can be appropriate when you need to make decisions quickly, when there's no need for team input, and when team agreement isn't necessary for a successful outcome.
- However, this style can be demoralizing, and it can lead to

high levels of absenteeism and staff turnover.

### **Democratic**

- Make the final decisions, but they include team members in the decision-making process.
- They encourage creativity, and people are often highly engaged in projects and decisions.
- As a result, team members tend to have high job satisfaction and high productivity.
- This is not always an effective style to use, though, when you need to make a quick decision.

### **Laissez-Faire**

- Leaders give their team members a lot of freedom in how they do their work, and how they set their deadlines.
- They provide support with resources and advice if needed, but otherwise they don't get involved.
- This autonomy can lead to high job satisfaction, but it can be damaging if team members don't manage their time well, or if they don't have the knowledge, skills, or self-motivation to do their work effectively.
- (Laissez-faire leadership can also occur when managers don't have

control over their work and their people.)<sup>5</sup>

### **Three things to avoid when leading people:**

- Favoritism - tattletales, and relatives who report to them. They choose favorite employees and cover up and make excuses for the poor work of their incompetent favorites.
- Being Rude - avoid speaking loudly, rudely, to staff and allowing other employees to be bullies and intimidators.
- Frequently changing expectations and deadlines.

### **Tips -supervisor/employee relationships:**

- Be consistent – treat everyone with the same respect.
- Give feedback – if the job is good....say so. If the job needs more work.....say so.
- Allow yourself to connect emotionally- if a leader is frustrated, it shows and if a leader is optimistic it shows.
- How you say what you need to say makes a difference.

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# ***“Are We Social Workers Now?” The Emerging Presence of Social Workers in Urban Library Systems***

**Presenter: Allison C. Rollins, St. Louis Public Library**

## **ABSTRACT**

As public libraries continue to function as urban havens, drawing patrons from disparate walks of life, what will this mean for the future integrity of the librarian profession? On the forefront of the charge to better assist underserved populations is an innovative push to add social workers to library staff. The San Francisco Public Library leads the nation having brought on the first full-time library social worker.

## **OVERVIEW**

- The Library’s Mission
- The Current Function of Libraries
- Our Role as Librarians
- Intersections of Social Work and Library Science
- Social Workers in Urban Libraries
- Challenges and Obstacles
- Conclusion: Potential for Partnership

## **THE LIBRARY’S MISSION**

**What is the mission of the public library system?**

Evolving and complex core

Public education

- Free and equal access to information and technology

Safe space

- Low stigma and community visibility as well as awareness

Community building

- Intergenerational and cross-cultural public programming

## **What is the mission of the public library?**

“We are the ‘People’s University’, the center of learning for a diverse and inclusive community.” Cleveland Public Library (OH)

“Infinite possibilities for all to connect, share, succeed, thrive.” Alameda County Library (CA)

“We deliver high-quality public education for all ages.” Howard County Library System (MD)

“The Seattle Public Library brings people, information and ideas together to enrich lives and build community.” The Seattle Public Library (WA)

“To enrich lives, build community and foster success by bringing people, information and ideas together.”  
Jacksonville Public Library (FL)

“Advance literacy, guide learning and inspire curiosity.” Free Library of Philadelphia (PA)

### **What are the values of the public library?**

- Empowerment – To give someone the means or ability to do something
- Excellence – To be the best in everything we do
- Confidence – To be certain of trustworthiness
- Respect – To treat all people with dignity
- Innovation – To start or provide something new
- Synergy – To produce a combined effect greater than what we can individually

---Springfield-Greene County Library,  
Springfield, MO

### **What are the rules, policies, and procedures of the public library?**

Patron Code of Conduct (San Francisco Public Library)

Rules of Behavior (DC Public Library)

Computer Use Guidelines (DC Public Library)

### **What is the strategic plan?**

The Strategic Plan will be used as a dynamic tool for the Library Board of Trustees and Library Administration to utilize in making public policy and strategic decisions. In light of our ever-evolving environment driven by new and emerging technologies and shifts in the demographic make-up of the communities we serve, this plan is designed to continue to position the Library as a relevant public service organization.

#### **Six Areas of Strategic Focus:**

- (1) Educational and Learning Opportunities
- (2) Workforce and Economic Development
- (3) Community Connections
- (4) Public Awareness
- (5) Organizational Health
- (6) Roles of Board of Trustees and Library Support Groups

[San Antonio Public Library Strategic Plan: The Next Chapter 2015-2016]

### **The Current Functions of Libraries**

#### **The realities of serving urban populations**

- Homelessness
- Poverty
- Disenfranchised populations
- Unemployment
- Low income
- Childcare
- English second language needs
- Safe space
- Limited utilization of print materials

- Limited computer access and proficiency
- Job Searching
- Social service needs
- Meal services (free lunch programs)
- Free public entertainment

“Libraries are on the front line, whether they want to be or not,” says Jeremy Rosen, director of advocacy at the National Law Center on Homelessness and Poverty.

### **Current statistics concerning computer access**

- While 70% of libraries report increased use of public computers, and more than half of libraries report an increase in use of electronic resources, 55 % of urban libraries report operating budget decreases during the current fiscal year
- Nearly 32% of urban libraries report reduction of open hours
- 87% of urban libraries report having an insufficient number of public computers to meet demand

[Libraries Connect Communities: Public Library Funding and Technology Access Study (PLFTS) 2011-2012]

### **Current statistics concerning technology access**

- From unemployment benefits to state tax forms, more government

information and services are moving online, often without a print alternative.

- Responding to growing demands from people for assistance using these new forms of government services, nearly 79% of libraries provide assistance to patrons applying or accessing government services.
- However, 56% of libraries report they do not have enough staff to effectively assist job-seekers.

[Libraries Connect Communities: Public Library Funding and Technology Access Study (PLFTS) 2010-2011]

### **OUR ROLE AS LIBRARIANS**

“The last recession fueled library staff to take on many different roles including career counselor, teacher and technology instructor.”

“In communities where there is a greater need to assist the homeless, libraries are responding with services to better assist their patrons.”

--Courtney Young, ALA President 2014-2015

### **How is a librarian’s role defined?**

As stewards of the public library system, what is our role?

- We ensure collections remain forward-looking, diverse in breadth and form, open to browsing, and of high quality.



What constructs our identity as librarians?

- We make people aware of the resources available to them and make access to these resources easier.

What services have we been trained and/or educated to provide?

- We maintain a comfortable, welcoming and secure place for study, research, work, reflection, and interaction.

[The University of Chicago Public Library]

## **INTERSECTION OF SOCIAL WORK AND LIBRARY SCIENCE**

**Social workers are equipped to assist with issues such as:**

- Education
- Emergency services (food, clothing, housing, and crisis support)
- Employment
- Family matters
- Health improvement (including health insurance)
- Immigration
- Support groups for men, women, teens and children

## **SOCIAL WORKERS IN URBAN LIBRARIES**

San Francisco Public Library (trend toward providing social services in libraries began)

Denver Public Library

Dallas Public Library

Washington, D.C. Public Library

Pima County Public Library (first in nation to hire public health nurses in its branches)

San Jose Public Library

Free Library of Philadelphia

Kansas City Library

The Edmonton Public Library in Canada

Portland Oregon's Street Books

New York Public Library BridgeUp

## **San Francisco Public Library (SFPL)**

The trend toward providing social services in libraries began at SFPL, which hired a licensed marriage and family therapist in 2009:

- SFPL formed a homeless and poverty outreach library team in partnership with the city's Department of Public Health and the SFFirst unit (San Francisco Full-Integrated Recovery Services Team)
- The full-time, in house social worker and the SFFirst director, a psychiatrist, provide staff training to better serve the community
- Their team includes formerly homeless people who go through a 12-week vocational program
- These "health and safety associates" reach out to homeless patrons in the library and distribute information on where

to find shelter, showers and hot meals

### **SFPL impact**

“One of the advantages of having been here for six years is I’ve become a familiar face at the library so people know me. And it’s interesting even on the streets they say ‘you’re the library lady or the social worker.’”

“Many of my clients have told me that they consider the library a sanctuary, and many of them utilize and truly enjoy the library’s resources.”

–Leah Esguerra, SFPL Full-time Social Worker

One of the positive results of the San Francisco program is that 150 formerly homeless patrons have received permanent housing.

### **Free Library of Philadelphia**

- The Free Library of Philadelphia employs a full time social worker
- The Central branch also houses the HOME Page Café whose employees were once homeless themselves
- The Café business was born out of a successful partnership with the library to provide monitors for their public restrooms
- Four formerly homeless individuals serve more than 150 customers daily
- A total of 17 people with homeless history have been trained and have gone on to other employment

### **San Jose Public Library**

Social Workers in the Library, or SWITL, began as a pilot program in October 2009:

- It is a partnership between the library, the National Association of Social Workers, and the schools of social work and library and information services at San Jose State University
- Volunteer social workers are available twice a month for free 20-minute face-to-face consultations and referrals
- In addition, in an effort to improve library services to those experiencing homelessness, the San Jose Public Library initiated a panel discussion to help library professionals learn about the issue
- The event brought together library professionals, students, and social workers and the resulting web page compiled resources, statistics, and information

### **Dallas Public Library**

- Twice a month homeless patrons and staff members get together for “Coffee and Conversation”
- Jasmine Africawala, the “Community Engagement Administrator”, facilitates the discussions
- She says these conversations began as a way to give the library

staff a better understanding for some of the regular homeless patrons who visit the library every day

- “We had no idea what any of their names were or their life stories or anything about them to really humanize them,” she states

### **DC Public Library (DCPL)**

- Jean Badalamenti is also one of the first full time social workers employed by a public library
- Badalamenti is the “Health and Human Services Coordinator” for the main branch: The Martin Luther King Jr. Library
- She works with community and government agencies to provide much needed services such as food, housing and mental health counseling
- “The city drops folks from three shelters off here every morning and picks them up in the evening,” she says
- “Sometimes staff will call me, just because I’m here, and say, ‘Can you come down?’ And I’ll go down and try to talk to someone. I’m happy to do that. I enjoy that,”
- “But that’s not really my job. I’m sort of the bigger picture person...I really was brought on to figure out how the library can engage more disenfranchised populations in the city and make connections with other

organization to help provide programming,”

- “Those people (library staff) haven’t necessarily worked in an urban environment before...just a sort of sensitivity training...even around de-escalation...identifying folks who might be in a crisis,”  
--Jean Badalamenti, DCPL Full-time Social Worker

### **Denver Public Library**

- Elissa Hardy, the newly appointed “community resource specialist” at the Denver Public Library, is already making an impact in a way that’s helping many library patrons and also her coworkers
- The Denver Public Library funded Hardy’s job for two years starting in 2015 and she started work in late February as one of just a few social workers based in a public library system
- Hardy works at the central branch of Denver Public Library, but can head to any of the 25 branches if needed
- Stationed in an ever-popular hangout spot for many of the city’s homeless people, Hardy is ideally placed to lend assistance to those who need help getting services, and take the load off librarians who are not trained on how to help people in that manner

## Kansas City Library

- Mary Olive Thompson, MSW, MLS has been hired by the Kansas City Library as “Director of Library Outreach and Community Engagement”
- “Increasingly, the public library is a community site, not just a repository of books and tapes. We can make referrals for needed services.”
- Public libraries can help patrons with applications for public assistance—as this often has to be done online, and many people either don’t have computers or don’t know how to use them

## CHALLENGES AND OBSTACLES

- Library budget cuts
- Limited funding
- Outside the bounds of services that libraries are capable of providing
- Confusion on the part of staff as well as patrons in the terms of what services are and are not offered
- Lack of defined goals
- Overstepping the bounds of what library space is conducive for/equipped to handle
- Legal liability
- Privacy/patron confidentiality

## CURRENT RESEARCH

- At the present moment, the social workers within libraries trend is too uncommon for the National Association of Social Workers to track
- The American Library Association also does not formally track this current trend
- However, the ALA does provide examples of its member branches with social service or similar programs

## ALA LIST OF MODEL PROGRAMS

### Extending Our Reach: Reducing Homelessness through Library Engagement

<http://www.ala.org/offices/extending-our-reach-reducing-homelessness-through-library-engagement>

## CONCLUSION

“For sure, *the quiet library of the past is not the library of today.*”

“The public library’s tradition represents the *“first social justice initiative of Western society. Access to information is power,* and the library has historically given people that access.”

[Barbara Trainin Blank, “Public Libraries Add Social Workers and Social Programs”, *The New Social Worker: The Social Work Careers Magazine*]

## **POTENTIAL FOR PARTNERSHIP**

- During the latest economic downturn, the library saw an uptick in library use. Use of services such as job-searching increased.
- Perhaps this downturn is a good time to make new partnerships and seize an opportunity to expand by meeting the new needs of the community
- For example, the library can function to provide space and or computers while partner social work organizations can provide expertise and manpower

## **THE WAY FORWARD**

Aside from collection development/management and readers' advisory there is a growing and pressing need for public libraries to:

- Know their patrons
- Identify community needs
- Partner with service organizations
- Offer solutions to challenges/problems (Preemptively as well as Proactively)

# **Reimagining the Skills Needed for Success with Emotional Intelligence**

**Presenter: Theresa Byrd, University of San Diego**

## **ABSTRACT**

Much emphasis is placed on intellect, experience, technical skills, mentors, and degrees to be successful in the library profession. Yet these are not the only tools that black librarians need to be successful. Emotional intelligence (EI) is the secret tool that every black librarian from beginning librarians to leaders needs to succeed in the complex and emotional ecology of a library organization, on teams, and committees. Dr. Byrd, an experienced library leader, will define EI and the EI competencies needed for today's workplace. She also will explore the connection between cultural styles and EI. Finally, she will examine the link between EI and the dual-subordinate identities of being black and female, the image of the stereotypic black male, and the "token" black employee. The participants will leave this session understanding how EI can help them succeed in their careers.

## **LITERATURE REVIEW**

### **Emotional Intelligence**

Salovey and Mayer in "Emotional Intelligence" are credited with coining the term "emotional intelligence." Their exploration of emotional intelligence includes defining both emotions and intelligence. They further posited that social intelligence could be distinguished from general academic abilities (186, 188). Salovey and Mayer defined EI, saying, "We define emotional intelligence as the subset of social intelligence that involves the *ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions*"(189). Salovey and Mayer contended that EI is a subset of both social intelligence and personal intelligences. Most importantly, they asserted that EI lacked a theoretical concept and consequently it was scattered over subfields of psychology, and they provided a conceptualization of emotional intelligence in Figure 1. These authors focused on empathy as a central characteristic of emotionally intelligent behavior. Salovey and Mayer argued

that people with EI have attained at least a limited form of positive mental health, and that some people cannot recognize emotions in themselves (189-190, 194, 201).

Goleman popularized emotional intelligence with his book, *Working with Emotional Intelligence*, arguing that EI is the most important factor in job performance and that anyone can learn EI skills. He described his framework of five EI skills in the context of the workplace, and he used anecdotal evidence and examples to show how they can be fostered. Goleman said, "I have found . . . that the most effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as emotional intelligence. "It's not that IQ and technical skills are irrelevant. They do matter, but mainly as 'threshold capabilities'; that is, they are the entry-level requirements for executive positions" (*What Makes a Leader* 94). He contended that without EI a person will not be a great leader. He explored each of the five components of his framework: self-awareness, self-regulation, motivation, empathy, and social skill. In addition, he compared IQ and EI and he declared that EI can be learned.

McClesky provided an excellent overview of emotional intelligence history, definitions, and models.

Furthermore, he considered the connection between emotional intelligence and leadership, the Mayer ability model, criticism of EI and the dark side of the concept. Likewise, Goleman reviewed the history, evolution and growing interest in EI as well as definitions and models. But he also compared EI versus IQ as a predictor of Workplace Performance (*Emotionally*). Stein defined an emotionally intelligent organization as "an organization that can successfully and efficiently cope with change and accomplish its goals, while being responsible and sensitive to its people, customers, suppliers, networks, and society"(20).

## **LIBRARIES AND EMOTIONAL INTELLIGENCE**

The concept of emotional intelligence is important to libraries, both academic and public, because of the link between leaders who possess EI traits and effective leadership performance. EI also is a necessary skill for all employees throughout the organization to create a well-run, effective library. Several authors supported using EI to develop organizational effectiveness in libraries and they recognized that EI is important for both the leader and the organization. They also agreed that EI can be learned and specific skills improved (Hernon and Rossiter 261; Promis 26; Porter 199; and Schachter 49).



Schachter, a public librarian, discussed EI and the librarian leader and she emphasized practicing and obtaining feedback through performance evaluations, colleagues, or a mentor. Conversely, Porter elaborated about how she used EI in an academic library to help her excel as a library manager. Patrick and Klare, Behney and Kenney are academic librarians who tackled emotional intelligence. Patrick proffered that EI is effective in delivering consistent quality customer service to internal and external customers. He discussed the role of EI in relationships, for example, if a person's EI is strong but his or her supervisors, co-workers, customers, and vendors are not, then poor relationships will likely occur. He declared that EI is a better indicator than IQ for career success. In the vein of Jeff Foxworthy, Patrick lists 10 one-liners that indicate if a person is emotionally intelligent. Patrick mentioned EI in hiring and retaining employees, and he contended that EI maturity is partially determined by age and clearly changes in people over time.

Klare, Behney and Kenney stated that "Working in academic libraries, we frequently see that intellect is privileged over emotions. Often smart people with strong intellectual credentials and highly developed analytical thinking skills may not have an equally developed set of skills for recognizing and responding to

emotions emanating from themselves as well as from others" (21). They highlight Goleman's five EI components and the role of emotions and empathy in the workplace. The authors argued that with more library work being done collaboratively or in teams that EI skills have become imperative. Moreover, they address hiring practices in libraries and EI.

Although EI is still in its infancy in libraries, three academic studies and one public library study used surveys based on Goleman's five EI domains to test their theories about the connection between EI and leadership in libraries. Hernon and Rossiter examined the five categories of Goleman's emotional intelligence and suggested those most important for library directors to possess. Their study consisted of performing a content analysis of library director job advertisements posted by ARL or ACRL libraries appearing in *C&RL News* from 2000-2004. In these ads, they searched for any mention of leadership. Hernon and Rossiter then surveyed ARL university library directors and interviewed eight who completed the survey.

Patricia Promis's study expanded on Hernon's and Rossiter's work by moving beyond the director-level positions to analyze library job ads for EI skills for five distinct job categories: director,

assistant director, department head, experienced, and entry-level positions. The highlight of this article was Promis's table matching EI competencies with terminology associated with the library skills in the job ads on the *C&RL News* Web site for a three month period. She discovered that there was some comparable language in the job ads, but only a small percentage referred to specific EI competencies. Promis concluded that the profession is clamoring for EI skills but employers are not soliciting them at the point when positions are advertised. Kreitz's leadership and EI study included both library directors and members of their senior management teams in Association of Research Libraries located in the Western United States. Respondents were asked to list the top ten ideal EI traits needed by directors and senior management team members and the results were provided through three distinct lists for directors, SMTs, and a list of shared ideal leadership traits for all leaders. Kreitz concluded, "Just as the organizational responsibilities of director and senior management team members complement each other, so do the traits needed to fulfill those roles effectively" (547).

McKeown's and Bates's study provided insight into EI leadership practices within a public library setting in the

context of organizational change in Northern Ireland. They sent an online survey to branch managers in Northern Ireland. The findings resulted in the development of three specific frameworks: Emotional Intelligence Leadership Skills Competency Framework for Branch Managers; suggestions for applying EI to leadership/management and staff development; and suggestions for applying EI to customer relations. "The research revealed that emotional intelligence was a new management concept to 70 percent of respondents" (477).

## **CULTURAL STYLES**

Culture is important to the examination of black librarians and emotional intelligence, because cultural differences exist between blacks and whites in America. Kochman, who is a white Cultural Anthropologist, studied black language and culture for years. In *Black and White Styles in Conflict*, he provided a look at black and white cultural difference based on white middle class values. He revealed the cultural factors that cause blacks and whites difficulty communicating. His research included observations of his students in classes in urban high schools and university settings as well as black communities in which he worked. Kochman also used anecdotes to

illustrate the points about cultural differences. Brooks, in "Cultural Diversity: It's All about the Mainstream," explored the meaning of culture. He then discussed how cultural diversity can be implemented in three different models — "cultural assimilation," "transculturalism," and "pluralism," and he considered the pros and cons of each model, especially for blacks. Brooks asserted that the cultural assimilation model leads to black culture subordination in America (24). Williams and Land argued that "a color-blind discourse and ideology, 'race neutral' laws and policies have been effective in sustaining White dominance and legitimating Black subordination, particularly in education" (579). These authors maintained that race and culture matter. Likewise, Asante and Davis stated that "... because the black person and the white person will bring their cultural 'baggage' to a situation, the resultant communication will reflect their diversity."

Dubois's *Souls of Black Folks*, a seminal work, is a collection of essays about race in which he introduced his famous double-consciousness and veil concepts. Steele and Aronson defined stereotype threat and Steele used his own personal experiences to set the stage for a discussion of the effect of stereotype threat in American society. He contended that our social identities can

affect our performance in the classroom, on standardized test, or our memory, etc. Steele reviewed the development processes of stereotype threat, its consequences, and its solutions. He shared examples of how various groups are affected by stereotypes and he revealed through experiments the negative effect of stigma pressure on intellectual performance for both women and blacks. Roby Boylorn in "Working While Black: 10 Racial Microaggressions Experienced in the Workplace," considered, through her own personal and family story, the challenges of being black in the workplace, and she likened being black and successful in the workplace to being a so-called model minority. Boylorn said, "Working while black, regardless of your circumstances, carries with it the weight of blatant or casual racism" (n. pag.). She identified ten realities and racial microaggressions that people of color experience in the workplace. Ng provided a definition of microaggressions.

## INTRODUCTION

Regarding library leadership and emotional intelligence (EI), not a lot has been written and even less has been written about how EI relates to black employees in library organizations. In the library profession, much emphasis is placed on intellect, experience, technical

skills, mentors, and degrees to be successful. Yet these are not the only tools that black librarians need to succeed. The knowledge of emotional intelligence and the role that EI and culture play in libraries are the secret tools that every black librarian from beginners to leaders must have in his or her professional repertoire to succeed in the complex and emotional ecology of a library organization, on teams, and on committees.

A review of the history of emotional intelligence is important to this discussion. McCleskey, in "Emotional Intelligence and Leadership: A Review of the Progress, Controversy, and Criticism," outlined the history of emotional intelligence. According to McCleskey, the term emotional intelligence was introduced in 1966 by Von Barbara Leuner and in 1983 Howard Gardner advanced the idea that individuals possessed an interpersonal and intrapersonal intelligence. In 1990, Peter Salovey and John D. Mayer published an article that presented a framework for emotional intelligence and are credited with the current conception of EI. Moreover, he asserted that in 1995 Daniel Goleman popularized the term in his book *Emotional Intelligence: Why it Can Matter More Than IQ* (76-77).

To understand emotional intelligence, we must first understand the concept and several social scientists have defined it. For example, Goleman believed "Emotional intelligence . . . refers to the *abilities to recognize and regulate emotions in ourselves and in others*" (*Emotionally* 14). Salovey and Mayer stated "emotional intelligence [is] a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others, and the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life"(195). On the other hand, Goleman posited that "Emotional intelligence" refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ" (*Working* 317).

There is frequently a debate among social scientists and ordinary people about which is more important IQ or EI. Librarians spend years getting degrees and training because we have been taught that credentialing and experience are needed to get a head in the workplace. Yet sometimes we all have observed that a colleague with degrees

from all the right institutions and a high IQ does not excel in the profession, while a person who is a “schmoozer” or who has good interpersonal skills and average ability, soars and is promoted to high-level management positions. Klare, Behney and Kenney echo this thought:

The ability to read and manage the emotional tenor or a specific situation is a critical piece of workplace success. . . . Working in academic libraries, we frequently see that intellect is privileged over emotions. Often smart people with strong intellectual credentials and highly developed analytical thinking skills may not have an equally developed set of skills for recognizing and responding to emotions emanating from themselves as well as from others. When individuals in leadership [faculty or staff] positions are not able to read their co-workers and appropriately respond to the emotional temperature of the room, the resulting confusion, miscommunication and disengagement leave people wondering, “What just happened here?” (21).

During the author’s presentation at the 9<sup>th</sup> National Conference of African American Librarians Conference

(NCAAL), she asked the audience for examples of EI at work. One participant raised her hand and described a colleague in her library who lacked EI skills. She said the woman frequently was unable to sense that she had been over-talking in meetings. Such moments are always uncomfortable and can become an irritant to those meeting participants who are on the receiving end in organizations.

Brian Patrick and Daniel Goleman maintained that emotional intelligence is a better indicator for career success than traditional IQ (15, *What Makes a Leader* 94). Goleman said many people who are book smart but lack emotional intelligence end up working for people who have lower IQs than they, but excel in emotional intelligence skills (*Working* 317). He also stated that the two most common traits of those who fail are rigidity and poor relationships (40). Patrick agreed that EI rather than IQ determines the quality of relationships one has with others. From his research of companies, Goleman declared that, “when I calculated the ratio of technical skills, IQ, and emotional intelligences as ingredients of excellent performance, emotional intelligence proved to be twice as important as the others for jobs at all levels” (*What Makes a Leader* 94).

