

Florida Libraries

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Florida
Libraries...

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Message from the President:

“Why I Do What I Do”

I suspect if we are fortunate in life, we find our little niche in the world. When I went to college, working in a library was probably the last thing I wanted to do. I wanted to either play center field for the New York Yankees or write the next great American novel. Well, that didn't happen. Mickey Mantle wasn't going to give up his position to me and I realized I rather read a book on my couch with a drink than sweat away needless hours looking at a blank page. So what should I do for next sixty to seventy years of my life?

Immediately after college, as part of a manager trainee program, I worked for the old Gimbel's Department Store on the upper east side of Manhattan. I was in charge of the "Little Boys/Little Girls" department. That lasted about three months. Next, I worked at a bank. Don't ask me why. They were recruiting...I needed a job...so I said yes. That lasted a couple of years. Then I worked for an electronic manufacturer's rep in upstate New York...and I was miserable. Money was OK, but I felt I was just going through the motions. At the ripe old age of twenty-eight, I was at the cross-roads of what to

do with my life. I'm sure some of you know exactly what I mean. Unless you hit the lottery or live at Downton Abbey, you've got to work so I got to thinking I might as well do something that I enjoy. Compiling a list of my attributes, good and bad, a common denominator pointed me to teaching or librarianship. You now know which one I chose.

My first library gig was at the Brooklyn Public Library. They sent me everywhere, from Italian neighborhoods to African-American communities to Hasidic Jewish enclaves. What an education for a gentile boy! It all prepared me well for my next stop as Branch Manager at the Pasco County Library System. After ten years there, I was fortunate to be selected as Library Director for Palm Harbor.

In the ensuing years I did more than just expand my knowledge and experience in library services; I developed a deeper appreciation for what I did, and why. It may sound a bit corny to some, but I felt for the first time I was making a difference. Think about this. Each day as I come to work, I feel there may be an opportunity for

me to positively influence the life of a child, a teen and an adult through a program, a service and a book. Libraries offer neutral venues where ideas may be freely exchanged, creating opportunities for anyone to discover how their lives may change for the better by serving as anchors for learning and cultural development.

To go home each night knowing that in small some way I may have been able to make some else's life a bit better, a bit brighter, well for me, that's what it's all about. That's why I became a librarian. I found my niche.

Why do you do what you do?



Gene Coppola

President

Florida Library Association

Cross Staffing at FSU Libraries: Using Innovation to Overcome Financial Obstacles

By Jorge A. Leon, Renaine Julian and Jenni McKnight

Inspiration can be found in a variety of ways such as technology, conferences, and other academic settings. However, sometimes, something as unusual as budget cuts can inspire an innovative, new program. Like many other university libraries, Florida State University (FSU) Libraries faced a budget decrease, but, still insisted on maintaining a consistent level of service for all of our patrons. This inspired staff to think outside of the box and to develop a cross-staffing service model that provides outstanding customer service, establishes an accurate referral system and facilitates the professional development of staff by creating a better understanding of other departments' policies and procedures.

Background

FSU has several libraries that serve the diverse needs of the students, faculty, and staff communities at our institution. Strozier Library, the main campus library, operates twenty-four hours a day, five days a week during the fall and spring semesters, with reduced hours during the weekends. Within Strozier Library, two separate departments provide circulation and reference services. The Learning Commons oper-

ates the service desk on the main floor that primarily serves the needs of undergraduate students and the Scholars Commons' service desk tailors services to the needs of graduate students and faculty. Dirac Library, named after Nobel Prize winner Paul Dirac, on the west side of campus focuses on the science and STEM communities. The College of Engineering library is a joint effort between Florida Agricultural and Mechanical University (FAMU) and Florida State University and is located off-campus at Innovation Park; it provides services to the engineering students of both universities. All four library service points provide a full range of services, such as circulation, reserves, media and reference. These service points function on a hybrid peer model where student workers, alongside staff members, are the primary workers at the desks with librarians performing the crucial consultation role.

The Charge

Staffing service points can be a daunting task, especially with vacations or extended absences when there are budgetary constraints that eliminate the possibility of bringing in extra help. Concurrently, it

is difficult to provide staff training or outside assistance for creating new programs. In the summer of 2012 our Associate Dean for Public Services issued a call for volunteers to help address the problems exacerbated by the educational budgetary climate and general economic downturn. The FSU Libraries needed a new, consistent customer service program, which did more with less, to ensure student success across the service points at Dirac, Engineering, and Strozier libraries. The innovative response to this challenge was the creation of a staff-led cross-staffing program where public services members worked at each other's libraries with the following goals:

- Increase awareness of services and processes in other departments
- Improve quality of referrals
- Increase staffing flexibility

There were a number of challenges to getting this program started, but, the rewards for staffing and for the organization as a whole were substantial. Staff members would be able to provide insightful synopses of the unique services offered at other libraries while enhancing their knowledge of other student and faculty communities helped by the libraries. A cross staffing model would enable service point coordinators to find replacements from a deeper pool of library employees.

The Plan

Achieving a cross-staffing program, inclusive of four different departments and three separate librar-

ies, required a substantial amount of planning and participation from everyone. The summer of 2012 was used to structure the program and provide training in the various service points. The areas that required the most planning and preparation were creating the program structure, creating divisions of responsibilities so everyone participated, and devising a uniform set of guidelines and customer service standards.

The first stages of the program were to identify who would participate and how to structure the program so it would last through evolutions and changes in the departments. It was quickly decided that to get buy-in, participation and ownership, every staff member of public services had to be involved and help shape the program. This led to dividing the large group into three task forces: the Service Expectations Task Force, the Training Task Force, and the Scheduling Task Force. One of the members chaired each task force and all service desk staff joined one



Pictured: Jenni McKnight and Renaine Julian

or more of the task forces. The task force chairs worked together and reported to the Public Services Associate Dean on their groups' progress. In this manner, every staff member had an active role and say in the shaping of this multi-faceted program and in addressing the mission.

Standardizing customer service expectations and gaining staff buy-in were two of the primary challenges of this project. The Services Expectation Task Force worked to bridge the gap between service points with varying staffing models, serving different populations, and, in general, having different unique characteristics. This group produced a Service Expectation document that laid out the general guidelines, customer service expectations, and communication methods for anyone working at service points different from their own.

