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The Southeastern Librarian v. 50, no. 2 (Summer 2002) Complete Issue

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The Southeastern Librarian

Volume 50, No. 2 Summer, 2002

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Cover: Meeting Street, Charleston, South Carolina. Charleston is the site of the 2002 SELA conference.

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President's Column

Recently I was looking over a partial listing of programs that will be held during our joint conference with the South Carolina Library Association, in Charleston, October 24-26, 2002. It was quite an impressive list. Our colleagues from throughout the Southeast will be presenting outstanding sessions on many interesting and informative topics, including design of library buildings, promoting information literacy, web catalogs, interactive web sites, electronic reserves, intellectual freedom, UCITA, virtual reference, cataloging, staff development, humor as a stress reliever, reading for teens, historical records and technical services in the electronic environment, to name a few.

Combine that with the exciting general session speakers (ALA President Mitch Freeman, Dori Sanders, Elliot Engel and Robert Jordan), an impressive array of informative exhibits, and outstanding social events, this conference is not to be missed. There are also a number of pre-conferences planned, including the ABC's of Successful Library Advocacy, with Charles Beard.

By the time this issue of the Southeastern Librarian is received, you will have received the conference mailing. Additional [and updated information concerning the conference is available on the SELA website \(http://sela.lib.ucf.edu\)](http://sela.lib.ucf.edu).

I look forward to seeing you in Charleston in October!

-- Barry B. Baker

From the Editor

Summer can be a good time to get away from the day-to-day and recharge our batteries. I was fortunate to have two good "escapes" this summer (both within the southeast!) and hope you had similar opportunities. The SELA Planning and Development Committee is soliciting input for the next installment of SELA's long-range strategic plan covering 2002-2006, one element of which to be addressed is *The Southeastern Librarian*. An idea suggested through the SELn editorial board is to create a regular column featuring special collections of libraries in the southeast. This is an exciting proposal as special collections allow our libraries to showcase their individuality. Special collections also lend themselves to illustrations. So let's try it. If you are interested in submitting a short article please contact me at fallen@mail.ucf.edu for additional information.

This issue features five articles covering a range of topics. We have been fortunate to receive a number of manuscript submissions in recent months and look forward to continued interest. We will be putting out a call to all presenters after the SELA/SCLA conference inviting them to consider submitting a paper based upon their presentation. Please pass the word on to your colleagues that *The SELn* is actively soliciting manuscripts for consideration. We are pleased to offer a book review in this issue, a regular feature of *The SELn* in past years. *The SELn* editorial board is considering the possibility of including book reviews as a regular or occasional feature of the journal. If you are interested in playing a role with book reviews for *The SELn* please let me know.

Thanks to our SELA state representatives and members who contribute to *The Southeastern Librarian*. I look forward to seeing many of you at the biennial conference in Charleston.

-- Frank Allen

Conference Update

The joint SCLA/SELA conference, planned for Charleston, Oct 24th-26th, is close at hand! See the list of programs and events on the SCLA web site at <http://www.scla.org/docs/2002conferenceprogram.html> On Thursday, start the conference off with a bus tour of Charleston libraries or attend one of four stimulating pre-conferences. On Saturday afternoon, end your stay by treating yourself to a Charleston garden tour, but remember to save your appetite. There is a low-country oyster roast slated for later that evening. In between, attend a diverse program of over 45 presentations, as well as keynote speeches by Dickens scholar, Elliott Engel, noted author Dori Sanders, best-selling fantasy fiction writer, Robert Jordan and ALA President, Mitch Freedman. Librarians from all over the Southeast will be here. It's a wonderful opportunity to learn, share experiences, network and discover the latest offerings from a number of the library world's top vendors. We think there is something for everyone at this conference, but you be the judge. Take a look at the tentative program and let us know what you think.
-- Tom Gilson

Correction: Due to a printing error issue number 1 of Volume 50 of *The Southeastern Librarian* was incorrectly labeled as Summer, 2002. The correct labeling is Spring, 2002. Volume and issue number are correctly stated.

Are you on the SELA Listserv?

If not you need to be! This is an excellent way to stay informed on issues of interest to SELA members and librarians across the south. To subscribe:

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Developing a Mentor Program at the University of South Florida

Carol Ann Borchert and Jana Futch Martin

Carol Ann Borchert is Reference/Latin American and Caribbean Studies Librarian at University of South Florida Tampa Campus Library and can be contacted at borchert@lib.usf.edu. Jana Futch Martin is Reference Librarian at University of South Florida Tampa Campus Library.

Mentoring and Why it is Important

Recruiting minorities into the library profession has always been challenging, and now our profession faces the challenge of recruiting new librarians to replace the large numbers of us preparing for retirement. Wilder writes in an article from 2000 that in 1990, the percentage of librarians age 45 or over was 45.8%, 52.8% in 1994 and 56.7% in 1998¹. The July 2000 *Monthly Labor Review* indicates that of the 209,000 librarians employed in 1998, 56.5% were over the age of 45, with a median age of 47². Of the 500 professions examined, librarians were ranked 7th for having the largest percentage of professionals over the age of 45. The study estimates that 50,000 librarians will need to be replaced in the next 10 years, with 46.4% of workers over the age of 45 leaving the occupation before 2008. This mass exodus from our ranks suggests that recruitment efforts will be vital in helping libraries to fill these vacant positions. To help alleviate this predicament, First Lady Laura Bush spearheaded a \$10 million initiative for 2003 to recruit new librarians³. This is a fantastic beginning but ongoing efforts will be necessary.

There are a number of ways that each of us can contribute to this recruitment effort, and mentoring is just one of them. By mentoring a new librarian or library school student we help them to understand what will be expected of them as contributing members of the profession. There are various types of mentoring. Students who are already familiar with a library school program may mentor new students to help orient them to their academic studies and encourage

them to become involved in student or professional organizations. Faculty members in a library school may also mentor students, as could librarians from an adjoining academic library or nearby public or special library. This gives students first-hand knowledge of what librarians do on a daily basis. New librarians in an organization also need to be mentored. Library schools are becoming more adept at preparing students for their roles as librarians, but new librarians still need some level of guidance. New librarians in smaller libraries and librarians in specialized areas such as government documents often find that they have no one in their building who can “show them the ropes.” These librarians must be resourceful in seeking assistance from colleagues beyond the walls of their workplaces. Active membership in local, state, and national organizations can help. Even experienced librarians will need some degree of mentoring to learn about the new organizational culture they have joined. How does a librarian become active on state and national committees? How does a librarian get published? Are these activities valued in this particular library and will they be supported by library administration?

History of the Program

The Mentor Committee began as an idea from the University of South Florida (USF) Tampa Campus Library Diversity Committee and was incorporated into the Diversity Plan 2000, written in 1996⁴. John Davies, chair of the library's Diversity Committee in 1998, recruited committee members Carol Ann Borchert, Jana Futch (now Jana Martin), and Cecilia Poon. The committee conducted a literature search and selected articles for committee members to read to learn more about mentoring and how to create a successful program. (A selected bibliography of material is included in **Appendix**.) The program is modeled on the University of California/Los Angeles Graduate School of

Library and Information Science mentor program. The USF Mentor Program brochure for mentees, the mentor and mentee surveys, and the Mentor-Mentee Reception for program participants (all available at <http://www.lib.usf.edu/diversity/mentor.html>) were developed based upon the description of the UCLA program in an article by Kaplowitz⁵. Originally, the USF Mentor Program was intended to recruit minorities into the profession, but the committee decided that this would exclude a large segment of the student population.

The committee met with the USF School of Library and Information Science (SLIS) faculty, whereupon Sonia Wohlmuth from the SLIS volunteered to be the committee's faculty contact in the library school. John Davies created a project timeline for the Mentor Program, and the committee planned a brochure for mentees. Under the original guidelines students had to be currently enrolled in the program in their second semester of study so that they would know more about libraries and the profession. In turn, the completed mentee forms would more accurately reflect true areas of interest and facilitate assignment of a compatible mentor. However, there are many non-degree-seeking students taking classes and still deciding if librarianship will be their chosen career path. The Committee felt that these students might also benefit from a mentor/mentee relationship. The opportunity to interact and network with a librarian and learn about their daily professional life can make or break a student's decision to enroll in an MLS program.

Currently, students entering the Mentor Program are expected to have completed at least one core course and/or to have a clear-cut vision of what type of library work they would like to do. The mentor/mentee match is designed to survive for the remainder of the student's coursework, generally three to four semesters, although some might choose to maintain contact after that time.

The mentee brochure information was mounted on the USF SLIS Web page (see <http://www.cas.usf.edu/lis/gen/mentorbrochure.html>) and linked from the Diversity Committee's Web page. At the end of 1999, Mentor

Committee members introduced the Mentor Program at a library faculty and department heads' meetings. The support of the library director and senior management was vital in this effort! The director encouraged supervisors to allow librarians time for mentoring activities and funded the Mentor-Mentee receptions.

To supplement the mentee information on the SLIS Web page, an Information for Mentors handout was created and mounted on the Diversity Committee's Web page at <http://www.lib.usf.edu/diversity/mentorreq.html>. Members of the committee attended core SLIS classes to publicize the program and distribute the brochures. The committee matched students with librarians from the USF Tampa Campus Library. In February 2000 the committee held a reception for all mentors and mentees in the program. This gave new mentors and mentees the opportunity to set a first meeting time face-to-face. In a survey conducted later, both mentors and mentees found the reception to be helpful.

In the spring of 2001 the Mentor Committee administered a survey to acquire feedback from the first group of mentors and mentees. Of the nine surveys sent to mentors, four were returned. Two of them indicated that they had been in contact with their mentees 3-4 times a semester (which is the program goal), with one only having 1-2 contacts, and one having more than four contacts. Each felt they were matched with a compatible mentee, and all had engaged in informal chats and resume or job search discussions as mentoring activities. One had also taken her mentee to lunch. All mentors felt their mentees benefited from the program and were willing to serve as a mentor again. At that time all mentors were academic librarians and most were working as reference librarians, and one a cataloging librarian. Some librarians mentored more than one student.

Of the 11 surveys sent to mentees, only 3 were returned. All respondents felt they were matched with a compatible mentor and had discussed resume or job search information with their mentor or just had informal chats. Most feedback from both mentors and mentees was favorable, but a few problems appeared which could have been prevented with more frequent requests for feedback. In some instances,

although their interests may have been compatible, a mentor and mentee did not “click” for reasons such as communication problems. Although they did not respond to the survey, one or two mentors were never able to establish contact with their mentees. One student suggested publicizing the program more.

During the first year the committee realized that students needed to rank their interests on the brochure. If a student selected several options of types of work or libraries committee members had no idea which area was the most important. They also decided to publicize the program every semester in the core classes and on the library school’s ALIS listserv, and to organize their records better. Replacing committee members as they left was also important but, because the Mentor Program Committee is a subcommittee of the library’s Diversity Committee, there was no mechanism to do this. The committee planned to expand the program to find mentors outside of the USF library system. The USF SLIS American Library Association (ALA) student chapter president would be a natural match, since he has contact with the student body and can help publicize the program. The committee also realized they needed to establish a mechanism for more frequent feedback as problems arose, at which point they decided to email mentors and mentees once a semester to see how things were going.

The past year: SUCCESS!

In April 2001, Carol Ann Borchert and Jana Futch presented a program at the Florida Library Association Annual Conference, “Developing a Mentor Program.” From this presentation, the committee grew to five members, including another member from the Diversity Committee (Charles Gordon), the president of the student ALA chapter at USF (Scott McGaha), and a public librarian from Palm Harbor (Gene Coppola). Originally, the program had only recruited mentors from the USF Tampa Campus Library, with the intent to later recruit mentors from libraries of all types in the Tampa Bay area. With additional members, the committee began to publicize the program vigorously in

2001. They sent out a press release requesting mentors from the Tampa Bay area, visited the core SLIS courses in the fall, and emailed messages to the student listserv and to the professors teaching distance education courses for the library science program. The program grew from 7 mentee/mentor pairs to twenty-two in one semester. Carol Ann Borchert also restructured the committee’s records to make mentor and mentee information easier to maintain and contacted all mentees and mentors in the program to request informal feedback. The committee is now conducting the formal survey each spring, with additional requests for feedback in the summer and fall.