## **Can EI be learned?**

Goleman declared in “What Makes a Leader?” “Emotional Intelligence can be learned” (97). A variety of other authors supported his contention that emotional intelligence can be learned, such as (Klare, Behney & Kenney 23; Patrick 18; Porter 200; Promis 24; Schachter 49, 50; and Salovey and Mayer 191). Porter believed that EI can be learned whether it is through conferences, courses, mentors, or reading (200). However, the latter is only true if the librarian is motivated to change. An individualized, tailored approach is required to teach a librarian EI skills. A coach may be used to assist librarians with breaking old behaviors and to learn new ones. It is only by practice and feedback from a coach or colleague that old behaviors can be unlearned. Porter asserted that . . . “practicing emotional awareness and empathy in interpersonal communication with staff is a good way to improve EI” (200). To become more empathetic, librarian leaders, faculty, and staff must practice EI skills, such as self-awareness and self-regulation, in order to master them. Moreover, both Patrick and Goleman maintained that there is a correlation between emotional intelligence and age. Patrick observed that EI is determined by age and it changes in us over time. He posited that by example parents help children as they grow up develop EI, as well as how to

manage their emotions (18). Goleman stated that one thing is certain: Emotional Intelligence increases with age and maturity (97). So, unlike IQ, the good news is that if one is not born with EI it can be developed and learned.

The majority of EI studies are based on Daniel Goleman’s Emotional Competence Framework that consists of five domains and twenty-five traits. Therefore, it is important to explore Goleman’s EI framework. Below is Goleman’s EI framework with his five domains and accompanying traits.

### **Daniel Goleman’s Emotional Competence Framework**

**Personal Competence** – These competencies determine how we manage ourselves.

Self-Awareness – Knowing one’s internal states, preferences, resources, and intuitions

- Emotional awareness
- Accurate self-assessment
- Self-confidence

Self-Regulation – Managing one’s internal states, impulses, and resources

- Self-control
- Trustworthiness
- Conscientiousness
- Adaptability
- Innovation

Motivation – Emotional tendencies that guide or facilitate reaching goals

Achievement drive  
Commitment  
Initiative  
Optimism

**Social Competence** – These competencies determine how we handle relationships.

Empathy – Awareness of others' feelings, needs, and concerns  
Understanding others  
Developing others  
Service orientation  
Leveraging diversity  
Political awareness

Social Skills – Adeptness at inducing desirable responses in others  
Influence  
Communication  
Conflict management  
Leadership  
Change catalyst  
Building bonds  
Collaboration and cooperation  
Team capabilities

**Source:** Daniel Goleman. "The Emotional Competence Framework." Table. *Working with Emotional Intelligence*. New York: Bantam, 1998, 26-27.

The above five themes are the foundation of Goleman's EI framework. It is not enough to just list the five themes so they will be explored in the context of the library world.

## **Self-Awareness**

Goleman stated, "Self-awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. . . . People who have a high degree of self-awareness recognize how their feelings affect them, other people, and their job performance" (*What Makes a Leader* 96). Thus they understand their values and goals, they speak honestly about their feelings and abilities in terms of work, and they are self-confident. For example, a librarian understands that too many interruptions while working on a project breaks her focus and leads to her being stressed. A librarian who is self-aware makes career decisions in line with her goals and values. If she wants to be an academic librarian, her job choices reflect this desire. In other words, she will not take a job in a public library solely for more money. During an interview, a "Self-aware candidate will be frank in admitting to failure – and will often tell their tales with a smile," said Goleman. He also stated that "Self-awareness can also be identified during performance reviews and self-aware people are comfortable talking about their limitations and strengths and they desire constructive criticism (*What Makes a Leader* 96). On the other hand, librarians with low self-awareness will



interpret the message that they need to improve as a threat or a sign of failure.

### **Self-Regulation**

Self-regulation allows us to control our emotions and feelings and stops the Amygdala Hijack from taking over. Goleman posited the signs of emotional self-regulation as a propensity for reflection and thoughtfulness; comfort with ambiguity and change; and integrity – an ability to say no to impulsive urges (99). Self-regulation is important during times of change. Goleman contends “people who have mastered their emotions are able to roll with the changes. They don’t panic” (98). Can you picture a self-regulated library leader? Perhaps an example of this type of leader is the library director who invites the Provost to a library staff meeting. While the Provost is there, a librarian brings up a sensitive campus issue or she begins to elaborate about a library problem that she never discussed with the director. Once the Provost leaves, the director must decide how to handle this matter. She can become furious and shout about why the questions were inappropriate. Or she can use it as a teachable moment and calmly describe why the librarian’s statements were improper, either one-on-one with the librarian or with the entire organization. Regarding change, libraries are undergoing significant

changes in the 21<sup>st</sup> century because of downsizing, reorganization, technologies, and new services. Often when a new leader is hired, change will occur. Library personnel who are able to get on-board with change or the new direction for the library are the people who become key in the new organization and who get promoted.

### **Motivation**

It comes as no surprise that effective leaders are motivated and are driven to achieve. They are passionate about their work, energetic, optimistic, always raising the performance bar, and committed to the organization. Goleman says, “They are persistent with their questions about why things are done one way rather than another; they are eager to explore new approaches to their work” (99). “People who are driven to do better also want a way of tracking progress—their own, their team’s, and their company’s. Whereas people with low achievement motivation are often fuzzy about results . . .” (100). In the library world, motivation is illustrated when an employee endeavors to constantly improve on work processes or to develop new services. Such people display a “can do attitude” rather than adopt a posture of “it’s not in my job description.” Motivated employees may shun headhunters even for larger libraries and more money because they

are committed to an organization. Optimism is what allows effective leaders to continue to strive during bad budget times, staff shortages, and unyielding workloads. Any library head who has sought funding for a new or renovated library building project knows that it takes years to achieve this goal, which makes that leader a living example of optimism.

### **Empathy**

Empathy is a central theme in any discussion about emotional intelligence. Goleman argued, “. . . empathy doesn’t mean a kind of “I’m okay, you’re okay” mushiness. “For a leader, that is, it doesn’t mean adopting other people’s emotions as one’s own and trying to please everybody. . . . Rather, empathy means thoughtfully considering employees’ feelings—along with other factors—in the process of making intelligent decisions” (100). To do this a leader must be aware of her own emotions before she can read employees’ emotions and their nonverbal expressions. Demonstrations of a library leader’s or colleague’s empathy may be witnessed by an employee who is sick or dealing with ill family members. Such an employee may receive understanding and support by being given a flexible work schedule or time off within the needs of the organization. Likewise, a new librarian

may be struggling with multitasking and competing priorities. A supervisor may assist a new librarian by working with her to identify which tasks are most important and/or assign her a mentor. Goleman asserted empathy is important to have with leading teams, to understand cultural and ethnic differences, and to retain talent (100-101). Finally, he declared that empathy requires “Picking up the social rhythm and timing of those we work with is essential” (*Working* 137).

### **Social Skills**

Goleman summed up social skills as the “Adeptness at inducing desirable responses in others” (*Working* 27). Social skill deals with a person’s ability to manage relationships with others. Goleman said, “Social skill . . . is friendliness with a purpose: moving people in the direction you desire, whether that’s agreement on a new marketing strategy or enthusiasm about a new product (*What Makes a Leader* 101).” These people are effective at communicating and can build rapport with all kinds of people; they are good at networking. They are good at managing teams, artful persuaders, and sought-after collaborators because they are highly-motivated, passionate, and results-oriented. For example, the Executive Director of a library consortium must be adept at

establishing a rapport and working with a variety of library leaders in both small and large institutions. First, she must be capable of getting them to maintain their memberships and to participate in the consortium, and secondly get them to endorse funding for various resources and services. Most importantly, she must demonstrate results. Her failure to do any of these things will mean that she will not be in the job very long. In another instance, a library leader, an associate university librarian, or IT Librarian may need effective social skills to convince the library organization to make the switch from a locally run online integrated library system to a hosted, cloud-based system. Needless to say, social skill is a key leadership capability, because a leader must use this skill to get work done through other people.

### **Libraries and Emotional Intelligence**

Goleman in "What Makes a Leader?" advocated that "emotional intelligence is the sine qua non of leadership" (94). EI is a concept for library leaders to embrace because it advocates moving beyond cognitive abilities and credentials and to be aware of our emotions -- that is, how to manage and regulate them, how to handle relationships, and how to achieve desirable responses from others. EI

focuses on using the "soft" and interpersonal skills to develop effective leaders, improve customer service, and create organizational change. These skills are all necessary to be an effective leader.

From the library's perspective, Schachter asserted, "Emotional intelligence refers to the "soft" or "people" skills that librarians need to develop and use so they can become leaders within their organizations" (49). Promis contended, "Soft skills, traditionally valued in upper management are now essential at all levels of the professional workforce" (28). However, it is Brandi Porter in "Managing with Emotional Intelligence" that contextualizes and makes EI real in the library environment when she said:

My greatest learning experiences have come from the mistakes I have made when not recognizing my own emotions or when letting other people's emotions shape my behavior. I have found that much of library management is about interactions with others-whether, it is employees, students, faculty, or public--so being able to communicate and listen to others is critical"(199).

Porter further asserted, "Managers can employ emotional intelligence (EI) to build trust among employees, to

effectively handle crises, and to produce an efficient, team-oriented work environment” (199).

At the NCAAL Conference, the author used the longer Porter quote as an opportunity to illustrate to the session participants the meaning of EI in libraries. The author then provided the audience with examples of when people are not very emotionally intelligent at work. For example, the first two cases highlight poor communication, interpersonal, and political skills in people: an employee rolls her eyes and does not speak to her supervisor and vice versa the library head who does not speak to her employees both lack EI skills. Another example, which demonstrates poor communication and interpersonal skills, is the employee who displays an attitude and grumbles versus stating her case calmly and factually to her supervisor or colleague. Of course, there are the infamous e-mail battles that escalate when the non-verbal

exchanges should have ceased long before tempers flared and a face-to-face meeting should have been called, which falls into the categories of self-awareness, self-regulation, and empathy. During an interview, a candidate fails to read either what is important to the search committee or to read the underlying subtleties in committee members’ questions. The latter may demonstrate the candidate’s lack of self-awareness in terms of having intuition and/or understanding her own strengths and weaknesses as they relate to the job duties and work setting.

Because there is no one leadership style that works all the time, leaders must change their leadership style based on the situation. Goleman’s “Leadership Style, EI and Organizational Effectiveness” table below will be very useful to librarian leaders and aspiring leaders in determining which style to use for a specific challenge at work.

### LEADERSHIP STYLE, EI, AND ORGANIZATIONAL EFFECTIVENESS

Leadership Style	EI Competencies	Impact on Climate	Objective	When Appropriate
Visionary	Self-Confidence, Empathy, Change Catalyst, Visionary Leadership	Most strongly Positive	Mobilize others to follow a vision	When change requires a new vision or when a clear direction is needed
Affiliative	Empathy, Building Bonds, Conflict Management	Highly positive	Create harmony	To heal rifts in a team or to motivate during stressful times

Democratic	Teamwork and Collaboration, Communication	Highly positive	Builds commitment through participation	To build buy-in or consensus or to get valuable input from employees
Coaching	Developing Others, Empathy, Emotional Self-Awareness	Highly Positive	Build strengths for the future	To help an employee improve performance or develop long-term strengths
Coercive	Achievement Drive, Initiative, Emotional Self-Control	Strongly Negative	Immediate compliance	In a crisis, to kick-start a tum around, or with problem employees
Pacesetting	Conscientiousness, Achievement Drive, Initiative	Highly negative	Perform tasks to a high standard	To get quick results from a highly motivated and competent team

Sources: Daniel Goleman. "Leadership Style, EI, and Organizational Effectiveness." Table. "An EI-Based Theory of Performance." *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. Eds. Cary Cherniss and Daniel Goleman. San Francisco, CA: Jossey-Bass, 2001. 42. Print.

The distinction between hard skills vs. soft skills is essential in discussing emotional intelligence. Based on the philosophy of EI gurus, such as Goleman, hard skills are the cognitive and technical skills that a leader needs to get a job and the soft skills are the one she uses in combination with the hard skills to keep the job and to succeed. From my knowledge as a library dean, from both developing and reading job advertisements, hiring librarians and library staff, serving on executive level university search committees, and participating in Deans' Council and President's Council and as well as

getting to observe top leaders in academe, the author developed a list of hard skills and soft skills that library leaders need to succeed at work.

### **Hard Skills**

Demonstrate intellectual curiosity  
 Strong academic background bachelor's, master's, and doctorate  
 Relevant library school coursework in job area  
 Possess presentation and teaching skills  
 Proficient with technology  
 Understand the core values and theoretical underpinnings of the profession

## Soft Skills

Adaptable  
Change Agent  
Collaborative  
Multi-tasker  
Political  
Energetic/Passionate  
Initiative  
Listener  
Leader  
Optimist  
Good oral and written communication skills  
Good Interpersonal/people skills  
Manage relationships and build partnerships  
Understand Institutional Culture  
Risk taker  
Visionary

There is some correlation between the traits on the author's aforementioned list of hard and soft skills that library leaders need to succeed with McKeown's and Promis's leadership EI attributes.

McKeown's top five leadership attributes were: communication; teamwork and collaboration; adaptability; integrity/trustworthiness; and organizational awareness (462). However, Promis's research, which examined job advertisement for five positions (Dean/Director/Head Librarian, Ass/Assoc. Dean/AUL, Department Head, Experience Librarian (3+ years) and Entry-level librarian), looked at terminology associated with soft skills encountered in job ads she reviewed and she matched them with a suitable emotional competency in Goleman's framework. Promis's table displaying the connection between job ad terminology and Goleman's EI competencies can aid librarians who are job hunting in understanding what are EI competencies as well as those who need to hone their EI skills.

EI Competence	Job Ads Terminology
<b>Self-Awareness</b>	
1. Emotional awareness	Handles stress; understands impact of own emotions in the workplace
2. Accurate self-assessment	Applies new learning; open to feedback, self-development, and continuous learning
3. Self confidence	Decisive; assertive; voices unpopular views
<b>Self-Regulation</b>	
4. Self-control	Positive; stays focused; good time-management skills; sets priorities
5. Trustworthiness	Works independently; displays honesty, integrity, accountability; builds trust
6. Conscientiousness	Dependability; meets deadlines; organized
7. Adaptability	Flexibility; adapts to changes; handles multiple demands; multitasks
8. Innovation	Innovative; creative; open in new ideas, information, technology, approaches; takes risks; generates ideas

<b>Motivation</b>	
9. Achievement drive	Goal-oriented, results-oriented; committed to excellence; strives to improve
10. Commitment	Embraces organization's goals and vision; resilient; goes extra mile; has sense of purpose
11. Initiative	Energetic; dynamic; proactive; cuts through red tape
12. Optimism	Positive attitude; persistent; enthusiastic
<b>Empathy</b>	
13. Understanding others	Good listener; interested in others' feelings and concerns
14. Developing others	Supports staff development; mentor; timely coach; gives constructive feedback
15. Service orientation	Customer-focus; user-focus; customers' needs come first
16. Leveraging diversity	Respect for others' views/beliefs; challenges bias and intolerance; works well with diverse customers
17. Political awareness	Politically savvy; aware of internal and external atmosphere; takes advantage of social networks
<b>Social Skills</b>	
18. Influence	Advocates; inspires; builds rapport; encourages; builds consensus; persuasive; convincing
19. Communication	Articulate; excellent written and oral skills; shares information openly; transparent
20. Conflict management	Negotiation skills; diplomacy; problem solver; encourages debate; pursues win/win solutions
21. Leadership	Sets example/role model; guides others; sets vision; leadership skills; sets direction for future
22. Change catalyst	Anticipates and manages change; removes barriers
23. Building bonds	Establishes and maintains relationships and partnerships
24. Collaboration and cooperation	Collegial; participatory; inclusive; empowers others; shares information
25. Team capabilities	Fosters team environment; team player; shares vision and goals

Source: Promis, Patricia. "Are Employers Asking for the Right Competencies?: A Case for Emotional Intelligence." Table. *Library Administration and Management* (Winter 2008), 27. Print.

Promis stated "a relatively small percentage of job ads refer to specific EI competencies; however, many of the qualities sought in applicants are comparable to them" (28). In a similar study of library director job ads, Hernon and Rossiter also said that many of the

EI traits ARL directors thought were important were not mentioned in the job ads (272). Thus it appears that if library leaders are serious about requiring emotional intelligence skills in their employees, they must begin to incorporate such language into job



advertisements. With baby-boomer librarians retiring in big numbers these days, verifying job candidates' EI skills is important for building future academic library organizations and ensuring that the library continues to be a key player in campus life.

### **Cultural Styles: Black and White**

As a forerunner to a discussion about EI and the black librarian, we must first examine the differences in black and white cultural styles. It has been established that EI is about our emotions and managing our emotions. However, what role does culture play in determining emotions and the relationship between blacks and whites in higher education and libraries? At its most basic level, culture can be defined as "the congeries of values, attitudes, behaviors, language, music, art, stories, and other conventions that govern or characterize a society or identifiable group within a society" (Brooks 18). Williams and Land stated, "One's cultural orientation will dictate how he or she experiences reality and the world" (584).

Kochman declared, "Black and white cultural differences are generally ignored when attempts are made to understand how and why black and white communication fails" (7). He posited that culture is ignored because there is only one culture: the dominant

white culture. Kochman on modes of behavior for blacks and whites:

The modes of behavior that blacks and whites consider appropriate for engaging in public debates on an issue differ in their stand and level of spiritual intensity. The black mode—that of black community people—is high-keyed: animated, interpersonal, and confrontational. The white mode—that of the middle class—is relatively low-key: dispassionate, impersonal, and non-challenging. . . . (18).

Kochman's statement above is not absolute for all blacks or whites but culture does play a role in how individuals respond in various situations. Moreover, when the white mode versus black mode is most distinct will be over conflict and disagreement. In such situations, the black librarian, involved in the misunderstanding is likely to feel disrespected and/or treated unfairly. This treatment will result in feelings of anger or frustration which will lead to the black librarian's response perhaps being more agitated and passionate.

Much of the disagreement between blacks and whites at work, especially between white supervisors and black employees, takes place in meetings where issues are being discussed and

negotiated. Kochman contended that “in official meetings, inequality is built into the negotiations” (38). It results from the power of one group . . . —the whites—to prevail regardless of the merits of their argument. Because blacks are a minority group in America, they are generally the aggrieved party and they bring their earnestness and dynamic opposition but also their anger and hostility to the meeting which whites believe is inappropriate and disabling to a rational discussion (38). Kochman continued:

Blacks do not believe that emotions interfere with their capacity to reason. . . . Blacks certainly cannot agree that the expression of anger and hostility by an aggrieved party is inappropriate during negotiating sessions. After all, they are reacting to the conditions and circumstances that constitute the agenda of the meeting. Blacks regard white efforts to get them to set aside their feelings as unrealistic, illogical, and politically devious. It is politically devious as an attempt by whites to gain, as a prerequisite to negotiations, what they want as a consequence of the negotiations, i.e., appeasement of black anger and hostility (38).

Kochman is right that blacks do not believe emotions interfere with their capacity to reason. For example, white culture emphasizes protecting the sensibilities of others (do not offend or embarrass) but blacks may argue, “If you did it, I can call you on it.” Another difference in black and white culture is the use of direct questioning. In the white community, sharing personal information is seen as a way to get to know people. But in the black community personal information is private and it can be seen as being nosy and unnecessary for people whom they work with to know. Kupenda in “Facing Down the Spooks” validated this difference in cultures when she described how she was surprised when a white male administrator scolded her during a pretenure evaluation for not telling him and her colleagues enough about her personal life (20). The lesson here is that what is considered friendly, getting to know you conversation in one culture may be considered intrusive by another ethnic group. Whites need to understand that blacks are not being unsociable when they refuse to answer direct personal questions but rather that they find such questions inappropriate. When this issue was discussed at the NCAAL presentation, it resonated very much with the audience. So, cultural etiquette must become a part of the EI competencies discussion.

Let us tackle the issue of which behavioral traits are considered appropriate for males and females. Black women, who can be forthright and outspoken, are frequently referred to as aggressive and, of course, black males are perceived as intimidating. The latter stereotypes are annoying and perplexing to blacks. Perhaps Diane Lewis offers an explanation for the negative stereotyping. Lewis enumerated "... a range of behavioral traits that whites would consider "masculine" or "feminine" but blacks would consider common to both sexes. These are aggressiveness, independence, self-confidence, non-conformity, sexual assertiveness, nurturance, emotional expressiveness, and focus on personal relationships. Whites would consider the first five traits "masculine" and the last three as "feminine" (qtd. in Kochman 10). Lewis's comments are eye-opening. This set of behavioral traits requires black librarians to sharpen their EI skills in the self-awareness, empathy, and social skills competencies, as well as to be aware of cultural differences regarding behaviors of females and males.

Because the author is most familiar with the higher education milieu, she shared with the NCAAL audience some of the challenges that blacks face in the academy, such as this quote by a black female academic in Kochman's book: "...

in her experience at academic meetings, whites withdraw from participation when blacks violate behavioral norms, but not when other whites do so" (159). Kochman asserted that this different treatment is clearly a matter of racial discrimination (159).

The author then read the following quote to the audience to illustrate the point about how black faculty are viewed:

At the meeting between community representatives and university faculty . . . , the remark of the white female faculty member who characterized the session as a "Baptist revival meeting" did not go unchallenged. A black male faculty member—a principal leader in the opposition to the proposed urban education program—angrily pointed a finger at her and said, "Professor \_\_\_\_\_, you need to know something. You can't make me over into your image. Do you understand that? You can't make me over into your image." Then, upon seeing her frightened look, he softened his anger and said, "You don't need to worry; I'm still talking. When I stop talking, then you might need to worry." The white professor was not

reassured. When the meeting was over, she accused the black faculty member of having “threatened” her. He was astonished by her accusation. His comment . . . was, “All I did was *talk* to her. Now how can that be threatening?”(Kochman 43-44).

The above anecdote reveals how black and white communication styles can be in conflict. The black faculty member is simply making his point but the white female faculty member perceived him as being verbally aggressive and as a threat. While this scenario took place in the 70s, this type of misinterpreting black faculty intentions still happens today and it often is a source of the “fit” problem of many black librarians in majority-run academic and public library organizations.

Some would argue that the above scenario is the direct result of white culture being dominant and black culture being subordinate, which can be the underlying cause of conflict in libraries and colleges and universities between blacks and whites. Brooks addressed cultural assimilation and subordination saying, “Cultural assimilation is problematic to many African Americans. It imposes cultural subordination on African Americans.

Black identity is denied and black culture is not allowed to contribute to the shaping of important mainstream institutions. . . . Blacks must suffer one form of subordination (cultural subordination) to alleviate another form of subordination (socioeconomic subordination)” (24). Black academics and librarians, who frequently are the token black person at work, understand what Brooks says about suffering cultural subordination to alleviate socioeconomic subordination.

### **EI and the Black Librarian**

The author’s first job in an academic library at the age of 23 was where she learned about cultural differences. As the only black librarian or person of color in the library, she was grappling with a number of issues, such as living on her own for the first time and paying bills, but also dealing with her first professional integrated work environment. In this new environment, she had a few things going for her: (1) She was well trained as a librarian, confident in her ability, and she enjoyed the work and (2) her parents had taught her “She had to work twice as hard and be twice as smart to make it as a black person in America,” which held her in good stead.<sup>5</sup> This saying was her parents’ way of preparing her to live in a

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During the session, the author asked the session participants if they had heard the maxim: “A black

person has to work twice as hard and be twice as smart to make it as a black person in America” and

white world. She also was very familiar with Dubois's double-consciousness theory:

It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his two-ness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder (5).

So it is that black librarians must balance their two-ness at work in academic and public libraries and adapt to the dominant white culture's norms. Failure to control one's attitude and emotions or to navigate the dominate culture will result in negative consequences for a black librarian in predominately white libraries that can take the form of being blamed, isolated, marginalized, stymied, stereotyped, and fired.

During the NCAAL Conference, the author discussed with the session participants the stereotypes that black

men and women encounter in American society, including work. The author, who is a black female, was very aware of the negative stereotypes about black women but she addressed the issue anyway. She referenced Bell Hooks' and others' scholarship about the black woman as Mammy, Sapphire, and Jezebel. She also said that Zora Neale Hurston referred to black women as the "mules of the world." Of course, no one can forget Don Imus referring to the black female Rutgers' basketball team as "nappy-headed hos." As for black men, the author shared with the audience how she had read about a black professional male, who is large in stature, and he makes a point to lower his voice and to present himself in an unaggressive manner, especially when talking with white women in order to be less intimidating (Jones n. pag.). St. Jean and Feagin also addressed white fears of "the large black man:"

Black men commonly experience whites "seeing" them as taller and heavier than they really are. Lying behind size imagery is apparently the stereotype of black men as violent. Among white Americans the image of a threatening black man is an old racial dream (nightmare), yet somehow it has

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all in the room said they had heard some version of this saying.

come to be real and shaping of everyday behavior in a large variety of organizational and public settings (56-57).

“The perception of white men is that all black men, no matter if they are Harvard MBAs in finance or look like nerds, are jocks” (Tucker 63). The author asked a black professor about how black men were perceived in academe and he said without thinking, “angry and stupid.” She then asked the audience about these stereotypes of black men and black male library employees in the room confirmed these experiences.