The next challenge was determining how to train staff in the processes and procedures of four different service points. The challenge was made more difficult by staff members that were accustomed to how "things were done" in their respective departments as well as by the need to find the time to train in the various service points. It was an expectation that everyone would train in all service points, whether or not they were assigned to work in these points in the upcoming fall semester. The Service Expectations document assisted in overcoming the internal focus of the staff and having everyone participate in the process. The plan was that each staff member would train for several hours at each of the four service points followed by a period of shadowing other staff

to understand the flow of each specific workstation. As part of the training, staff followed a detailed training checklist that covered areas such as: circulation, reference, technology, equipment support, and a tour of the spaces. Feedback was encouraged throughout the training process and later helped train new staff members in future semesters.

The next task was for the Scheduling Task Force to assess the staffing needs of the four individual service points. Staff that currently or previously had scheduling experience were asked to join this group. One difficulty this group faced was determining the appropriate contributions from each member and balancing larger departments with smaller departments that did not have supplementary staff hours to contribute to service points other than their own. It was determined that the participants would participate in coverage for four hours a week at two external service points. Employees who were new to FSU Libraries were asked to learn their service points for a full semester before participating in the cross-staffing program. Communication methods and guidelines were also established to assist staff needing to get coverage for departments requiring additional staffing during critical times.

Issues

It was anticipated that there would be several challenges in getting this new program established. One significant challenge still being addressed is determining the correct balance of contributed hours from each department and each member. Some areas have very few staff members in their department and may

have difficulty finding people to contribute to the cross-staffing initiative. Furthermore, scheduling staff for service points is a small portion of the overall job function of certain employees. Another challenge in getting the program started was finding the time to train everyone as each person must be adequately trained on each of the service points included in the program.

Final Thoughts

In its current state, the cross-staffing program has been operational for two years and has evolved several times. As expected with organizational changes, the needs and functions of the program changed and adapted. In a few other ways the changes were unexpected, but, happily embraced nonetheless.

Challenges that reshaped the program included the contributed number of hours from each staff member and the level of staffing flexibility the program provided as a whole. The number of service points and number of hours contributed changed a few times to reflect the work load of some of the busier parts of the year. In the current version, staff serve at one additional service point for a two hour shift each week. As a whole, the staffing flexibility of the program fell below our expectations. It can be difficult to cover for cross-staffers who call in sick on short notice, but easy to manage absences scheduled ahead of time.

Positive changes that we noticed were the leadership impact on the taskforce members as well as the growth of the program to include outside programs. It has been a positive experience for the staff and many of them provided insightful feedback regarding the

knowledge and expertise they have gained. Furthermore, other participants have had the opportunity to chair committees and be active in larger projects as a result of the involvement in cross staffing. Another positive side effect was the inclusion of other departments and projects. At one point, many of those involved in virtual reference joined the program as well as several members from the Collections Access Department. In the most recent training sessions, there have been presentations from our Interlibrary Loan and UBorrow Departments featuring the important services that they provide.

Overall, there has been a positive response to the program from leadership as well as from the staff that have participated in the project. Furthermore, the supervisors of the various departments have remarked on the positive effect the cross-staffing program has had on breaking down barriers to communication and establishing effective working relationships.

Jorge A. Leon is currently the Learning Outreach Librarian at Pittsburg State University. Jorge worked for nine years at Florida State University and received his master's in Library and Information Science from Florida State in 2009. While at Florida State University, Jorge worked various public services roles at the Undergraduate Services Department at the Robert M. Strozier Library and then managed resources at the Paul Dirac Science Library.

Renaine Julian is the Data Research Librarian at Florida State University. Renaine has previously served at FSU in several capacities including: student reference associate, overnight services supervisor, and circulation and reserves supervisor. In addition to his MLIS, Renaine holds a master's in Urban and Regional Planning as well as a BS in Political Science, all from Florida State University. Renaine's research interests include: research data management, data literacy, emerging technologies, library assessment, and scholarly communication.

Jenni McKnight is the Services Coordinator and Engineering Liaison for the FAMU-FSU College of Engineering Library. She is a Florida State University alumna and recent graduate of the Sunshine State Library Leadership Institute. Jenni's research interest include scholarly communication, emerging technology and the library's role in the Science, Technology, Engineering, Mathematics (STEM) research process.

A History of the New River Public Library Cooperative



By Marlene Glennon, Mary Brown, Robert Perone, and April Teel

The New River Public Library Cooperative (NRPLC) was established in 1996 and is located in northcentral Florida with headquarters in Lake Butler (Union County). It supports library services in Union, Bradford, and Baker counties and serves an approximate combined population of 70,800. There are currently 33,016 registered patrons.

A total of thirty-six staff members in the whole cooperative are located at four buildings: three libraries and the administrative headquarters. The cooperative director is Marlene Glennon. The director of the Emily Taber Public Library in Macclenny (Baker County) is April Teel; the director of the Bradford County Public Library in Starke is Robert Perone; and the director of the Union County Public Library in Lake Butler is Mary Brown.

By combining our resources, we are able to save money and still provide more services to the communities we serve. The administrative office and the three library locations in the NRPLC share many resources including a centralized website, an integrated library system (with a shared catalog of the collections in all locations), several database subscriptions outside of the Florida Electronic Library (FEL) package, a large e-book collection provided by Overdrive through our membership in the Northeast Florida Library Information Network (NEFLIN) consortium, and a shared pool of equipment and supplies.

The cooperative also shares policies and information that benefit all of the libraries. Templates for marketing and advertising of library services make it easier for libraries to pool resources and viewpoints and to share ideas for children, teen, and adult programming, performers, and vendors. Operations for summer events, classes for computer instruction, and general programming are possible through the sharing of staff.

Each library in the cooperative has its own budget, however the budget of the New River administrative office pays for essential services such as the annual maintenance of the integrated library system (ILS) and Web site. NRPLC also pays from annual subscriptions to NEFLIN, the Florida Library Association (FLA) and the Association for Rural and Small Libraries (ARSL). The delivery service through the Florida Distance Library Learning Initiative (DLLI), the primary book ordering vendor, and programming materials are provided through NRPLC. Finally, information technology services and computer equipment are purchased through the cooperative's budget.

Our unified automation system enables patrons to borrow materials with one library card from any of the libraries within the three counties. NRPLC has a total collection of 158,243 items and provides a wide range of services to its member libraries including a bookmobile that serves all three counties. A chil-

dren's outreach coordinator who visits eighteen different childcare centers each month and serves 1,300 children and 130 teachers. Her materials are also made available to homeschoolers and the public pre-K centers. The cooperative hosts countless events for children, teens, and adults throughout the year, including: computer classes fitness classes, book clubs, storytimes, and senior activities. Outreach programs include local schools, hospitals, prisons, and the police, fire, and emergency services departments. For more information, please visit: www.newriver.lib.fl.us.