Challenges and Difficulties

The program has encountered a number of challenges over the past two years. Mentors are often willing to help but are sometimes overwhelmed with general job responsibilities. It is not always clear who is supposed to initiate contact—the mentor or the mentee. Both parties become frustrated when communication fizzles. Mentor Committee members try to emphasize to students that the program is for their benefit, not the mentor’s, and that they must show initiative by contacting their mentor if they do not hear from them for a while. If the mentor is unresponsive, they can contact a member of the committee and request intervention or a new mentor. Contact information for all committee members is currently listed on the Mentor Program Web site⁶. Occasionally mentors have tried to establish contact with mentees, but the mentees have been too busy with coursework and other obligations. In that case, committee members have reminded mentors that the program is for the mentees, and that a good-faith effort is all they can do.

The USF Library School has a large distance education population, which has been problematic for the Mentor Program. The SLIS offers all but one of their graduate courses online or at a remote campus location. This means that some of the students hoping to be mentees do not ever come to Tampa, where most of the mentors are located. The committee makes every attempt to match a mentee with

someone compatible in a geographic area near them, and has been successful in finding mentors as far away as Sarasota, and in one case, Miami. The committee refers students from the Miami area to The Southeast Florida Library Information Network (SEFLIN), which has a mentoring program. In some cases, members of the committee do not have the network to match a student by area of work interest, type of library, *and* location, so they try to choose the most important two of the three for the student.

Students also need periodic contact from the committee. If there is a problem between a mentee and mentor pairing, the mentee does not always notify anyone or even know who to contact. By requesting feedback at least once a semester, the committee can correct such situations by either acting as a liaison between the mentor and mentee or finding a new mentor.

Where We Are Now

In February 2002, the USF Mentor Program held a second reception to allow mentees and mentors to become acquainted with other people in the program. In March the committee conducted its second annual survey, redesigning it with a Likert scale, versus the straight “yes/no” answers used in the 2000 survey. (For a full copy of both the mentor and mentee survey go to <http://www.lib.usf.edu/diversity/mentor.html>) . Again, responses were largely positive with some helpful suggestions. This year, the committee sent surveys to 20 librarian mentors and 20 mentees (see **Table 1**). Thirteen mentors and eight mentees returned the survey. Eight of the responding mentors worked in academic libraries, with others being from public (2), school (2) and one corporate librarian. Mentors represented numerous types of library work, with six of them working in reference and five in administration or management. Other aspects of librarianship represented in the mentor pool included media specialists, systems, cataloging, collection development, government documents, media, serials, special collections, and Web design. Ten of the respondents were relatively new to the program, with less than one year’s involvement, and nine had experience with only one mentee. Seven of them had been in contact

with their mentee more than four times during the semester, with an average of 6-8 times. This exceeds the program goal of 2-4 mentor-mentee contacts per semester.

Most of the mentors felt they had been matched with mentees who had similar interests; with only two saying that they shared “similar and dissimilar interests.” None of them felt that they had mainly dissimilar interests from their mentees. Six of the eight mentee respondents stated that they had similar interests and two had “similar and dissimilar interests” from their mentors.

Most of the mentors and mentees reported that their main activities were informal chats or discussing resumes or job searches. This year, some also included “attending a meeting with them” as one of their activities. However, it was not clear if this referred to going to the mentor’s office for a face-to-face meeting or attending a professional meeting as an observer. Other activities listed included having a meal together, communicating by email, giving the mentee a departmental tour, discussing the librarian’s projects, and discussing library school courses and coursework. Of the eight mentors who attended the February mentee-mentor reception, half were neutral on whether the reception was beneficial. Three found it to be beneficial and one did not find it to be very beneficial. Because this was not a kick-off reception like the first one, many of the mentees and mentors had already met, which perhaps made the reception a bit anti-climactic.

When asked if they thought their mentees had benefited from the program, two of the mentors felt that their mentees had benefited a great deal; five felt they had benefited somewhat; two felt the mentee had experienced benefits and drawbacks; and one thought the mentee had not benefited at all. Two mentors felt it was too early to determine if the mentee had received any benefit; and one did not complete the rest of the survey. Nine of the respondents are very willing to mentor again; two are somewhat willing; and one would have to think about it. One of the mentors suggested some sort of report card for the mentor from the mentee to obtain feedback on how they are doing as a mentor. Another suggested that

students be reminded that having a mentor working outside the student's area of interest can still be beneficial. Many respondents commented that the program is an excellent idea and were very supportive of it.

Of the eight mentees responding to the survey there was an even split between those interested in academic and public libraries, with one student also being interested in archives. Half of them were interested in reference and two in special collections. Other areas of interest included administration, children or youth services, government documents, instruction, and serials. Six felt they had similar interests in common with their mentor, and two said they shared "similar and dissimilar interests." Half had been in contact with their mentors four or more times in the course of a semester, but did not specify how many times. Three had been in contact with their mentor 3-4 times a semester, and one had been in contact 1-2 times a semester. In addition to the activities listed by the mentors, one mentee had spent the day in the field with her mentor observing classes and talking in between.

Of the eight mentee respondents, five of them attended the Mentor-Mentee Reception in February, and four found it to be beneficial, with one not having an opinion. A larger percentage of the mentees than mentors found the reception to be helpful, which was not surprising. Librarians have numerous opportunities for such networking, and would attend for the chance to spend time with their mentee. The mentees, on the other hand, could meet additional librarians and other SLIS students who were in the Mentor Program.

Six mentees felt they had benefited a great deal from the Mentor Program, and two said they had experienced both benefits and drawbacks. One student also suggested establishing guidelines for the relationship, such as confidentiality, which the committee had overlooked in its initial guidelines for mentors. The mentees were very enthusiastic overall about the program. Seven said they would definitely recommend the program, and one said she might recommend the program.

Feedback from the surveys and informal email contacts have shown that mentors can be quite effective in helping a mentee and not even

realize it. Even a brief informal chat and a few words of encouragement can go a long way for most mentees. The idea that they have a resource person in the profession who knows them and cares about their progress is often helpful in itself. Without a lot of effort the mentor can answer questions about the profession and share experiences, career paths, current projects and goals. Mentors can also provide invaluable advice on how to structure resumes, what to expect in a job search and interview, and how to position oneself for that ideal library job. The experience adds one more dimension to what the student gains from the academic library science program and helps prepare him/her to be an active member of the library profession.

To avoid pitfalls boundaries should be set at the beginning of the relationship, and methods of communication clarified. The mentee must decide what they want from the mentor and communicate that information. Given a responsive mentor, the mentee will get as much out of the program as they put into it.

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- ⁴For a full copy of the Diversity Plan 2000, please go to <http://www.lib.usf.edu/diversity/dstratplan.html>
- ⁵For the full article, see Kaplowitz, Joan. "Mentoring Library School Students—A Survey of Participants in the UCLA/GSLIS Mentor Program." *Special Libraries*. 83 (Fall 1992): 219-233.
- ⁶The Mentor Program Web site is at <http://www.lib.usf.edu/diversity/mentor.html>.

Table 1
Results of 2002 Mentor and Mentee Surveys

	Mentor Responses (n=13)	Mentee Responses (n=8)
Shared similar interests	85%	75%
Had contact more than 4 times in a semester	54%	50%
Had contact 3-4 times in a semester	23%	38%
Had contact 1-2 times in a semester	23%	12%
Had informal chats	77%	100%
Discussed job search or resume	54%	63%
Attended a meeting	15%	38%
Had a meal	15%	0%
Other activities	23%	25%
Attended reception	62%	63%
Found reception beneficial	38%	80%
Felt mentee benefited from program	54%	75%
Would be a mentor again	92%	N/A
Would definitely recommend program	N/A	88%

Appendix

Selective Bibliography on Mentoring in U.S. Libraries

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Resources and Services for Remote Access: A Content Analysis of Alabama's Public Four-Year University Library Web Sites

Hanrong Wang and William Hubbard

Hanrong Wang is Law/Technology Librarian at Houston Cole Library, Jacksonville State University and can be reached at hwang@jsucc.jsu.edu. William Hubbard is University Librarian at Houston Cole Library, Jacksonville State University and can be reached at bhubbard@jsucc.jsu.edu

Introduction

For more than a century, academic libraries have sought a solution for better serving their remote users. Mail, telephone, audiotapes, and videotapes have been used for years, but those have proved unsatisfactory in satisfying user needs. With the introduction of the Internet in the 1990's, a new, effective method of providing library information to distance learners was established. Academic libraries in great number have developed web sites and made them available on the Internet for researchers and students at remote locations. Now students can access online catalogs, electronic databases, virtual tutorials, and even real-time reference services from their home or dormitory room. Remote access is growing in popularity as patrons become more technology-literate and as communities become ever more wired.¹ The web site has become one of the library's most visible artifacts for communicating with users.²

Establishing library resources and services via the Internet has attracted the attention of educators and scholars in recent years. Several major national and international projects have been conducted, and other research efforts are underway. The emphasis of recent research has been on electronic databases and online catalogs, while other web-based resources and services have received less attention.

This study examines the web sites of the sixteen Alabama public senior colleges and universities in order to identify the principle

characteristics and current trends in web-based services. Because web sites are evolving constantly, the study intends to make a static comparison of web-based resources and services provided by those libraries at a fixed point in time. Besides identifying trends in library web sites, this study will serve as a benchmark for comparisons of future web-based developments and for improving existing services and resources in the subject libraries.

The establishment of the Network of Alabama Academic Libraries (NAAL) in 1982, and a Statewide Online Catalog in 1988 has enhanced resource sharing for all academic libraries in the state.³ The Alabama Virtual Library has been providing students, teachers, and citizens of Alabama online access to essential library and information resources since August 1999. Meanwhile, some university libraries have been locating resources and services on their web sites since the mid-90's. All of these factors have enhanced the ability to conduct research from a remote site.

Literature Review

Web sites of academic libraries vary in form and content depending on the nature of the institution, its mission, size, and programs offered. A web site can serve as a portal where the user finds databases, electronic texts, the online catalog, and more. It is a means of accessing the aforementioned library products as well as serving as a window to the Worldwide Web by making Internet resources available on a selective basis. It also is a communications tool, where information about services, people, facilities, and collections can be found.⁴

In a study of university library web sites in four English-speaking countries, Still found that all of the sites examined provided

access to the library catalog and some databases.⁵ Information on instructional materials and remote access was less frequent while the availability of encyclopedias, request forms, and pathfinders (lists of specific subject resources) varied. Cohen and Still found that large institutions made greater use of freely available Internet resources and were more likely to create web versions of paper documents such as pathfinders.⁶ Grafstein found that proprietary textual and bibliographic databases are increasingly becoming available remotely by means of password authentication or proxy server.⁷ For example, the University of Southern Mississippi has set up a Virtual Reading Room for open online access to their special collections.

In Osorio's study, 65% of the examined web sites provided library hours and an online catalog for remote access.⁸ Tyckoson found that many libraries added some form of email or chat line so patrons could contact a reference librarian.⁹ Helfer cited the 24-7 Project in Southern California, which provided sophisticated tools well beyond chat, to enable librarians to interact with patrons.¹⁰ Starr pointed out that off-campus students should be able to contact the library in several ways including email, telephone, and computer conferencing or in person if they come to campus.¹¹ Bao found that the location of the library link on the institution's home page and whether the library provides online databases are critical factors in faculty and students' use of web sites.¹²

The literature indicates a growing body of research on library web sites. An important aspect of that research is the variety of resources and services academic libraries make available for their remote users. The extent of those resources and services in Alabama's academic libraries is the focus of this study.

Methodology

The literature review indicated that most documented studies of web sites have used qualitative assessment, often by relying on

surveys. Content analysis was selected for this study in order to collect specific data from a variety of participants. Library web sites of the sixteen Alabama public senior institutions were selected for analysis. These institutions were identified by the Alabama Commission on Higher Education (ACHE), the statewide coordinating agency for higher education in Alabama. An important criterion was that each library selected have its own homepage. When an institution listed multiple locations, data were collected separately for each location. If an institution listed multiple libraries at a single location, only the data from the main library were considered. All data were collected during the month of August, 2001.