The author went on to discuss with the audience the various stereotypes that have existed for black men and women at work. Both black men and women are perceived as aggressive, angry, incompetent, intimidating, and invisible. Black men have the added burden of being seen as criminals and jocks. Similarly, black women are seen as tough, harsh and unfeeling. Of course, black librarians are not immune to being viewed by some whites through the negative stereotypes of black people that appear in the media and movies. Because the very existence of a black librarian is an oxymoron.

Since these stereotypes have become a part of the identity of black people, they are real for black librarians. Black librarians must learn to guard against

what Claude Steele called the “Stereotype Threat.” Steel and Aronson defined stereotype threat as the experience of “being at risk of confirming, as self-characteristic, a negative stereotype of one’s group” (797). It is a type of subconscious self-handicapping. The negative stereotypes follow blacks and are like a threat hanging over black librarians’ heads. One misstep could cause the black librarian to be reduced to a stereotype to be seen and treated in terms of it. Steele declared that in the right situation any group can succumb to stereotypes. He said:

There exists no group on earth that is not negatively stereotyped in some way—the old, the young, northerners, southerners, WASPs, computer whiz kids, Californians, and so forth. And when people with these identities are doing something, or are in a situation for which a negative stereotype about their group is relevant, they can feel stereotype threat; they can feel under pressure not to confirm the stereotype for fear that they will be judged or treated in terms of it. Identity threats like this—contingencies of identity—are part of everyone’s life (88-89).

Steele’s and other social psychologists’ research has shown that stereotype

threat decreases performance of people who belong to stereotyped groups. This means that the black librarian's emotional intelligence skills of self-awareness and self-regulation must be keen to ward against over-reacting to every little slight whether it is perceived or real and to assess situations that have the potential to create a stereotype threat. Moreover, in talking with a black male colleague about stereotypes that he faced in academic libraries, he introduced the word "microaggressions." The author encountered this term in reading Boylorn's "Working While Black: 10 Racial Microaggressions Experienced in the Workplace." Boylorn says, "Racial microaggressions are real and while they are sometimes felt and experienced tangentially, folk of color are marginalized in similar ways simply because they are of color. Prestige of position is not protection" (2). So, what are microaggressions? David Ng defined microaggressions as "small social insults that [can] cause emotional distress" (2). Although it will not eradicate microaggressions, black librarians can limit the impact of or seek to eliminate this behavior from others by sharpening their EI interpersonal skills.

To mitigate stereotypes, the black librarian can make a conscious decision to do the following:

1. Avoid the Amygdala Hijack
2. Avoid the Stereotype Threat
3. Find a diplomatic way to express oneself which may mean suppressing what one truly feels or believes
4. Resist becoming defensive if one did not say or do something wrong
5. Deal with perceived microaggressions (slights) effectively and rationally
6. Manage voice volume and high expressiveness
7. Watch your body language and facial expressions, such as rolling eyes
8. Learn to handle direct personal questions that you believe are intrusive
9. Ignore stupidity in both people and politics and stay focused on the job
10. Recognize that there are those who bet on a black person's emotions to explode
11. Take stretch assignments and ensure you are contributing to the bottom line or success of the library
12. Consult colleagues both black and white about an issue to gain perspective



## CONCLUSION

This complex exploration that has involved a review of emotional intelligence, library organizations, cultural styles of blacks and whites, and EI and the black librarian has resulted in the conclusion that emotional intelligence for black librarians means focusing on managing emotions and behavior as the key to establishing positive relationships at work. Many black librarians in all types of libraries but, especially in academic and research institutions, find themselves being the token black person – that is being viewed as a symbol of race rather than as an individual (Wilson 64). Unlike black men, who like white males are seen as authority figures, black women must deal with being both black and a woman – that is double-marginalization and the accompanying problems of discrimination and oppression from racism and sexism. St. Jean and Feagin found that in the majority of cases of gendered racism against black women, that the discrimination was due to race rather than gender (17). This means that the black female librarian must resist being marginalization by employing Goleman's five EI competencies: self-awareness, self-regulation, motivation, empathy, and social skills.

For the black librarian, it is the reliance on intuitiveness and the development of

EI skills in navigating racism and in mitigating the risk factors in the workplace, such as conflict, communication breakdowns, passive-aggressiveness, bullying, threats, and other problems that will allow them to thrive. When faced with obstacles, threats, or racism, the black librarian must quickly become aware of her duality and determine which cultural style to use either the white style or black style or a combination of both styles in responding to an issue. It is in problem solving and dealing with microaggressions that the black librarian's two-ness of which Dubois spoke of can be an asset.

During conflict, the black librarian has the prerogative to decide which cultural experience she will draw on for her response – the low keyed, dispassionate, impersonal and non-challenging white cultural style or the high-keyed, passionate, interpersonal and forthright style – identified with black culture. If the black cultural style is chosen, this can result in some tension with white or other ethnic groups but being emotionally intelligent does not mean that everyone gets along and that everything is always pleasant. Goleman said, "EI doesn't mean just 'being nice.' At strategic moments it may demand not 'being nice,' but rather, for example, bluntly confronting someone with an uncomfortable but consequential truth

they've been avoiding" (*Working* 6). Therefore, which cultural style to use is the black librarian's choice as long as she understands how her response will be perceived by the dominant white culture. Asante and Davis stated, "Severe social and political penalties have and may accrue for the black person who simply responds to a white employer from his or her African cultural styles" (92). This discussion of EI and the black librarian in libraries has sought to give these librarians something to ponder about their work experiences. Because for far too long, there has been a revolving door of black librarians and other librarians of color in academic and research libraries. As a result of this examination, black librarians should understand that cultural differences frequently play some role in workplace disputes. When disagreements arise, black librarians have the option of now using their EI skills as a strategy for becoming more creative in arriving at alternative solutions to problems on days when they find themselves feeling angry, defensive, isolated, or embattled at work.

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## **Mobile Apps in the Library: Using, Reviewing, Creating**

**Presenter: Elizabeth Jean Brumfield, John B. Coleman Library, Prairie View A&M University**

Participants were introduced to mobile apps and a summary and review of the role librarians play in promoting technology. Various apps were discussed including ones created by the presenter. Participants learned how to create their own sample app and were encouraged to bring a mobile device for viewing their app.

## **My Journey in Librarian Activism**

**Presenter: Rodney Freeman, Chicago Public Library**

In this presentation, the presenter defined what librarian activism meant to him and the different approaches he used to affect change. Why librarian activism is important, who should participate, and a brief review of the issues and causes worth undertaking were also discussed.

## **Managing and Leading in Troubled Waters**

**Presenters: Sheba Marcus Bey, East Cleveland Public Library; Richard Ashby, Jr., Yeadon Public Library; and Cyndee Sturgis Landrum, Oak Park Public Library**

Riots, reductions-in-force (RIFs), and retirements along with any number of things can create ripples, waves and tsunamis in library organizations. New library leaders may find themselves navigating highly complex internal and external environments. At this session, three public library administrators shared their stories, strategies, and facilitated an interactive discussion focused on crisis management, organizational healing and managing with an eye on the future.

## **Professional Development, Organizational Effectiveness, and Change in the Modern Library**

**Presenters: Leo Agnew, University of Iowa; Regina Beard, Florida Gulf Coast University; Mike Broadwell, University of Kansas; M. Jean Derbyshire, Kansas State University; and Keith Russell, University of Kansas**

Libraries and staff are continuously challenged to be more effective and efficient with managing time and resources. Positive approaches to enrich both interpersonal and team interactions are proven methods that help make better decisions as well as better use of time. Joining this collaborative session enhanced the participants' abilities to help their libraries become more healthy organizations. In addition, participants in this session learned to improve teamwork, effectively plan and make decisions, and conduct evidence-based assessments. This session highlighted current practices in organizational change management, and described and demonstrated several positive

approaches, tools, and techniques that librarians can use to facilitate change:

### **Learning Objectives and Outcomes**

1. Participants are able to describe and demonstrate three tools for effective management practice for their own libraries
2. Participants are able to explain the rationale for using such tools in implementing positive change and evaluate their own organization
3. Participants developed a work plan for how to continue to build their leadership/management skills after the preconference.

## **Leadership Diffusion throughout the Organization: The Role of the HBCU Library Alliance in Developing Library Leaders**

**Presenter: Dr. Shaundra Walker, Georgia College**

The HBCU Library Alliance Leadership Program was established to develop leaders within HBCU libraries and on HBCU campuses. This session reported

the results of a mixed-methods study of the role of the leadership program in developing library leaders. To learn more about the HBCU Library Alliance

Leadership Program, please visit:  
<http://www.hbculibraries.org/html/leadership.html>



# **Joined at the Hip: How to Create Sustainable Partnerships between Public Libraries and Community-Based Organizations**

**Presenters: Sandra Michele Echols, Independent Consultant; and Nikeisha Smothers, Queens Library**

## **ABSTRACT**

Libraries are among the most accessible public institutions that reach all populations in every community. The outreach capabilities that libraries bring to the table make them a crucial partner for a sustainability program.

Throughout history, libraries have been referred to as community hubs providing a multitude of resources for all.

In order to remain relevant and competitive in today's digital age; creating viable partnerships are essential for 21<sup>st</sup> century libraries sustainability. The New York State Department of Adult Education along with Queens Library offers a unique approach to partnership development through its Literacy Zones, an initiative spearheaded by the New York State Board of Regents. This interactive half-day program provided attendees with hands-on experience utilizing the communication techniques developed by the various Literacy Zones in New York with a focus on Queens Library.

Attendees learned how to assess potential partners and create a partnership to better connect with local organizations.

## **OBJECTIVES**

- Understand the communication techniques developed by the Queens Public Library as a result of a grant-funded initiative.
- Analyze community-based organizations by creating a SWOT analysis (Strength, Weakness, Opportunity, Threat).
- Create a sustainable partnership plan and assessment.

## **Libraries as Community Hubs**

Throughout history libraries have been referred as community hubs and resource places for new immigrants, the newly unemployed, at-risk youth, and

individuals seeking their high school equivalency diploma or to learn English, and more at no cost.

### **21<sup>st</sup> Century Library and Partnerships**

Queens Library offers a unique approach to partnership development through its Literacy Zones, an initiative spearheaded by the New York State Board of Regents and the State Education Department.

### **Queens Community Partnership and Network**

The creation of strong partnerships with local community based organizations provides opportunities for individuals and families being serviced by the Welcome Center to foster a love for life-long learning. As a result of the strong partnership and bi-monthly meetings, the community at large has seen an increase in residents improving their quality of life.

### **Forming Partnerships**

- Defining the need for a partnership
- Starting the process
- Setting up and maintaining the partnership

### **Is There a Need for a Partnership?**

Note the benefits and goals below and test with potential partners:

- Is someone else already doing something similar?
- Do other organizations have similar or the same goals? If so, have you considered approaching them to become part of their partnership arrangement to ensure work is not being duplicated? If this is not appropriate or feasible, think about incorporating lessons they have learned into the new partnership arrangements.

### **Communication**

- What is effective communication?
- How do we communicate effectively?

### **Communication is:**

- Providing strong feedback
- Sharing and accessing all knowledge and information

### **Research Potential Partnerships by Completing a SWOT Analysis**

- Strength
- Weakness
- Opportunity
- Threat

### **History of SWOT Analysis**

- SWOT Analysis was the product of a decade of research at the Stanford Research Institute between 1960 and 1970.
- By the late-1950s, many American Corporations had grown frustrated that their significant financial investments in strategic business planning had failed to produce acceptable results.
- So, in 1960 a number of these corporations initiated a project at Stanford to develop a better method for strategic planning. The result was SWOT.

### **SWOT Analysis**

- Look internally for strengths and weaknesses.

- Look externally for opportunities and threats

### **Putting Your SWOT Analysis to Work<sup>1</sup>**

- Capitalize on strengths
- Eliminate weaknesses
- Identify threats
- Invest in opportunities

### **Collaboration**

- For the purposes of the Literacy Zones, collaborations are the partnerships agreements that were listed in the RFP.
- A sense of community evolves from the partnership collaborations.

### **Partnerships: Build and Sustain**

- Why are effective partnerships important?
- What are the different forms that partnerships can take?
- What are the key steps to managing effective partnerships in order to achieve mutually agreed upon outcomes?

## **Using Technology to Manage Your Partnerships**

- Tablets
- Laptops
- Desktop Computers
- Mobile Phones

## **Managing Partnerships**

- Relationships are the foundation of partnerships.
- Successful partnerships are managed by people who recognize the importance and benefit of cultivating healthy working relationships.

(Session Activity: Attendees worked in pairs and were given a hand-out).

## **Successful Partnerships**

- Achieve meaningful outcomes.
- Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
- The partnership builds upon identified strengths, and assets, but also works to address needs and increase capacity of all partners.

- Partners benefits of the partnership's accomplishments

## **Barriers to Successful Partnerships**

- Limited vision/failure to inspire.
- Lack of clear purpose and inconsistent level of understanding purpose.
- Lack of support from partner organizations with ultimate decision-making power.
- Hidden agendas
- Failure to communicate
- Lack of evaluation or monitoring systems.

## **Evaluation and Monitoring**

- Evaluating your partnerships
- Conduct periodic reviews
- Sometimes the original partnership vision may become blurred
- Has the partnership been successful in achieving its accepted outcomes?
- Is this communicated across the partnership?

## **Reinforce the Partnership's Original Goals**

Questions to ask:

- Will the new staff member work towards the original goal?
- Is there a clear understanding of own/other's roles and responsibilities? How is this monitored?
- Are there agreed upon set of outcomes?

## **Share Our Strengths...**

What are some of your library's strengths?

## **Source Cited:**

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<<http://formswift.com/swot-analysis-guide>>

# ***“A Change is Gonna Come”*: Creating an Oral History Center on a Shoestring Budget**

**Presenter: Gloria L. Rhodes, San Diego State University**

## **Introduction**

Oral history methodology plays a critical role in preserving those parts of the past that have been typically overlooked in the standard documentation of history. Over ten years ago I embarked on an oral history project, “Documenting the African American Presence in San Diego County”. The purpose of the project was to capture the voices of African American descendants of early residents and community leaders. The oral histories seek to increase knowledge about African Americans’ experiences in San Diego County, and provide greater insight into the obstacles and opportunities they encountered. The project will serve to acknowledge their place in our local history and how that history enhances the history students and researchers encounter in the history books.

The funding request for the continuation of this project and other oral history projects was to create a dedicated studio in the San Diego State University (SDSU) Library and Information Access Center to record, videotape, digitize, and archive oral histories. The center will be the first stop in collecting, preserving, and bringing to life the remarkable

voices of leaders from the diverse communities of San Diego and SDSU.

## **Designing an Oral History Project**

Why are you doing this project?

- This project becomes your mission or vision statement.

What is your desired outcome for this project?

- Designed your project in accordance with your desired outcome but do not forget the archival or curating phase of a project.

What recording equipment will you use?

- These choices will contain very different degrees of technical expertise throughout the collecting, curating, and disseminating phases of your project.

What are your budget needs?

- Oral history can be extremely expensive, but it can also be done with a basic audio recorder, video camera, and time.

What is your level of technical expertise?

- If you are not currently comfortable with current audio,

video, or computer technologies, take the time to learn. Attend workshops, read manuals, and practice.

### **Funding Source**

The President's Leadership Fund (PLF)

- Under the initiative of The Campanile Foundation, The President's Leadership Fund (PLF) was established in October 2002 to fund long-term strategic initiatives that have the potential to distinguish the University.

Investments Made by the Members of the PLF Support:

- Academic opportunities for meritorious students and faculty
- Innovative yet under-funded programs and strategic initiatives
- Efforts to attract and retain exceptional students
- Recruitment efforts for noteworthy faculty
- Increased involvement in community partnerships
- Additional philanthropic efforts to enhance private support

### **Organization/Project Name**

- San Diego University Library Oral History Center

### **Application Timeline**

- Submitted Application: March 16, 2012
- Requested: \$10,000
- Received Confirmation Letter: April 25, 2012
- Funding approved: \$6,000

### **Proposed Project**

- Create a dedicated studio in the Library to record, videotape, digitize, and archive oral histories to boost a developing oral history center to the level of distinction.

### **Location**

The SDSU Library Oral History Center is located in the Media Center in a standard sized repurposed Media Group Study Room:

- Room dimensions: 10ft x 13 1/2 ft.
- No window
- Fans are available

Furnishings to-date:

- Two comfortable wing back leather chairs
- One 5-drawer filing cabinet
- Two open faced bookshelves (one is curio-style)
- One glass enclosed bookshelf with lock
- One small 2-shelf book shelf used as an end table



- One round table (can seat 4 comfortably)
- Accessories (picture on wall, African, American Indian and Asian themed artifacts, realistic looking artificial plants)

### **San Diego University Library Oral History Center Budget**

President's Leadership Fund (PLF) Grant

Budget- \$6,000

Equipment and Supplies:

- Marantz Portable SD Recorder-
- 2 Zoom Handy Recorders-
- iPad w/ Wi-Fi
- Canon Vixia Camcorder
- Omni Directional Handheld microphone
- Memory Card
- Infinity USB Digital Foot Control w/computer plug
- Canon Powershot
- Super Strong Tripod w/ Deluxe Soft Carrying Case for Canon Vixia Camcorder

### **Resources and Centers**

Baylor Institute for Oral History- Baylor University  
<http://www.baylor.edu/oralhistory/>

Center for Oral and Public History- California State University, Fullerton  
<http://coph.fullerton.edu>

Columbia Center for Oral History  
<http://library.columbia.edu/locations/coh.html>

Library of Congress, Veterans History Project  
<http://www.loc.gov/vets>

Oral History Association  
<http://www.oralhistory.org/>

Oral History- The Writing Center- The University of North Carolina Chapel Hill  
<http://writingcenter.unc.edu/handouts/oral-history/>

Oral History Discussion List  
<https://networks.h-net.org/h-oralhist>

Regional Oral History Office-The Bancroft Library/UC Berkeley Library  
<http://vm136.lib.berkeley.edu/BANC/R/OHO/projects/>

Southern Oral History Program  
<http://sohp.org/>

Step-by-Step Guide to Oral History  
[http://dohistory.org/on\\_your\\_own/toolkit/oralHistory.html](http://dohistory.org/on_your_own/toolkit/oralHistory.html)

Vermont Folklife Center, "Digital Audio Recording Equipment Guide"  
[http://www.vermontfolklifecenter.org/archive/res\\_audioequip.htm](http://www.vermontfolklifecenter.org/archive/res_audioequip.htm)

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# **Reimagining Community Outreach: A Librarian in Grandma's Kitchen**

**Presenters: Ophelia T. Morey, University of Buffalo; and Diann Holt, Durham Central City Baby Cafe**

## **Abstract**

This paper highlights a health information collaboration between an academic health sciences librarian and a faith-based community organization for the benefit of the community not only from the perspective of providing information and improving health literacy, but for the longterm vision to reduce disparities in regards to maternal and child health in the African-American community. Strategies for community outreach; including the librarian's role in the collaboration, the importance of health information and literacy in reducing health disparities, the value of having a librarian at the table, and how this partnership has served community engagement are discussed.

## **Background**

The collaboration between the community outreach librarian at the University at Buffalo and the Durham's Central City (DCC) Baby Café occurs in

Buffalo, New York the second largest city in

New York State (NYS) outside of New York City, located in the western part of the state on Lake Erie and in Erie County. There are two faces to Buffalo; one where there is an economic resurgence and the other where the city is consistently one of the poorest in the country with a high concentration of poverty in minority areas. As with most segregated, poverty stricken cities this breeds low education attainment and health disparities, such as a high infant mortality and low breastfeeding rates in the poorer neighborhoods. These issues amongst many others lead to the opening of the first baby café in NYS, the Durham's Central City (DCC) Baby Café.

The DCC Baby Café is a free community-based drop-in center, breastfeeding health initiative for pregnant and breastfeeding mothers. The baby café is licensed by The Baby Café Charity which

coordinates an international network of breastfeeding drop-in centers and other services to support breastfeeding mothers. The Central City Café (CCC), a healthy food focused soup kitchen for the homeless and/or hungry that reside in Erie County, operates the DCC Baby Café that opened in April 2013. The cafes are located in the outreach center building of the Durham Memorial African Methodist Episcopal (A.M.E.) Zion Church that is located in Buffalo, New York.

In 1922, the Durham Memorial A.M.E. Zion Church was built, and since 1974 is in the National Register of Historic Places as the oldest surviving church of the Buffalo A.M.E. Zion congregations. The church operates the CCC out of its basement from 1990 to 2003. The CCC, serving 100-150 daily now operates out of the church's community center after a feasibility study indicates the need for a larger space to also house other community services. In 2010, a second study recommends a community garden, thus the Garden of Stewardship is built to provide fresh vegetables for the CCC and the DCC Baby Café to supplement dinner for participants and visitors.

The two programs operate at different hours of the day. The DCC Baby Café operates on Wednesday's and Thursday's from 5:00 PM to 8:30 PM when the CCC is closed. The baby café

opens its doors from 5:30 PM to 7:30 PM, and will extend later into the evening depending on the services provided and needs of the participants.

The church is located on Buffalo's East Side, near the downtown area in zip code area 14204 that also includes several low income housing developments. According to the U.S. Census, the total population in 14204 zip code area in 2010 was 8,691 (United States Census Bureau. "Table DP-1: Profile of General Population and Housing Characteristics: 2010 Census Demographic Profile Data") where it is estimated that 35.5% live below the poverty level (United States Census Bureau. "Table DP03: Selected Economic Characteristics: 2009-2013 American Community Survey 5-Year Estimates"). This area consists of 75.4% African-American, 18.8% White, 9.1% Hispanic or Latino, 0.5% American Indian and Alaska Native, and 0.4% Asian (United States Census Bureau. "Table QT-P3: Race and Hispanic or Latino: 2010: 2010 Census Summary File 1"); in addition this zip code consists of 33.1% males and 32% females in the 18-44 age range (United States Census Bureau. "Table QT-P1: Age Groups and Sex: 2010: 2010 Census Summary File 1"); a target age group for the DCC Baby Café. Further, the current participants of the baby café live in a wide range of zip codes in the Buffalo area, although all pregnant and breastfeeding mothers in Erie County

are welcome. In addition, the DCC Baby Café welcomes all participants regardless of race, color or ethnicity, although their primary target group is African-American or Black women who are pregnant or breastfeeding; this would include those in the childbearing age range of 15-44, although the participants could be younger or older; furthermore the secondary target group is fathers and grandmothers.

### **Rational For Baby Cafes**

The DCC Baby Café's goal to target African-American women is supported by the work of previous U.S. Surgeon Generals; most recently Surgeon General Regina M. Benjamin, M.D., M.B.A., who issued the *Surgeon General's Call to Action to Support Breastfeeding*. This document highlights the persistent low breastfeeding rates among African-American women, and specifically calls for providing support, and funding of community-based organizations in communities of color that support breastfeeding, and provide mothers with the support needed to breastfed their babies including recognizing the need to target fathers and grandmothers who are often in the mother's primary support network (United States. Department of Health and Human

Services. *The Surgeon General's Call to Action to Support Breastfeeding*).

In addition, the Center for Disease Control and Prevention (CDC) reports that "Black infants consistently had the lowest rates of breastfeeding initiation and duration" leading to the conclusion that "Black mothers may need more targeted support to start, and continue breastfeeding (Centers for Disease Control and Prevention)." Furthermore, as reported by the New York State Department of Health (NYSDOH) there is evidence to support breastfeeding regionally where the CDC awarded funds to Erie County because the county ranks 57th among New York's 62 counties, with only 61 percent of infants having been ever breastfed (New York State Department of Health). The NYSDOH confirms that this is significantly below the federal Health & Human Services' Healthy People 2020 goal of 82 percent (New York State Department of Health). The NYSDOH, further reports that only 14 percent of Erie County mothers enrolled in the Supplemental Food Program for Women, Infants and Children (WIC) exclusively breastfed their infants at three months of age; this figure is well below the Healthy People 2020 goal of 44 percent (New York State Department of Health).

The DCC Baby Café's main purpose is to support breastfeeding mothers, and expectant mothers who visit regardless of whether or not the mother decides to breastfeed. The baby café is required to have at least 2 Certified Lactation Counselors (CLC) available during operating hours; that provide a wide range of services including, but not limited to educating expectant mothers, fathers and grandparents about breastfeeding health benefits for mother and newborn. Other services include providing information on birthing options; such as doula services, the development of birthing plans, and referrals to other community programs/services; such as WIC. The information, help and support received at the baby café is driven by the social framework created by the director called "Grandmas' Kitchen"; where all the CLC's have breastfed; the setting of the café includes tables with brightly colored tablecloths; organized where everyone can comfortably participate and enjoy dinner; this includes the display of rocking chairs to symbolize Grandmas' wisdom and comfort. This program model has proven successful where the baby café has serviced over 200 mothers where 85% have reached the breastfeeding duration goal of 6 months or longer.

A video titled *Western New York: Making Healthy Choices Easier* and

produced by the Robert Woods Johnson Foundation and the Wisconsin Population Health Institute, gives a brief overview of the importance of breastfeeding with highlights from the DCC baby café (Robert Wood Johnson Foundation and Wisconsin Population Health Institute).