Even though these libraries are part of the NRPLC, they each have rich histories and connections with the community.

Emily Taber Public Library



The building that houses the Emily Taber Public Library is one of the cherished historical sites in Baker County. It is listed in the National Register of Historic Places. Built in 1908, it served as the Baker County courthouse until 1945; in later years it was used for the Baker County Health Department and in 1970, the Baker County Public Library was established in the building. In 1961, Emily Taber started the library with 600 donated books and a budget of \$25 at the St. James Episcopal Church. In 1962, the library moved to a storefront on College Street. In 1970, the library moved into the upstairs of the old courthouse and by 1975 encompassed the whole building. In 2001, the building was named for Peg McCollum in honor of her outstanding efforts in reno-

vating and preserving the fine old building. Today, the Emily Taber Public Library offers services and resources to enhance the quality of life in our community and assists in preparing our youth for a bright future.

Union County Public Library



The Union County Public Library (UCPL) celebrated its 25th anniversary this year. The humble beginnings of UCPL date back to 1986 when a group of concerned citizens collected donated books and distributed them to the public. In 1988, the voters passed a referendum for a half mill ad valorem tax for a special dependent taxing district for the purpose of creating a new library in Union County. Since then, the library referendum is placed on the ballot every two years for continued funding. The public library officially opened its doors on March 1, 1990. Over the years, the library has seen a tremendous amount of growth. UCPL began operation in a 1,400 square foot building, expanded to 3,300 square foot in 1997, and now operates in a 9,000 square foot facility that was completed in 2009. The public library began its first year with a little over 3,000 books. These days the library houses nearly 40,000 books and materials, as well as having access to thousands of e-book titles. In addition to an increase in materials, the library has also seen a tremendous amount of growth in its use of computers, with fifteen public computers available for online access. Each month about 1,000 people utilize the computers at the library. In the library's early days about 12,000 people per year visited the facility. Twenty-five years later, the attendance at the library often reaches in excess of 70,000 people

Bradford County Public Library



The Bradford County Public Library was originally established in 1936. It moved to its current location in October of 2007. This location allowed the library to begin to increase the number of programs that it provided to the residents of Bradford County. The current library facility includes a children's area with a storytime room, office space and storage, and eight public access computers for children. There is also a teen area with a large selection of fiction and nonfiction, graphic novels and manga as well as eight computers for teens. The main part of the library contains the adult fiction, nonfiction, genealogy, biography, reference, audio book, and DVD collections as well as ten public access computers for adults and a fifteen-minute e-mail station. The library also has a large meeting room and a small conference room, both of which are available for use by community education and nonprofit groups at no cost. Library staff members also use the meeting room to hold programs and events which are available to the citizens of Bradford County at no charge. The library also provides library services for the Starke campus of Santa Fe College (SFC). The library provides study rooms for SFC students and the citizens of Bradford and a computer lab with eighteen computers is available to SFC for classes.

The computer lab is also used by library staff to teach computer classes to the public. The library offers Bradford County citizens a wide variety of ser-

vices, programs and events, including tax preparation, voter registration and e-books. The library provides a diverse selection of programs and events for children, teens, tweens and adults. These include author visits, book clubs, story times, craft programs, book bingo, video gaming events, and summer reading programs. The library truly is a one-stop shopping center or an "edutainment complex." Please visit www.bcplibrary.com for more information.

Library cooperatives add value to existing libraries and pool resources to create a greater awareness of services to the general public. Strong cooperatives can increase the presence of libraries in the community and strengthen relationships ensuring libraries can continue to serve patrons. Simply put, library cooperatives help libraries exist for future generations. Libraries ut vivat in aeternum [May libraries live forever].

April Teel has been the Director of the Emily Taber Public Library since 2004, and an employee since 1998. She oversaw the renovation project of this building in 2008-2009.

Mary C. Brown, Director of the Union County Public Library, has been with the library for over 22 years. Mrs. Brown, a graduate of St. Leo University with a BA in Business Administration, has served as an active member of the Florida Library Association in roles such as Board Fellow, Group Leader, and Chair of both the Scholarship and Membership Committees.

Robert E. Perone has been the Director of the Bradford County Public Library since 2008. He received his MSLIS degree from Florida State University in 2006. Mr. Perone is also a 2008 graduate of the Sunshine State Library Leadership Institute, a member of Florida Library Association, and a member of the American Library Association.

Marlene R. Glennon has worked in libraries for over 20 years. She received her MLIS from Kent State University in 2001 and an MA in Educational Foundations and Leadership from the University of Akron in 2013. Mrs. Glennon has been the Director of the New River Public Library Cooperative since November 2014. She is a member of FLA, ALA, SLA, and ALAO.

Florida Reads:

Four Questions for Vanessa Lafaye

By Joyce Sparrow

Under a Dark Summer Sky

Under a Dark Summer Sky by Vanessa Lafaye dramatizes the 1935 Labor Day category five hurricane that killed 408 people, including 259 World War I (WWI) veterans living in three Civilian Conservation Corps camps while they worked constructing the Overseas Highway. The novel was originally published as *Summertime* in the UK in January 2015. Sourcebooks Landmark released the book as *Under a Dark Summer Sky* in the U.S. in June 2015. Lafaye lives in the UK, but she was born in Tallahassee in 1963 and raised in Tampa.

Lafaye's prose captures the steaming summer humidity with rising temperatures in a tiny community embroiled in extramarital affairs and heinous acts of violence. Soon word is delivered from Key West that a hurricane is on its way. Readers are introduced to Doc Williams, whose wife and young daughter left him and the Keys five years ago; Sheriff Dwayne Campbell who cringes every time the veterans mingle with the community members; Selma, the wise woman who knows everyone's business and is a sure shot with a rifle; and Zeke, the loner who rages at the sea. Lafaye connects readers to the well-drawn characters whose own personal challenges are complicated by the forecast.

In recent correspondence, Lafaye responded to questions about her debut novel.

How did you choose to set your novel in Florida?

The choice was made for me when I decided to fictionalize an episode from its history. I never thought that I would write about Florida, but, the story took over my imagination. Once I started to write, it brought back so many memories from my Florida childhood: of sights, sounds, smells. It was like finding a time capsule in my brain. I poured all of that into the book.



How does Florida geography and atmosphere define and develop your characters?