According to Harrod's *Librarian's Glossary*, library resources include books and non-book materials of all kinds, while the facilities provided by a library for the use of books and the dissemination of information are library services.¹³ Combining these dimensions constitutes a measure of overall resources and services. After an initial exploration of each subject homepage, the following list of resources and services for remote access was developed:

Library Resources

- Books
- Journal Articles
- Internet Sites
- Others

Library Services

- Catalog
- Reference
- Research Guides
- Information Delivery
- Others

Library Information

- Contact Information (address etc)
- Operating Hours
- Policies
- Linkage from university home page.

An Excel spreadsheet was used to record data for each library. Special features were included under "Other", if found. The total

occurrences of checks for each feature was calculated and a simple percentage obtained. Special features under "Other" were explained separately without calculating percentages of occurrence.

Analysis of Data

Table 1 lists the library resources available for remote access. The sixteen libraries in the study show some degree of variance. Full-text books (e-books) can be accessed from eight of the web sites (50%), while full-text journal articles are available at all sixteen web sites (100%). Links to Internet sites supporting academic research are included on fourteen of the web sites (87.5%) and some full-text special collections can be accessed on-line from eight of the libraries studied (50%). Also, it was noted that Auburn University offers full-text reserve articles (e-reserve) for remote access.

Table 2 reflects the library services available for remote access. All libraries in the study (100%) provide online catalogs, while fourteen libraries (87.5%) offer phone numbers and email addresses of reference librarians for remote reference service. Only one offers a real-time, interactive, online reference service. Twelve libraries (75%) offer electronic versions of research guides (pathfinders, tutorials, online instructions, etc.) and fourteen institutions (87.5%) provide document delivery service for remote users.

Table 3 lists library information included on web sites. Fourteen libraries (87.5%) indicate their geographic location and include library policies on their site. All of the subject libraries (100%) include both hours of operation, and direct links from the institution's home page.

Conclusion and Discussion

This study examined resources and services for remote users available on the web sites of Alabama's public senior academic institutions. The results, as summarized in **Table 4**, indicate a substantial level of support for

distance education by all of the subject libraries. Online catalogs and electronic databases are universal features found in all sixteen of the libraries examined. Research guides, Internet links, reference services via telephone and email, and various types of library information are gaining in popularity. The results also reveal access to new areas such as e-books, e-reserves, special collections, and interactive reference service.

Library resources and services available for remote access varied from institution to institution. This study is a snapshot in time, and some institutions will have added services while others may have refined existing features. It is difficult to speculate what particular trends exist, other than that libraries are expanding their offerings for distance learners. A subsequent, comparative study of the same libraries might disclose trends in individual services.

From a more immediate, practical perspective, those libraries not offering some of the more common services might consider their addition in the near future. One expects that SACS accreditation teams will be looking for an appropriate level of off-campus library support and such remote services demonstrate the library's participation in distance education. It is unclear, however, how the resources and services on a library's web site are used by distance learners, whether they affect research methodology, or how often they are accessed by off-campus students. Those areas are ripe for study. The importance of this concern is suggested by Riggs.

...it is practically impossible to offer library services of equal quality to those received on the local campus. However,...users must be provided access to paper and online resources, dependable and fast document delivery, and bibliographic instruction of the highest quality...and be certain that the future will continue to focus on the needs and expectations of the users.¹⁴

The views expressed by Riggs are also important from a theoretical perspective as

they suggest that, while a recent phenomenon, the provision of resources and services on library web sites plays a greater role in supporting academic research than previously indicated in the literature.

The library web site not only changes the culture of the library, it also changes the types of resources and services available to

off-site users. Online office hours, real-time reference service, e-books, and e-reserves all create challenges for academic libraries. Examining and understanding those features will be crucial in the years ahead as remote access becomes increasingly entrenched as a method of providing library services.

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Table 1
Resources for Remote Access from Alabama's Public Senior Institutions

<u>Institution</u>	<u>Books</u>	<u>Articles</u>	<u>Internet Sites</u>	<u>Other</u>
Alabama A&M		<u>X</u>	<u>X</u>	
Alabama State		<u>X</u>	<u>X</u>	
Athens State		<u>X</u>	<u>X</u>	
Auburn	<u>X</u>	<u>X</u>	<u>X</u>	E-reserves, Special Coll.
Auburn at Montgomery	<u>X</u>	<u>X</u>	<u>X</u>	
Jacksonville State		<u>X</u>	<u>X</u>	
Troy State	<u>X</u>	<u>X</u>	<u>X</u>	
Troy State at Dothan	<u>X</u>	<u>X</u>	<u>X</u>	Special Collections
Troy State at Montgomery		<u>X</u>		
U. of Alabama	<u>X</u>	<u>X</u>	<u>X</u>	Special Collections
U. Alabama at B'ham	<u>X</u>	<u>X</u>		
U. Alabama at Huntsville		<u>X</u>	<u>X</u>	Special Collections
U. of Montevallo	<u>X</u>	<u>X</u>	<u>X</u>	
U. of North Alabama	<u>X</u>	<u>X</u>	<u>X</u>	Special Collections
U. of South Alabama		<u>X</u>	<u>X</u>	Special Collections
U. of West Alabama		<u>X</u>	<u>X</u>	Special Collections
Total	8	16	14	
%	50%	100%	87.5%	

Table 2
Services for Remote Access from Alabama's Public Four-Year University Web Sites

<u>Institution</u>	<u>Catalog</u>	<u>Reference</u>	<u>Research Guides</u>	<u>Delivery</u>	<u>Other</u>
Alabama A&M	<u>X</u>			<u>X</u>	
Alabama State	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
Athens State	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
Auburn	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>InfoChat</u>
Auburn at Montgomery	<u>X</u>	<u>X</u>		<u>X</u>	
Jacksonville State	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
Troy State	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
Troy State at Dothan	<u>X</u>	<u>X</u>		<u>X</u>	
Troy State Montgomery	<u>X</u>			<u>X</u>	
U. of Alabama	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
U. of Alabama at B'ham	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
U. Alabama at Huntsville	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
U. of Montevallo	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
U. of North Alabama	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
U. of South Alabama	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
U. of West Alabama	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
Total	16	14	12	16	
%	100%	87.5%	75%	100%	

Table 3**Library Information for Remote Access from Alabama's Public Four-Year University Web Sites**

<u>Institution</u>	<u>Location</u>	<u>Hours</u>	<u>Policies</u>	<u>Linkage from Univ. Home Page</u>
Alabama A&M	<u>X</u>	<u>X</u>		<u>X</u>
Alabama State	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Athens State	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Auburn	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Auburn at Montgomery	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Jacksonville State		<u>X</u>	<u>X</u>	<u>X</u>
Troy State		<u>X</u>	<u>X</u>	<u>X</u>
Troy State at Dothan	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Troy State at Montgomery	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
U. of Alabama	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
U. Alabama Birmingham	<u>X</u>	<u>X</u>		<u>X</u>
U. Alabama at Huntsville	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
U. of Montevallo	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
U. of North Alabama	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
U. of South Alabama	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
U. of West Alabama	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Total	14	16	14	16
%	87.5%	100%	87.5%	100%

Table 4 - Summary of Resources and Services

Resource or Service	# of Libraries	%
E-Books	8	50%
Articles	16	100%
Internet Sites	14	87.5%
Online Catalog	16	100%
Reference	14	87.5%
Research Guides	12	75%
Materials Delivery	16	100%
Location Information	14	87.5%
Library Hours	16	100%
Library Policies	14	87.5%
Linkage from Univ Homepage	16	100%

WebQuest: A Solution for Online Learning

Ellen W. Wiley, Ed.D.

Dr. Wiley teaches courses in curriculum, technology integration, and instructional design for school media specialists at Valdosta State University. She first began experimenting with WebQuests in 2000 with the development of a totally online course. She now uses the format for two online courses. She can be contacted at ewiley@valdosta.edu.

Designing and developing meaningful and engaging online activities presents a challenge when preparing to teach a totally online course for the first time. How do you structure the activities so that the learner can focus on the content instead of the delivery system? How do you effectively communicate the content and activity instructions so that the learner can easily follow the flow of information? These are two of the questions that must be asked as one approaches the design and development of a totally online course.

Finding the Solution

The course to be designed and delivered online was Curriculum, Instruction, and Technology Integration. The course was described as, "An exploration of curriculum issues and trends, curriculum development, integration of technology into the curriculum, implementation of innovative instructional techniques, and legal/ethical issues across content areas and grade levels."¹ The target audience for the course included masters and education specialist students enrolled in an instructional technology program. Most of these students would be seeking certification as school library media specialists.

The design and development of the course began with the objectives and activities already specified in the syllabus. One of the activities required in the course was a technology integration project using at least one

development tool. However, the format for this technology integration project had not been specified in the syllabus. Given the fact that the course was to be delivered totally online, the decision was made to use the Internet as the delivery system for the student project as well. After exploring several options, the WebQuest format was selected for the technology integration project required of students in the course. WebQuest is a format for designing inquiry-based lessons using predominately online resources.² According to Dodge, "A WebQuest is built around an engaging and doable task that elicits higher order thinking of some kind. It's about doing something with information. The thinking can be creative or critical, and involve problem solving, judgment, analysis, or synthesis."³ The WebQuest web site offers valuable resources for learning more about WebQuests at <http://webquest.sdsu.edu/>.⁴

The decision was made to select the WebQuest format as the structure for the course as well. By standardizing the format of the lessons and activity instructions the students would be able to follow the flow of the course more easily.

Meeting the Needs of the Target Audience

The use of the WebQuest format would help build skills needed by the target audience in their future roles as school library media specialists.⁵ These roles include:

Navigator: Learn to navigate and effectively search the Internet.

Teacher and Collaborator: Collaborate with teachers to design and implement authentic learning activities that utilize Internet resources.

Evaluator: Develop Evaluation tools and actively integrate evaluation into the curriculum.

Publisher: Create resource guides that assist students, teachers, administrators, and parents to find quality Internet sites that are relevant to the curriculum.

Program Administrator: Work collaboratively with members of the learning community to develop program policies related to Internet use.

Staff Developer: Take a lead role in teaching faculty and administration to use the Internet effectively and to integrate Internet use into the curriculum.

Family Resource: Promote positive and creative uses of the Internet to families.

Gaining experience in designing and developing WebQuests would provide one way in which these future school library media specialists would be able to carry out these new roles. An analysis of the process of designing and developing a WebQuest will illustrate how this can be accomplished.

Introduction. The *Introduction* section presents the problem or question to be addressed in the WebQuest. It also provides the background for the question or problem. In this part of the WebQuest process, the teacher and collaborator role of school library media specialists is supported as they work with others to design and develop a WebQuest to provide for authentic learning experiences. School library media specialists will be able to assist teachers in identifying real problems or questions that relate to content standards or information literacy standards.

Task. From this foundational problem or question, the WebQuest designers brainstorm a list of tasks that are rich with opportunities for taking on new roles or viewing the question or problem from different perspectives. From this list the designers will select an engaging, manageable task to be accomplished. The *Task* section of the WebQuest provides an overview of the tasks to be accomplished by the learner. According to Dodge, the creator of the WebQuest format, this is the most critical part of a WebQuest.⁶ There are several categories of tasks: compilation, mystery, journalistic, design, creative product, consensus building, persuasion, self-knowledge, analytical, judgment, and scientific. These types of tasks allow for the development of WebQuests that are aimed towards higher order thinking skills. This step in the design and development of a WebQuest

continues to place school library media specialists in the teacher and collaborator role.

Process. Once a task is selected for a WebQuest, the designers must describe the process to be taken to accomplish the task. The *Process* section of the WebQuest contains this description along with information sources needed to complete the task embedded within the description. Other off-line information sources may be used as well. This step provides the opportunity for school library media specialists to continue in the teacher and collaborator role. In addition they are able serve in the navigator, evaluator, and staff developer roles as they work with teachers in the evaluation and selection of resources needed to complete the task. The program administrator role comes into play as they follow policies for Internet use.