### **Rational For the Collaboration**

This collaboration has slowly evolved over the past year, and is informed by the *National Action Plan to Improve Health Literacy* (NAP), *Community Health Worker Network of Buffalo (CHWNB) Training*, and library literature on community outreach.

### **National Action Plan to Improve Health Literacy**

The community outreach librarian learned about the NAP at the Institute for Healthcare Advancement's health literacy conference. The NAP, published in May 2010 by the Office of Disease Prevention and Health Promotion where it can serve as a multi-sector strategic plan for guiding community education, advocacy, communication, policy making, research, information dissemination, outreach, engagement and collaborative activities centered around health literacy defined in the report as "the degree to which

individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions (United States. Department of Health and Human Services. *National Action Plan to Improve Health Literacy*).”

The two guiding principles of NAP are:

- Everyone has the right to health information that helps them make informed decisions
- Health services should be delivered in ways that are understandable and beneficial to health, longevity, and quality of life

and the vision informing this plan is of a society that:

- Provides everyone with access to accurate and actionable health information
- Delivers person-centered health information and services
- Supports lifelong learning and skills to promote good health (United States. Department of Health and Human Services. *National Action Plan to Improve Health Literacy*)

In addition, the report contains seven goals that improve health literacy and suggests strategies for achieving them:

1. Develop and disseminate health and safety information that is accurate, accessible, and actionable
2. Promote changes in the health care system that improve health information, communication, informed decision-making, and access to health services
3. Incorporate accurate, standards-based, and developmentally appropriate health and science information and curricula in child care and education through the university level
4. Support and expand local efforts to provide adult education, English language instruction, and culturally and linguistically appropriate health information services in the community
5. Build partnerships, develop guidance, and change policies
6. Increase basic research and the development, implementation, and evaluation of practices and
7. Interventions to improve health literacy
8. Increase the dissemination and use of evidence-based health literacy practices and interventions (United States. Department of Health and Human Services. *National*



### *Action Plan to Improve Health Literacy)*

The NAP suggests partnerships with librarian while acknowledging that librarians play a crucial role in promoting health literacy changes and are a resource for accurate and actionable health information where they can also facilitate access to evidence-based health literacy research (United States. Department of Health and Human Services. *National Action Plan to Improve Health Literacy*).

### **Community Health Worker Network of Buffalo**

The librarian and the director received training from the CHWNB as community health workers (CHWs). This training provides a natural foundation to build a collaborative relationship because CHWs are trusted members of the community who are trained and have a close understanding of the communities they serve through shared ethnicity, culture, language, and life experiences, so they can promote health in their own communities (Community Health Worker Network of Buffalo; Wiggins).

The roles and tasks of CHWs are multifaceted, many of which are related to the field of librarianship:

- Community/Cultural Liaison
- Providing health education and information
- Informal counseling and social support
- Advocacy
- Case management and care coordination
- Home-based support
- Connecting to existing services
- Outreach and community mobilization (Community Health Worker Network of Buffalo)

The core principles of CHW training include theories of cognitive development and multiple intelligences, the ethic of care and social responsibility/social justice, stages of behavior change, strength-based approaches to individual and community development and popular education (Community Health Worker Network of Buffalo). The underlying core value to the CHW training is popular education. Noelle Wiggins, the Director of Community Capacitation in Portland, Oregon provides this definition of popular education: “A

philosophy and methodology that aims to construct a just society by creating settings in which people most affected by inequities can rediscover and expand their knowledge and use it to solve problems (Wiggins).” Further, Paulo Freire, the Brazilian educator, writer and founder of the idea of population education taught that a popular education setting is one where everyone teaches and everyone learns (Community Health Worker Network of Buffalo). This approach is ideal for a baby café where not only do you have CLCs and community members who educate the mothers, but also where mothers can serve as peer educators where they suggest and teach on various topics.

### **Library Literature Review**

From the librarian’s perspective, library literature also played an important role in informing this collaboration. Basler suggests that there are no restrictions to the roles librarians can play in community outreach partnerships where we not only participate in traditional librarian roles but can use these skills to conduct community needs assessments and in coalition building (Basler). Dutcher and Hamasu build on this idea by reiterating that librarians must learn to translate traditional skills in the

community by learning from partners to develop relationships, identify needs and build trust (Dutcher and Hamasu) . This process is often best taught through the librarian’s immersion in the community where the librarian can build a foundation that fosters successful health information programs targeting health disparities (Dutcher and Hamasu). Specifically, one way to address health disparities are to approach outreach as a health literacy strategy where partners work together to address cultural and content needs (Parker and Kreps).

### **Putting Information to Practice**

The collaboration started with traditional library outreach services, such as providing articles, statistics, health information resources and evolved into non-traditional services such as grant proposal assistance where the librarian assisted with budget and reviewed the project objectives and after the grant was awarded and since the grant was awarded provides assistance with required sponsor quarterly data reports. Other services include editing/redesigning the birthing plan to make easier to read, assisting in promotion of the baby café at community events and via community email lists, and by nominating the

director for a community award where she will be featured in a local TV program highlighting her vision and success as the founder and director of the baby café. And since the librarian works in a university setting it was convenient to locate faculty and staff who were able to offer the baby café guidance in marketing, including the development of a logo that suggest the importance of early childhood literacy.

As the collaboration evolves, future services include seeking funding from the National Network of Libraries of Medicine to provide training on National Library of Medicine resources, providing training and information to parents regarding the importance of early childhood literacy, and student recruitment for website development.

## Conclusion

In conclusion, a recent report from the Institute of Medicine sums up the importance of our collaboration and offers encouragement for continued efforts to address health disparities:

The examples described here strongly suggest that targeted, culturally appropriate interventions, delivered in a community setting with health literacy tools and reviews, and have a positive impact on participant knowledge, attitudes, and behaviors. In addition, the

use of an underlying health literacy perspective that examines the challenges in peoples' lives and promotes empowerment for health ensured that the tools and interventions were comprehensively assessed, community based, and culturally appropriate. Moreover, all the health literacy-specific interventions showed success in reducing health disparities in the target populations and achieved, in their own domains, greater health equity (Logan).

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## **The Library as Gatekeeper of Culture: Servicing Our Communities through Services, Outreach, and Programming**

**Presenters: D.L. Grant, Jr., George Washington Carver Branch, San Antonio Public Library; Angela Hall-Johnson, S.J. Davis Middle School, San Antonio Independent School District; and Frederick Williams, Prosperity Publications**

This presentation demonstrated how the libraries in our communities can serve as the gatekeepers of the culture. The presenters discussed the subject in four short segments. They are as follows:

1. Historical precedent for libraries to serve as the focal point in the community for activities, to include literary events, artistic events, reading and writing seminars.
2. Utilizing the Carver Public Library in San Antonio, Texas as

a prototype facility for the above activities.

3. Demonstrated how the school library can work with the public library to cross-reference activities and services to make each entry stronger, ultimately empowering the community.
4. Demonstrated how the various community cultural groups can initiate programs that are culturally relevant within the public and school libraries.

## **Inspiring African Poets: African Poetry Libraries**

**Presenters: Charlene Maxey-Harris & Lorna Dawes, University of Nebraska-Lincoln**

In 2014, University of Nebraska-LA (UNL) Libraries established a 3 year collaborative partnership with the African Poetry Book Fund (APBF) and the UNL literary magazine, *Prairie Schooner*, to establish accessible and

user-friendly small poetry libraries in five African countries: Ghana, Kenya, Uganda, Gambia, and Botswana. Donated contemporary poetry books and journals support the creativity of aspiring and established poets in their

local communities. These collections reside in community centers and in reading rooms, and are managed by local volunteers. Last year, the first shipment of approximately 300 books was sent to each library with a manual on how to setup and organize the collection. Using technology, the UNL librarians created an online catalog using LibraryThing and social media to

promote the usage of these libraries. Through Facebook, the volunteers shared their opening events and generated excitement about the poetry collection. This session explored the creation of the African Poetry Libraries and their current progress. Participants learned about some of the challenges of the initiative and discussed potential future directions and projects.

## **African American History Collections at Missouri State University: Perspectives on Route 66 and the Legacy of Dr. Katherine G. Lederer**

**Presenter: Dave Richards, Missouri State University**

Missouri State University (MSU) is located in Springfield, Missouri, a region of the Ozarks most often associated with Branson, Bass Pro Shops, and hillbillies. Despite stereotypes, the region does exhibit racial and cultural diversity. In 1997, MSU's Duane G. Meyer Library established a special collections

department which specifically sought out materials regarding the Ozarks under documented people, places, and stories. A National Park Service grant received in 2015 is funding an oral history project focused on the African American perspective of Route 66.

## **Youth Slam 101**

**Presenter: Dasha Kelly, Still Waters Collective**

Dasha Kelly, is the founder and director of Still Waters Collective (SWC), an award-winning arts outreach program

based in Milwaukee, Wisconsin. For the past nine years, SWC has curated creative writing and spoken word

programs for youth, including a monthly youth slam and open mic, classroom artist residencies, an intramural High School Slam League, and the Teen State Poetry Slam Finals.

During this session, attendees experienced a hands-on, high octane introduction to poetry slams, learned how to organize a teen poetry slam

event/series, and to discuss and receive recommendations on how to leverage community connections to make the events successful.

To learn more about Still Waters Collective and its programs, please visit its website at:

<http://www.stillwaterscollective.com>

## **The Worst Times Are the Best Times: Stories That Help Uplift Communities**

**Presenter: Edward G. Robinson III**

LeVelle Moton overcame life's obstacles, poverty, violence, bullying, heartbreak as a child growing up in tough neighborhoods of Boston and Raleigh. In his book, *The Worst Times Are the*

*Best Times*, co-authored by journalist Edward G. Robinson, he describes personal experiences overcoming these hurdles and encourages those in similar situations to work hard and dream big.



## **From Old School Jams to Open Mic Slams: Reimagining the Library with “Nonstop Hip Hop”**

**Presenters: Kim McNeil-Capers and Tracy Crawford, Queens Library Langston Hughes Community Library Cultural Center**

NCAAL attendees joined staff members from Queens Library in an interactive presentation on how to engage diverse communities with the positive power of hip hop. They heard how Queens Library’s Hip Hop Elements team gained buy-in from staff at all organizational levels and collaborated with hip hop legends, artists, activists, and enthusiasts to transform Queens Library’s footprint into venues suitable for attractive and successful programming. Participants learned how to use library resources to increase

knowledge of local history and culture; to foster imaginative environments where competencies in literacy, technology, and entrepreneurship can be developed; and to inspire community pride, self-expression, and creativity. In addition, participants discovered strategies to attract new customers and engage existing ones.

To learn more about this and other programs at Queens Library, visit: <http://www.queenslibrary.org/>

## **Planning and Preparing for College through Web Technology**

**Presenter: Callie Herd, IAM Inspiring Academic Motivation**

This workshop demonstrated how students can utilize the library and its computers to learn how to properly search for scholarships, internships, fellowships, and summer programs through Callie Herd’s college preparation blog: Planning and Preparing for College (Scholarships, Internships, Etc.)

<http://www.ctherd.blogspot.com>.

The workshop provided information on college preparation that normally takes years to receive. In the end, the workshop showed how students can be successful in getting prepared and accepted for college along with finding scholarships

## **Cultural Preservation and Survival through Organized Community Storytelling**

**Presenters: Binnie Tate Wilkin, Los Angeles County Consultant and Professional Storyteller; and Linda Jolivet, Oakland Public Library (Retired) and Early Literacy Consultant.**

This workshop was designed to inform librarians and encourage libraries to sponsor storytelling programs as a method for preserving culture and history. Because African American contributions to the life and history of the United States are often “lost or strayed”, topics such as, *Libraries as Catalysts for Inter-Generational Communication Linking Past to Present* were explored. African American youth may not have access to elders in the community to help them understand the journey and role of Black people in our society. Efforts of this type may be vital in communities and cities with large African American populations, but also as an important tool for the intercultural awareness of the larger community.

This session guided participants through the process of selecting themes developing publicity, and gaining support for programs. An opportunity for story sharing was offered at the end. Binnie Tate Wilkin, author of *A Life in Storytelling*, was the workshop leader.

### **Sample of Related Projects**

**American Indian Library Association and Asian Pacific**

### **American Library Association (AILA and APALA) - *Talk Story Project***

A literacy program that reaches out to Asian/Pacific American (APA) and American Indian/Alaska Native (AIAN) children and their families. The program celebrates and explores their stories through books, oral traditions and art to provide an interactive enriching experience. 2013 [was] the fourth year that AILA and APALA have partnered on the Talk Story project and allocated grant funding to libraries to implement programs to libraries to implement programs geared towards the APA/AIAN communities. See: <http://www.talkstorytogether.org/american-indianalaskan-native-booklist/picturebooks>.

### **BCALA – *The Reading Is Grand Program***

The Reading is Grand Program celebrates families and encourages them to tell stories. “Sharing stories, both oral and written are the building blocks of literacy.”

**REFORMA – *Noche De Cuentos Celebrating the Power of Storytelling to Unite Communities***

“To promote and preserve the art of storytelling within our Latino communities in the U.S.” REFORMA partners with libraries in implementing story events. See:

<https://nochedecuentos.org>.

### **Story Corp - Griot Initiative**

#### **University Of Nevada, Las Vegas (UNLV)-Oral History Project**

The project records stories, information, pictures and more documenting early developments in Las Vegas including a focus on the history of the African American community.

#### **Las Vegas, Nevada - School Historical Story Project**

Recorded the early school experiences of African Americans at a West Las Vegas school slated to become a historical monument. This project resulted in the printing of a book.

#### **San Francisco Museum of the African Diaspora - Storytelling Project (MOAD)**

### **SUGGESTED TOPICS FOR PROGRAMS**

1. Stories Grandma Heard and Told
2. Elders Talk to Teens
3. Experiencing “Jim Crow”
4. The Great Migration- Blacks Move from Farms and Small Towns to Cities
5. Our Town’s Early Families of African Descent

6. The Right to - The African American Experience
7. African Americans – Local Artistic Contributions  
*Poets*  
*Performers*  
*Musicians*  
*Movie Makers*  
*Writers*
8. African Americans at Work and Play – Unique Celebrations, Foods and Games
9. Chittilins Collard Greens and Pigs Feet – Foods and Their Origins in African American Cuisine
10. School Days  
*Early School Teachers*  
*School Founders*  
*African American Private Schools*
11. The Civil Rights Movement – Local Participation and Action
12. The Right to Housing – African American Communities Formed
13. Early African American Communities  
Centers of Action and Power  
Centers of Culture
14. Local African American Professionals And Politicians
15. Stories From The Past – African Americans Speak
16. Our Town, The African American Experience, A Photo And Story Contest

This list represents only a few of the possible topics which could become the focus of a storytelling project. They are provided to stir creative thought and brainstorming.

Programs could be a combination of storytelling and archive collection. Requests would be made for documentary photos to be archived with the stories told

Videotaping would provide records of the storytellers which could be used with still photos later in developing documentaries, slide programs, etc.

Each program could be presented as a contest with a financial reward provided by donors

Programs recorded and videotaped could be organized and made available to teachers for school use

A magazine or newsletter could be produced with selected stories and pictures included cooperative programming and financial support may be sought from:

- Boards of Education
- Local Universities
- Local Radio and Public Television stations
- Newspapers
- Churches
- African American sororities and fraternities
- Boys and Girls Clubs
- Professional Organizations and Associations

## **FUNDING SOURCES**

This short list represents a minute sample of places to find available funds. These are places to begin. Every city has local foundations and funding sources. Searches will reveal arts councils, folk-life councils, etc. which could be sources for support. Most of the national organizations provide grant information and guidelines online. Some viable sources may be found on the internet by simply entering, "storytelling, grants." Finding details about local sources might require more rigorous investigation:

- American Library Association
- State libraries
- National Storytelling Network
- City cultural organizations and senior centers (many are funded by the city council with extra funds available for programming)
- Urban leagues
- Local businesses
- National Endowment for the Arts
- National Endowment for the Humanities
- Local and state historical societies

## **Celebrating Multiculturalism: An Analysis of the Diversity in Children's Literature**

**Presenters: Dr. Clarissa Gamble Booker, Dr. Lisa D. Hobson, and Dr. Sonia K. Boone, Prairie View A&M University**

For the period of 2003-2013, only 1, 586 children's books out of 55,000 books (estimated) were about African Americans, 426 were about Native Americans, approximately 827 were about Asian Pacific/Asian Americans, and only 697 were about Latinos (Cooperative Children's Book Center,

2014). The purpose for this research was to access data on the number of texts written by diverse authors along with providing strategies to incorporate multicultural literature into educator preparation programs and Pre K-12 schools.

## **The Power of Enabling Text: Using Multicultural Literature to Support Literacy Development**

**Presenters: Sandra Hughes Hassell, School of Information and Library Science, University of North Carolina at Chapel Hill; and Julie Stivers, Mt. Vernon Middle School**

Dr. Alfred Tatum's research on enabling texts capitalizes on the textual lineages of the African American community and showcases the power and importance of story to connect with African American youth today.

According to Tatum, enabling texts encourage and empower youth to take action in their own lives and in the lives of others and can include both fiction and informational texts.

Enabling texts reflects an awareness of the real world, demonstrates resiliency, focuses on the collective struggle of African Americans, and nurtures multiple identifies (Tatum, 2009).

At this session, participants learned how to define, identify, and use enabling texts with African American youth in public and school libraries. Book resource lists containing recent middle grade and young adult titles that are examples of enabling texts to draw on

for library programming and collaborations were provided.

### **Work Cited**

Tatum, Alfred W. *Reading for Their Life: (re)building the Textual Lineages of African American Adolescent Males*. Portsmouth, NH: Heinemann, 2009. Print.

## **Images of African Cultures in Picture Books: Reimagining the World We Offer Children**

**Presenter: Dr. Beth Bendler, University of Missouri**

Picture books set in African nations often generalize its culture as monolithic. This provides a distorted view of Africa as a single country, with stereotypical perspective of its populace as poverty stricken and primitive. We often see families living in huts and dressed in native garb. This sort of demeaning imagery helps perpetuate beliefs that those who live in Africa are ignorant and only able to survive with the help of “more developed” countries.

Many children in the United States have little or no other exposure to information about Africa or its cultures. It is difficult for them to relate to or empathize with people that are often portrayed as “other” and primitive in our media. It is essential that children learn to ask whose understanding is being presented in what they read. It is also crucial that we make a variety of accurate and authentic materials available to young readers.



## **From Procedures to Concepts: Applying the ACRL Framework for Information Literacy to the One-Shot Instruction Class**

**Presenters: Lorna Dawes and Charlene Maxey-Harris, University of Nebraska-Lincoln**

In 2012, the University of Nebraska-Lincoln (UNL) Libraries designed the *Quick Tips Research Series* of workshops for first-year students using the new Association of College and Research Libraries (ACRL) Framework for Information Literacy to teach three basic information literacy proficiencies:

1. Database searching.
2. Evaluating sources.
3. Citing sources.

This interactive session modelled sections of those workshops by taking participants through three active learning activities illustrating how the ACRL Framework for Information Literacy can be applied to the 50 minute one-shot classroom instruction.

The presenters discussed how the new framework has influenced the design and pedagogy of the workshops and how

the work-shops have transformed from demonstration and lecture format to a more active team-based approach.

Using these techniques, participants learned to use the new ACRL Framework for Information Literacy to reframe their own library instruction. Participants were encouraged discuss their one-shot lessons and how they will use the ACRL Framework for Information Literacy to inform their redesign.

To learn more about the Association of College and Research Libraries Framework for Information Literacy, please visit:

**Association of College and Research Libraries Framework for Information Literacy**

<http://www.ala.org/acrl/standards/ilframework>



## **Healthy Kids Making Healthy Choices to Promote Healthy Lifestyles**

**Presenters: James Keeton and A. Keith Turner**

H is for Hope Books introduces: *Healthy Kids Making Healthy Choices to Promote Healthy Lifestyles™*. Our ultimate project goal is to dramatically improve the health literacy of our target audience— youth between the ages of 5 and 11 years. In order to achieve this goal, our objective is to reduce those environmental risk factors that currently contribute to juvenile diabetes, obesity, high blood pressure, poor eating habits, and lack of physical fitness by having

youth actively participate in the H is for Hope Project. Our project will increase health literacy which will modify the behavior of our participants by using our books, curriculum, health professionals, and online community. Our project is designed to assist our participants in developing the ability to use health information to steadily improve their hygiene, health, nutrition, and fitness thus improving their wellness and personal quality of life.

## **Health Technology 2.0: Mobile Apps**

**Presenters: Regina Carter, University of Illinois at Urbana-Champaign, Department of Education Policy, Organization and Leadership (EPOL); and DeAnza Williams, University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science**

The leading cause of death among African Americans are heart disease, cancer, stroke, and diabetes, respectively. As such, it is increasingly important that African Americans be proactive and intentional about

engaging in healthy lifestyle habits. This session demonstrated how free “Health and Wellness” apps can directly benefit members of the African American community.

# **POSTER SESSIONS**

**9<sup>th</sup> National Conference of African American Librarians**

**Culture Keepers IX: Meet at the Gateway  
Reimagining Communities, Technologies, and Libraries**

**Poster Session Contest**

**Wednesday afternoon, August 5, 2015, 1:00pm-2:45pm**

**Hyatt Regency St. Louis at the Arch, Exhibit Hall**

**Deborah Lilton and Marcia McIntosh, Co-Chairs**

**Poster Session Committee**

**Award Winners**

**First Place**

DuEwa Frazier, "Transforming Literacy through Engaging Youth Programming"

**Second Place**

Christina Fuller-Gregory, "Within Reach: Teens Tapping into Career Exploration!"

**Honorable Mention**

Michele Fenton and Katharine Springer, "By Any Means Necessary: Bringing Library Services to the People"

Annie Ruth, "Making Arts Connections at the Library"

**Audience Choice Award**

Rachel Winston, "Archival Collections Assessment for the Texas Domestic Slave Trade Project"

## Abstract

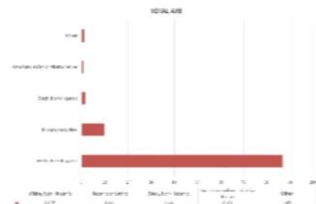
School librarians frequently serve as technology leaders that are the first to implement emerging technologies. However, there is limited research to support this leadership role. Moreover, there is a need for research documenting the impact of diversity variables such as ethnicity on the technology integration role. Understanding how diversity variables such as ethnicity relate to technology implementation can help school librarians and their educators to address technology professional development needs.

In response to the void, a mixed methods study was conducted by using an online survey to explore relationships between leadership practices, ethnicity, and the technology integration skills of school librarians. The Multifactor Leadership Questionnaire (MLQ) was used to examine leadership behaviors. This poster provides a brief summary of the results. Responses regarding technology professional development needs, enablers, and barriers are included.

## Methods

The survey developed for the study was designed to collect demographic data and information about the technology integration leadership behaviors of the participants. Open and closed-ended questions were used. The survey was pre-tested twice with school librarians to clarify terminology and to ensure it reflected the technology integration behaviors of school librarians. Suggestions were incorporated into the final version of the survey. Participants completed the survey online using Qualtrics. The Statistical Package for the Social Sciences (SPSS) was used for the quantitative analysis. The means were calculated for Research Questions 1, 2, and 3. The software Nvivo was used to code the qualitative data obtained from the open-ended questions into themes to Research Questions 4 and 5.

## Participants



## Limitations

- Number of multicultural participants
- Variety of multicultural participants
- Purposive sample
- No follow-up focus group
- Not generalizable

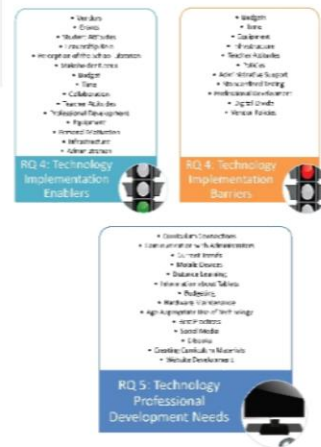
## Research Questions

1. How do the technology efficacy scores of multicultural school librarians compare to Caucasian school librarians?
2. How do the leadership behavior scores of multicultural school librarians compare to Caucasian school librarians?
3. How do the leadership outcomes of multicultural school librarians compare to Caucasian school librarians?
4. What factors impact the technology leadership behaviors of multicultural school librarians?
5. What are school librarians' technology professional development needs?



## Key Points

- The average leadership scores of multicultural and Caucasian school librarians are similar. However, multicultural school librarians have lower transformational leadership scores.
- Multicultural school librarians have higher laissez-faire leadership averages than Caucasian school librarians.
- The average technology efficacy scores of multicultural and Caucasian school librarians are similar with multicultural school librarians having lower efficacy scores.
- Calculations for the participants' leadership outcomes indicate that when school librarians evaluate the results of leadership outcomes, multicultural librarians on average feel less satisfied with their efforts, are less likely to feel effective, and are less likely to feel their efforts result in extra effort from their followers.
- Overall, the technology efficacy scores of all of the participants were low. There is a need for more technology training for school librarians. This is reflected in the participants' identification of technology professional development needs.



## Additional Resources

Avolio, Bruce J., Bernard M. Bass, and Dong I. Jung. "Re-examining the components of transformational and transactional leaderships using the Multifactor Leadership Questionnaire." *Journal of Occupational and Organizational Psychology* 72.4 (1999): 447-462.