My story is set in the Keys, and the geography is absolutely central to the story. The characters are very much defined by where they live, because it is a tiny, isolated town near the end of an island chain. There are few modern conveniences and many of the residents have never left the town, except for the men who went fought in WWI. Heron Key is a low-lying area, with water on both sides, which makes the town extremely vulnerable. The weather plays a huge role too, that oppressive, humid heat that Floridians experience in the summer. It drains the characters' energy and shortens their tempers, making violence more likely. The book depicts the events around the 1935 Labor Day hurricane. I wanted the hurricane to be a character in its own right, with motives and personality. We talk about big storms like animals, we track them like animals. It's not a big leap to see them as creatures rather than physical phenomena.

What do you want readers to discover about Florida from your novel?

Florida is not just Disney and beaches, it is a fascinating place with a rich and largely unknown history. Places like Fort Jefferson and Indian Key rival Gettysburg and the Alamo in terms of historical interest, but get far fewer visitors. Although I was born and raised in Florida, I knew nothing of the events depicted in the book until I began my research. In school, we studied the history of New England, and the Western states, and the Deep South, but only touched on Florida's history—even though St. Augustine is the oldest settlement in the country. This baffles me.

How is your novel not quite like any other work of fiction set in Florida?

It is the only fictional depiction of the events around the Labor Day hurricane. There are quite a few excellent nonfiction accounts, which are referenced in the book, but no other dramatizations.

More information and a discussion guide is available at <https://vanessalafaye.wordpress.com/>.

Sunny Side Up

Jennifer L. Holm and her brother, Matthew Holm, are the creators of *Sunny Side Up*, a semi-autobiographical graphic novel illustrating one family's struggle with substance abuse. Ten-year old Sunny Lewin is unexpectedly spending her summer vacation with her grandfather at Pine Palms, a 55+ retirement community near Fort Pierce. Sunny's parents sent her to Florida from Pennsylvania while her older brother Dale began substance. It is the summer of 1976. With dashed dreams of visiting Walt Disney World, Sunny's days are filled with running one daily errand with her grandfather, until she befriends Buzz, son of the retirement center's groundskeeper. Buzz and Sunny collect golf balls from the course and rescue stray cats as a means to earn money to buy comic books. The storyline moves between Pennsylvania and Florida as Sunny learns to adapt to all the change in her life. The Holms' humor shines through the serious nature of the story with their depictions of the Palm Pines residents including the grouchy man who acts as the community's rule enforcer, the doting ladies who offer a ready supply of crocheted toilet paper covers, and the early bird buffet specials that are an opportunity to stuff purses and pockets with food for later. *Sunny Side Up* gives readers an amusing look at Florida through the eyes of a ten year old who is aware of the troubles her family is facing back in Pennsylvania. The Holms are authors of the *Babymouse* and *Squish* graphic series. For more information, visit:

<http://www.scholastic.com/teachers/book/sunny-side-0#cart/cleanup>

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What I Learned as a Social Worker that Helped Me to Become a Better Teaching Librarian



By Jenna Enomoto

“Whatever you are, be a good one.”

— Abraham Lincoln

I went about becoming an academic librarian backwards. Most college librarians first obtain a master’s degree in their chosen subject area, then later a degree in library science—especially when they discover that although intellectually satisfying, a master’s degree in, for example, philosophy, unfortunately has little practicality in today’s world of job hunting. However, combining that impractical degree with a more practical library science degree suddenly increases marketability.

For me, the master of science degree in information from the University of Michigan was my first graduate program. I first volunteered, then became employed as a student assistant to the children’s literature curator in special collections. That rewarding experience of working in a university library cemented my desire to become an academic librarian. Nearly everyone (professors, mentors, and coworkers alike) cautioned me that, if I were serious about this goal, I should consider obtaining a second master’s degree.

I really hadn’t thought things out that far. However, since a favorite aspect of librarianship for me was helping patrons, the idea of adding a social work degree took shape. The fact that, like library science, it is a highly practical and employable degree, certainly didn’t hurt.

So right after finishing my master’s degree in information studies, I began a master’s degree in social work. However, after four solid years of gradu-

ate education, I had had enough of academia. Instead of feeling energized by a college campus’s rich academic atmosphere and vibrant student life, it enervated me.

Thus depleted, I decided to give social work a try, since I had just put in the past two years of blood, sweat, and tears in earning that second master’s. That is how I came to be a medical social worker. In many ways it was a rewarding experience, but by the end of my first year, I realized that after having earnestly tried the social work route, it was time to pursue my original dream: academic librarianship. I found that I did indeed miss the intellectual stimulation and scholastic exposure that a university librarian career would provide.

So despite my brief hiatus into social work, I am now on track with my library career. Along the way, I learned a few key concepts as a social worker that have helped me to become a better academic teaching librarian.

Enabling vs. Empowering.

**“Give a man a fish and you feed him for a day;
teach a man to fish and you feed
him for a lifetime.”**

— Maimonides (1135-1204) Medieval Jewish philosopher, astronomer, and physician

Although Webster’s definition of *enable* (*to provide with the means or opportunity*) does not superficially seem to convey nefarious intent—consider again! In social work, the term “enable” has a negative connotation. An enabler is someone who allows

another person to continue to engage in dysfunctional behavior, either by directly or indirectly helping them to maintain the unfavorable habit. For instance, the term can apply to family members of an addict when their denial or covering up the addiction is what “enables” the addict to keep indulging said addiction by thwarting consequence.

However, to *empower* someone (*to promote the self-actualization or influence of*) is an entirely different matter. Empowerment is an important component of social work. So integral is it that it is incorporated into the opening sentence of the preamble to the Code of Ethics of the National Association of Social Workers (think of them as the ALA of social work). “The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.”

An effective social worker can empower his or her clients by demonstrating to them the process of accomplishing their goals, such as how to navigate the complexities of bureaucratic health care systems, rather than simply doing the navigation for them, thereby fostering their dependence on the social worker. A particularly apt analogy is the adage, “Give a man a fish and you feed him for a day; teach a man to fish, feed him for a lifetime.” While it takes more time and effort to teach someone methodology (thereby empowering them), if done well, the end result is worth it: the clients’ confidence in themselves and their own abilities is increased and they have furthered their independence. Eventually it can translate into a decreased workload for the social worker and, ideally, decreased demand for social services by those clients.

When I began my library position just in time for fall semester, the first thing my supervisor told me was that I was already booked for six classroom presentations, including two during my second week. With no previously prepared materials, I recognized it might be easier to simply delve into database

demonstrations, but, I was concerned that without receiving the fundamentals of information literacy, students would become repeat visitors at the reference desk, expecting librarians to produce research articles or statistical data for them on demand. In other words, I would be enabling their research by producing the results they needed, rather than empowering them to become researchers.