Evaluation. The *Evaluation* section of the WebQuest provides the criteria that will be used to evaluate the product or products of the task. Rubrics are often used with WebQuest tasks. A review of sample WebQuests will offer ideas for developing evaluations for all types of tasks. In the teacher and collaborator role school library media specialists will work with teachers to design and implement evaluation methods in WebQuests. The staff developer role will also come into play as part of the process of integrating Internet use into the curriculum.

Conclusion. The *Conclusion* section is used to bring closure to the WebQuest. In this section of the WebQuest, learners are able to reflect on the process they have completed. It may also offer guidance to the learner for extending the experience. School library media specialists can use the *Conclusion* section of the WebQuest to extend the experience to include the learners' families. This would facilitate their role as a family resource.

Publishing the WebQuest. After the design and development process is completed, the WebQuest is ready to be published on the Internet or an intranet within the school. School library media specialists take on the role of publisher as they assist teachers in making their

WebQuests available for use. They may also manage a collection of WebQuests and other resources that relate to the curriculum. These resources could be made available to students, teachers, administrators, and parents.

Nine Information Literacy Standards for Student Learning

In conjunction with the roles described above, the target audience will also be responsible for addressing the Nine Information Literacy Standards for Student Learning set forth in *Information Power: Building Partnerships for Learning* in 1998.⁷ This publication, coauthored by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), provides the information literacy standards for school library media programs. These standards therefore define the role of the school library media specialist.

The types of tasks inherent in a well-designed WebQuest would also be able to support these literacy standards. The criteria specified for a well-designed WebQuest emphasize the importance of designing and developing WebQuests that are rich, relevant, and real.⁸

Standards One through Three. The “rich” aspect of a well-designed WebQuest would relate most closely to the Information Literacy category of Nine Information Literacy Standards for Student Learning. In standards one through three, “The student who is information literate accesses information efficiently and effectively...evaluates information critically and competently...and uses information accurately and creatively.”⁹ An example of how a WebQuest can be used to address standards one through three can be found in “Adventure into the Unknown... A WebQuest on the Lewis and Clark Expedition.”¹⁰ In this WebQuest, students keep a field journal that is used to construct a board game to relive their journey.

Standards Four through Six. The “relevant” aspect of a well-designed WebQuest would relate most closely to the Independent Learning

category of the Nine Information Literacy Standards for Student Learning.¹¹ In standards four through six, “The student who is an independent learner is information literate and pursues information related to personal interests...appreciates literature and other creative expressions of information...and strives for excellence in information seeking and knowledge generation.”¹² An example of how a WebQuest can be used to address standards four through six can be found in a WebQuest such as “Rewriting Romeo and Juliet.” In this WebQuest, students are given the opportunity to see how themes in literature relate to their lives and experiences as they “update one scene from the play into a more current time period.”¹³

Standards Seven Through Nine. The “real” aspect of a well-designed WebQuest would relate most closely to the Social Responsibility category of the Nine Information Literacy Standards for Student Learning.¹⁴ In standards seven through nine, “The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society... practices ethical behavior in regard to information and information technology...and participates effectively in groups to pursue and generate information.”¹⁵ An example of how a WebQuest can be used to address standards seven through nine can be found in “Butcher, Baker, Candlestick Maker...what will my next career be?” In this WebQuest, students are asked to participate effectively in groups to locate and generate information using the Internet.¹⁶ As members of groups, the students are able to demonstrate the use of strategies for assuring that all group members have equitable access to information needed to complete the task.¹⁷

Designing and Developing the Course

A management system for the online course was adopted so that the instructor could begin the construction of the online learning environment in which the course would be housed. Adoption of this system allowed the instructor to know the tools that would be available before the activities

were designed or modified. *WebCT*® was used as the management system since it was the official management system adopted by the university system. *WebCT*® provides a password-protected learning environment in which the instructor can deliver course content, provide learning activities, conduct discussions, administer assessments, communicate via email, and provide feedback. See **Figure 1** in the Appendix for a screenshot of Homepage for CIED 7060 course built using WebCT 3.6 Standard Edition.

With the management system, roles of school library media specialists, the Nine Information Literacy Standards for Student Learning, and the course objectives in mind the process of designing and developing the Curriculum, Instruction, and Technology Integration course was begun.¹⁸ Several tasks were defined in the existing syllabus. The goal now was to configure these tasks for delivery in an online format.

The first task required the students to read a collection of articles on a given topic and then state and support their position in a one to two page paper with references. This task readily converted to postings to a discussion board that could be read by the members of the class. This in turn led to the addition of an online discussion component for the course that required students to read and respond to a given number of position papers. This task would provide the typical class discussion of a face-to-face class.

The midterm examination for this class was designed as a literature review of the role of technology integration in each student's particular curriculum area. These papers were submitted as attachments via the mail feature in *WebCT*®.

Another task in the course was a Content Analysis Research Project that required students to conduct a content analysis of selected professional resources. This activity was easily converted for online delivery. Selected professional resources would be identified by the student and approved by the instructor. The student would then be able to analyze these resources to determine the major trends. Information from the Content Analysis would be presented in a report format with graphs and

narrative. These reports would be submitted via attachments in the mail feature in *WebCT*®.

Students were required to evaluate a curriculum in a content area of their choice. To convert this activity for online delivery, a discussion topic was established where students would be able to post their responses to a series of questions. These responses would be available for peer review so that other class members could read evaluations of curricula that were similar to their own or that were of interest.

The final tasks were related to the Technology Integration Project. This project was divided into four tasks. First the students were assigned a web site evaluation task in which they identified, evaluated, and annotated web sites based on criteria provided. Based on the content area of these web sites students were placed into groups to complete the second task. In groups the students completed a WebQuest planning sheet. Instructor feedback on the planning sheet was provided to the students before they began the third task. This task was the creation of an individual WebQuest using a template provided by the instructor. The final task would require the students to provide a peer review of the WebQuests for two classmates. These reviews were conducted based on a WebQuest evaluation rubric.¹⁹

With the tasks established, the next step in the process for designing the course required the clustering of the content specified by the course objectives into weekly lessons. To develop the lessons a template was created based on the WebQuest format. *FrontPage*®, a development tool by *Microsoft*® for creating web pages, was selected for developing the template.²⁰ Each lesson contained an *Introduction* section that served as the presentation or lecture for the lesson content. The *Task* section for each lesson assigned tasks in an appropriate sequence for the course. Step by step instructions along with needed resources were provided for tasks in the *Process* section of each lesson. The *Evaluation* section included specific criteria that were established for each task. The completed lessons were then uploaded to *WebCT*® and linked in the course content area. See **Figure 2** in the Appendix for a Screenshot of Lesson page for CIED 7060 course built using WebCT 3.6 Standard Edition.

These lessons appeared in a table of contents format with links that could be accessed by students. Each link was labeled with the lesson topic. Lessons could be read on screen or printed for a reference. The on screen lesson contained active links to resources on the Internet and detailed task instructions. A list of the tasks also appeared as part of the table of contents so that students would be able to access the information without returning to the lesson in which the task was assigned. See **Figure 3** in the Appendix for a screenshot of the Course Content page for CIED 7060 course built using WebCT 3.6 Standard Edition.

The approach selected for the *Conclusion* section was different from the typical WebQuest format. Weekly email updates were used to provide a bridge to the next topic in the course. Addressing the *Conclusion* section in this manner provided for more personal interaction with the students. Guidance was provided to the students based on individual and group needs instead of a preconceived path.

Reflecting on the Course

Structure was critical to the success of the online course. The structure provided by following a format such as WebQuest ensured that students would be able to locate information and resources efficiently. The students found the structure of the lessons easy to follow. The consistent format increased their comfort level in an unfamiliar learning environment. This allowed the students to focus on the content instead of the delivery system.

The structure provided by the WebQuest format was also important for the course designer and developer. Having a format, such as WebQuest, that had worked successfully for

online activities provided a level of confidence as the course was developed. Given the structure of the lessons the instructor was able to work from a template to develop the web pages. The use of a template decreased the development time required. The initial organization and structure also proved to be a time saver when only minor modifications were necessary when the course was taught again.

It was essential to build an online classroom environment where students believe that the instructor was accessible. The psychological distance inherent in an online course can be bridged through individual and group interactions via email and discussion postings. Special care was given to ensure that these interactions accurately convey the intended message. Students readily interacted through their questions and comments in discussions and mail. Timeliness of responses and level of feedback by the instructor were mentioned by students as strengths of the online course.

No class is ever “done” whether it is taught face-to-face or online. The instructor must always seek ways to improve the course. Student input led to the addition of a more detailed schedule/grade sheet that specified the task due, date due, and point value in a one-page form that could be printed by the student. New tools and procedures were explored to address file management and feedback issues. And finally, you can never be too specific. Even when you think you have included information for every possible detail --there are always more questions. Therefore instructions are reviewed and modified prior to redelivery.

An online course is like a living organism that continues to adapt to new challenges. As a designer, developer, and instructor for an online course one must adapt to meet these new challenges.

Figure 1: Screenshot of Homepage for CIED 7060 course built using WebCT 3.6 Standard Edition



Figure 2: Screenshot of Lesson page for CIED 7060 course built using WebCT 3.6 Standard edition

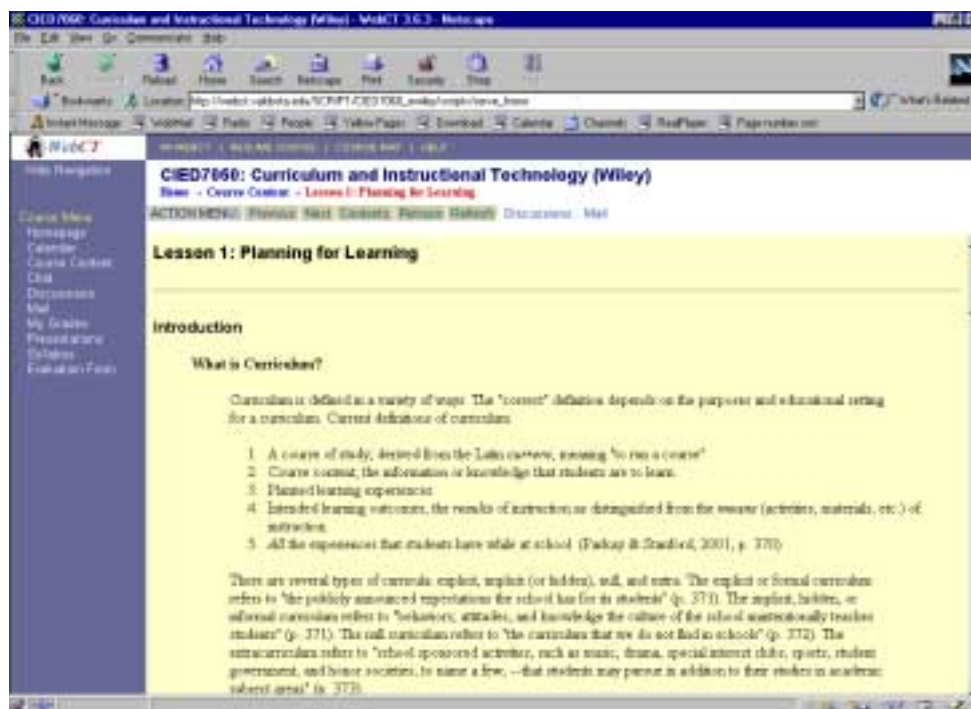


Figure 3: Screenshot of Course Content page for CIED 7060 course built using WebCT 3.6 Std Edition



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Share the Experience: Academic Library, Public Library, and Community Partnerships

Alice Harrison Bahr and Nancy Bolton

Alice Harrison Bahr, Ph.D., is Dean of Libraries and Instructional Resources at Salisbury University, Salisbury, Maryland. She can be reached at ahbahr@salisbury.edu. Nancy Bolton is Instructional/Cataloging Librarian, Spring Hill College, Mobile, Alabama. She can be reached at nbolton@shc.edu.

