ChangeMasters All: A Series on Librarians Who Steered a Clear Course toward the Twenty-First Century: An Interview with Howard F. McGinn

Darren Sweeper

A Global View on Sharing Digitized Information: An Interview with Ching-chih Chen

Eric C. Shoaf

The Library Scenario and Management Problems in Pakistan Libraries

Syed Jalaluddin Haider

Be a Guest: A French Look at American Libraries

Claudine Lieber

Library Users’ Views and Librarian Evaluation at the Taipei Public Library

Shu-hsien Tseng and Pei-Yu Lu
Mission Possible: Practical Project Management
January 11, 2008
9 a.m. to 5 p.m.
LAMA Member: $225; ALA Member: $280; Non-Member: $380; Student/Retired: $135
Projects can finish on time, under budget, at the level of quality you desire, and with everyone still speaking. An effective planning process can ensure improvement in the management of special projects, ongoing multiple projects, and even personal time. Project failure can be used as a diagnostic tool for identifying personnel, budget, policy, and communication issues that affect your institution every day. Become more resourceful and effective at creating and applying sustainable and realistic “fixes”, including setting benchmarks, negotiating workplace roles and responsibilities, creating “transparent” communication tools, “chunking down” multiple tasks, and creating shared priorities. This institute will teach participants how to identify and address the basic causes of project failures and successes involving management of personnel and resources, and correct underlying problems in existing projects.

Who Should Attend
Decision-makers, frontline supervisors, managers, support staff—anyone who implements projects or wants to improve their own project management skills.

Instructor: Pat Wagner

The Complex Edifice: Analyzing Your Dream Library
Jan. 10 & 11, 2008
9 a.m. to 5 p.m.
LAMA Member: $595; ALA Member: $650; Non-Member: $750; Student/Retired: $350
This two-day institute will lead participants through a detailed facilities analysis that can be applied to library building projects of any scope. Participants will: determine the current and future functionality of a library facility; establish capital investment needs; and develop operating and capital budgets.

Who Should Attend
Any library staff member or facilities planner who is facing or considering a library renovation, remodeling, or entirely new library facility.

Instructor: William Sannwald, management and marketing professor in the business school at San Diego State University and retired city librarian of the San Diego Public Library.

LAMA Regional Institutes
These top-quality workshops are delivered by expert instructors to your institution, workplace, or meeting. Topics include building projects, fund-raising, assessment, public relations, marketing, and more.

For additional information and a complete listing of LAMA’s regional institutes, go to the events section of www.ala.org/lama
President’s Column

I write these words within three days of returning home from ALA’s largest Annual Conference ever, where LAMA members celebrated our division’s fiftieth anniversary with an outstanding President’s Program featuring Frances Hesselbein and a great party. I am pleased and proud to be LAMA’s fifty-first president, and I look forward to working with you all in getting LAMA’s next fifty years off to a great start.

As you may know, LAMA was one of three divisions that celebrated fiftieth anniversaries at the 2007 Annual Conference. The ALA Council approved a resolution from LAMA councilor Sue MacTavish, with a second from longtime LAMA member Charles Kratz, paying tribute to LAMA’s fifty years of excellence. The widespread recognition of LAMA’s success has kept membership growing and helped the division weather some difficult financial trends. However, many challenges remain for both the division and the profession. To meet those challenges, in 2006 LAMA adopted a strategic plan aimed at solidifying our image as “a welcoming community where aspiring and experienced leaders from all types of libraries, as well as those who support libraries, come together to gain skills in a quest for excellence in library management, administration and leadership.” The plan is organized around four key goal areas: providing value to members, expanding and strengthening leadership and management expertise at all levels for all libraries, facilitating professional development opportunities, and ensuring organizational excellence that enables LAMA to achieve the other three goal areas effectively and efficiently. I invite you to examine this blueprint for success at the LAMA web site, www.ala.org/ala/lama/aboutlama/lamamemresource/lamagovernance/LAMA2010StrategicPlan.pdf

The adoption of a strategic plan is only the first step, however, and my primary focus while president will be to help our association fully implement the plan. We need to:

- align our annual budgeting, services, programming (in the broadest sense), and marketing with our strategic priorities;
- involve our members in identifying the steps that will lead to accomplishing our strategic goals;
- communicate and coordinate the activities of our sections, committees, task forces, and discussion groups to make the most effective use of our resources.

We especially need professional support for the work of our units and volunteer members. Without it we cannot act systematically and cohesively. We took a big step in that direction when we hired Kerry Ward to be LAMA’s new executive director. Kerry comes to us after serving almost a decade as associate and then executive director of our sister ALA division ALTA, and he has several years of experience as an association executive director outside the library field. He is ideally suited for his new job, and I know you will enjoy working with him. Among the many priorities we will throw at him will be working with the Executive Committee and myself to effectively communicate with members and involve you in the strategic plan implementation process.