## The Intersection of Leadership Behaviors and Technology Skills: A Study of School Librarians of Color

**Presenter: Dr. Daniella Smith, University of North Texas**

While the effective implementation of technology in classrooms is still in its infancy, school librarians often serve as catalysts for technology integration. School librarians as technology leaders are often the first to implement emerging technologies and to share them with other educators.

The importance of the technology leadership role of school librarians is confirmed by several national organizations, including the National Board for Professional Teaching Standards (NBPTS), the International Society for Technology in Education (ISTE), the Association for Education

Communications and Technology (AECT), and the National Council for the Accreditation of Teacher Educators (NCATE). Similarly the American Association of School Librarians (AASL) released the Standards for the 21<sup>st</sup> Century Learner that reiterate the school librarian's technology integration role.

However, there is limited research to support this leadership role. Moreover, there is a need for research documenting the impact of diversity variables such as ethnicity on the technology integration role. Understanding how diversity variables such as ethnicity relate to technology implementation can help school librarians and their educators to address technology professional development needs.

In response to this void, a mixed method study was conducted by using an online survey to explore the relationship between the transformational leadership practices, ethnicity, and the technology integration skills of school librarians in the state of Texas. This poster provides a summary of the results. Responses regarding technology professional development needs are included.

## Methods

The survey developed for the study was designed to collect demographic data and information about the technology

integration leadership behaviors of the participants. Open and closed-ended questions were used. The survey was pre-tested twice with school librarians to clarify terminology and to ensure it reflected the technology integration behaviors of school librarians. Suggestions were incorporated into the final version of the survey. Participants completed the survey online using Qualtrics. The Statistical Package for the Social Sciences (SPSS) was used for the quantitative analysis. The means were calculated for Research Questions 1, 2, and 3. The software Nvivo was used to code the qualitative data obtained from the open-ended questions into themes for Research Questions 4 and 5.

## Participants

White, Non-Hispanic	86.75
Hispanic or Latino	9.89
Black, Non-Hispanic	1.68
American Indian or Alaska Native	0.63
Other	1.05

## Limitations

- Number of multicultural participants
- Variety of multicultural participants
- Purposive sample
- No follow-up focus group
- Not generalizable

## Research Questions

1. How do the technology efficacy scores of multicultural school librarians compare to Caucasian school librarians?
2. How do the leadership behavior scores of multicultural school librarians compare to Caucasian school librarians?
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librarians on average feel less satisfied with their efforts, are less likely to feel effective, and are less likely to feel their efforts result in extra effort from their followers.

•Overall, the technology efficacy scores of all of the participants were low. There is a need for more technology training for school librarians. This is reflected in the participants' identification of technology professional development needs.

## Work Cited:

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# By Any Means Necessary: Bringing Library Services to the People

by  
Michele Fenton and Katharine Springer  
Indiana State Library, Indianapolis, Indiana



Tactile Book and Braille Libraries

The National Library of Service for the Blind and Physically Handicapped was established in 1931 by the First Section Act. The library is responsible for providing Braille, large print, and talking books to the blind and physically handicapped residents of the United States.



Boat Libraries

Boat libraries have been active in British Columbia since 1955, with the Westport Boatsailing Library in England and present in Idaho as early as 2013, with a focus on people of carrying 200 books to 12 rural schools in Cass County, Idaho.



Library and Business Partnerships

Established in 1993, the Delta General Library Foundation has awarded numerous grants to organizations and libraries to combat literacy.



Book Wagons

In 1998, Indiana Tech College, located in Ellettsville, Indiana, received a grant to provide books to the people of Ellettsville. In addition to creating traditional libraries, the organization has employed the use of home-based book support to those in areas that are difficult to reach by car or bus.



Floating Libraries

In the fall of 2014, Indiana State created a public floating library aboard the USS Missouri (BB-63) in the Hudson River in New York. The library provides a range of reading materials from children's picture books, to adult fiction, and poetry.



Mobile Apps

In 2014, the Public Library of Science (PLoS) launched the first library to create an app for mobile devices allowing users to access library services using smartphones.



Book-to-Go Machines

The first known book vending machine was invented in England by Richard Carlile in 1822. Today, in addition to books, some book vending machines also dispense e-readers.



Bicycle Librarians

Public libraries in Colorado, Arizona, Ohio, and Washington have started book bike programs which extend the reach of library collections into the community. Library book bike riders can carry 75 books and provide a mobile web hotspot.



Sidewalk Libraries

In 2013, in West Philadelphia, Brian Richard and his wife, Susan, created a sidewalk library to provide free books, coloring, free Wi-Fi, and reference services to disadvantaged children and adults in the urban neighborhood of Center City.



Audiobooks

According to the National Center, in 2012 14% of adults listened to an audiobook in the previous year. Of those, 10% of adults in the previous year listened to audiobooks.



Little Free Libraries

The first Little Free Library was started by Ted Butler in 2010 in Madison, Wisconsin as a tribute to his mother. As of January 2015, there were nearly 75,000 Little Free Libraries in the U.S. and all over the world.



Airport Branches

In 2013, the State Library of Kansas started the Books on the Fly Program at the Kansas City International Airport, in Kansas City, Kansas. The program is a partnership between the library and the airport, providing a QR code on each given to the airport.

## Stats & Facts

During Fiscal Year 2012, public programming at libraries in the United States served 306 out of every 1,000 people (all ages), or 30% of the population. Program attendance per capita varied among locales: city (269.7), suburb (326.1), town (312.1), and rural (346.2 or 33%) and varied among library service populations sizes: libraries serving fewer than 2,500 people (173.4), or 2,500-10,000 libraries serving between 2,500 and 10,000 people (328.1), libraries serving between 10,000 and 25,000 people (304.3) and libraries serving more than 25,000 people (271.6).

As you can see by these figures, the smaller the library community, the more attendance at public programming. In smaller communities, nontraditional ways of providing outreach to library patrons may have a greater impact.

In states like Indiana, where most of the population is in rural counties, we can maximize our outreach by increasing the focus on rural patrons. In Indiana, just five in the rest of America, residents of rural counties are outnumbered by people living in urban settings. According to the 2010 census, Indiana had 6.48 million inhabitants. Slightly less than 14% (891,906 persons) resided in rural counties. In contrast, 4 million people, or 62%, lived in Indiana's urban counties. The rest lived in "rural mixed" counties.

Nontraditional outreach to rural or otherwise unreached patrons, by the ways mentioned in this poster presentation, can provide an additional measure of impact in our library communities. An ALA white paper called the National Impact of Library Public Programs Association (December 2014) worked at defining impact as a "shared understanding that the lives of the users' library services, public programming in this case, will be enriched because of their participation. They may learn new skills, enhance their knowledge, develop new interests, or broaden their perspectives on important issues. Their experiences may also be transformative, becoming catalysts for deep-level changes."

We think these nontraditional means hold great promise in the overall impact on the information literacy of communities of color and the library community at large.

## Credits/Acknowledgments:

Images from Flickr Commons: Little Free Library, Madison by AB Levine; Book Vending Machine, Gateway Airport by Jessica Szelegny; and the United States Tennessee Valley Authority (Bount County, Tennessee Bookmobile). Image in public domain. Clipart from Microsoft Office/Blip.

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## By Any Means Necessary: Bringing Library Services to the People

### Presenters: Michele Fenton and Katharine Springer, Indiana State Library

The aim of this poster is to illustrate that there is no "one size fits all" method of bringing library services to the public. Through the use of imagination and the combining of today's technology with that of the past, libraries are realizing their potential to be increasingly creative in their mission of ensuring that those in need of library and information services are reached and served.

This poster describes the use of mobile apps, book wagons in Ethiopia, travelling libraries/librarians, book vending machines, Little Free Libraries, bicycle librarians, boat libraries, street librarians, Braille libraries, etc. to help connect people with libraries; and to ensure that patrons are being served in ways inimitable and advantageous to their culture, environment, and identity.



## Stats & Facts

During Fiscal Year 2012, public programming at libraries in the United States served 306 out of every 1000 people (all ages), or 30% of the population. Program attendance per capita varied among locales: city (269.2), suburb (326.1), town (312.1), and rural (346.2 or 35%) and varied among library service population sizes: libraries serving fewer than 2,500 people (733.4, or 73%), libraries serving between 2,500 and 10,000 people (528.3), libraries serving between 10,000 and 25,000 people (463.3) and libraries serving more than 25,000 people (271.6).

As you can see by these figures, the smaller the library community, the more attendance at public programming. In smaller communities, nontraditional ways of providing outreach to library patrons may have a greater impact. In states like Indiana, where most of the population is in rural counties, we can maximize our outreach by increasing the focus on rural patrons. "In Indiana, just like in the rest of America, residents of rural counties are outnumbered by people living in urban settings. According to the 2010 census, Indiana had 6.48 million inhabitants. Slightly less than 14% (891,906 persons) resided in rural counties. In contrast, 4 million people, or 62%, lived in Indiana's urban counties. The rest lived in 'rural mixed' counties."

Nontraditional outreach to rural or otherwise unreachable patrons, by the

ways mentioned in this poster presentation, can provide an additional measure of impact in our library communities. An ALA white paper called the National Impact of Library Public Programs Assessment (December 2014) worked at defining impact as a "shared understanding that the lives of the users library services, public programming in this case, will be enriched because of their participation. They may learn new skills, enhance their knowledge, develop new interests, or broaden their perspectives on important issues. Their experiences may also be transformative, becoming catalysts for deep-level chances."

We think these nontraditional means hold great promise in the overall impact on the information literacy of communities of color and the library community at large.

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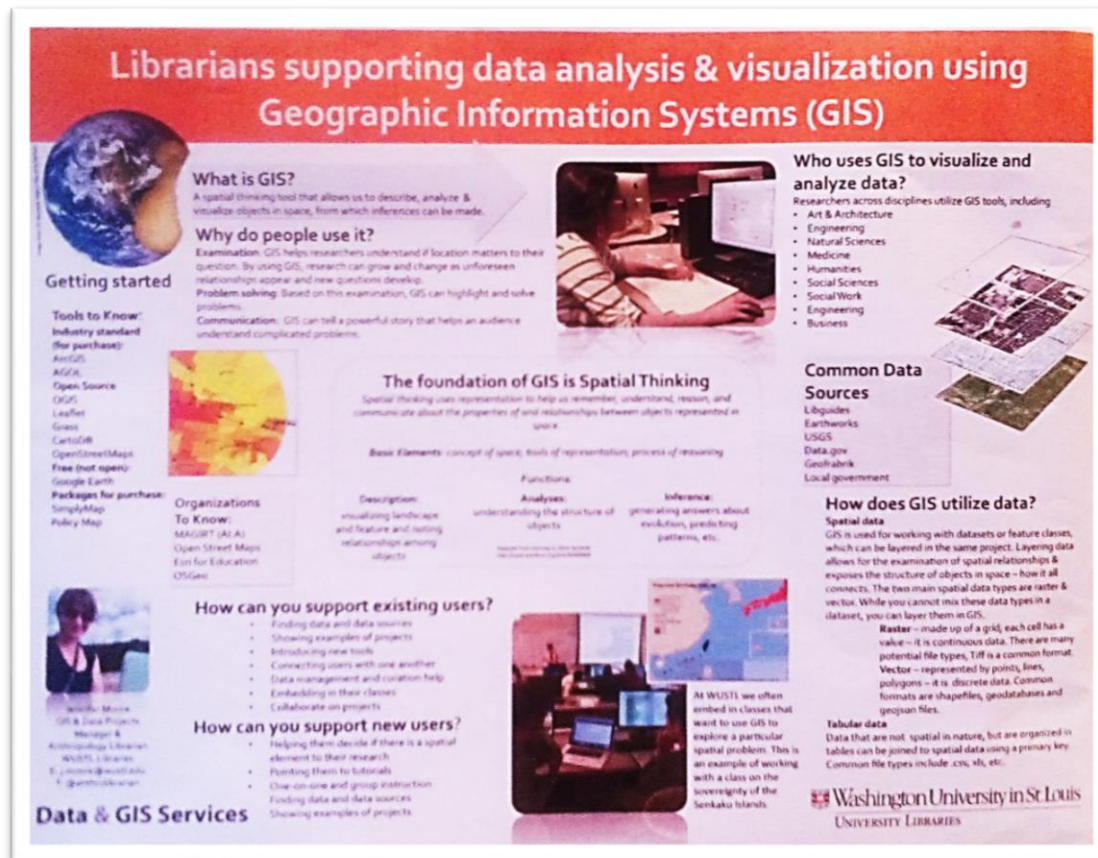
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## Supporting Data Analysis & Visualization Using Geographic Information Systems (GIS)

**Presenter: Jennifer Moore, Washington University in St. Louis**

### ABSTRACT

Geographic Information Systems (GIS) is used in research projects across disciplines to describe, understand and communicate a problem. This poster describes the ways in which researchers use GIS to analyze and visualize data why that is important and how librarians can support GIS.

### GETTING STARTED

#### Tools to Know:

#### Industry standard (for purchase):

ArcGIS  
AGOL

#### Open Source:

OGIS

Leaflet  
Grass  
CartoDB  
OpenStreetMaps

**Free (not open):**

Google Earth

**Packages for Purpose:**

SimplyMap  
PolicyMap

**WHAT IS GIS?**

A spatial thinking tool that allows us to describe, analyze and visualize objects in space, from which inferences can be made.

**WHY DO PEOPLE USE IT?**

**Examination:** GIS helps researchers understand if location matters to their question. By using GIS, research can grow and change as unforeseen relationships appear and new questions develop.

**Problem Solving:** Based on this examination, GIS can highlight and solve problems.

**Communication:** GIS can tell a powerful story that helps an audience understand complicated problems.

**Organizations to Know:**

MAGIRT (ALA)  
Open Street Maps  
Esri for Education  
OSGeo

**THE FOUNDATION OF GIS IS SPATIAL THINKING**

Spatial thinking uses representation to help us remember, understand, reason, and communicate about the properties of and relationships between objects represented in space.

**Basic Elements:** concept of space; tools of representation; process of reasoning

**Functions:**

- **Description:** visualizing landscape and feature; and noting relationships among objects
- **Analyses:** understanding the structure of objects
- **Inference:** generating answers about evolution, predicting patterns, etc.

Adapted from *Learning to Think Spatially*.  
<<http://www.worldcat.org/oclc/62408464>>

**WHO USES GIS TO VISUALIZE AND ANALYZE DATA?**

Researchers across disciplines utilize GIS tools, including:

- Art & Architecture
- Engineering
- Natural Sciences
- Medicine
- Humanities
- Social Societies
- Social Work
- Business

## COMMON DATA SOURCES

LibGuides

Earthworks

USGS

Data.gov

Geofabrik

Local government

## HOW DOES GIS UTILIZE DATA?

### Spatial Data

GIS is used for working with datasets or feature classes, which can be layered in the same project. Layering data allows for the examination of spatial relationships & exposes the structure of objects in space – how it all connects. The two main spatial data types are raster & vector. While you cannot mix these data types in a dataset, you can layer them in GIS.

**Raster-** made up of a grid; each cell has a value- it is continuous data. There are many potential file types. Tiff is a common format.

**Vector-** represented by points, lines, polygons- it is discrete data. Common formats are shapefiles, geodatabases and geojson files.

**Tabular data-** data that are not spatial in nature, but are organized in tables can be joined to spatial data using a primary key. Common file types include .csv, xls, etc.

## HOW CAN YOU SUPPORT EXISTING USERS?

- Finding data and data sources
- Showing examples of projects
- Introducing new tools
- Connecting users with one another
- Data management and curation help
- Embedding in their classes
- Collaborate on projects

## HOW CAN YOU SUPPORT NEW USERS?

- Helping them decide if there is a spatial element to their research
- Pointing them to tutorials
- One-on-one and group instruction
- Finding data and data sources
- Showing examples of projects

## WORK CITED:

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## Matchmaking For Researchers: Tools and Tips for Finding, Selecting, and Publishing in the Perfect Journal

Latisha Reynolds, University of Louisville

### Abstract:

For faculty in academic settings, publishing is essential, and publishing in the right journal is one of the most important considerations. Technology has not only increased the access to great information resources for writing and publishing, but it is also providing new ways to determine the best academic sources to publish in, and to quickly match a specific research project to a particular journal.

These tools and resources can be useful to librarians who are liaisons to faculty in various disciplines, and also to librarians who are publishing their own research.

Here are resources (new and old) that can help you and the faculty you support find, select, and publish in the best journals.

### Share with your Faculty

Remember to share **tools with faculty**. Resources that we use everyday for collection development and other types of research can help faculty select journals for publishing. Many times they don't know these resources are available!

### Journal Directories

**Magazines for Libraries**- provides a detailed description of core journals in each discipline. Also includes a subject and title index. (Print)

**Ulrich's Periodicals Directory**- "Profiles a quarter of a million academic journals, professional monographic series, electronic publications, conference proceedings, consumer magazines, newsletters, newspapers, 'zines, and other serials." <http://ulrichsweb.serialssolutions.com/>

**Cabell's Directory**- "Cabell's was founded in 1978 to help tenure committees, professors, researchers and doctoral students find detailed information for the purpose of evaluating and selecting academic journals." <http://www.cabells.com/faq> It indexes more than 11,000 journals in 18 disciplines.

### Publish Better: Find the best journals (Tips for faculty and researchers)

- Search directories like **Magazines for Libraries** and **Ulrich's** to find the descriptions and major journals in the disciplines
- Do searches in the related databases to find similar articles, and see where they are being published (Ex. MLA Bibliography, JSTOR)
- Search databases that rate journals like **Journal Citation Reports** and **Google Scholar Metrics**
- View journal finding features on publisher's websites- For example, **Sage Journals** and **Elsevier** have these
- Use **Journal Matching Services**. Many of them are free, and you can simply drop in your title and abstract to find related journals.
- **Help from friends**: Check with faculty and related departments to find the journals that are of value in the discipline specific to your research.
- **No "resource" is an island**: Consider a variety of resources and the strengths and weaknesses of each. The resources should work as pieces of a whole in assisting with the process of choosing a journal.

### Open Access Journals- Need to Know!

**Open access journals** are freely accessible to the reader, and provide an alternative to authors who want to share their research with a wider, more global audience. For more information about open access read Peter Sumpter's **Open Access Overview**.

For writers who wish to publish in open access publications, there are resources to help ensure that the best journals are found. This publishing outlet is steadily gaining popularity and becoming more accepted; however, it is important to keep in mind that there are excellent OA journals as well as those that are predatory.

#### Evaluating Open Access Journals

The Directory of Open Access Journals (DOAJ) "is an online directory that indexes and provides access to quality open access, peer-reviewed journals." <https://doaj.org/> It provides an easy way to search for journals by subject or to search a specific journal title. For a list of potentially predatory open access publishers see Beall's list.

### Comparing and Evaluating: Things to consider

- **Impact factor and Eigenfactor**- Check databases and tools like **Journal Citation Reports** that use specialized rating systems to rank a journal's impact and importance in a field.
- **Discipline Specific Tools**: There are other websites and resources based on the field. For example, **Hein Online** has specialized tools for ranking law journals and **MLA** has a Directory of Periodicals for literature and language resources.
- **Peer Review**- This is still one of the most important pieces of information as we all know.
- **Relevancy**- What is the scope, audience, publication schedule, and how is the journal valued within a particular discipline?

### Finding and Matching Journals to your Research Topic

**Elsevier: Elsevier Journal Finder** "uses smart search technology and field-of-research specific vocabularies to match your article to Elsevier journals." <http://journals.elsevier.com/>

**Springer Journal Selector** searches more than 2600 Springer journals in multiple disciplines including: science, business, engineering, social sciences, law, philosophy, medicine, education, and more.

**Endnote: Manuscript Matcher** "Leverages meticulously indexed data from thousands of journals, across hundreds of global publishers. Uses patent-pending technology to analyze tens of millions of citation connections to identify meaningful relationships with your work." <http://endnote.com/products/EndNoteManuscriptMatcher.aspx> Works with Web of Science.

**Promote Tips and Tools to your Faculty!** - Via LibGuides, faculty lists, library website or blog, social media, & information sessions. They will thank you!

## Matchmaking for Researchers: Tools and Tips for Finding, Selecting, and Publishing in the Perfect Journal

**Presenter: Latisha Reynolds, University of Louisville**

### Abstract:

For faculty in academic settings, publishing is essential, and publishing in the right journal is one of the most important considerations. Technology has not only increased the access to great information resources for writing

and publishing, but it is also providing new ways to determine the best academic sources to publish in and to quickly match a specific research project to a particular journal.

These tools and resources can be useful to librarians who are liaisons to faculty

in various disciplines, and also to librarians who are publishing their own research. Here are resources (new and old) that can help you and the faculty you support find, select, and publish in the best journals.

I became interested in this topic after noticing an increase in the number of questions related to finding journals not for research but for publishing purposes. Increasingly, faculty and some graduate students were asking for resources that would help them learn about the major journals in specific disciplines so that they could make informed choices about where to publish. I found it relatively common to get these requests for science fields but not as much for other areas. Generally the questions were concerning the “times cited” in Web of Science or the Impact Factors in JCR Reports.

However, I observed that faculty and graduate students in Humanities and Social Sciences areas were inquiring as well. For example, one professor inquired about the premier journals in Human Resources. In addition, I met with another faculty member in the Theatre Arts area who was working on an interdisciplinary research project with a colleague and needed basic tools that would assist her in becoming knowledgeable in evaluating and choosing journals for publishing in the unfamiliar discipline. The professor

(who has worked at the University for many years and is a heavy library user) was very excited about the resources and asked if other faculty members knew about them.

This was a “light bulb” moment because I realized that the tools we consult frequently for collection development and research purposes could be utilized by faculty and student researchers as well to direct their publishing efforts.

Below are the tips and tools shared with the faculty members and other researchers, and additional information included for the presentation after doing further research. This is not an exhaustive overview but for the purpose of the presentation the major tools are listed. The first list includes journal directories (Magazines for Libraries, Ulrich’s, and Cabell’s) that can be helpful for detailed research on specific journals.

### **Journal Directories**

**Magazines for Libraries-** The print resource provides a detailed description of core journals in each discipline. It also includes a subject and title index.

### **Ulrich’s Periodicals Directory-**

“Profiles a quarter of a million academic journals, professional monographic series, electronic publications, conference proceedings, consumer magazines, newsletters, newspapers, 'zines, and other serials.” (Ulrich’s web)



**Cabell's Directory-** "Cabell's was founded in 1978 to help tenure committees, professors, researchers and doctoral students find detailed information for the purpose of evaluating and selecting academic journals." It indexes more than 11,000 journals in 18 disciplines. (Cabell's International)

Since comparing and evaluating are of great importance to the process of successfully choosing a journal in which to publish, related resources and suggestions are also discussed. In addition resources for choosing and evaluating Open Access journals are included.

### **Comparing and Evaluating: Things to consider**

- **Impact factor and Eigenfactor**— Check databases and tools like **Journal Citation Reports** that use specialized rating systems to rank a journal's impact and importance in a field.
- **Discipline Specific Tools:** There are other websites and resources based on the field. For example, **Hein Online** has specialized tools for ranking law journals and **MLA** has a Directory of Periodicals for literature and language resources.
- **Peer Review-** This is still one of the most important pieces of information as we all know.
- **Relevancy-** What is the scope, audience, publication schedule,

and how is the journal valued within a particular discipline?

### **Open Access Journals- Need to Know!**

**Open access journals** are freely accessible to the reader, and provide an alternative to authors who want to share their research with a wider, more global audience. For more information about open access read Peter Sumpter's Open Access Overview:

<http://legacy.earlham.edu/~peters/fos/overview.htm>.

For writers who wish to publish in open access publications, there are resources to help ensure that the best journals are found. This publishing outlet is steadily gaining popularity and becoming more accepted; however, it is important to keep in mind that there are excellent OA journals as well as those that are predatory.

### **Evaluating Open Access Journals**

. The Directory of Open Access Journals (DOAJ) "is an online directory that indexes and provides access to quality open access, peer-reviewed journals." (DOAJ) It provides an easy way to search for journals by subject or to search a specific journal title. For a list of potentially predatory open access publishers see Beall's list:

<http://scholarlyoa.com/publishers/>.

In researching the subject, I not only found several helpful websites and library guides that discussed topics related to finding the right journal (see

attached selected resources), but I also began to find tools that would help to make the “matching process” easier.

There are a good number of resources out there, and they are becoming more common as publishers, database vendors, and institutions realize the demand for related information and services. The quality of the matching and the functionality of the tools vary, but can be useful depending on the resource and the chosen discipline. The following list provides information on some of the tools.

### **Finding and Matching Journals to your Research Topic**

#### **Elsevier: Elsevier Journal Finder**

“Uses smart search technology and field-of-research specific vocabularies to match your article to Elsevier journals.” (Elsevier)

**Springer Journal Selector** searches more than 2600 Springer journals in multiple disciplines including: science, business, engineering, social sciences, law, philosophy, medicine, education, and more. (Springer)

#### **Endnote: Manuscript Matcher**

“Leverages meticulously indexed data from thousands of journals, across hundreds of global publishers. Uses patent-pending technology to analyze tens of millions of citation connections to identify meaningful relationships with your work.” (Endnote) Works with Web of Science.