Examples abound of innovative ways in which public and academic libraries are partnering with each other and with their communities. In December, 2001, Nova Southeastern University (FL) announced the opening of its \$43 million Library, Research, and Information Technology Center, a joint-use facility created to serve the university's students and the residents of Broward County.¹ An even newer form of cooperative partnering across libraries to serve the broad needs of a larger community is 24/7 interactive reference services. The Alliance Library System in west central Illinois coordinates a "Ready for Reference" service for a group of eight private, public, and community colleges.² ASERL is also currently investigating options for cooperative online reference programming among member libraries.³

Clearly, the impetus for some kinds of partnering is economic. The "Ready for Reference" project was funded through a Library Services and Technology Act (LSTA) grant. But other types of partnering are also tied to mission or institutional goals. For years, the Network of Alabama Academic Libraries (NAAL) lobbied for a statewide electronic resource-sharing program. The legislature passed the budget for an Alabama Virtual Library on 9 July 1999, expecting that a program would be in place before the start of school. While the Alabama Public Library Service began the arduous task of selecting databases, NAAL academic librarians assisted by using their database searching expertise to train school and public librarians. The impetus was to ensure

the success of an initiative for which the organization had campaigned long and hard.

Another means of partnering is opening academic programs to the public. Not only does that increase attendance by giving programs a wider audience but also it holds the promise of additional benefits. One of these is building relationships with community members who may consider lending their talents and support to other campus initiatives. Making libraries central to their communities is an impetus for the American Library Association's [Live @ Your Library](#) grants. Now in its second year, the grant program focuses on public programs in academic libraries.⁴

Public programming can also be mission-based. Academic friends' groups can provide a more permanent vehicle for public programming and community involvement, and many include that in their statement of purpose. One goal of The Friends of the Spring Hill College Library (Mobile, AL) is "to promote library/community ties." That goal dovetails well with the College's *Strategic Plan*, which calls for increased "presence and service in the local and regional community."⁵ In addition to several years of public programming featuring local, regional, and state writers, this organization's group also operates a used bookstore that supports public school summer reading programs.

Along with partnering based on defined needs—a new building, a grant for start-up costs for a new project, highlighting local authors' presence in the community—librarians can also initiate ideas for community-based services. While the sharing of facilities, staff, resources, and programs offers obvious benefits, some projects exceed the resources of even several institutions. These projects can open doors to a higher level of community involvement for both academic and public libraries. They can increase the library's presence in the larger community, forge relationships for future

efforts, and help to achieve mission-based goals of reaching out to the community.

The Project: A City-Wide Reading Project

This article provides details about one such large-scale community project called *Mobile's Book: Share the Experience*, launched in 2002. The inspiration for the project came from a 1998 Washington Center for the Book program called *If All of Seattle Read the Same Book*. The original concept of that program was to promote literacy and reading by encouraging an entire city to read and discuss the same book. The idea spread to other communities, including, Rochester and Buffalo NY, Chicago, and most recently the entire state of Kentucky.⁶

Amazingly, what began in part as a literacy or literary effort transformed itself into a community building effort. With support from the Lila Wallace Reader's Digest Fund, the Washington program became a community-building project designed to provide a shared experience for both confirmed book lovers and infrequent readers. In addition to emphasizing the importance of books in culture, the project allowed citizens of diverse backgrounds and circumstances to share a common experience—in short, to begin a dialogue. Books have been the perfect facilitators of this increased dialogue because they have the capacity to allow even delicate issues to be talked about in safety.

Such large scale initiatives as *If All of Seattle Read the Same Book* and *Mobile's Book: Share the Experience* take months of planning and coordination, and, in Mobile's experience, librarians can be crucial to their success.

The Project: A Local Touch

In 2002 the city of Mobile, after more than six years of planning, launched a series of events to celebrate its 300th birthday. Events included a commissioned sculpture for the waterfront, an original documentary film, *We Are Mobile*, celebrating the people of the city, books, exhibits, and an expanded, totally renovated art museum. It was not until 2001, however, late in

the planning effort, that Tricentennial Committee members heard about the Washington Center for the Book project. How they heard about it and the process that ensued bears recounting.

Intrigued by a 2001 story on National Public Radio about *If All Of Seattle Read the Same Book* and aware that Mobile was planning events to celebrate its birthday the following year, an academic librarian mentioned the NPR story to the library director. The director asked the librarian to present the idea to the academic Friends of the Library Board of Directors. Realizing that the scope of the project exceeded its resources, the Friends offered support but suggested that overall leadership needed to come from elsewhere. The director and librarian approached the Vice President for Academic Affairs, who contacted the chair of the Mobile Tricentennial Committee.

Almost immediately The Mobile Tricentennial Book Committee formed. Its chair, carefully selected by the Chair of Tricentennial Committee, invited not just the librarian who mentioned the project but also the directors of all the public and academic libraries and any of their staff they might designate to participate in bringing the Washington program to Mobile. The process of launching *Mobile's Book: Share the Experience* and the librarians' collaborative role in shaping it were defining moments in its success.

A Few Steps to Success

Step 1: Make Sure Leadership Rests with a Local Citizen with Organizational Experience.

Although libraries and their staffs have much to contribute to citywide programs, a community-based program needs a community leader. Not only can that individual harness the interest of other community members, s/he can also maintain equilibrium among those supporting the effort much more effectively than might the head of any single organization or entity.

That said, it's ideal to have the person who initiates the idea present. At the first meeting of the Mobile Tricentennial Book Committee, the librarian responsible for bringing the idea to the table provided

background and inspiration. That latter contribution remained unflagging, became contagious, and gave on-going value to each of the steps that followed. Because directors of different types of libraries were present, along with representatives from community organizations, it was relatively easy to make certain commitments early on, both of resources and staff.

Step 2: Establish Key Committees

Crucial to transforming an idea into a reality is establishing key working committees. This maximizes the larger committee's effectiveness as it targets specific tasks, utilizes unique skills and talents of participants, facilitates decision-making, and reduces duplication of efforts.

Designated committees were as follows:

Book Selection - Establish early as work is time consuming and pivotal to project continuation

College Scholars - More intensive focus designed for academic interests

Finance - Including fundraising and grant writing

High School Liaison - Work to encourage inclusion of book in curriculum and summer reading

Membership - Consistent to inclusive goals, a wide and diverse group was encouraged

Mission Statement - Small committee that operated for a very brief time (see below)

Public Relations - Radio and TV interviews and public service commercials, posters, billboards

Publications - Author brochure, reading group study guide, list of related books for children

Publisher/Book Store Liaison - Familiarity with publishing industry is desirable

Writing Competition - Encouraged the community to share their own stories inspired by the book

While most of the listed committees would be essential in any similar project, others are tailored to specific objectives and scope. For instance, the citywide writing component and the scholars weekend may not be implemented every year.

Step 3: Write a Mission Statement

Although academic and public library partnering on a community project provides strong support for it, that alone doesn't guarantee success. One step essential to keep the project on track and to guide the deliberations of those selecting a city's book is writing a mission statement that clarifies the committee's and the project's intent, goals, and responsibilities. For example, although the initial project idea--an entire city reading the same book--had universal appeal, committee participants had differing expectations and perspectives about the project's scope and its desired outcome. Recognizing the need for clarification, a subcommittee was formed to write a mission statement. This not only defined precisely the common cause, but also served as an effective means to disseminate the idea to the community at large and potential grant sources.

Our mission statement was as follows:

The Mobile Tricentennial Book Committee has been created to celebrate the written word and to facilitate the exchange of ideas. The Committee promotes the idea that books are an important part of our culture and encourages all of Mobile to share a common experience by reading the same book.

Step 4: Invite Broad Participation on the Book Selection Committee

Although the mission might have stated more explicitly the community-building aspect of the project, implied within the language, particularly the phrases "all of Mobile" and "common experience" was the idea that a title selected had to be accessible to as many citizens as possible, including high school students. Vital to the process of selecting a book is broad participation in the Book Selection Committee. Children's and young adult librarians, high school teachers, parents, avid readers, college English teachers, academic librarians, literacy advocates, students, book club members, youth leadership organization leaders, headmasters at private schools, citizens aware of community issues—anyone concerned with or responsible for literacy, reading, and community involvement needs to participate.

All of the above participated in the book selection committee for *Mobile's Book*. To ensure the broadest representation possible, however, the entire community was invited to call any committee member and recommend a book. And call they did. Committee members considered more than 400 works. In some cases, members would read several titles, provide short summaries and recommend only one or two. Then the entire committee would read the recommended titles.

Even with, and sometimes because of, broad participation, tensions can arise. Some will want a local author selected, others a literary masterpiece, so it is often wise, even with broad participation, to have co-chairs guide the Committee's work. This takes the leadership burden off of a single set of shoulders and can facilitate diverse points of view. One of the co-chairs set a tone for all of the committee's efforts: that in the first year of the project only one title would be selected (leaving the door open for the project to become *Mobile's Books* and include titles for younger readers) and that the project would be planned on a full fledged level but done regardless of whether funding became available. This resolve set the project on a clear course, making it possible to see it through to completion.

In order to facilitate the selection of a book title, several criteria were adopted by the book selection committee, which included both public and academic librarians. The proposed and accepted mission statement, stressing the primary goal of community building, served as a guideline for developing the criteria.

Step 5: Establish firm Criteria for Choosing a Book as well as how the book is to be used within the community

1. Length should not exceed 300 pages, preferably closer to 200.
2. Language ought to be approximately the level of a newspaper, or no more difficult to read.
3. Subject should engage our humanity, yet not be merely controversial or merely topical.
4. Open with regard to time, place, and date of publication and not limited (for example) by region, i.e. Mobile, Alabama, and the South.

5. Available in relatively low cost trade paperback or mass-market edition, with clear print and adequate line-spacing.

If fiction:

1. Well-developed characters dealing with life issues with which readers can easily identify.
2. Good plot, not too introspective.

Mobile's Book is designed to

- Provide students in lower achieving high schools with free copies of books
- Provide for reading of the book over the local PBS radio station and purchase the equipment that the station needs to allow community call-in questions to a visiting author and to broadcast local book clubs' discussions
- Incorporate *Mobile's Book* into the local school lesson plans
- Support authors' visits to local schools, community centers, as well as to universities
- Serialize a portion of the book in *The Register* [the local newspaper]
- Support the development of discussion guides appropriate to different reading levels
- Develop and distribute reading lists of books on similar topics that are appropriate for children ages two to twelve
- Support efforts to publicize the program: posters, buttons, etc.
- Sponsor writing contest and prizes for students at all grade levels

Step 6: Consider Choosing a Book Whose Author Enjoys Working with the Public

Although an author's presence isn't essential to encourage dialogue about the ideas s/he conveys, in the case of *Mobile's Book: Share the Experience*, selecting a work by Rick Bragg added a dimension of vitality and immediacy to the purpose of the project: building community. Bragg enjoys rather than disdains his readers, is willing to sign books for hours, wants to talk to those who request signed copies, offers encouraging, helpful comments to students, and agreed to multiple venues and visits to the city. Having an author who is willing to visit high

schools, to present awards for writing contests, and also to address large gatherings validates the idea that books do bring us together in a personal way with others whose lives have been touched by sharing and understanding a reality both like and unlike our own.

Step 7: Contact Publishers and Local Bookstores

The best time to contact publishers and local bookstores is when the book selection process nears completion. Although not the case for *Mobile's Book*, the level of support individual publishers may be willing to lend to such a project can be a determining factor in selecting a title. The Committee's experience with the publisher was so positive that this factor would undoubtedly influence future choices.

Buttons are important to encouraging the dialogue that the project is designed to promote. They identify those who have read the book, and serve as a catalyst to encourage dialogue. The easiest place to make the buttons available is at the bookstores where readers will be purchasing copies. It's wise to establish good relationships with bookstore managers, get a commitment to promote the project and the book, and also to commit to purchasing a specified number of buttons. The latter allows a committee to decrease the items for which to raise money and reduces costs for individual bookstores, since quantity reduces price.

Step 8: Plan Early to Fund Raise

The most successful fund raising efforts spell out each specific project cost in detail. *Mobile's Book* did not have the benefit of advanced planning; however, to minimize the effect of a shortened lead time the committee prepared a project proposal and budget for three years. *Mobile's Book* is planned to be annual, having a life beyond the actual Tri-centennial celebration. This and innovative approaches to finding financial support such as asking city council members to support the purchase of books for high schools in their districts and asking local

printers with accounts at the universities to consider donating some work to the project can give the initiative life before actual funding proposal dollars arrive.