My presidential theme this year also is aimed at increasing membership involvement in developing strategic initiatives to benefit LAMA. Taking a cue from our fiftieth anniversary, and with many apologies to songwriter Paul Simon, I have adopted the theme “Fifty Ways to Lead Your LAMA.” I will be encouraging members to submit suggestions for new member services, methods for improving existing member services, or means for generating new revenue streams for the division. Obviously, if we can offer you programs and services that you want and are willing to support through membership or registration fees, then we can grow our budget and provide seed money for more new offerings you want. Perhaps even before this column appears in LA&M, I will announce some incentives for you to propose suggestions, so be watching the LAMA electronic discussion lists and Web site.

You may have noticed the frequent references to leadership in this column so far. LAMA’s envisioned future, as stated in the strategic plan, is that “LAMA will be the foremost organization developing present and future leaders in library and information services.” We

W. Bede Mitchell (wbm@gsu.edu) is Director of the Library, Georgia Southern University.

continued on page 164
Editorial Musings on Globalization and the Blogosphere (Or Is It the Globosphere and Blogalization?)

I need a new computer. Early this morning, anxious for a fresh start on a productive new day, I attempted to log on, only to receive an error message “Application Failed to Initialize Properly—error number 0x0000135. Retry or Cancel.” Now, this was not the first time that I’ve encountered this particular problem. My computer is often cranky in the morning. (Why is it that so many of our machines fail to perform their most essential functions? Copy machines always get paper jams. Dollar bill changers won’t accept anything less than mint-perfect bills. Computers are reluctant to do the least of what every person must do—wake up in the morning.) Anyway, usually after I click on “retry” a couple of times, the beast will finally rouse itself. Today, though, perhaps because it is Monday, it refused to respond. After multiple attempts, I became frustrated enough to call the help line. The courteous and knowledgeable woman guided me through a successful troubleshooting procedure. All the while, though, I had to ask her to repeat herself, because she spoke with a dense, unidentifiable accent. In closing, I thanked her and, out of curiosity, asked her where she was. “Sri Lanka,” she replied.

Sri Lanka? As memory of fifth-grade geography serves, that is an island in the Indian Ocean. Therefore, by my calculations, that was the longest long-distance call that I’ve ever made in my life. Probably, there were hundred of equally skilled people who could have helped me through a successful troubleshooting procedure. All the while, though, I had to ask her to repeat herself, because she spoke with a dense, unidentifiable accent. In closing, I thanked her and, out of curiosity, asked her where she was. “Sri Lanka,” she replied.

This point brings me around to the special theme of this issue of LA&M: “International Perspectives on Library Management.” If I can turn to a friendly Sri Lankan for help fixing my computer, just imagine how much we all stand to gain by sharing our advice, wisdom, and experiences with our global neighbor librarians.

There are four pertinent articles presented for your consideration. The first is an interview with the eminent library educator and researcher from Simmons College, Ching-chih Chen, on international digital library initiatives, especially Global Memory Net. Following that is Syed Haider’s survey of the state of libraries in his native country of Pakistan. It is a bleak picture, but the country’s efforts are inspiring. Furthermore, his call to send more native Pakistani librarians to the West for training demonstrates how global cooperation can work. Next is a piece by Claudine Lieber, which is a translated adaptation of an article originally appearing in the French journal Bibliotheques. Because it is a French librarian presenting her impressions on American libraries to French librarian readers, it represents an insider’s look at how they view us, and what they find both impressive and curious. Finally, while American librarians have been sensitive to the stereotyping of our profession for several years (decades, even), it may come as a revelation that, as Shu-hsien Tsen and Pei-Yu Lu discovered, aspects of that same stereotype also are evident among Taiwanese librarians.

As I assembled the material for this issue, I began to wonder how many, if any, non-United States librarians are members of LAMA. I’m guessing very few, and of those, I’d expect most to be from Canada. So, I posted a query to that effect on the LA&M editor’s blog. I will report back to readers in the next issue, but if you really want to know, go to the blog source at http://blogs.ala.org/LAandM.php and see for yourself.