So, instead, I pulled late nights to put together a comprehensive overview that would not only show students how to use library databases, but also paid equal attention to conceptual topics in formulating effective search strategies. These included the difference between a search engine and a database, an introduction to Boolean logic, and controlled vocabulary versus keyword searching. As a result, not only do my students gain database familiarity, but they also gain a solid understanding of the principles underlining information retrieval. In *Fundamentals for the Academic Liaison*, it cheers me to read: “If the library liaison is able to get students to understand the value of improving their research skill set and additionally gain confidence in their own ability to do research, this adds to their employability and their lifelong learning.”





Using the Positive Power of Silence.

“A sage thing is timely silence, and better than any speech.”

— Plutarch (46-120 AD), Ancient Greek historian, biographer, and essayist

I first learned to respect the use of silence as a social work intern during group counseling at a community mental health center. I noticed how the lead counselor would ask a question of the participants, then simply sit back and wait. Depending on the emotional difficulty of the requested answer, the silence might stretch for a noticeable pause. However, inevitably someone would venture forth to fill that silence and the therapeutic process progressed to the next level.

One day a substitute counselor led the group. Perhaps unaccustomed to long pauses that followed emotionally demanding questions, this counselor hurried to fill that silence with an example. And then another one. And another one. By the end of that session it had become apparent that the only person who had shared anything of significance was the substitute counselor.

During the course of teaching library instruction as an academic librarian, I've found that the power of silence can also be used constructively to elicit student participation in the classroom. As Stephen Brookfield states in *The Skillful Teacher*, “Students won't bother to say anything if they know you're going to do the job for them. If you always answer your

own questions... if you're the first to fill silence with your voice, then students will soon learn that they don't need to speak. Your conversation with yourself is quite sufficient to fill up class time.” While Brookfield then goes on to advocate counting to twenty to avoid jumping into a silent void, in reality it can be awfully disconcerting to receive nothing back but blank stares after posing a question.

It's natural for students to experience apprehension that their answers will not look “smart” enough in front of the reference expert (i.e., librarian) or their peers. Brookfield describes this natural fear as “impostorship,” meaning while students may not feel as intelligent or knowledgeable as other students, they want to keep up the appearance of intelligence. Unfortunately, this can lead to mighty long classroom pauses after the instructor asks a question—even a simple question. Therefore, while I refrain from answering my own classroom queries, if too much silence ensues, I find it useful to borrow a phrase I commonly used in social work to elicit participation from a reluctant-to-speak client: “You don't need to over-think this one. There are no right or wrong answers.”

Such a comment often helps break the ice of impostorship and encourages student response, simply by having reassured them that they do not need to produce the expert answer in order to speak up. Of course, although wrong answers are still beneficial to help generate and foster class discussion, at times there really are specific correct answers that eventually need to be supplied. How do I handle such cases? With a kind smile, an attitude of gratitude, and a dose of good-natured humor. Once the comments and discussion have died down, I smile and thank everyone for their answers and participation. Without being condescending, I will add something like, “Wow, your participation has earned you all a gold star for the day!” Then I explain that actually there is a right answer to the question and clarify which one it is and why. Interestingly, rather than feeling cowed by realizing they've produced a wrong answer, I've found that the same students will still

continue to speak up and participate during the presentation. I believe they do so because I've set the stage for participation: they know they will not be penalized for supplying wrong answers, but rather praised for their willingness to attempt an answer.

And to think, it all starts from a simple silence.

Avoid Duplication of Services.

"Waste neither time nor money, but make the best use of both."

— Benjamin Franklin (1706-1790) American statesman, scientist, and philosopher.

Human nature being what it is, there are always individuals who attempt to make a living by getting something for nothing. Perhaps nowhere is this more evident than in human services. Avoiding duplication of services has long been a concern to the field of social work. In fact, in the 1800s when charity organization societies first began as precursors to modern-day social work, one of their early aims was to coordinate various relief efforts in order to avoid duplicating services. In 2015, the National Organization for Human Services incorporated this principle into their recently adopted Ethical Standards for Human Service Workers: "Human service professionals avoid duplicating another professional's helping relationship with a client."

Well, you get the point. Duplicating services in the social work field is a "no-no." If allowed unchecked, duplication would allow some enterprising individuals to unfairly gain access to more free (i.e., "tax paid") services, while also placing an additional and completely unnecessary work burden on the agencies that perform the duplicated service.

In my first few weeks as an academic teaching librarian, I learned that social workers aren't the only professionals who need to avoid duplicating services. At one point when I was hip-deep in presentations on library orientation, research methodology,

and health databases—and feeling completely stressed for lack of time—I received nearly simultaneous e-mail requests from professors asking me to present on APA citation style and on how to write a good paper. Those requests were the straw that broke my poor librarian's back. In frustration, I explained my situation to a colleague, who said helpfully, "Has anyone told you that we have a writing center at the university that does class presentations on those very topics?"

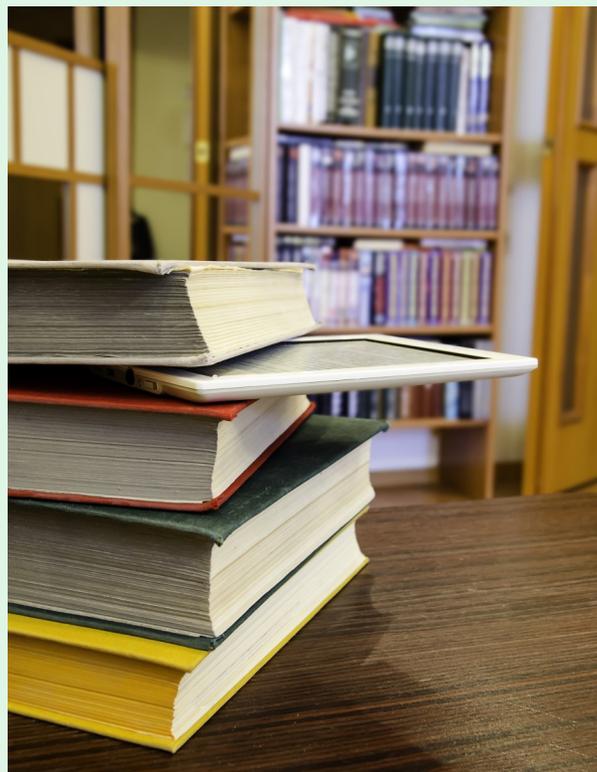
We had a writing center, which specialized in the same type of class presentations that were being requested of me as a teaching librarian? Suddenly, Christmas had come early this year! I arranged an introductory meeting with the writing center's director to learn about their mission and offerings. After explaining my situation to her, she stated that her center not only did class presentations on citation styles and how to write papers, but, also provided workshops and individual student appointments. She offered to contact the professors who had originally contacted me to arrange for their classroom instruction. Even as I breathed a sigh of relief, I noted how she was thanking me that I had come to the center to



give them the opportunity to present on those subjects for the faculty. After all, that was one of their basic responsibilities.