Mobile's Title Selection

The book selected was *Ava's Man* by Rick Bragg. A memoir about a grandfather the author never knew, *Ava's Man* offers an ideal platform for various related public projects as children's and senior citizens' writing contests and specialized workshops on researching families and making family crests. The title had the added benefit of describing a period in Alabama history when families struggled for survival, but preserved values of mutual love and support that forged unbreakable bonds.

Public and Academic Librarians' Roles

In all of the crucial steps listed above, librarians played an important role. At the first meeting of the Mobile Tricentennial Book Committee, librarians from all the public and academic libraries were at the table, and that made a difference. For example, the public relations coordinator for the public library committed to purchasing a minimum of 200 copies of whatever book was chosen. The director of the public library authorized their special events coordinator, with a track record of managing large-scale events, to chair the special events subcommittee. One of the academic librarians, a previous bookstore owner, chaired the publisher relations committee. The gains here were phenomenal. The publisher agreed to pay all the costs associated with the author's multiple visits to the city, took 60 percent of the hardcover cost of books purchased for high school students, and produced promotional kits and stand-up posters for bookstores. Without the support and approval of the library directors to authorize their professionals' time, the likelihood of so much being accomplished in a brief period of time is questionable.

Two academic librarians teamed to produce a brochure and book club reading guide. An academic library director with experience raising funds for library projects chaired the

Finance Committee and sat on the College and University Liaison Committee. The latter developed, with funding secured from the Alabama Humanities Foundation, the scholarly component of the yearlong series of events, entitled the Mobile Tricentennial Literary Weekend.

This event brought together professors from several institutions, students reading papers resulting from assignments on the selected book, local authors—poets, fiction and non-fiction writers—and the academic and public communities in the area. The collegiality of working with such a broad group of community members was reward in itself, but the visibility of the library, the campus and the connection with local artists—the Director introduced the local authors before panels began—spoke volumes about the role of the academic library in the community.

The Director's fund raising experience had been limited to state and national foundations and organizations and alumni. Rarely had it encompassed the myriad of local sources such as local political leaders, charitable organizations, and community-based sources of support. Making contacts with people and organizations in the community supporting literacy, reading, and community-based projects offered the benefit of widening the contact base for future fund raising needs.

The whole is greater than the sum of its parts. By partnering both with each other and with a myriad of active citizens and local organizations, the public and academic libraries were able to accomplish much more than they might have lending individual support to the project. For instance, the public library provided meeting space for planning sessions. Using a highly recognizable, centrally located public meeting space saved time and provided a wonderful service. An academic librarian compiled a reading list of materials in the public library related to the selected work and aimed at younger readers. Librarians at the public library refined it, color-coding titles by age groups, and distributed the list to all the branch libraries. The public libraries with their wider ability to distribute materials made the academic librarians' efforts more effective. So, too, did the public library's contacts with local volunteer

reading groups serving senior centers and schools. They played a vital role as the central drop-off point for the writing submissions that were the final and capstone part of the project. On the other hand, one of the academic library's contacts with the local public radio station located on its campus tapped in not only to reading services for the visually impaired but also helped publicize the writing competitions and the public library's role in supporting them.

Conclusion

Potentially, collaborative initiatives among libraries can reduce individual efforts, help secure funding, and strengthen services. They make good sense for specific, defined needs. They can, however, also open doors for greater community involvement, for bringing ideas not sustainable by any individual library to the attention of community members who can bring them to fruition, and for cementing, through partnership, their higher social role of fostering understanding.

*Ultimately, for communities to thrive, people need to talk to one another. More importantly, they need to find things in common about which to talk. What normally bands strangers together is a reference to the weather, a common, shared experience. Communities have much more than that to share. What better way to start than with books to build a community of readers and thinkers who recognize their common humanity and have sufficient practice talking about ideas to explore their differences in that context?*⁷

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Interface-Lift: The Houston Cole Library's Web Page Redesign Project

John-Bauer Graham, Jodi Poe and Kimberly Weatherford

John-Bauer Graham is Instructional Services Coordinator at Houston Cole Library, Jacksonville State University, Jacksonville, Alabama, and can be reached at jgraham@jsucc.jsu.edu. Jodi Poe is Distance Education/Electronic Resources Manager. Kimberly Weatherford is Senior Catalog Librarian. Both are also at Houston Cole Library.

Introduction

Jacksonville State University (JSU) in Jacksonville, Alabama is a regional, accredited university located in the foothills of the Appalachian Mountains. JSU serves a student population of over 8,000. The Houston Cole Library has maintained a Web presence since 1996. In 1998 the Library created a committee to oversee the function and design of the Library's Web page. The Web Page Committee is made up of the Library's two Webmasters, two public services librarians, two technical services librarians, and the Library's Instructional Services Coordinator. Since its inception the committee has worked to make the Library's Web page as functional as possible. In recent times several committee members and other library public services personnel have received comments and complaints from the Library's patrons concerning the Library's Web page. These patrons expressed a difficulty in understanding some of the language used in the headings, resources, topics, or instructions, and a general concern that the page held too much information or appeared cluttered. The committee set out to make the Web site clearer, easier to navigate, and more user-friendly.

The authors constructed a survey (see **Appendix**) that was distributed to various library instruction sessions for both

undergraduate and graduate students during the 2001 spring semester (January-April) to gauge students' opinions and impressions. The survey was also posted to the Library's Web page and the JSU employee electronic discussion forum. Every effort was made to avoid duplication of the survey. At the end of the semester the surveys were evaluated and the results were used to redesign the Web page. The redesigned page was introduced during the last week of August 2001. This time was selected as optimum as it coincided with the upgrading of Voyager, the Library's integrated system, and because there would be no classes until September. This would give the Library staff time to adjust to the new design and incorporate it into instruction sessions.

Survey Results

The total number of surveys distributed was undeterminable due to use of an electronic discussion forum where the number of recipients viewing the message was unknown. 129 surveys were returned. Of these 129, 103 (79.8%) were complete. The respondents were asked for their classification in order to ensure a broad coverage of JSU users. Broad coverage was essential for this project to assure that changes would not adversely affect any one classification but enhance the understanding and increase usage of the Library's site. Respondents were also asked how often they used the Library's Web page.

The respondents' classifications broke down as follows: freshmen (28%), sophomores (11%), juniors and seniors (16%), graduate students (8%), faculty (12%), and staff (9%). Two other classifications were listed but not selected: administration and visitor/other. Analysis of the data revealed no noticeable

discrepancies among the answers with regards to the respondents' classification.

Respondents were asked to indicate what part(s) of the Library's site they used the most and the least. See **Figure 1** for a depiction of the "old" web site respondents were asked to critique, also found at <http://www.jsu.edu/depart/library/graphic/temp/oldhome.htm> . Under the category "Resources," The Library Catalog received the most use as indicated by the 49 notations. The Electronic Databases were the second most used element of the Library's site as indicated by the 36 notations. Under the category heading "Services," Email a Librarian and the Virtual Tour were used the least as indicated, respectively, by 11 and eight notations. Interestingly, some of the respondents noted entire categories on the site rather than specific links. These responses gave the authors an idea of what elements could be removed from (or made less prominent in) the links offered on the Library's main site. The survey instrument in its entirety is found in the **Appendix**. Representative responses to questions 5-14 are included to provide a sampling of the survey results.

Further Analysis and Resulting Changes

Sample responses from the survey results suggest that a fair amount of confusion existed regarding the "old" site. To address these issues, the committee suggested a number of changes. Due to the apparent confusion of some of the respondents link names were changed. For example, the survey results suggested that many patrons understood what the Library Catalog link meant but did not know what element to use to determine if the Library had a copy of a new book. One respondent answered, "I had no idea which link to click (in the Resources area) to simply look up a book in the library. I just did the trial-and-error method." Also, some respondents indicated that the terms Electronic Databases and Pathfinders were confusing. One patron stated, "Some of the titles of the links are misleading," while

another answered, "Some of the titles are self-explanatory, but the ones that aren't so clear can usually be figured out by playing with it for a little while."

The committee discussed additional name changes for other links that appeared to be "unclear" or confusing to the patron. This was done after detailed analysis of the survey results and a review of numerous library sites. The link entitled Library Catalog was changed to Find Books, and the link entitled Electronic Databases was changed to Find Articles. It was later suggested that the descriptors Library Catalog and Databases be added in parenthesis next to the link title. This decision was based on the terminology used by the librarians in the past, who had generally asked patrons if they looked for an item in the "catalog" or searched in one of our "databases." The use of these terms confused some of the newer patrons, who were simply looking for "books" or "articles." The committee thought that including both words in the main link would benefit both new and experienced patrons.

The library maintained several pages that provided research assistance, but these pages were often overlooked because of the link titles. Library or professional jargon, such as "pathfinder," had been used to describe some of these links, and use of such jargon often confused the patron. Again, based partly upon the survey results the committee combed these pages into one general area entitled Research Guides. The survey indicated that when asked what other resources were used to aid in their study, 57 (37.7%) patrons responded the Internet/Web. As a result the committee decided to gather the pages that the Library staff had previously constructed and combine them into a general area entitled Search the Internet. This area included annotated links to: 1) quality Web sites based on subject material, 2) sites that link to and describe search engines, and 3) instructions for evaluating and citing Web sites. Finally, the authors created a Tips page that provides assistance with common problems or questions.

As a result, the Library's new Web page had undergone a noticeable "interface" lift. See Figure 2, the "new site", also found at <http://www.jsu.edu/depart/library/>. Terminology has been replaced and information has been condensed on the redesigned page, making the page less confusing to the patrons. The changes have also addressed the concerns about information overload and the problems in navigation that were associated with the original page.

Conclusion

The authors believe that by redesigning the Library's main page they have made the site more user friendly, easier to navigate, and much more intuitive. By surveying a broad compass of Library users the redesign project was beneficial and included a number of suggestions that might have been overlooked. A decision emerged from the survey to perform a usability study of the

Library's Web site every year. This study could be incorporated into the annual Users' Satisfaction Survey and would keep the committee informed as to any changes, requests, or complaints regarding the functionality and design of the Library Web page.

Even with the success of the survey and redesign project, the authors feel that more research and development is needed. Therefore, a decision was made to perform a follow up usability test. This test will be a comparison of the two versions of the Library's initial site. Volunteers will be sought to complete the comparison survey, which will ask specific questions in order to gauge the effectiveness of the link titles. Comments will be solicited from the volunteers to determine which links are more effective. The authors hope that additional study will further enhance the utility and appeal of the Library's site.

Figure 1 – Library's original site

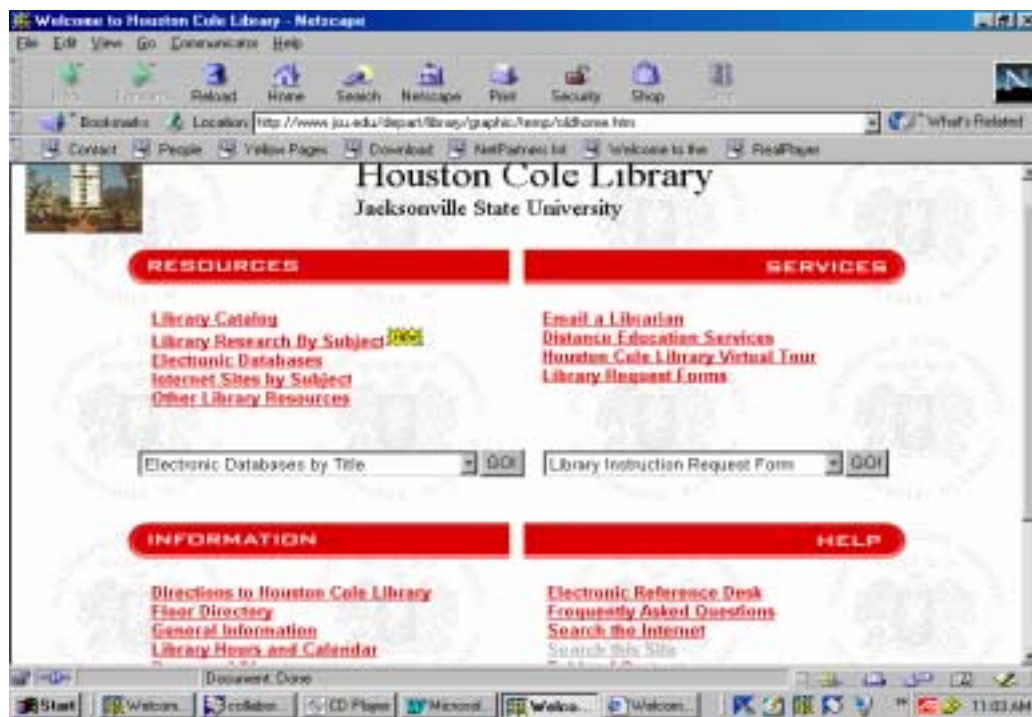


Figure 2: Library's New Site



Appendix

Survey & Sample Responses*

The Library is going to redesign the Web page in order to make it a more user-friendly resource. Your input is needed for this project. Please take a few minutes to answer the following questions.