There are many considerations along the path to finding the perfect journal, so a general checklist is suggested. This list touches on the various resources such as journal directories, databases that rate journals, journal matching tools and others.

### **Publish Better: Find the best journals**

#### **(Tips for faculty and researchers)**

- Search directories like **Magazines for Libraries and Ulrich’s** to find the descriptions and major journals in the disciplines
- Do searches in the related databases to find similar articles, and see where they are being published (Ex. MLA Bibliography, JSTOR)
- Search databases that rate journals like **Journal Citation Reports** and **Google Scholar Metrics**
- View journal finding features on publisher’s websites- For example, **Sage Journals** and **Elsevier** have these
- Use **Journal Matching Services**. Many of them are free, and you can simply drop in your title and abstract to find related journals.
- **Help from friends:** Check with faculty and related departments to find the journals that are of value in the discipline specific to your research.
- **No “resource” is an island:** Consider a variety of resources

and the strengths and weaknesses of each. The resources should work as pieces of a whole in assisting with the process of choosing a journal.

At the conference, I asked attendees to share with me the tools and resources that they use regularly and to indicate if they were aware of the resources listed in the presentation.

Some were familiar with older print resources like Magazines for Libraries, but others were not. Cabell's Directory which has been around since 1978 is a resource that many either did not know about or did not have access to in their libraries. It seemed that the majority were also unaware of the journal matching tools. Given the feedback regarding the resources it seems that they could be utilized more by librarians in assisting with questions related to assessing journals for publishing purposes.

The interaction with faculty, and interest in the topic also made me think differently about the collection tools and how we use and promote them. We use many of the databases like (JCR and Ulrich's) regularly but we may not always think to promote them as tools to faculty who are trying to publish. We share when asked, but do we proactively promote the tools?

I decided to include suggestions in the presentation as well on promoting these resources to faculty. Librarians many times are looking for additional ways to reach faculty and for new services to offer. Providing these resources and teaching faculty how to use them is a great outreach.

Getting the information out in a variety of ways will allow librarians to reach a larger number of faculty as well as researchers. Suggestions for ways to promote the resources are listed below.

**Promote Tips and Tools to your Faculty!** -Via LibGuides, faculty Lists, library website or blog, social media, & information sessions. They will thank you!

Remember to share **tools with faculty**. Resources that we use every day for collection development and other types of research can help faculty select journals for publishing. Many times they don't know these resources are available!

For additional information please see the following reference list, as well as the visual display of this presentation.

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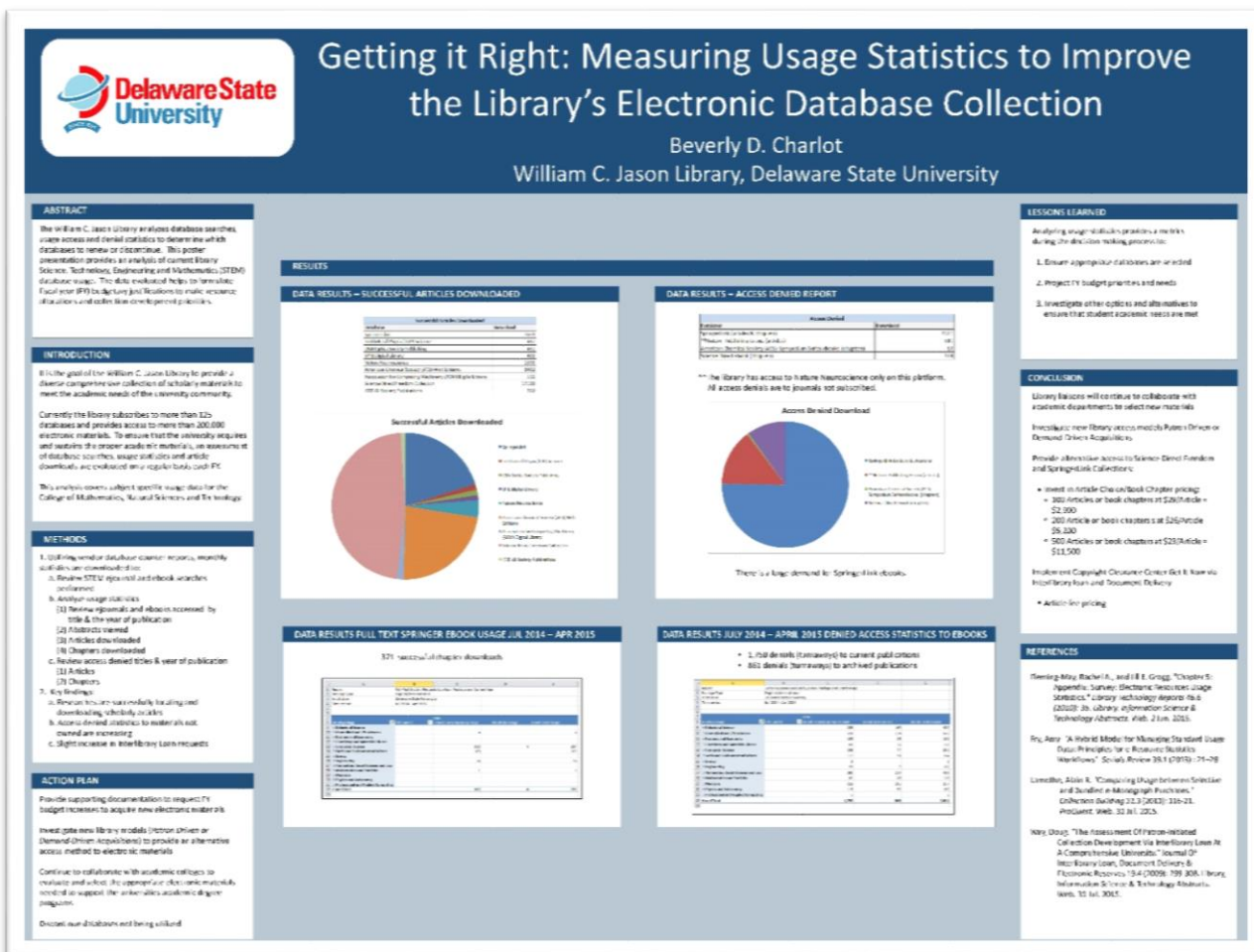
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## Getting it Right: Measuring Usage Statistics to Improve the Library's Electronic Database Collection

**Presenter: Beverly D. Charlot, Delaware State University**

### ABSTRACT

The William C. Jason Library analyzes database usage access and denial statistics to determine which databases to renew or discontinue. This poster presentation provides an analysis of database usage, abstracts viewed, articles downloaded, and an article from

which access was denied. The data evaluated helps to formulate budgetary decisions/justifications and collection development priorities.

### INTRODUCTION

It is the goal of the William C. Jason Library to provide a diverse

comprehensive collection of scholarly materials to meet the academic needs of the university community.

Currently, the library subscribes to more than 125 databases and provides more than 200,000 electronic materials. To ensure that the university acquires and sustains the proper academic materials, an assessment of database searches, usage statistics and article download are evaluated on a regular basis each FY.

This analysis covers subject specific usage data for the College of Mathematics, Natural Sciences and Technology.

## **METHODS**

1. Utilizing vendor database counter reports, monthly statistics are downloaded to:
  - a. Review STEM ejournal and ebook searches performed
  - b. Analyze statistics
    1. Review ejournals and ebooks assessed by title & the year of publication
    2. Abstracts reviewed
    3. Articles downloaded
    4. Chapters downloaded
  - c. Review access denied titles & year of publication
    1. Articles
    2. Chapters

## **2. Key findings:**

- a. Researchers are successfully locating and downloading scholarly articles.
- b. Access denied statistics to materials not owned are increasing.
- c. Slight increase in interlibrary loan requests.

## **ACTION PLAN**

Provide supporting documentation to request FY budget increases to acquire new electronic materials.

Investigate new library models (Patron Driven or Demand-Driven Acquisitions) to provide an alternative access method to electronic materials.

Continue to collaborate with academic colleges to evaluate and select the appropriate electronic materials needed to support the university's academic degree programs.

Discontinue databases not being utilized.

## **RESULTS**

### **LESSONS LEARNED**

Analyzing usage statistics provide a metrics during the decision making process to:

1. Ensure appropriate databases are selected



2. Projected FY budget priorities and needs
3. Investigate other options and alternatives to ensure that student academic needs are met

## CONCLUSION

Library liaisons will continue to collaborate with academic departments to select new materials.

Investigate new library access models: Patron-Driven or Demand-Driven Acquisitions.

Provide alternative access to Science Direct Freedom and SpringerLink Collections.

Invest in Article Choice/Book Chapter pricing:

- 100 articles or book chapters at \$29/article -> \$2,900
- 200 articles or book chapters at \$26/article-> \$5,200
- 500 articles or book chapters at \$23/article-> \$11,500

Implement Copyright Clearance Center Get It Now via interlibrary loan and document delivery.

- Article Fee pricing

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## Expanding Library Support for Faculty Research in HBCUs: Copyright Law in the Digital Age Workshop | Jahala Simuel, Reference Librarian

Sponsored by:  
**MELLON**  
FOUNDATION

We are pleased to announce that the HBCU Library Alliance has approved a grant of \$6,000 to the James E. Cheek Library to support development or expansions of programs to improve library services in support of faculty research.

**"Great understanding of copyright laws and its impact on educators."**  
-Dr. Carmen Walker

### Goals:

1. Promote an awareness of changes in copyright law and intellectual property to Shaw University.
2. Educate faculty and staff about copyright law, including the concepts of fair use, free speech, and the public domain.
3. Help faculty understand their legal rights and responsibilities with respect to copyright and technology use.

### Objectives:

1. Faculty will be introduced to develop a basic understanding of copyright law changes and developments in relation to research.
2. Faculty will be introduced to the correlation of copyright law instruction.
3. Faculty will gain an understanding of the legal implications of copyright law in relation to education.

### Purpose of Grant

This project was designed to update Shaw faculty of changes in copyright law and intellectual property. This is necessary not only for their own research and writing needs, but to teach their students the same. These skills are necessary for successful entry and stability in the workplace. Global communication and information trends via social media make it imperative that faculty receive training by an attorney, journalist or other appropriate professionals to explain and educate faculty in the rights covered by copyright and the impact of using copyrighted material in courses.

### Why We Chose this Topic

We chose to do this topic because it is a subject that faculty is interested in based on the HBCU Library/Faculty preliminary surveys that went out. We also thought that this would be a great workshop to assist faculty in their efforts to foster academic excellence with a better understanding of the ethical, legal, and social issues surrounding copyright, plagiarism, and intellectual property.

### Going Forward

Overall this was a great workshop but if we could do this again would like to see outcomes from students and have students engaged in this process. It is strongly recommended that faculty utilize copyright in their syllabus/lesson. We would like to repeat this exercise with faculty showing the results of their students' understanding of copyright law.

### Learning Outcomes:

1. Faculty will understand the fundamentals of authorship, how a copyright work is created and protected.
2. Faculty will learn when to use copyrighted materials in their teaching.
3. Faculty will learn how to seek permission from the copyright holder for proposed use.

**"A lot of useful information."**

-Tim Marriott

### Topics Covered:

1. Brief History of Copyright
2. Copyright Revision Act of 1976
3. Libraries and Copyrighted Material
4. Electronic Issues

### Consultant \$2,000

- 15 Participants @ \$200 - \$3,000
- Food \$264.49
- Supplies/Portfolios \$154.61
- Food ended up costing less, so with additional funds we will purchase 2 copyright books from ALA.

**"Information, materials and knowledge to be incorporated into my Criminal Justice classes. Excellent workshop!"**

-Cynthia Graham

## Copyright Law in the Digital Age

**Presenter: Jahala D. Simuel, James E. Cheek Learning Resources Center, Shaw University**

### ABSTRACT

We were awarded grant in the amount of \$6,000 from the Historically Black Colleges and Universities (HBCU) Library Alliance. The grant is designed to support the creation or expansion of programs that improve library services that support faculty research. It is a prime part of the larger HBCU project funded by the Mellon Foundation:

Expanding Library Support for Faculty Research in HBCUs.

This poster is designed to promote awareness of changes in copyright law and intellectual property to faculty at Shaw University. This is necessary not only for their own research and writing needs, but to teach their students the same. This poster was designed to provide faculty with an overview of the

current status of the U.S. copyright laws and its impact on library services.

## **GOALS**

1. Promote an awareness of changes in copyright law and intellectual property to Shaw University.
2. Educate faculty and staff about copyright law, including the concepts of fair use, free speech, and the public domain.
3. Help faculty understand their legal rights and responsibilities with respect to copyright and technology use.

## **OBJECTIVES**

1. Faculty will be introduced to develop a basic understanding of copyright law changes and development in relation to research.
2. Faculty will introduced to the correlation of copyright law instruction.
3. Faculty will gain an understanding of the legal implications of copyright law in relation to education.

## **PURPOSE OF GRANT**

This project was designed to update Shaw faculty of changes in copyright law and intellectual property. This is necessary not

only for their own research and writing needs, but to teach their students the same. These skills are necessary for successful entry and stability in the workplace. Global communication and information trends via social media make it imperative that faculty receive training by an attorney, journalist, or other appropriate professional to explain and educate faculty in the rights covered by copyright and the impact of using c

## **WHY WE CHOSE THIS TOPIC**

We chose to do this topic because it is a subject that faculty is interested in based in the HBCU Library/Faculty preliminary surveys that went out. We also thought that this would be a great workshop to assist faculty in their efforts to foster academic excellence with a better understanding of the ethical, legal, and social issues surrounding copyright, plagiarism, and intellectual property.

## **LEARNING OUTCOMES**

1. Faculty will understand the fundamentals of authorship,

- how a copyright work is created and protected.
2. Faculty will learn when to use copyright materials in their teaching.
  3. Faculty will learn how to seek permission from the copyright holder for proposed use.

results of their students' understanding of copyright law.

### **TOPICS COVERED**

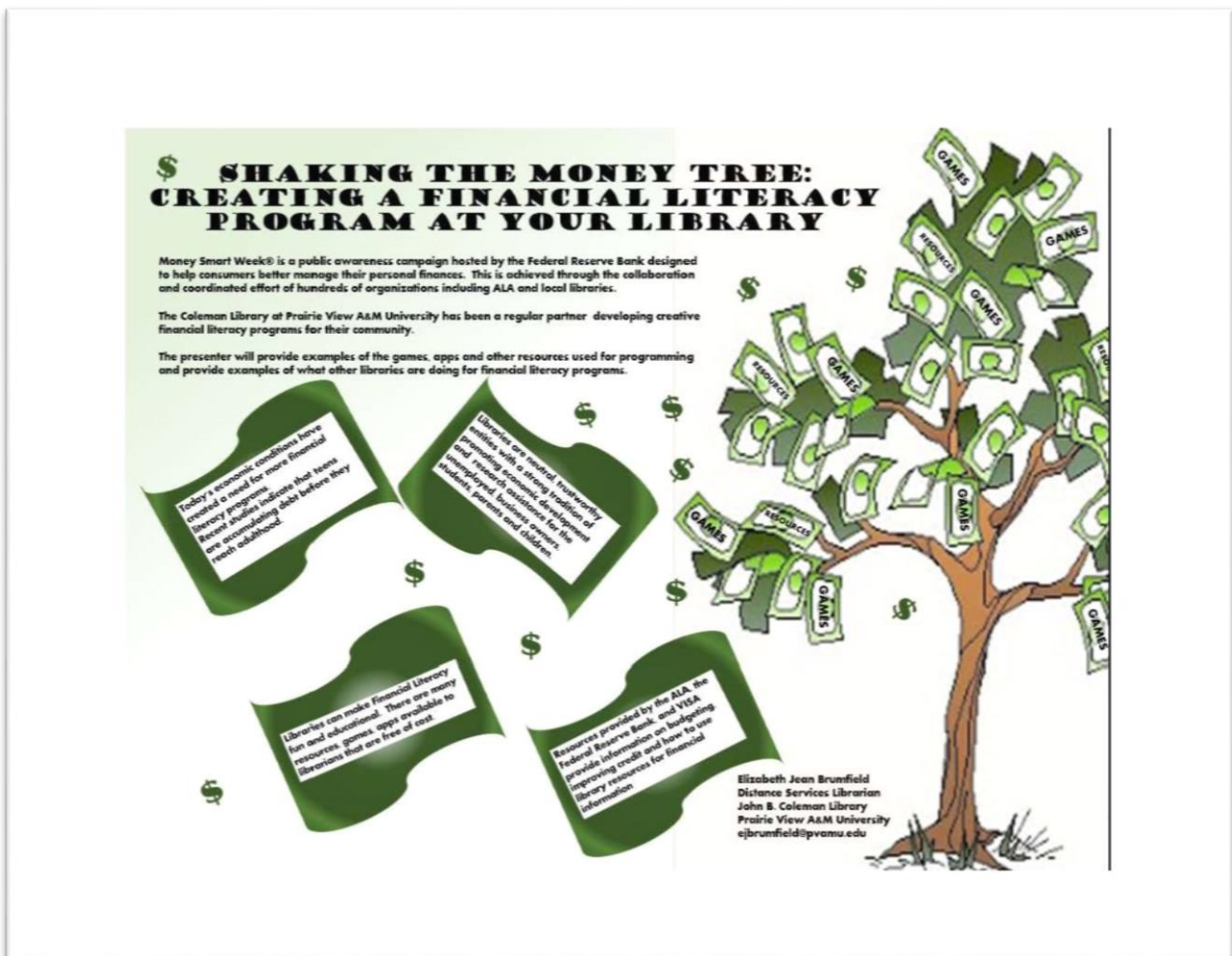
1. Brief history of copyright
2. Copyright Revision Act of 1976
3. Libraries 15 and copyrihter material
4. Electronic issues

### **EXPENSES**

- Consultant \$2,000
- 15 participants @ \$200=\$3,000
- Food \$264.99
- Supplies/Portfolios \$154.61
- Food ended up costing less, so with additional funds we will purchase 2 copyright books from ALA.

### **GOING FORWARD**

Overall this was a great workshop but if we could do this again we would like to see outcomes from students engaged in this process. It is strongly recommended that faculty utilize copyright in their syllabi/lessons. We would like to repeat this exercise with faculty showing the



## Shaking the Money Tree: Creating a Financial Literacy Program at Your Library

**Presenter:** Elizabeth Jean Brumfield, Prairie View A&M University

### Abstract:

Money Smart Week® is a public awareness campaign hosted by the Federal Reserve Bank designed to help consumers better manage their personal finances. This is achieved through the collaboration and coordinated effort of

hundreds of organizations including ALA and local libraries. The Coleman Library at Prairie View A&M University has been a regular partner since 2010, developing creative financial literacy programs for their community. The presenter of this poster provided examples of the games, apps and other

resources used for programming and provided examples of what other libraries are doing for financial literacy programs.

## **Introduction:**

Today's economic conditions have created a need for more financial literacy programs. Recent studies indicate that teens are accumulating debt before they reach adulthood. Libraries are neutral, trustworthy entities with a strong tradition of promoting economic development and research assistance for the unemployed, business owners, students, parents and children. Libraries can make Financial Literacy fun and educational. There are many resources, games, apps available to librarians that are free of cost. Resources provided by the American Library Association, the Federal Reserve Bank, and VISA have information on budgeting, improving credit and how to use library resources for financial information. Also many libraries have LibGuides and websites dedicated to financial literacy.

Below are a few financial literacy resources librarian can use to provide information on financial literacy.

## **Financial Literacy Resources**

### **LibGuides:**

- University of Illinois at Urbana-Champaign--

<http://uiuc.libguides.com/financialliteracy>

- Colorado State University--  
<http://libguides.colostate.edu/FinancialLiteracy>
- Georgia Northwestern Tech--  
<http://gntc.libguides.com/content.php?pid=269049&sid=3260680>
- University of Denver--  
<http://libguides.du.edu/financial-literacy>
- Central Pennsylvania Community College--  
<http://libguides.hacc.edu/financialliteracy>
- Howard Community College--  
<http://howardcc.libguides.com/financialliteracy>
- SUNY Old Westbury--  
<http://libguides.oldwestbury.edu/money>
- Pulaski Tech--  
<http://libguides.pulaskitech.edu/content.php?pid=211788&sid=1762947>
- Youngstown State Library--  
<http://maag.guides.yosu.edu/financialliteracy>
- Michigan State University--  
<http://libguides.lib.msu.edu/financialliteracy>



- Appalachian Regional Library--  
[http://arlibrary.libguides.com/smart\\_investing/collection](http://arlibrary.libguides.com/smart_investing/collection)
- Kennesaw State Library--  
<http://libguides.kennesaw.edu/financialliteracy>
- University of Wisconsin--  
<http://libguides.uww.edu/content.php?pid=659916&sid=5465662>

#### **Documents:**

- Financial Literacy Guidelines, American Library Association--  
[http://www.ala.org/rusa/sites/ala.org.rusa/files/content/FLEGuidelines\\_Final\\_September\\_2014.pdf](http://www.ala.org/rusa/sites/ala.org.rusa/files/content/FLEGuidelines_Final_September_2014.pdf)
- Financial Literacy among Retail Investors, Library of Congress--  
<http://www.sec.gov/news/studies/2012/917-financial-literacy-study-part2.pdf>

#### **Examples of Library Programs:**

Smart Investing @ Your Library--  
<http://smartinvesting.ala.org/model-programs/>

#### **Webinars:**

Financial Literacy Education in Libraries: Guidelines and Best Practices for Service  
<http://www.ala.org/rusa/financial-literacy-education-libraries>

You're Mission into Action:  
Developing Financial Literacy and Savings Programs for Youth  
<http://event.on24.com/eventRegistration/EventLobbyServlet?target=lobby.jsp&eventid=967959&sessionid=1&key=F02D4A75C21A2D559BCE0DB61171DB18&eventuserid=122321093>

Financial Literacy: Putting Your Mission into Action  
<https://www.youtube.com/watch?v=BK3QT9uqPAo&feature=youtu.be>

Money Management International  
<http://www.moneymanagement.org/Budgeting-Tools/Credit-Webinars.aspx>

#### **Organizations:**

- American Library Association--  
<http://www.ala.org/search/site/financial%20literacy>
- Federal Reserve Bank, Chicago--  
<https://www.chicagofed.org/>
- Federal Reserve Bank, St Louis--  
<https://www.stlouisfed.org/>
- FINRA Investor Education Foundation--  
<http://www.finrafoundation.org/>
- Financial Literacy and Education Commission (FLEC)--  
<http://www.treasury.gov/resourcecenter/financial-education/Pages/commission-index.aspx>



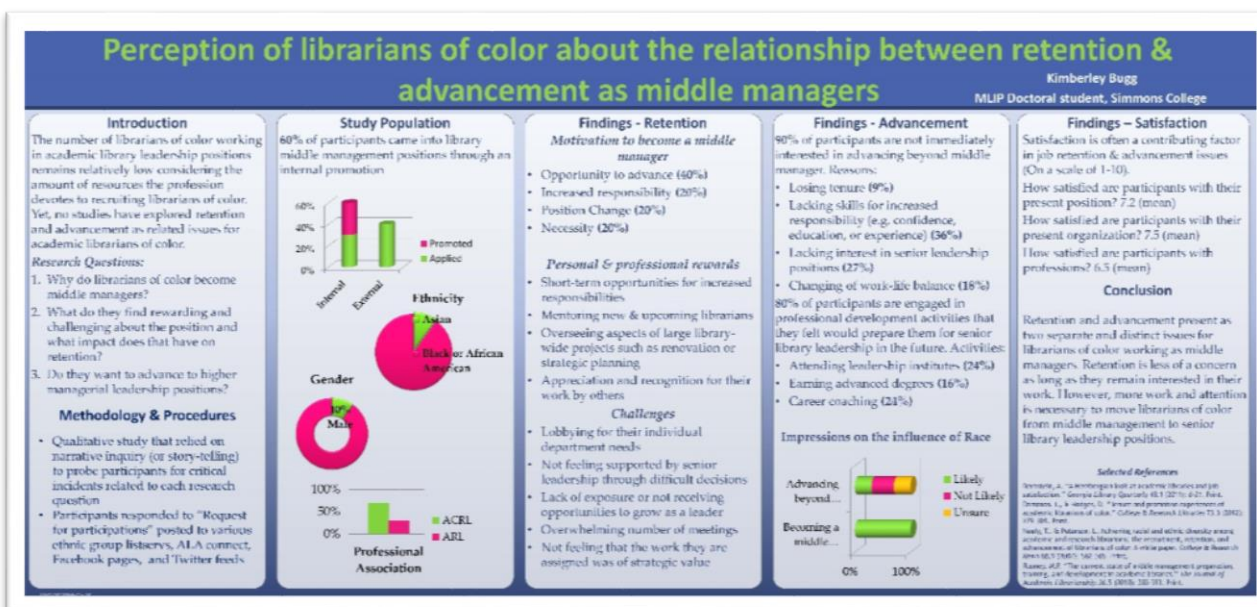
## Archival Collections Assessment for the Texas Domestic Slave Trade Project

**Presenter: Rachel Winston, University of Texas at Austin**

The Texas Domestic Slave Trade (TXDST) Project is a new initiative at the University of Texas at Austin aimed at promoting scholarly research on the domestic slave trade in Texas. This

project included assessment of local archival collections related to the domestic slave trade in Texas and the creation of an annotated research guide highlighting collections of interest.