It was only then that I realized how I had nearly unintentionally violated a prime social work tenet: thou shalt not duplicate services. Had I indeed delivered the citation style and paper writing presentations that the professors had requested, I would have placed an additional workload upon myself and impinged upon my already full presentation load unnecessarily since the university writing center already offered those services. Since that time, not only do I refer faculty and students to the writing center for appropriate services, but, I have made sure to feature the writing center on my libguides (online topical library resource guides) to help spread awareness of their academic assistance.

In conclusion, I'd say it was fortuitous that I chose social work as my second master's degree. At the time, some of my librarian friends cautioned me that it would be better to add a humanities degree that might make my second subject area more marketable for a university library. However, while potentially true, my main goal has always been to serve the public and to help people. Both social work and being an academic teaching librarian have allowed me to achieve those twin goals. In fact, having first been a social worker before embarking on my career as a librarian has only served to enhance my teaching ability and helped me better delineate the role of library services at my university.



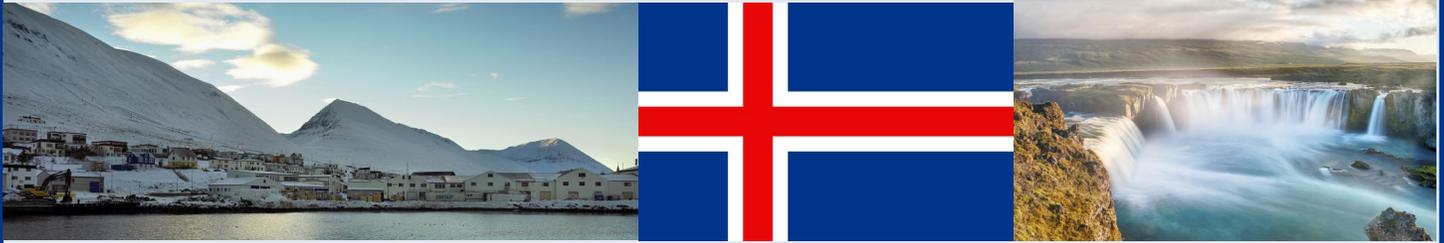
NOTES

- 1 - Merriam Webster's Collegiate Dictionary, 10th ed., s.v. "enable."
- 2 - Merriam Webster's Collegiate Dictionary, 10th ed., s.v. "empower."
- 3 - "Code of Ethics of the National Association of Social Workers," National Association of Social Workers, <http://www.socialworkers.org/pubs/code/code.asp>, emphasis mine.
- 4 - Richard Moniz, Jo Henry, and Joe Eschleman, *Fundamentals for the Academic Liaison* (Chicago, IL: Neal-Schuman, 2014), 103.
- 5 - Stephen D. Brookfield, *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, 2nd ed. (San Francisco, CA: Jossey-Bass, 2006), 140.
- 6 - Ibid., 76.
- 7 - Charles Zastrow, *Introduction to Social Work and Social Welfare*, 7th ed. (Belmont, CA: Brooks/Cole Cengage Learning, 2014), 91.
- 8 - "Ethical Standards for Human Service Professionals," National Organization for Human Services, <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>.

Jenna Enomoto is the Health Professions and Social Work Librarian at Florida Gulf Coast University. She is also a licensed social worker.

FLORIDIANA WITH A TWIST

FISH TO ORANGES: ICELAND AND FLORIDA



By Nancy Pike

Grettir was a courageous Icelandic outlaw. Even as a child, he was ill-tempered, impulsive, and unlucky. By the age of 14, he had already killed someone and been outlawed. He also defeated the draugr Glamr, a kind of zombie-type character, so perhaps that determined his fate. Grettir was finally defeated by his enemies atop the rocky fortress of Drangey off the northern coast of Iceland, but, his story still asserts the sanctity of the individual will. This is one of the many sagas that Icelanders grow up reading and that are part of their cultural history. (http://sagadb.org/grettis_saga.en)

Iceland is a young country, having been settled in the ninth century by Norsemen. Written sagas and eddas, manuscripts from the twelfth century and later, document explorations, family histories, and struggles. The language has changed so little since then that Icelanders can still read those medieval manuscripts in the library. (For information about the original saga manuscripts: <https://acmrs.org/academic-programs/online-resources/CARA/manuscriptsIceland>)

Comparing Iceland to Florida is like comparing fish to oranges. But let's take a look anyway. Iceland is a bit smaller than Florida at not quite 40,000 square miles compared to Florida's 53,600 square miles. Iceland's population is 329,100 while Florida's population is almost twenty million. And of course you know about their ice (more glaciers than all the rest of Europe)—while we have water.



Drangey Island

The National and University Library of Iceland in Reykjavik is the largest library in the country. Open to the public, its main building is 140,000 square feet in size and it houses about a million volumes. As well as serving the general public, it supports the University's teaching and research. It receives a copy of every book published in Iceland.

Iceland's largest public library is the Reykjavik City Library. Reykjavik was selected as the fifth UNESCO International City of Literature. As such, the city library has established literary walks, landmarks, and retreats as well as programs focused on books and authors. (<http://bokmenntaborgin.is/>)

A key element of all library service in Iceland is the Icelandic Consortium for Electronic Subscriptions (ICES). It contains full text electronic journals, databases, reports, and ebooks. There are about 200 libraries of various kinds in the Iceland Consortium, which was developed by librarians and operates under the auspices of the National and University Library of Iceland. It fits perfectly with the Icelandic Government's 1996 policy to be "in the forefront of the world's nations in the utilization of information technology..." (For more details about this, see the IFLA publication *Libraries Driving Access to Knowledge*, 2012, which includes a chapter on Iceland.)

Anyone in Iceland can access ICES content anywhere in the country where there is Internet access and a computer, just about everywhere. According to the World Factbook, 96.5% of Iceland's population uses the Internet. (U.S. number is 86.8%) Librarians throughout the country in all kinds of libraries encourage use of this resource through its central web portal www.hvar.is. (Hvar = Where)

Since about 65% of the population lives in Reykjavik and the surrounding urban area, it is clear that online access is especially important for the rest of the country with its small population spread out across the island.