1. What is your current status?
28% Freshman
11% Sophomore
16% Junior
16% Senior
8% Graduate Student
12% Faculty
9% Staff
2. How often do you use the Library's Web page?
24% a lot
24.8% some
30.2% a little
20.9% not at all
3. What part(s) of the Library's Web page do you use most? (See the attached copy of the Library's Web page.)
 Library Catalog: 49, Library Research by Subject: 19, Electronic Databases: 36, Internet Sites by Subject: 11
4. What part(s) of the Library's Web page do you use least? (See the attached copy of the Library's Web page.)
Internet Sites by Subject: 7, Services: 16 (entire category), Email a Librarian: 11, Virtual Tour: 8, Help: 10, Information: 9 (entire category)
5. If in the course of your study/research you needed material from a source other than a book, what would you use?
Internet/Web: 57, Magazine/Journal: 41, Databases: 23, Newspaper: 7
6. If you heard/read about a book, where would you look on the Library's Web page to see if we had a copy?

Library Catalog: 94, Electronic Databases: 8, Resources: 8

7. How would you find an article in a journal, magazine, or newspaper?
Electronic Databases: 50, Library Catalog: 20, Other Library Resources: 13, Library Research by Subject: 7
8. (For JSU students) If your instructor put something on reserve at the Library (ex: course syllabus, journal article, book, etc.), where would you expect to find the information on the Library's Web page?
Don't or Didn't Know: 20, Library Catalog: 16, Other Library Resources: 13, Electronic Reference Desk: 6
9. What information can you get from the Library Catalog? (Please check all that apply)
116 Books
92 Journal titles
62 Articles in journals
55 Reserves
64 Videos
13 Other: (Please explain)
Microforms: 3, Sound/Musical Recordings: 3, CD's: 2, Almost everything needed for research and sources of information, Other readings.
10. What information would you expect to see if you clicked on a link entitled "Contact Us"? (Please check all that apply)
92 Email directory of all Library employees
72 Telephone directory of all Library employees
104 One email address to send questions/comments
110 The main contact address and telephone number for the Library
86 The Library hours of operations
69 Directions to the Library
6 Other: (Please explain)
Who can use the library, who can check out books, and information about the reference collection, What floor each employee works on, Provide information to get in touch with employees, Connection to the campus map,

Some of the above items don't belong under "Contact Us."

11. What would you expect to find if you clicked on a link entitled "Library Research by Subject"? (Please use the back if you need more room.)
Blank or space to enter subject being researched: 21, Ability to type in subject and get all library holdings: 20, Unlimited search option/search engine: 13
List of specific subjects/Library of Congress Subject Headings: 12, All books with a specific subject: 7, Subject matter being researched: 5, List of all subjects and where to find materials with specific subject: 3, General information about subjects: 3
12. What options/information would you expect to see if you clicked on a link entitled "Help"? (Please check all that apply)
112 Information describing how to do research
97 Information/Instructions for connecting to our databases from home
89 A telephone number to call to talk to a librarian (a "question hot line number")
95 An email address to send questions/comments
114 A section for frequently asked questions
4 Other: (Please explain)
A search box to pull up categories of interest, A long drawn out page of directions, I would primarily expect to see information on how to use particular electronic search tool. The other information listed above would depend on the context, The current list.
13. Are there any terms on the Library's Web page that are confusing?
14 Yes
If yes, please explain:
Topical Pathfinders: 2, Electronic Reference Desk: 1, Library Request Forms: 1 Some of the title of the links are misleading, Why are there two electronic database listings and what are the differences, What are the other library resources, What are the Internet sites by subject, When I search for a topic, the information returned is difficult to narrow down sometimes.

14. How would the Library's Web page be easier to use? (Please use the back if you need more room.)

More computer terminals, more labs, and open later, More specific subjects (too general), Journal article index as separate site, More information about library collection, Information/instructions on how to search for scholarly journals from home, Sometimes databases are hard to find, Need more helpful information on finding a subject, research a certain subject without listing all books or information associated with a word included in the subject, Have more of a selection to choose from, Could be easier to use from home, Teach the students how to use it, Locating things by specific subjects,

* The survey itself is presented in its entirety. The results listed are a sample of the total survey responses. They do not include all the respondents' comments.

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Book Review

Cohen, Edward. The Peddler's Grandson: Growing up Jewish in Mississippi. New York: Random House, 1999. 195 pp.

Edward Cohen's heartfelt memoir is an emotional account of his divided identity as a Jew and a southerner growing up as part of a small Jewish community in the "bible belt" (or as Cohen says, "bible blanket") of Jackson, Mississippi during the 1950s and 1960s. As soon as he leaves the insulated world of his extended family to begin school, Cohen realizes that his religion, culture, and lack of southern roots add considerably to the angst of trying to fit in with his peers and community at large. As he writes at one point, "I realized how much easier everything would be if I weren't Jewish." The theme that runs throughout the book is "worlds in collision," the title of one of the chapters, as it becomes clear that the Jewish and Christian worlds, black and white worlds, Northern and Southern worlds, are at odds in Jackson and in Cohen's life. Cohen's account is unsentimental and well written, and is valuable not only for its firsthand account of Jewish life in Mississippi in the 20th century, but also for its description of the civil rights movement in Jackson, and the universal themes of difference, divided loyalties and reconciliation.

The memoir begins with Edward Cohen's grandparents' arrival at Ellis Island in the late 19th century from Poland and Romania, whereupon their surnames were involuntarily changed from Kahane to Cohen. Initially peddlers, Cohen's grandfather and great uncle eventually opened a clothing store. Situated at one end of the main street in Jackson was Cohen Brothers and at the other end was the Old Capitol building where Jefferson Davis declared secession from the Union. Cohen writes that all of Jackson's Jews lived in one area of town where the synagogue was located, next door to a club which didn't allow Jews, down the street from the high school that didn't allow blacks, south of the country club which allowed neither.

The two Cohen brothers and their families lived together in the "Big House" where children were raised, Jewish holidays celebrated, and the horrors of the "old country" almost never referred to again. From this world Edward

Cohen ventured out to begin school, and quickly realized that being Jewish meant being different. He describes the school cafeteria as "the site of my most profound clash with southern culture," where, unable to force down fatback collards and "white-grease gravy," he immediately drew attention to himself as an outsider. Cohen writes about other instances where he felt isolated from his Christian classmates, such as having to pray to Jesus during school prayers, deliberating about what role to choose in the school Christmas pageant, and giving a note to his teacher regarding an absence from school during the High Holy Days.

The most interesting part of Cohen's memoir concerns his experiences during the civil rights era in Jackson. Torn between ethical teachings of Judaism and the beliefs and practices of their Christian neighbors, Cohen reveals that Jews in Jackson "had to try to balance everything carefully to see which way we would lose less." Although Cohen Brothers was the only white-owned business with an integrated restroom and water fountain, the store was boycotted by its nearly all black clientele, which eventually led to the closing of the store. In 1967, the KKK bombed the Jackson synagogue as well as the rabbi's home.

Eager to leave Mississippi, Edward Cohen attended college at the University of Miami. Hoping to fit in with the large Jewish population, he changed his clothing style, lost his southern accent, and avoided admitting he was from Mississippi. However, once again, Cohen feels isolated, this time because he grew up Jewish in a southern town with experiences worlds apart from Jews raised in the Northeast. After graduation, Cohen was determined not to go back to Jackson, but felt he did not belong in Miami. Eventually returning to Jackson, the book concludes with Cohen's acknowledgement that reconciliation between his two "selves" is not possible, and his acceptance that each half contributes something vital to the person he is. Sadly, the story of the Cohen family in Jackson has also come to an end. As of 1996 there were no descendants of the Cohen brothers living in Jackson, Mississippi.

*Tammy S. Sugarman
Instruction Coordinator/Humanities Librarian
Pullen Library, Georgia State University*

People News

[Joseph C. Andrews](#), 62, Head, Collection Management, University of Central Florida (UCF) Library, died June 24. Andrews received his MLS from North Carolina Central University in Durham. He served in a variety of positions at Virginia Commonwealth University from 1979-1989 including reference librarian, music librarian, acting head of reference and head of the circulation & reserve department. He served as Head of the Acquisitions Department at UCF from 1989-1999 before moving into the position of Head Collection Management. Andrews was a staunch supporter of the diversity initiative movement and active in the American Library Association, in which he was involved in several divisions, including ACRL, ALCTS, LAMA, RASD and the Black Caucus of the ALA.

[Dr. Linda Marie Golian-Lui](#) is the new University Librarian for the University of Hawaii at Hilo. Linda is a long time SELA Member, a graduate from the FSU Library School and the former Reference Team Leader for Florida Gulf Coast University Library, Ft. Myers, Florida.

[Bonnie Lee Gray](#) is the new director of the Orange Beach Public Library in Orange Beach, Alabama. Ms. Gray was formerly the director at the Baldwin County Library Cooperative.

[Sharon Hogan](#), university librarian at the University of Illinois at Chicago (UIC), died April 27 in Arizona following a brief illness. She was 57. In 2000, Hogan was named Academic/Research Librarian of the Year by the Association of College and Research Libraries (ACRL). She also co-authored one of the landmark books in bibliographic instruction, *Learning the Library*, and was founding editor of one of the first journals in this field, *Research Strategies*. Hogan came to UIC in 1990, where she also held the title of vice provost for information management. Prior to her appointment at UIC, Hogan was the director of libraries at Louisiana State University and also served at the University of Michigan and Temple University. She served as ACRL president and as chair of the bibliographic

instruction section. She was on ACRL board of directors twice. She also served on the American Library Association executive board and chaired the Task Force on Core Competencies for Librarians.

The University of New Orleans Earl K. Long Library is happy to announce the following additions to staff. [John C. Kelly](#) has been named the Digital Initiatives Librarian. [Michael A. Arseneau](#) is the new Catalog Librarian/Special Formats and Database Management Librarian. [Jeongmin Lee](#) has joined the Reference Department as the new Business Reference Librarian. [Janet E. Murphy](#) was hired as the new Access Services/Interlibrary Loan Librarian. [Beth Namei](#) has accepted the position of Instruction Librarian and is expected to begin August 2002. [Hongbin Liu](#) has accepted the position of Electronic Resources Librarian and is expected to begin August 2002.

[Jane E. McFarland](#), Director of the Chattanooga-Hamilton County Bicentennial Library, retired June 30, 2002, after 22 years of service. Chattanooga's public library system underwent many changes and technological advances under the leadership of Ms. McFarland including a major renovation to the main library in 1988. McFarland held a master of divinity degree from Yale University and a master's in library science from the University of North Carolina at Chapel Hill. She served as the Head of Reference and Circulation at Yale Divinity Library in New Haven, Conn., and was Head Librarian at Bradford College Library in Bradford, Mass. She returned to Chattanooga to serve as a reference librarian at the UTC library, joining the Chattanooga-Hamilton County Bicentennial Library as Director of Reference and Information in April 1980. She was made Director of the library system in 1986.