## Perceptions of Librarians of Color about the Relationship between Retention & Advancement as Middle Managers

**Presenter: Kimberly Bugg, New York City College of Technology, City University of New York**

### Abstract

This poster highlights the results of a study that investigated the relationship between retention and advancement for academic librarians of color. The study focused on academic librarians that both self-identified as person of color and filled a middle management position within the library with a title such as department head, service coordinator, or team leader. The researcher asked participants to tell stories around three phases of their experiences in the

position: becoming a middle manager, challenges and rewards of working as middle manager, and advancing beyond the position.

Hopefully, the themes that emerged help the profession develop strategies for increasing retention and advancement of librarians of color in academic library leadership positions.

### Introduction

The number of librarians of color working in academic library leadership

positions remains relatively low considering the amount of resources the profession devotes to recruiting librarians of color. Yet, no studies have explored retention and advancement as related issues for academic librarians of color.

#### *Research Questions:*

1. Why do librarians of color become middle managers?
2. What do they find rewarding and challenging about the position and what impact does that have on retention?
3. Do they want to advance to higher managerial leadership positions?

#### **Methodology & Procedures**

- Qualitative study that relied on narrative inquiry (or story-telling) to probe participants for critical incidents related to each research question
- Participants responded to “Request for participations” posted to various ethnic group listservs, ALA Connect, Facebook pages, and Twitter feeds

#### **Study Population**

60% of participants came into library middle management positions through an internal promotion

#### **Findings-Retention**

##### *Motivation to become a middle manager*

- Opportunity to advance (40%)
- Increased responsibility (20%)
- Position Change (20%)
- Necessity (20%)

##### *Personal & professional rewards*

- Short-term opportunities for increased responsibilities
- Mentoring new & upcoming librarians
- Overseeing aspects of large library-wide projects such as renovation or strategic planning
- Appreciation and recognition for their work by others

##### *Challenges*

- Lobbying for their individual department needs
- Not feeling supported by senior leadership through difficult decisions
- Lack of exposure or not receiving opportunities to grow as a leader
- Overwhelming number of meetings
- Not feeling that the work they are assigned was of strategic value.

## Findings-Advancement

90% of participants are not immediately interested in advancing beyond middle manager. Reasons:

- Losing tenure (9%)
- Lacking skills for increased responsibility (e.g. confidence, education, or experience) (36%)
- Lacking interest in senior leadership positions (27%)
- Changing of work-life balance (18%)

80% of participants are engaged in professional development activities that they felt would prepare them for senior library leadership in the future.

Activities:

- Attending leadership institutes (24%)
- Earning advanced degrees (16%)
- Career coaching (24%)

## Findings – Satisfaction

Satisfaction is often a contributing factor in job retention & advancement issues (On a scale of 1-10). How satisfied are participants with their present position? 7.2 (mean). How satisfied are participants with their present organization? 7.5 (mean). How satisfied are participants with professions? 6.5 (mean).

## Conclusion

Retention and advancement present as two separate and distinct issues for librarians of color working as middle managers. Retention is less of a concern as long as they remain interested in their work. However, more work and attention is necessary to move librarians of color from middle management to senior library leadership positions.

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# Making Arts Connections at the Library

Utilizing community-based artists for effective programs and building audiences

Annie Ruth- Visual Artist, Author & Arts Educator, Founder, Eye of the Artists Foundation

## Introduction

The public library is a place where stimulating visual and interactive presentations occur-- a place where people engage with the presenters and receive culturally relevant programming. It is a place that utilizes community-based artists, who are equipped with resources to broaden the library programming experience.



## Goals

Provide innovative strategies and collaborations that help library partners create meaningful experiences that results in successful exhibits, educational programming and projects, exciting library outreach and community engagement in their institutions. Mobilizing the community around the Arts to increase audience capacity and the use of library venues for innovative exhibit design and literacy programming for children and families,

## Events & Activities

- **Interpretive Exhibits -**  
Exhibits are equally an arts outreach as they are a bridge between cultural audiences and institutions.
- **Teacher Training -**
- **Distribution of Arts education curriculum -**
- **Educational community-based art projects -**  
Creating mosaic assemblages with community members & students.
- **Discussions & Forums -**  
Neighborhood talks that include community leaders with themes focused around collections and exhibits.



- **Arts Integration Workshops -**  
Educators and educators-in-training learning ways of integrating art into language arts, social studies, math and science.

- **Author/Illustrator Visits-**  
Utilize local artists and authors



Community Art Mosaic Assemblage Project

## Results

Promoting arts and library partnerships.

Connecting libraries to local authors, visual and artists and performing artists.

Connecting local libraries, colleges, businesses and museums.

Creating community-engaged and community planned and collaborative programming.

## Benefits

Positioning the library as a center for community-engagement, arts, education and intellectual exchange.

Creating lasting partnerships with artists.



## Making Arts Connections at the Library

**Presenter: Annie Ruth, Eye of the Artists Foundation**

### Abstract

Annie Ruth, a renowned visual artist and internationally respected arts educator shared proven innovative strategies and collaborative models that have helped numerous mainstream library partners create a community-based experience that have created

successful exhibits, educational programming and projects. The poster's information and handouts can also be utilized by participants to develop audiences and implement exciting library outreach and community engagement in their institutions. This poster addresses: The interpretation of

the books or exhibits for various audiences. The sharing of some of the latest trends in exhibition development and programming design for literacy themes. How to successfully communicate active grassroots experiences effectively with library exhibits and programs by utilizing community-based artists and partnerships. And how to share examples of innovative exhibit designs, arts education curriculum packets and educational community-based projects & programs that libraries can create to successfully engage the community and create lasting partnerships.

## **Introduction**

The public library is a place where stimulating visual and interactive presentations occur – a place where people engage with the presenters and receive culturally relevant programming. It is a place that utilizes community-based artist who are equipped with resources to broaden the library programming experience.

## **Goals**

Provide innovative strategies and collaborations that help library partners create meaningful experience that results in successful exhibits, educational programming and projects, exciting library outreach and community engagement in their

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## **Events and Activities**

### **Interpretive exhibits**

- Exhibits are equally an arts outreach as they are a bridge between cultural audiences and institutions.

### **Teacher training**

### **Distribution of arts education curriculum**

### **Educational community-based arts projects**

- Creating mosaic assemblages with community members and students

### **Discussions and forums**

- Neighborhood talks that include community leaders with themes focused around collections and exhibits.

### **Arts integration workshops**

- Educators and educators-in-training learning ways of integrating art into language arts, social studies, math, and science.

### **Author/illustrator visits**



- Utilize local artists and authors.

## **Results**

- Promoting arts and library partnerships.
- Connecting libraries to local authors, visual artists, and performing artists.
- Connecting local libraries, colleges, businesses, and museums.
- Creating community-engaged and community planned and collaborative programming.

## **Benefits**

- Positioning the library as a center for community engagement, arts, education, and intellectual exchange.
- Creating lasting partnerships with artists.

## Washington University Libraries Summer Internship Program 2015 Summer Interns: Devon Harris and Dominic Moody



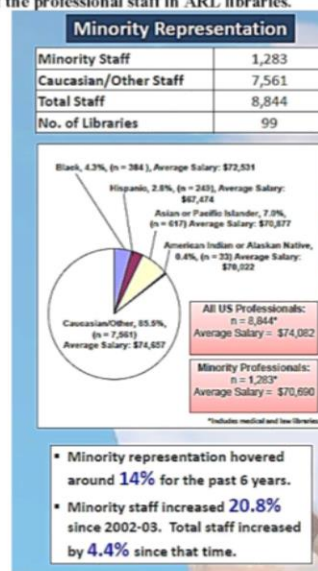
The internship provides an opportunity for Washington University Libraries to partner with a HBCU (Lincoln University in Jefferson City, MO) to attract students of color to academic librarianship.

### Highlights of the Internship

- \* Acquisitions in Academic Libraries: Procedures and Challenges
- \* The Art & Architecture Library – Resources and Services
- \* The East Asian Library – Resources and Services
- \* The Law Library – Resources and Services
- \* The Medical Library – Resources and Services
- \* The IT Department – Services
- \* Meeting with Dr. Harvey Fields: Challenging Students to Set Academic Goals
- \* Meeting with St. Louis High School Teachers: Discussing Resources on Ferguson and Michael Brown for high school student research
- \* Attending the ALA Summer Conference in San Francisco
- \* Using the Zotero Software to Collect, Organize, Cite, and Share Research Sources

The chart on the right is from the poster, *Minority Representation in US ARL University Libraries as of 2012-2013: Taking a Closer Look at the Evidence* by Shaneka Morris and Martha Kyrillidou, Association of Research Libraries, 2014. Available at: <http://libraryassessment.org/bm-doc/24morrisposter.pdf>

Statistics from the Association of Research Libraries show that African Americans are 13.1% of the population but only 4.3% of the professional staff in ARL libraries.



## Using an 8 Week Summer Internship to Attract Undergraduate Students from Traditionally Underrepresented Ethnic and Racial Minority Groups to Careers in Academic Librarianship

**Presenter: Rudolph Clay, Washington University in St. Louis**

The Washington University Libraries (St. Louis, MO) utilized an eight-week summer internship to provide undergraduate students from traditionally underrepresented ethnic and racial minority groups with practical experience in serving faculty, staff, and students in an academic research library as well as an introduction to the major

issues facing research libraries. Interns received nurturing career support and guidance to encourage them to pursue a master's degree in library and information science and to consider academic librarianship as a career. Interns had the opportunity to engage with academic research librarians, work on interesting and important academic



library projects, and increase their knowledge of MLS programs. The interns' evaluation of the program indicated that the internship positively influenced their desire to pursue an MLS degree and their desire to enter academic librarianship.

### **Highlights of the Internship:**

- Acquisitions in Academic Libraries: Procedures and Challenges
- The Art & Architecture Library – Resources and Services
- The East Asian Library – Resources and Services
- The Law Library – Resources and Services
- The Medical Library – Resources and Services
- The IT Department – Services
- Meeting with Dr. Harvey Fields: Challenging Students to Set Academic Goals
- Meeting with St. Louis High School Teachers: Discussing Resources on Ferguson and Michael Brown for high school student research.
- Attending the American Library Association (ALA) Summer Conference in San Francisco.
- Using the Zetero Software to Collect, Organize, Cite, and Share Research Sources.

### **Source Cited:**

Morris, Shaneka and Martha Kyrillidou. *Minority Representation in US ARL University Libraries as of 2012-2013: Taking a Closer Look at the Evidence*. Association of Research Libraries, 2014. Poster.

## Better together with DPLA: Enhanced access to our digitized national heritage



### DPLA: Can It Help My Patrons? Can My Library Participate?

**Presenter: Emily Jaycox, Missouri History Museum**

The Digital Public Library of America (DPLA) is a gateway for exploring over 8 million digitized resources across a multitude of libraries. Learn how this freely available website can help your patrons. Explore the process by which your library's digitized content could become part of this exciting project. The

presenter is one of the founding members of the "Missouri Hub", which contributes material to DPLA from Missouri libraries.

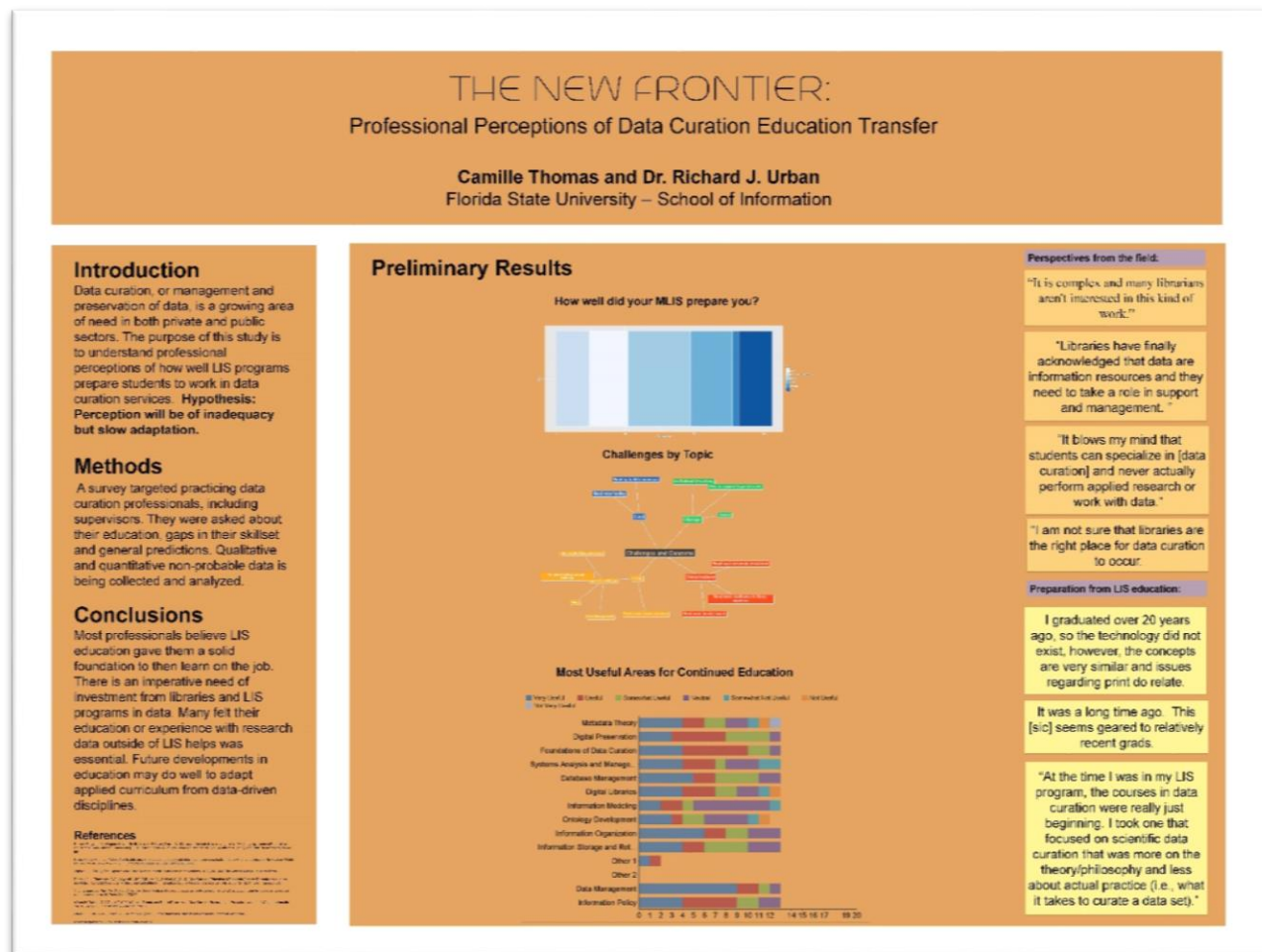
A common misconception of librarians is that DPLA could replace a digital asset management system. This is not the case. DPLA aggregates high quality

digital resources from many repositories, makes certain fields such as places and dates more uniform for better search results, and presents the results in an attractive format. If the user is interested in your library's digital asset, DPLA sends the user back to your site.

The user benefits because material on the same topic that is scattered among many repositories is brought together with a single search. The library benefits from increased traffic that DPLA directs to its site.

Repositories send metadata, thumbnails and URLs to DPLA via "service hubs". Smaller libraries work together to coordinate this data flow, helping to keep costs of participation low.

DPLA was built to be open source and developer friendly – increasing the potential of the high quality data that libraries create to describe their collections. It's especially strong at using library metadata to create unusual visualizations. For more information, visit: <https://dp.la/>



## Professional Perceptions of Data Curation Education Transfer

**Presenters: Camille Thomas and Dr. Richard Urban, Florida State University**

Data curation is a growing area of employment need in both private and public sectors due to the vast amount of data in our society. In particular, libraries have taken a role in data management, hiring more librarians and professionals to work with various types of data. The purpose of this study is to understand professional perceptions of data curation education and services,

which has not been addressed in the most recent literature.

Additionally, there have been several developments in the information field, especially concerning data curation in the past two years, these developments include increase in institutional repositories, federal funding mandates for data management and emphasis on support for STEM (science, technology,

engineering and math) education. The outcome of this study is to improve future development of the workforce and services in information organizations.

In this context, data curation is defined as management activities required to maintain research data long-term such that it is available for reuse and preservation. Data Curation specializations in Library and Information Studies Master's programs for information professionals are designed to provide employable skills for the crucial, growing need for data support services.

A survey was distributed to practicing data curation professionals, including those with supervisory roles. The poster presentation primarily included quantitative information from the preliminary findings. Some of the numerical data is displayed visually, while other information was given orally during the poster session. This included professional demographic information (e.g. type of institution in which professionals worked), common themes from qualitative responses and areas of knowledge professionals felt the field showed competency or room for improvement. While the respondents had varying educational backgrounds and workplaces, most had their MLIS and were working in academic libraries.

Many had advanced degrees in other data driven fields. Views about how the MLIS prepared them for data curation work varied as well, but most people felt librarians had the capacity for the work, especially to learn on the job.

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## THE STATUS OF ACADEMIC LIBRARIES IN POST-CONFLICT LIBERIA

### 9TH NATIONAL CONFERENCE OF AFRICAN AMERICAN LIBRARIANS

ST. LOUIS, MO  
AUGUST 3-8, 2015  
dkieh@xhso.com

Doris R. Kieh is a graduate of North Carolina Central University's School of Library and Information Science, Durham, NC. She specialized in academic and public libraries. Her goal is to work as an academic or public librarian. As well, she is interested in helping to build public libraries in developing countries to particularly help improve the education and lives of women and girls. She is fascinated with the library because it is the center of knowledge, and it preserves the cultures of the United States, as well as other countries.


**ABSTRACT**  
"I remember at different junctures in my life feeling lost, feeling alone, and feeling that somehow walking into a library and seeing those books, seeing human knowledge collected in that fashion, accessible, ready for me as usual always felt my spirit."

**2015 SPEECH AT ALA ANNUAL MEETING, CHICAGO, IL**

This research is a pilot study that focuses on six colleges and universities in Liberia that have been approved by the National Commission on Higher Education. The future study will include questionnaires to be sent to six (6) of the 32 institutions. The questions will focus on Environment, Circulation, Technology and Services. Ultimately, the purpose is that the results of the study will be used to help improve academic libraries at the various tertiary institutions in Liberia. After all, the role of academic libraries is to assist in teaching, learning and research.

**INFORMATION ON LIBERIA**

- Liberia was founded by the American Colonization Society
- Gained its independence 1847
- Military Coup 1980
- 1989 First Civil War
- 1999 Second Civil War
- 2003-2005 Interim President
- 2005 General Elections - Mrs. Ellen Johnson Sirleaf is elected president
- 2011 Sirleaf re-elected
- Capital: Monrovia - named after President James Monroe of the United States
- Countryside: 15
- Unemployment rate: 85%
- Population: 3.6M
- Literacy rate: 58%



Acting Director of the ALA Library (right) - by the author (left) - reference desk.

All pictures in this pilot study are from the researcher's personal collection.

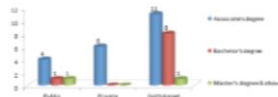
**COLLEGES AND UNIVERSITIES ENROLLMENT IN LIBERIA AS OF 2012**

- There are 32 higher education institutions in Liberia with total enrollment of 43,629
- There are six public, six private and 20 faith-based institutions

**Higher Education Institutions in Liberia - Summary 2012**

Institution	Enrollment	Students	Faculty
Public	1	1	1
Private	1	1	1
Faith-based	1	1	1

Source: Director General, Office of National Commission on Higher Education (NCHE), Republic of Liberia, June, 2012



**LITERATURE REVIEW**

**PROBLEMS AT ACADEMIC LIBRARIES IN AFRICA**

- IT software and hardware are expensive to maintain
- Do not have the staff to maintain them, Brain drain
- Much of innovation comes from donors
- Lack of sufficient professional staff is not the problem but majority of the African countries have "unnecessarily bloated" number of non-professional staff.
- Collections in African universities are inadequate
- Lack of political will
- Financial resources
- Management expertise
- Technology infrastructure (technology is Africa's problem)

Source: Kieh, D. R. and Kaye R. (2014) Academic Libraries and Information Science: A National Survey of Students and Librarians. (In: National Commission on Higher Education (NCHE), Republic of Liberia, 2012 and 2013)

**COLLEGES AND UNIVERSITIES IN LIBERIA DO NOT HAVE ADEQUATE LIBRARIES**


Source: Kieh, D. R. and Kaye R. (2014) Academic Libraries and Information Science: A National Survey of Students and Librarians. (In: National Commission on Higher Education (NCHE), Republic of Liberia, 2012 and 2013)

Institution	Enrollment	Students	Faculty
Public	1	1	1
Private	1	1	1
Faith-based	1	1	1

Source: Compiled by the author from various sources including Universities and Colleges (Libraries), and the Office of National Commission on Higher Education (NCHE)

"The available at this time."

"The University of Liberia student population as of 2012 is about 10,000. The undergraduate programs have moved to the new campus in Monrovia. The graduate programs are located on the main campus in Monrovia."



**Higher Education Institutions in Liberia, Library Funding - 2008-2012**

Institution	Enrollment	Students	Faculty
Public	1	1	1
Private	1	1	1
Faith-based	1	1	1

Source: Compiled by the author and information gathered from library directors and administrators, 2012 and 2013

**METHODOLOGY**

**DATA AND DATA SOURCES**

- The study will use both primary and secondary data. The former will be collected through a survey follow-up with personal interviews and the latter through archival research

**DATA COLLECTION METHODS**


- Two methods: Survey and archival resources will be used to focus on: Circulation, Service, Technology and Environment.

**DATA ANALYSIS METHOD**

- The study will use descriptive statistics. Coding results by using percentages, mean, mode, median, tables, graphs

"Books were my pass to personal freedom. I learned to read at age three, and soon discovered there was a whole world to conquer that went beyond our farm in Mississippi"

**"LIBRARIANSHIP"**



**FINDINGS OF PILOT STUDY**

**UNIVERSITY OF LIBERIA LIBRARIES**

- Library staff needs training and scholarships to do their masters.
- There are only two professional librarians at UL libraries
- The president is committed to upgrading the libraries. A 3-year strategic plan has been completed
- The university offers Associate in Library Science. Need professors to elevate to first degree
- Staff needs to attend conferences and workshops
- The whole library system needs to be revamped
- No computers in the library. Students use the computer lab in another building
- Copy machine not working

**AFRICAN METHODIST EPISCOPAL UNIVERSITY LIBRARY**

- 2.5 staff non-professional librarians
- Books come from Vision in Action, World Vision and McGraw-Hill
- Need staff training and professional development
- The acting director has 13 years experience, first as a medical library assistant
- Hours of operation: 8:30-5:00pm. Wants to expand hours.
- Need a budget, a new director, a cataloguer, books, computers, and more staff

**ADDITIONAL FINDINGS**

- There are no public libraries in Liberia
- The Librarian Association is not functioning.
- Librarians and libraries are not hot bottom issues in the country.
- US Embassy library is made available to all students


**CONCLUSION**

The presidents of the University of Liberia and the African Methodist Episcopal University indicated that they are committed to upgrading the libraries at their respective institutions and training staff.

**AFRICAN LIBRARIES ASSOCIATIONS AND INSTITUTIONS (ALIA)**

The founding of the African Libraries Association and Institutions is a great help for libraries in Africa. Hopefully, the association will assist in training of librarians and provide professional assistance in upgrading library systems in Liberia.

**I REMAIN HOPEFUL FOR THE FUTURE OF LIBRARIES AND LIBRARIANS IN LIBERIA.**



## The Status of Academic Libraries in Post-Conflict Liberia

**Presenters: Doris R. Kieh and Dr. Ismail Abdullahi, North Carolina Central University**

Liberia, one of Africa's oldest republics, and a country with about three million people, recently had two civil wars. The first occurred in 1989, and was led by Charles Taylor and his National Patriotic Front of Liberia (NPFL) against the Doe government; and the second occurred in

1998, and was led by Liberians United for Reconciliation and Democracy (LURD) against the Taylor regime. After challenging peacemaking processes, the first civil war ended in 1997, and the second in 2003. As a result of these civil wars, there were loss of lives and



damage to the infrastructure, among others. Further, all social institutions were affected including education.

Thus, this study will examine the role of academic libraries at the tertiary institutions in Liberia. This research will focus on six colleges and universities in Liberia that have been approved by the National Commission on Higher Education. Questionnaires will be sent to the institutions: Three public and three private. Two of which are faith-based. Follow-ups will be done through personal interviews to ascertain whether the academic libraries are meeting the needs of clients/users they serve i.e., students, faculty, staff, and in some instances, the public. The questions will focus on environment, circulation, technology, and services.

### **ABSTRACT**

“I remember at different junctures in my life feeling lost, feeling adrift, and feeling that somehow walking into a library and seeing those books, seeing human knowledge collected in that fashion, accessible, ready for me would always lift my spirits”—Barack Obama, 2005 Speech at ALA Annual Meeting, Chicago, IL.

This research is a pilot study that focuses on six colleges and universities

in Liberia that have been approved by the National Commission on Higher Education. Questionnaires will be sent to six (6) of the 32 institutions. The questions will focus on Environment, Circulation, Technology and Services. Ultimately, the purpose is that the results of the study will be used to help improve academic libraries at the various tertiary institutions in Liberia. After all, the role of academic libraries is to assist in teaching, learning and research.