Children in Iceland are required to attend school from age 6 to age 16. About 90% of students who complete this initial education go on to upper secondary education, either in an academic or vocational program. After four years of upper secondary education, students can attend one of the country's seven public universities.

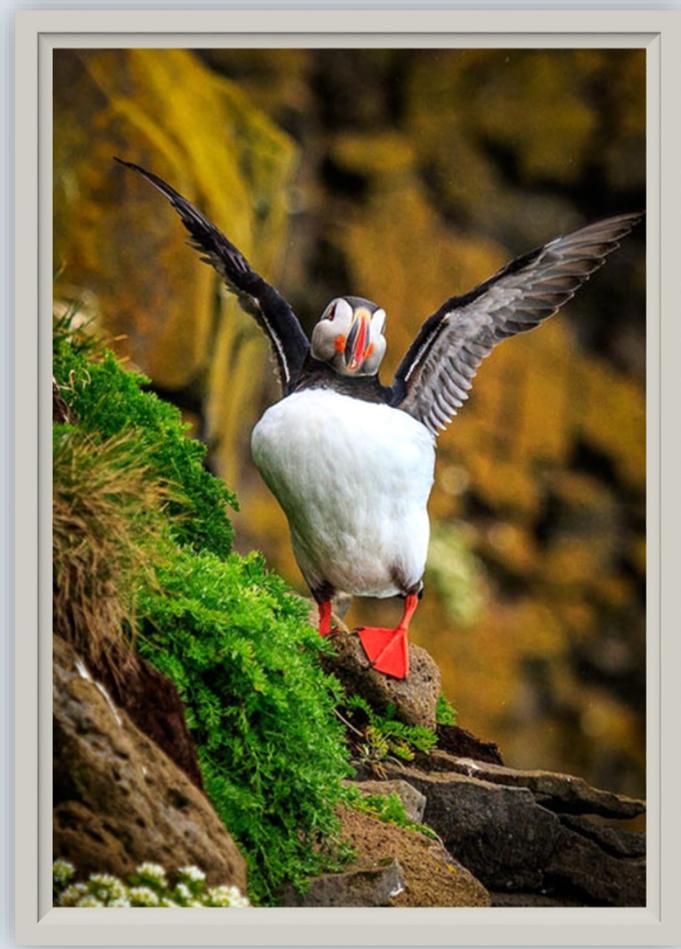
Icelanders are great readers, celebrating books and reading with festivals like the biannual Reykjavik International Literary Festival and the International Children's Literary Festival.

Icelandic writers have won international acclaim. Halldor Laxness was awarded the Nobel Prize for Literature in 1955. Arnaldur Indridason received the Crime Writer's Association Golden Dagger Award, the

Glass Key Award, and the RBA International Prize for Crime Writing. His novel *Myrin* was made into the film *Jar City*. Einar Mar Gudmundsson and Gudbergur Bergsson have received the Swedish Academy's Nordic Literature Prize.

Reykjavik Reads in October each year is a month long celebration of reading with a "One Book, One Community" flavor. Before the holidays, the whole country celebrates "jolakokaflod," or "book flood before Christmas," a time during which most new books are published, authors appear in bookstores to do readings, and books are the country's most popular holiday gift.

Any Florida librarian should feel right at home in Iceland.



Icelandic Puffin

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

2016 Annual Conference

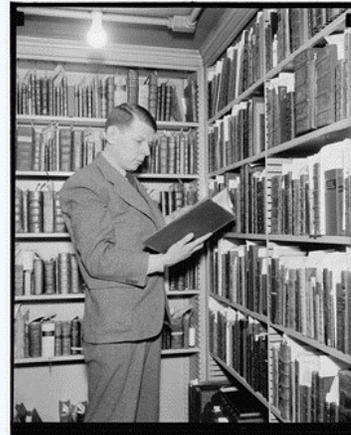


March 1 - 3

Preconference February 29

Dear Colleagues,

One of my heroes is Robert Kennedy. He stood for ideals that are still true today. He once said, "There are those that look at things the way they are, and ask why? I dream of things that never were, and ask why not?" It seems more time is spent on churning up excuses for not doing something rather than reasons for doing it. Yes, there will be unmovable obstacles. Yes, there will be moments of flailing at windmills. Yes, you will be the only one to see it. And yes, there will be times that others will see it too. That is why my theme for 2015-2016 is "Why not?"



Why not collaborate with your opposite? Why not take a field trip instead of a meeting? Why not imagine? Who's going to stop you? Why not try one more time? Thomas Edison tested over 3,000 filaments before he came up with his version of a practical light bulb.



As librarians, we're part of the backbone for enlightenment and growth. We serve not just to improve the quality of life but also fill those essential needs. Kennedy also said, "All of us might wish at times that we lived in a more tranquil world, but we don't. And if our times are difficult and perplexing, so are they challenging and filled with opportunity." I agree.

Gene Coppola
President, Florida Library Association

Stay connected with the latest conference information:

http://www.flalib.org/new_fla_site/conference_2016.php

Conference Checklist



Make your hotel reservation by calling 1-866-500-5630 and refer to the Group Name: Florida Library Association.



Attend the President's Beachside Reception on Wednesday evening. Bid on the silent auction, toss rings for wine or beer and take a chance on the 50/50 raffle.



Get ready for the Opening Session! Keynote speaker Ann Dunwoody will kick off the 2016 Conference!



Poster sessions are offered throughout the conference. Plan to visit one of the three sessions to get valuable information from librarians across the state.



Check out a copy of *Condominium* so you can read it and participate in the 2015 One Book, One State program.



The Closing Session is a must for all attendees. Lunch is included and it begins on Thursday, March 3rd at 11 a.m.



Plan on networking with library school alumni. FSU & USF will have receptions on Tuesday, March 1st, 6:30 to 8:30 p.m. Also check out the Rest of Us Reception!



The Exhibit Hall always offers a chance to see vendors, new product demonstrations and find out great information.



Don't miss the Mystery Writers Breakfast. Tickets are free and writers include: Patrick Kendrick, Paul Sinor, Carla Norton, Terry Griffin and Lesley Diehl.



Take a sneak peak at the interesting and informational sessions listed on the Areas of Interest on pages 23-25.



On March 2nd, the sixth annual Leadership Voices gives you the opportunity to record your thoughts on leadership and innovation.