[Eileen McNally](#), Broward County Library's Planning Coordinator, was recognized by *Fasttrack* magazine (Spring 2002) as one of "South Florida's 50 Most Successful Women." McNally was selected for 15 years of continuous, dynamic service to library patrons in a variety of positions, including branch head of Lauderhill City Hall and Fort Lauderdale libraries, Traveling Libraries, and Books by

Mail. Currently her focus is as the strategic planning coordinator concerned with access, communication and library partnerships. Fasttrack dubbed McNally, chair of the American Library Trends and Awareness Committee and past president of the Broward County Library Association, a "one-woman force in the Broward County Library system."

[Emily Porter](#) has been appointed Electronic Projects Business Librarian for the Goizueta Business Library at Emory University. Previously, Emily was the Web Site Coordinator at the Institute of Paper Science and Technology. She earned a Master of Science degree in Information Design and Technology from the Georgia Institute of Technology in 2001. She begins July 24, 2002.

[Charles \(Tony\) Schwartz](#) has become associate director for collection management at Florida International University. He was previously assistant director for collection management and technical services at the University of Massachusetts/Boston.

[Dr. Clarence Toomer](#) has been appointed Dean of Library and Learning Services and Professor in the School of Education at Livingstone College in Salisbury, NC. He completed his B.A. degree from Livingstone College, the MLS from N.C. Central University and the Doctorate from North Carolina State University. He was the former Chair of the College and University Section of the NCLA.

The North Carolina State University Libraries appointed [William J. Wheeler](#) to the position of Assistant Head of Collection Management for the Humanities and Social Sciences, effective 1 August 2002. Wheeler received the M.S. in Library and Information Science from the University of Illinois at Urbana-Champaign, the Ph.D. in Folklore/Ethnomusicology from Indiana University, Bloomington and the Bachelor of Arts in Sociology/Anthropology from Carleton College.

Stateside News

[Furman University](#) held a groundbreaking ceremony for the \$25 million expansion and renovation of its James B. Duke Library on May 16. The \$25 million project will include a complete renovation of the original building and an endowment for the new square footage. The primary gift comes from The Duke Endowment of Charlotte, N.C., which has made a \$9.5 million commitment to the library. The 48,000-square-foot addition, which will be known as the Charlie Peace Wing, will provide collaborative study rooms, reading and research areas, and space for the library's growing collection. The addition, made possible by a gift from Ms. Sterling, is named in honor of her late father, a longtime executive with *The Greenville News-Piedmont Co.* The original building will also be renovated. The main floor will be redesigned to accommodate more public services, information technology, and study space. The ground level will feature a multimedia computing commons, the Help Desk, and computer labs.

[Jackson Library at UNC Greensboro](#) recently became the newest member of the Association of Southeastern Research Libraries (ASERL). "Admission to ASERL is a recognition of Jackson Library's growing stature in the academic library community," said University Librarian Doris Hulbert. "We continue to develop our print and electronic resources to meet the needs of a research institution." Jackson Library's collections total more than 2.7 million books, federal and state documents, microforms and other formats. The one-millionth print volume was acquired in 2001. Of special value to researchers are the University archives and special collections, which include over 4 million additional items.

2001 Southern Books Competition

The competition represents the Southeastern Library Association's commitment to the printed book as a vital part of library service. Awards are made on the basis of design, typography, and quality of production. Judges are knowledgeable book people associated with book design, printing, bookselling, publishing, and librarianship. For more information go to the Committee's web page - <http://sela.lib.ucf.edu/sbooks.html>

SELA's Southern Books Competition committee winners of the Competition for 2001, are as follows:

Overall Excellence

Small Deaths by Kate Breakey, University of Texas Press; Designer: D.J. Stout & Julie Savaska, Pentagram Design

Truly enchanting, this is a wonderful example of how valuable intellectual content is enhanced and enriched by thoughtful book design. From the breathtaking front and back covers to the informative colophon at the end, this is an exceptional book. Color continuity from jacket to the text pages rewards the reader and enhances legibility. The dramatic frontispiece dazzles, and the title page is clear and elegant. Section openings mirror the title page opening. Plates and captions combine in bright, clean two-page spreads that inform and reward the viewer.

Award of Excellence

Designer: Ellen McKie, University of Texas Press

Three books rose to this category. Each was designed by Ellen McKie of the University of Texas Press. Each book looks and feels completely different from the next, and is a testament to the vision and creativity of the designer. In *How to Grow Native Plants of Texas and the Southwest*, lovely green cloth binding opens to stunning title page typography that sits upon faint leaves. The typographic design is classic without being boring. Details,

like the screened-back ornaments on the Contents page speak to the refinement of the design. The austere black and white *Contemporary Ranches of Texas* with its barbed-wire rule and powerfully understated photographs captures the essence of Texas. You could not find a lovelier title page spread than that in *Of Birds and Texas*. The sensitive calligraphy and the well-designed two-column text pages support the stunning bird prints. Kudos to this imaginative book designer whose efforts are supported and encouraged by the University of Texas Press.

Award of Merit

Ghost Dogs of the South by Randy Russell & Janet Barnett, John F. Blair, Publisher.
Book jacket designer: Debra Long Hampton

Ghost Dogs of the South presents itself to us through an evocative hand-colored photograph of a boy and his dog in times of old. And it just gets better. Wonderful photographs in interesting faded-edge shapes change from chapter to chapter. The book is hand-sized, almost a prayer-book testimonial to the dogs in our lives. The designer has created a book begging to be read.

Honorable Mention

Alabama Architecture: Looking at Building and Place by Alice Meriwether Bowsher with photographs by M. Lewis Kennedy, Jr., University of Alabama Press; Designer: Robin McDonald

A dramatic front cover, a striking half title page and a bright, cheerful title quickly tell the reader that is a special book. Architecture needs to be seen to be appreciated, and this book does that very well. Photographs are most effectively presented, and the images are exceptional. Quite readable captions guide and inform. Chapter openings dazzle and invite the reader to turn the pages.

The Face of Tibet by William R. Chapman, University of Georgia Press;
Designer: Erin Kirk New

An unusually effective travel album beacons the reader with a truly dramatic dust jacket. Exceptional end papers charm and lead the reader forward. Color and theme continue from the clear, attractive dedication page. Bright, energetic color images engage the reader in a simple, easily viewed format.

Mexican Suite: a History of Photography in Mexico by Olivier Debrouse, University of Texas Press. Translated and revised in collaboration with the author by Stella De Sa Rego. Designer: Jose Clemente Orozco Farias.

One of the challenges of book design is to thoughtfully create a readable and engaging package for outstanding intellectual content. Jose Orozco Farias has done an exemplary job here and deserves warm praise. Color continuity from jacket through title page to chapter openings is exceptional. The table of contents is clear, simple and easy to use. Chapter openings are beautiful. Images are thoughtfully and effectively arranged. The text is extremely readable with thoughtful use of white space.

Special Recognition for Book Covers

Dust jacket design

Myrna Baez: Una Artista Ante Su Espejo = An Artist and Her Mirrors, edited by Margarita Fernandez Zavala, Universidad del Sagrado Corazon; Designers: Lydimarie Aponte and Mara A. Robledo

The vibrant colors grab your attention and hold it while your eyes travel across the pictorial and typographical elements that are "mirrored" on the front and back portions of the jacket. The result is truly striking.

Laminated hardcover design

Meet Me at the Garden Gate by the Junior League of Spartanburg, Favorite Recipes Press. Book design: Starletta Polster. Art by Melissa Strickland Sullivan.

A first look at this cookbook conveys a spirit of anticipated enjoyment -- to be fulfilled when the fruits of the recipes are sampled. The spring colors attract the eye, and the illustration beautifully reflects the garden theme.

Paperback cover design

Habeas Circus: Illegal Humor by Alan Gerson, NewSouth Books; Designer: Dana Bartelt

Elements of playfulness and anger combine to produce a striking result. The concept of treating a serious topic with humor is effectively conveyed.

Ancient Egyptian Literature: an Anthology translated by John L. Foster, University of Texas Press; Book jacket designer: Heidi Haeuser. Cover art: Lyla Pinch Brock

The photographic, typographic, and color elements work together in a clean and pleasant way to produce a most attractive package.

Guidelines for Submissions

The Southeastern Librarian

1. *The Southeastern Librarian (SELn)* is a refereed journal that seeks to publish articles, announcements, and news of professional interest to library staff in the Southeast. Articles need not be of a scholarly nature but should address professional concerns of the library community. *SELn* particularly seeks articles that have a broad southeastern scope and/or address topics identified as timely or important by SELA sections, round tables, or committees.
2. News releases, newsletters, clippings, and journals from libraries, state associations, and groups throughout the region may be used as sources of information.
3. Manuscripts should be directed to Frank R. Allen, *SELn* Editor, University of Central Florida Library, P.O. Box 162666, 4000 Central Florida Blvd; Orlando, Florida, 32816-2666. Email: fallen@mail.ucf.edu or fax (407) 823-2529. Although longer or shorter works may be considered, 2,000- to 5,000-word manuscripts are most suitable.
4. Effective June 1, 2002, manuscripts must be submitted in electronic format as attachment to an email, preferably in MS Word or compatible format. Electronic submission greatly expedites the review process and thus serves in the best interest of all parties.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Authors should use the author-date system of documentation. The editors will refer to the latest edition of *The Chicago Manual of Style*. The basic form for the reference within the text is as follows: (Hempel 1990, 24).

The basic form for articles and books in the reference list is as follows:

Hempel, Ruth. 1990. "Nice Librarians Do!" *American Libraries* 21 (January): 24-25.

Senn, James A. 1984. *Analysis of Information Systems*. New York: McGraw-Hill.

7. Photographs will be accepted for consideration but cannot be returned.
8. *The Southeastern Librarian* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript is acknowledged by the Editor. Following review of a manuscript, a decision is communicated to the writer. A definite publication date is given before publication. Publication can be expected within twelve months.

The Southeastern Librarian

Frank R. Allen, editor
Associate Director for Administrative Services
University of Central Florida Libraries
P.O. Box 162666, Orlando, FL
fallen@mail.ucf.edu

Editorial Board

Catherine A. Lee,
Library Director, Wesleyan College
4760 Forsyth Road,
Macon, GA, 31210
clee@wesleyancollege.edu

Phyllis L. Ruscella
Library Director, Tampa Campus
University of South Florida
4202 East Fowler Avenue, LIB122
Tampa, FL 33620-5400
ruscella@lib.usf.edu

SELA State Representatives

Alabama: Linda Suttle Harris
Head, Reference Services, Sterne Library
University of Alabama at Birmingham
1530 Third Avenue South
Birmingham, AL 35294-0014
lharris@uab.edu

Arkansas: Jack C. Mulkey
State Librarian of Arkansas
1805 Martha, Little Rock, AR 72212
jmulkey@comp.uark.edu

Florida: Kathleen Imhoff, Assistant Director
Broward County Division of Libraries
100 S. Andrews Avenue
Ft. Lauderdale, FL 33301
Kimhoff@browardlibrary.org

Georgia: William N. (Bill) Nelson
Library Director, Augusta State University
2500 Walton Way
Augusta, GA 30904-2200
wnelson@aug.edu

Kentucky: Linda H. Perkins
282 Hatcher Road
Franklin, KY 42134
perksoy@apex.net

Louisiana: Melissa Hymel, Director
Pointe Coupee Parish Library
201 Claiborne Street
New Roads, LA 70760
mkhymel@yahoo.com

Mississippi: Dr. Glenda Segars
Itawamba Community College
Learning Resource Center
2176 South Eason Blvd.
Tupelo, MS 38804
grsegars@icc.cc.ms.us

North Carolina: John E. Via
Humanities Librarian
Forsyth County Public Library
660 West Fifth Street
Winston-Salem NC 27101
viaje@forsyth.lib.nc.us

South Carolina: William (Bill) McRee
Stow South Carolina Historical Room
The Greenville County Library
300 College Street, Greenville, SC 29601-2086
Wmcree@infoave.net

Tennessee: Stephen Allan Patrick
Professor and Head, Documents/Law/Maps
East Tennessee State University Library
PO Box 70665, Johnson City TN 37614
patrick@etsu.edu

Virginia: Undesignated

West Virginia: Judy Rule
Cabell County Public Library
455 Ninth Street Plaza
Huntington, WV 25701
Jrule@cabell.lib.wv.us