### **INFORMATION ON LIBERIA**

- Liberia was founded by the American Colonization Society
- Gained its independence in 1847
- Military coup 1980
- 1989 First Civil War
- 1999 Second Civil War
- 2003-2005 Interim president
- 2005 General elections- Ellen Johnson Sirleaf is elected president
- 2011 Sirleaf re-elected
- Capital: Monrovia- named after President James Monroe of U.S.
- Counties: 15
- Unemployment rate: 85%
- Population: 3.6 million
- Literacy rate: 58%

## **COLLEGES & UNIVERSITIES ENROLLMENT IN LIBERIA AS OF 2012**

- There are 32 higher education institutions in Liberia with a total enrollment of 43, 629
- There are six public, six private and 20 faith-based institutions

## **LITERATURE REVIEW**

### **Problems at Academic Libraries in Africa:**

- IT software and hardware are expensive to maintain
- Do not have the staff to maintain them. Brain drain
- Much of innovation comes from donors
- Lack of sufficient professional staff is not the problem but majority of the African countries have “unnecessarily bloated” number of non-professional staff
- Collections in African universities are inadequate
- Lack of political will
- Financial resources
- Management expertise
- Technology infrastructure (technology is Africa’s problem)

## **METHODOLOGY**

### **Data and Data Sources**

The study will use both primary and secondary data. The former will be collected through a survey follow-up with personal interviews and the latter through archival research

### **Data Collection Methods**

Two methods: survey and archival resources will be used to focus on circulation, service, technology and environment

### **Data Analysis Method**

The study will use descriptive statistics, coding results by using percentage, mean, mode, medium, tables, and graphs

## **FINDINGS OF PILOT STUDY**

### **University of Liberia Libraries**

- Library staff needs training and scholarships to do their masters. There are only two professional librarians UL Libraries
- The President is committed to upgrading the libraries. A 3-year strategic plan has been completed
- The university offers associate in library science. Need professors to elevate to first degree.
- Staff needs to attend conferences and workshops
- The whole library system needs to be revamped

- No computers in the library. Students use the computer lab in another building
- Copy machine not working

### **African Methodist Episcopal University Library**

- 2.5 staff non-professional librarians
- Books come from Vision in Action, World Vision, and McGraw-Hill
- Need staff training professional development. The acting director has 13 years of experience, first as a medical library assistant
- Hours of operations 8:30-5:00pm. Wants to expand hours
- Need a budget, a new director, a cataloger, books, computers, and more staff.

### **Additional Findings**

- There are no public libraries in Liberia
- The Liberian Library Association is not functioning
- Librarians and libraries are not hot bottom issues in the country
- U.S. Embassy Library is made available to all students

### **CONCLUSION**

The Presidents of the University of Liberia and the African Methodist

Episcopal University indicated that they are committed to upgrading the libraries at their respective institutions and training staff.

### **African Libraries Associations and Institutions (AFLIA)**

The founding of the African Libraries Associations and Institutions is a great help for libraries in Africa. Hopefully, the association will assist in training of librarian and provide professional assistance in upgrading library systems in Liberia.

### **I Am**

- Looking for a grant to continue the research in Liberia
- Accepting recommendations for funding
- Open for discussion and feedback

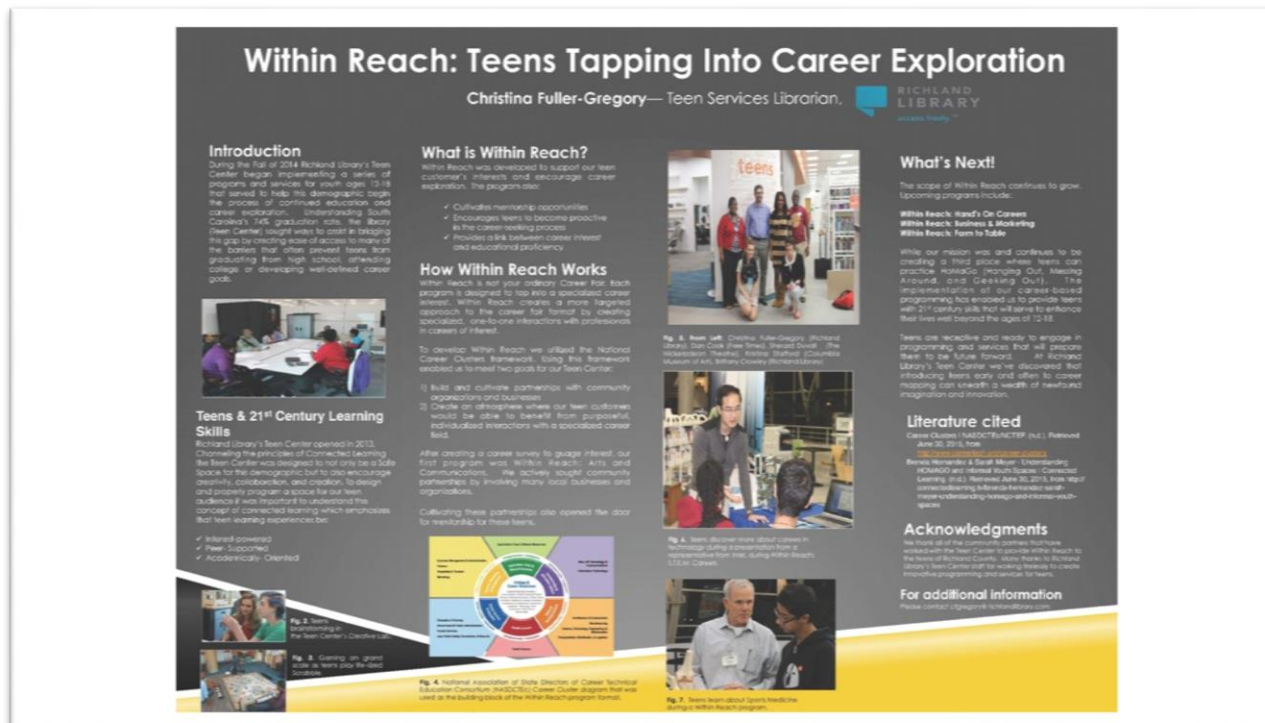
I remain hopeful for the future of libraries and librarians in Liberia.

### **WORKS CITED**

Director-General. Office of National Commission on Higher Education (NCHE), Republic of Liberia. June 2012.

George, Emmanuel, and Rachael Iyanda. "You Scratch My Back, I Scratch Yours." Liberian Studies Association Conference. North Carolina Central University, Durham, NC. 2011. Conference Presentation.

“Libraries in Africa.” *Global Library and Information Science: A Textbook for Students and Educators : with Contributions from Africa, Asia, Australia, New Zealand, Europe, Latin America and the Caribbean, the Middle East, and North America*. Ed. Ismail Abdullahi. Mu“nchen: Saur, 2009. Print.



## Within Reach: Teens Tapping into Career Exploration

**Presenter: Christina Fuller-Gregory, Richland Library**

### Abstract

Teens talking careers. Sound strange? At Richland Library these career conversations are changing the ways that young people are looking at their futures! It's never too soon for teens to begin the process of career exploration.

Through the development of a program series known as, *Within Reach*, Richland Library has tapped into an innovative platform that will serve to engage and inspire young people to

begin thinking critically about what they want to do post-high school.

With fewer than 63% of South Carolina students between the ages of 16 and 19 pursuing higher degrees after high school graduation, the Teen Center sought ways to assist in bridging the gap between college and careers. We discovered that the development and implementation of informal, low pressure opportunities for career discovery have created newfound prospects for educational enrichment

and professional mentorship for our teen customers. Through these efforts Columbia teens are learning that their “dream jobs” can become realities that are “Within Reach”.

## **Introduction**

During the fall of 2014, Richland Library’s Teen Center began implementing a series of programs and services for youth ages 12-18 that served to help this demographic begin the process of continued education and career exploration. Understanding South Carolina’s 74% graduation rate, the library (Teen Center) sought ways to assist in bridging this gap by creating ease of access to many of the barriers that prevent teens from graduating from high school, attending college, or developing well-defined career goals.

## **Teens & 21<sup>st</sup> Century Skills**

Richland Library Teen Center opened in 2013. Channeling the principles of Connected Learning, the Teen Center was designed to not only be a Safe Space for this demographic but to also encourage creativity, collaboration, and creation. To design and properly program a space for our teen audience, it was important to understand the concept of connected learning which emphasizes that teen learning experiences be:

- Interest-powered
- Peer-supported
- Academically-oriented

## **What is “Within Reach”?**

“Within Reach” was developed to support our teen customers’ interests and encourage career exploration. The program also:

- Cultivates mentorship opportunities
- Encourages teens to become proactive in the career-seeking process.
- Provides a link between career interest and educational proficiency.

## **How “Within Reach” Works**

“Within Reach” is not your ordinary career fair. Each program is designed to tap into a specialized career interest. “Within Reach” creates a more targeted approach to the career fair format by creating specialized, one-to-one interactions with professionals in careers of interest.

To develop “Within Reach”, we utilized the National Career Clusters framework. Using this framework enabled us to meet two goals for our teen center:

- Build and cultivate partnerships with community organizations and businesses.
- Create an atmosphere where teen customers would be able to benefit from purposeful individualized interactions with a specialized career field.

After creating a career survey to gauge interest, our first program was “Within Reach: Arts and Communications”. We actively sought community partnerships by involving many local businesses and organizations.

Cultivating these partnerships also opened the door for mentorships for these teens.

### **What’s Next!**

The scope of “Within Reach” continues to grow. Upcoming programs include:

- Within Reach: Hands-on Careers
- Within Reach: Business & Marketing
- Within Reach: Farm to Table

While our mission was and continues to be creating a third place where teens can practice HoMaGo (Hanging Out, Messing Around, and Geeking Out). The implantation of our career-based programming has enabled us to provide

teens with 21<sup>st</sup> century skills that will serve to enhance their lives well beyond the ages of 12-18.

Teens are receptive and ready to engage in programming and services that will prepare them to be future-forward. At Richland Library’s Teen Center, we’ve discovered that introducing teens early and often to career mapping can unearth a wealth a new found imagination and innovation.

### **Works Cited:**

“Career Clusters.” *National Association of State Directors of Career Technical Education Consortium*, 2015. Web. 30 June 2015.

Hernandez, Brenda & Sarah Myer. “Understanding HOMAGO and Informal Youth Spaces.” *Connected Learning*, n.d. Web. 30 June 2015.



## **Posters Not Submitted for Publication**

### **Using a Poster Series to Highlight Notable African Americans in Science**

**Presenters: Kim L. Lipsey, Michelle Doering, Lorren Z. Buck, Rochelle D. Smith, and Wayne A. Warner, Washington University in St. Louis**

From colonial times through today, African Americans and others from the African diaspora have contributed to advancements in the natural, formal, and social sciences. Despite the obstacles they faced personally and professionally, their scientific inquiries have had significant impact and moved their fields of inquiry forward.

This series of posters highlighting African Americans in Science and Technology was put on a rotating display at Washington University School

of Medicine to bring attention to the contributions and scholarship of African Americans. The presenters added a link to the library's web page with the traveling exhibit dates as well as a link to all of the library's African American related in materials. The presenters believe that visual displays like this that are linked to the library's resources are an effective tool to communicate African American Scholarship in Science and Technology and promote the library's partnership with other departments campus- wide.

### **Smartphone Use, Computer Services, and User-Centered Design in Libraries**

**Presenter: Amanda Hope Davis, Valdosta State University**

Smartphones have become relatively ubiquitous in modern life, and as is always the case when people adopt new products, public libraries must find ways to adapt their services to better serve their changing communities. Consider this: African Americans and Latinos represent the highest percentages of smartphone users in the United States,

and use smartphones not in addition to personal computers (PCs) but as replacements for PCs. Therefore, public libraries are in a unique position to improve their services to smartphones users by creating ways for patrons to use their smartphones to access library materials and complete the same tasks that can be accomplished with a

traditional computer. This research project identified smartphone users, determined the services they wanted/needed, and examined the challenges to providing these services.

### **Triple Threat: Initiating a Financial Literacy Outreach Program**

**Presenters: Monya Tomlinson and Jacquelyn Daniel, Atlanta University Center**

Three librarians detailed the steps for coordinating a robust financial literacy program as part of the *Money Smart Week* ® public awareness campaign, coordinated by the American Library Association. The goal was to offer a multifaceted program of events and resources related to financial literacy in

order to have greater integration with the Atlanta University Center institutions they serves. Presenters identified resources, demonstrate best practices in setting up a program, and discussed the pitfalls and challenges they faced.

### **Resources for African American Research**

**Presenter: Geraldine Haile, Blue Ridge Branch, Mid-Continent Public Library**

Many people want to learn more about their ancestors. African Americans experience significant challenges when researching their ancestry. How can libraries better assist their customers?

The Midwest Genealogy Center, one of 30+ branches of the Mid-Continent

Public Library, Independence, Missouri, is a world-class research facility. Visitors to Mid-Continent's poster session received a handout listing recommended print and electronic resources for African American family research. The list serves as a guide for public purchasing and use.

## **Transforming Literacy through Engaging Youth Programming**

**Presenter: DuEwa Frazier, Columbia College**

Libraries have the unique ability to offer engaging literacy programming that meets the needs of all students, including reluctant readers and those who have typically fallen in the academic achievement gap in the areas of reading and writing. This poster session presented new ways for library educators to create engaging literacy programming for middle grade and high school students. Research and statistics demonstrating the need for library programs to offer engaging programming for youth were shared along with book titles that are perfect for book clubs and reading and writing workshops for youth.

In addition, this poster guided attendees through a planning session to create one

new program they could take back to their libraries. Suggestions for programming included: poetry, dramatic and fiction writing and presentation workshops for teens, book club circles for elementary and secondary students and multimedia workshops that incorporate reading, writing, and the arts. Workshops can be facilitated to connect themes such as: Hispanic Heritage Month, Black History Month, Women's History Month, and National Poetry Month. Programs can also center upon themes that teach young people valuable lessons and skills related to: conflict resolution, self-expression, community building, civic engagement, civil rights era, speech, theater arts, digital writing, and journalism.

## **Data Curation: Libraries and Librarians**

**Presenter: Lavis Martin, University of North Texas**

Data curation is an emerging field with many current areas of active research. The importance of infrastructure and services to organize and preserve research data has been recognized by multiple funding bodies and academic research libraries have been identified

as the places to base these research data services.

This poster explored the roles and challenges of libraries and librarians in data curation. The curation of data is within a library's mission, and libraries are among the only institutions with the

capacity to curate many data types. There is a large volume of data not currently being curated adequately.

The increasing complexity of research projects and the requirement to share data have led to new roles for librarians including data curation and the development of digital repositories. Librarians assist researchers with the management of their data, from the initiation of the research project through the submission of the data to a repository. Therefore, librarians are taking their subject content expertise specialization and incorporating data in their collection, instruction, and reference activities for patrons in their subject areas.

# APPENDIX

**National Conference of African American Librarians – 9<sup>th</sup> (NCAAL)**  
**August 4-8, 2015, St. Louis, Missouri**  
**Exhibitors**

**A. Ruth Creations**

Booth 126  
Annie Ruth, President  
1860 Wynnewood Ln  
Cincinnati, OH 45237  
Email: annieruth@fuse.net

**American Library Association  
Office of Diversity Literacy and  
Outreach Services & YALSA**

Booth 102  
Leticia Smith  
YALSA Marketing Membership Manager  
50 E Huron St.  
Chicago, IL 60611  
Email: lsmith@ala.org  
<http://www.ala.org/yalsa>  
Phone: 800-545-243 Ext 4390  
<http://www.ala.org/offices/diversity>  
Phone: 800-545-243 Ext 5084

**And...Action Entertainment**

Booth 128  
Eric Dean Seaton  
10061 Riverside Dr., Suite 296  
Toluca Lake, CA 91602  
<http://andactionentertainment.com/>  
Email: sales@mantamaji.com

**Association Book Exhibit**

Booth 122  
80 S. Early St.  
Alexandra, VA 22309  
<http://www.bookexhibit.com>  
Email: info@bookexhibit.com  
Phone: (703) 619-5030; Fax: (703) 684-4059

**Baker & Taylor**

Booth 104  
2550 West Tyvola Rd.  
Charlotte, NC 28217  
Email: Delauren.Everett@baker-taylor.com  
<http://www.baker-taylor.com>  
Phone: 800-775-7930

**Black Caucus of the American Library  
Association (BCALA)**

Booth 101 & 112  
[www.bcala.org](http://www.bcala.org)

**Coretta Scott King Book Awards  
Committee – A Committee of the  
Ethnic and Multicultural Information  
Exchange Round Table (EMIERT)**

Booth 116  
<http://www.ala.org/emiert/cskbookawards>

**Dare Books**

Booth 125  
Desmond A. Reid Enterprises  
245 N. US Highway 17-92  
Longwood, FL 32750  
Email: desmondr@darebooks.com  
<http://www.darebooks.com>  
Phone: 407-673-3273; Fax: 407-673-3270

**Emporia State University - School of  
Library & Information Management**

Booth 108  
CB 4025, 1 Kellogg Dr.  
Emporia, KS 66801  
Email: sliminfo@emporia.edu  
<http://www.emporia.edu/slim>  
Phone: 620-341-5626

**Florida State University School of Information - Florida's iSchool**

Booth 109  
142 Collegiate Loop, MC2100  
Tallahassee, FL 32306  
<http://ischool.cci.fsu.edu/>  
Phone: 850-644-5775; Fax: 850-644-9763

**The Foundation International**

Booth 129  
Tony Frazier

**HLJ Kid Kapers**

Booth 123  
Henry L. Jones  
1338 Hanley St.  
Gary, IN 46406  
Email: Hlj3560@att.net  
<http://www.hljkidkapers.com>

**Kino Lorber Inc.**

Booth 118  
333 West 39th St., Suite 503  
New York, NY 10018  
Email: contact@kinolorber.com  
<http://www.kinolorber.com>  
Phone: 800-562-3330; Fax: 212-714-0871

**Mind Your Business!**

Booth 121  
Sharon Wilson, Esquire, LLC  
215 S. Broad St.  
Philadelphia, PA 19107  
Email: s.wils@att.net

**Readex**

Booth 103  
5801 Pelican Bay Blvd.  
Naples, FL 34108  
Email: sales@readex.com  
<http://www.readex.com>  
Phone: 1-800-762.8182; Fax: 1-802-875-2904

**Recorded Books**

Booth 119  
270 Skipjack Road  
Prince Frederick, MD 20678  
Email:  
customerservice@recordedbooks.com  
[www.recordedbooks.com](http://www.recordedbooks.com)  
Phone: 1-877-732-2898; Fax: 1-410-535-5499

**St. Louis County Library**

Booth 117  
1640 S. Lindbergh  
St. Louis, MO 63131  
<http://www.slcl.org>  
Phone: 314-994-3300

**St. Louis Public Library**

Booth 132  
1301 Olive St.  
St. Louis, MO 63103  
<http://www.slpl.org>  
Phone: 314-539-0306

**Stallion Books**

Booth 124  
P.O. Box 681  
Flossmoor, IL 60422  
Email: Stallionbooks@gmail.com  
<http://stallionbooks.com>  
Phone: 708-990-8111; Fax: 708-747-4659

**Transparent Language, Inc.**

Booth 120  
12 Murphy Dr.  
Nashua, NH 03062  
Email: info@transparent.com  
<http://www.transparent.com>  
Phone: 1-800-567-9619



**University at Buffalo, Dept. of Library  
and Information Studies**

Booth 107  
534 Baldy Hall  
Buffalo, NY 14260-1020  
Email: [lis-information@buffalo.edu](mailto:lis-information@buffalo.edu)  
<http://gse.buffalo.edu/lis>  
Phone: 716-645-2412

**University of Illinois- Graduate  
School of Library & Information  
Science**

Booth 110  
501 E. Daniel St.  
Champaign, IL 61820-6211  
Email: [gslis@illinois.edu](mailto:gslis@illinois.edu)  
<https://www.lis.illinois.edu>  
Phone: 217-333-3280, fax: 217-244-3302

**University of Missouri School of  
Information Science & Learning  
Technologies**

Booth 111  
111 London Hall  
Columbia, MO 65211  
Email: [sislt@missouri.edu](mailto:sislt@missouri.edu)  
<http://sislt.missouri.edu>  
Phone: 1-800-567-9619; Fax: 573-884-0122

**University of North Carolina - School  
of Information & Library Science**

Booth 113  
216 Lenoir Drive, CB #3360  
100 Manning Hall  
Chapel Hill, NC 27599-3360  
Email: [info@ils.unc.edu](mailto:info@ils.unc.edu)  
<http://sils.unc.edu>  
Phone: 919-962-8366; Fax: 919-962-8071

**University of North Texas Library &  
Information Sciences**

Booth 106  
1155 Union Circle #311068  
Denton, TX 76203-5017  
<http://lis.unt.edu/>  
Phone: 940-565-3854; Fax: 940-369-7600

**University of South Carolina - School  
of Library and Information Science**

Booth 114  
1501 Greene St.  
Davis College, Room 102  
Columbia, SC 29208  
Email: [slisss@mailbox.sc.edu](mailto:slisss@mailbox.sc.edu)  
[http://www.sc.edu/study/colleges\\_schools/  
cic/library\\_and\\_information\\_science](http://www.sc.edu/study/colleges_schools/cic/library_and_information_science)  
Phone: 803-777-5067; Fax: 803-777-0457

**University of Tennessee, School of  
Information Sciences**

Booth 115  
345 Circle Park Dr., Suite 451  
Knoxville, TN 37996  
[www.sis.utk.edu](http://www.sis.utk.edu)  
Phone: 865-974-2148; Fax: 865-974-2148



## Attendee Session Evaluation

**Title:**

**Date:**

**Location: Room #**

Thank you for attending the 9th National Conference of African American Librarians! To help us better serve your continuing education needs, please answer the questions below and leave this form at the back of the room. Thanks!

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This session was useful to my professional development.					
2. This session had effective presenters.					
3. I would like to see more sessions like this at future conferences.					

4. What did you find most useful in this session?

5. Anything else you would like to tell us?

## **ALA Task Force on Equity, Diversity, and Inclusion Discussion Questions**

### **1. Suggestions for positively affecting local (Orlando) landscape**

In what ways can we as an association (ALA, BCALA), as conference attendees, positively affect the local landscape and voice our collective opposition to the application of stand-your-ground and other discriminatory laws?

### **2. Opportunities for public service and collective action**

Are there opportunities for public service or collective action (by Orlando attendees) that would telegraph a collective commitment to local communities who might be negatively affected by the application of the stand-your-ground laws?

### **3. Program ideas/speakers**

Are there program ideas that would highlight how libraries can educate their citizenry about this type of legislation and how such laws can be used to oppress and marginalize certain populations?

### **4. Sustainability**

What can you do to help ensure that the concept of equity, diversity, and inclusion are integrated with, and applied to the work of libraries and librarians?

## **Black Caucus of the American Library Association (BCALA) Strategic Plan 2016-2020 Survey**

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The Black Caucus of the American Library Association (BCALA) serves as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community; and provides leadership for the recruitment and professional development of African American librarians.

BCALA is in the midst of building a new strategic plan with an expected draft date of mid-2016. The last strategic plan covered the years 2007-2011. The organization seeks stakeholder input to help identify the primary themes, objectives and tactics that should guide the organization's work over the next four years.

To support this process we ask that you complete and return this survey in person or via email to (name or email):

Thank you for your feedback. Your input is important to this process.

---

How would describe your status in relationship to BCALA?

Choose one:

☐ Current BCALA Member

☐ No BCALA Affiliation

☐ Former BCALA Member

☐ Current or Past BCALA Office Holder

☐ Member of ALA and/or an Ethnic Caucus

☐ No Library Organization Affiliation

### Values

1. What should BCALA's core values be?

2. Based on those values, where would you like to see BCALA several years from now?

3. Name at least two ways BCALA could transform these values into action?

a.

b.

### Goals

Given the state of the nation and librarianship in the 21<sup>st</sup> century, what do you see as BCALA's core purpose?

2. Name at least three things BCALA should seek to accomplish over the next 3-4 years:

- a.
- b.
- c.

3. Based on the above what one goal should BCALA prioritize?

### Strengths, Weaknesses, Opportunities, and Threats (SWOT)

- 1. What do you see as BCALA's strengths?
- 2. What do you see as BCALA's weaknesses?
- 3. What do you see as BCALA's biggest opportunities right now?
- 4. What threats does BCALA face now or in the near future?

### Intentional Design

1. Where do you want BCALA to be and what do you want the organization to have achieved years from now?

2. What milestones should BCALA set to track its progress? Name at least two:

- #1.
- #2.

3. What sorts of inputs (resources, policies, infrastructure, etc.) and outputs (members and people served, programs created, communication platform, etc.) are needed in order to create intended outcomes?

Drivers and Roadblocks

1. What BCALA structural, personnel, and cultural forces are currently in place that will support positive change? Name at least two:

a.

b.

2. What BCALA structural, personnel, and cultural forces are currently in place that may block positive change? Name at least two:

a.

b.

3. How do we increase support for and decrease roadblocks to BCALA's strategic success in order to move forward?

Thank you for completing this survey. Please write any additional comments you may have that may help support and guide BCALA's strategic planning process below:

Place additional comments here:

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