Make sure when you use social media to include #flacon2016 on Twitter.

Keynote Speaker
General Anne Dunwoody



Presentations
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Florida Libraries...
why NOT?

Daytona Beach, Florida
February 29 - March 3, 2016



Poster Sessions

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Florida Library Association Annual Conference

Daytona Beach, FL, February 29 - March 3, 2016

Academic Sessions

- Using Word Clouds to Assist with Collection Development
- Florida Virtual Campus Member Group Meeting and Update
- Librarian-On-Demand: An Alternative to Fixed-Desk Service Delivery – Did it Work?
- Why not GIF it to students? : Using pop culture and graphic image files to explain the research process
- Change, Communicate, Collaborate and Conform! Why Not. What's stopping us from making some Customer Service policies and procedures uniformed across all 40 institutions?
- The Need to Preserve: Challenges and Opportunities in Collecting the History of a Young University
- Bringing the Frames into Focus: Applying Threshold Concepts in Library Instruction
- Why not... Grow Your Own Academic Library Scholarly Communication Program?
- Slimming Down: Why Not Feed Your Need to Weed?
- Flipping Library Instruction on its Head: A New Approach to Teaching
- Virtual Exhibits: Connecting digital content to a gallery experience – why not?
- Academic Librarians and Personal Branding: Providing Meaningful Outreach through Social Media
- Building and Providing Research Data Management Services: A Framework for Everyone
- Putting the ACRL Framework to Work
- Vendory/Library Relationships: What Works, What Doesn't, and Why Not?
- Use-Driven Acquisitions Planning for the SUS Libraries: Here We Go Again!
- Collaborating for Success! Building a Digital Learning Object Repository
- Why Not Play Ball? When Athletes and Librarians Play Together, Everyone Wins

Register Today!

<https://www.regonline.com/Register/Checkin.aspx?eventID=1728900>



Florida Library Association Annual Conference

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General Ann Dunwoody, Keynote Speaker
Author of *A Higher Standard: Leadership Strategies from America's First Female Four-Star General*

Leadership Voices

There's No Stopping Us Now! Why Systematic Staff Training Keeps the Organization Moving Forward.

So You Have to Write a Strategic Plan: Why Not Make It Interesting?

Servant Leadership for Top Performing Libraries: Why Not?

FLA Public Library Outcomes and Standards Review

Public Library Service Planning with a Purpose

Vendor/Library Relationships: What Works, What Doesn't, and Why Not?

Register Today!
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Public Librarians

Take a Sneak Peek!

Florida Library Association Annual Conference

Daytona Beach, FL February 29 - March 3, 2016

Register Online Today!
Early bird registration ends
January 15th!

Sessions with the public in mind:

- Practical Strategies for Library Advocates Using **Social Networks**
- Partners in Education: **Strengthening** Your Position
- Why Not? Libraries = Education: **Adult Literacy** Through Libraries: An Action Agenda
- Tech for All! Innovative Public Library **Technology Training Programming** for Targeted Audiences
- Public Library Service **Planning With A Purpose**
- Why Knot? **Tying the Community Together** with Unique Library Programming
- Libraries Campaigning for **Grade-Level Reading**: Are you at the table?
- Censorship and **Comics**: Why Not?
- Fun-d Raising is Fun! Why Not? Friends **Sharing** with Friends
- **Sew What**
- Writers Corner: Connecting **Local Authors**
- Battle the Slide: Why Not **Fulfill our Mission?**
- Why not host library programs **outside** the library?

Present at CyberZone!

You are invited to present at this year's **CyberZone**, a cutting-edge technology event at the FLA 2016 Conference!

Event Date: Thursday, March 3, 2016

Time: 8:00 - 9:35 a.m.

Apply online: <http://tinyurl.com/FLAcyberzone>
Applications will be accepted until December 18.

Suggested Topics:

- Apps
- Hardware
- Mobile
- Software
- Wearables
- UX/IA

#FLACON2016

Daytona Beach, Florida
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Florida Library Association Annual Conference
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The FLA Brand - Like the Chocolate in an M&M®

Over the past 18 months that I've been with FLA I've been thinking about the FLA Brand. What does FLA mean to members, the library community in Florida, and beyond?

Brand is identity, the feelings about, the concept of, the very essence of what an organization is. It's not the logo, but, the logo can convey it.



R.

David Lankes, renowned author and library scholar at the 2015 FLA Preconference.



FLA President Linda McCarthy unveils the new FLA Logo.

Businesses, non-profits, government entities, and even individuals can and should have a brand. Successful professionals know the way they look, dress, carry themselves, what they talk about and how they say it, and even how they decorate their office conveys their brand, and they use their brand to enhance their professional identity.

As individuals or as an entity we'd like to think that people know us, how smart, knowledgeable, dedicated, valuable or caring we are, but if it's not communicated through multiple channels on a consistent basis then our professional associates are not really getting the whole picture.

Branding and marketing are not the same. Marketing is an array of activities used to promote and/or sell a product or service. Also, the mission and the vision are not the brand, but are part of it. I like to think of the mission, the vision and even the marketing as the candy coated shell, and the brand is the rich delicious chocolate inside. Think about it – what would an M&M® be without the chocolate?



M&Ms sweetening up an FLA Member Group gathering.

So does FLA have a brand? Unofficially, Yes! FLA motivates, engenders pride, induces in loyalty and dedication and creates happiness, but, we have molded all of those good concepts into a brand – not quite, but we’re getting there. Do we use a brand to communicate and further our goals -no. It’s not easy to do, it requires creativity, hard work, lots of meeting and the willingness to commit to the brand and use it consistently to represent the organization.

Here are some reasons that a branding exercise would be good to have at some point in the future. Used with marketing tools a brand:

- *Clearly delivers the meaning of FLA*
- *Increases FLA credibility*
- *Emotionally connects potential members, donor, sponsors and vendors with FLA*
- *Motivates people to give, buy or serve.*
- *Solidifies loyalty and continued membership*

Having a strong brand will differentiate FLA, make it more appealing and keep membership engagement and numbers high. It should be a core element in our marketing strategy. Once we squeeze all that is wonderful about FLA into a format that can be displayed and conveyed we can develop strategies to integrate it through the association and use it at times of public interaction. After all, the FLA brand is already in the hearts and minds of our members we just need to bring it to light.



FLA Board Member and Scholarship Committee liaison, Caroline Reed personifies the spirit of FLA.

Photographs: Kathy Paddock,
Bradford County Public Library



Martina Brawer
Executive Director
Florida Library Association

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