And, while I am on that subject, I must say that as of this point in time, the editor’s blog has carried less chatter than a black hole. To be honest, I personally am not much of a blogger. It is all that I can do just to delete the more than one hundred spam e-mails that I get every day. (Please, spare me the lecture about needing to invoke e-mail security measures. My spam filter is so flawed that at its minimum setting it allows multiple postings from a company that sells a product called “horny goatweed.” At its maximum setting, it won’t permit a Blue Mountain birthday card from my mother. There is no middle setting). So, my point is that in order for this blog to become a useful vehicle for communication and idea sharing, you must

continued on next page

Gregg Sapp (gsapp@uamail.albany.edu) is Head of the Science Library, SUNY Albany.
are aggressively pursuing initiatives for serving members who wish to become leaders, whether they plan to be managers or not. This emphasis has led many to question whether our name adequately describes us. The name “Library Administration and Management Association” connotes for many a division aimed at library directors or others whose career paths are heading in that direction. When then-president Andrea Lapsley and I met with several dozen Spectrum Scholars at the Annual Conference in Washington, D.C., we were struck by the fact that the majority of these new librarians had that perception of LAMA. Therefore it has been suggested we consider incorporating the word “leadership” into our name. If the membership likes the idea, we could consider adding the word, inserting it in place of another word, or even starting from scratch. I am pleased that Ernie DiMattia will chair a task force, consisting of past-executive director Lorraine Olley, Maureen Sullivan, and Paul Anderson, that will manage a process for members to consider and discuss this possibility. Should there appear to be sufficient interest, we could develop a name change resolution to be brought to a vote. Please respond to the task force’s invitations with your ideas and suggestions so we can assess the level of member interest.

Let me close by thanking everyone who volunteered to serve in some LAMA capacity this year. If you volunteered but did not get appointed, please continue to let us know of your interest and we will do the best we can to get you involved in LAMA affairs. I also would like to express my appreciation to past-president Andrea Lapsley for doing such a wonderful job on our behalf, and to Fred Reuland in the LAMA office for doing all he could to keep the division afloat during the half year we were without an executive director. Now on to the next fifty years!

Finally, let me call your attention to the other contributors in this issue: Darren Sweeper’s installment of our own ChangeMasters feature looks at the career of Howard McGinn; Taecock Kim and Paula Pompa present a practical case study on the operation of an automated retrieval system; and our columnists—John Lubans, Bonnie Osif, and Julie Todaro—do their usual superb job.

Now, I’m ready to log off my computer, and if something goes awry, I wouldn’t mind chatting again with my new friend in Sri Lanka.
As with many of the library administrators profiled in this exclusive LA&M series, Howard McGinn’s career was shaped by the civil rights movement of the 1960s. However, unlike many of his generation, McGinn was able to combine a profound religious sensibility with business acumen to forge an amazing career. When he came to library management he had more than fifteen years of corporate management experience. McGinn brought a fresh perspective to the profession, emphasizing a commitment to community service and social justice.

Born September 14, 1943, in Pittsburgh, Pennsylvania, McGinn is the eldest of seven children. His father came from a coal mining family in eastern Pennsylvania, and his mother from a family of steel workers in Johnstown, Pennsylvania. During World War II, McGinn’s father left the mines to fight on the battlefields of Europe. After the war he returned to his family and, with help from the G.I. Bill, entered college as many returning veterans did. Eventually obtaining his master’s, and later his doctorate, in education, he started a new career as a high school librarian. A few years later, the elder McGinn became the chair of the Department of Education at Duquesne University. In 1958 he moved his family to Philadelphia, where he became the chair of the Library Science Department at Villanova University during Howard’s junior year of high school.

The younger McGinn grew up a devout Catholic, and as a child he dreamed of a life in the priesthood. From the very beginning, he was inspired by a call to service. After high school, McGinn enrolled at Villanova University, saying today that “I entered Villanova as an Augustinian seminarian, a member of the order of Saint Augustine. I remember very clearly one day I was offered a Naval ROTC scholarship and also given the opportunity to join the seminary.” After considering his options, he decided that the best way to serve society was to enter the seminary. He recalled thinking at the time about his decision to enter the Augustinian order. “After spending a year living in upstate New York, I went through Villanova as an Augustinian brother, a monk; in those days I was training to be a priest, so I studied philosophy. I graduated high school at sixteen and entered the order at seventeen.”

In the late 1960s, when McGinn graduated from Villanova University, America was suffering through one of the most tumultuous periods in its history. The civil rights movement was raging, the antiwar movement was gaining momentum, and by the end of the decade the nation would be mourning the deaths of Martin Luther King Jr. and Robert F. Kennedy. Like the nation, McGinn found himself at a crossroads.

With the entire society in upheaval and his undergraduate program now completed, McGinn sought his own direction in life. His dream of becoming a priest had dissipated, but the urge to serve still remained. He had more pressing issues to concern himself with; now that he had left the order, he needed to find a job.

He remembers that time vividly: “I did not want to become a librarian when I left the order in the 1960s. It was the civil rights era and the antiwar movement over Vietnam was just beginning. During this time the seminary lost many seminarians, and I was one of them. I left the order with ten dollars in my pocket and a train ticket to Philadelphia. The only clothing I had was a black suit. Soon afterwards, I got a job indexing periodicals for the Catholic Periodical and Literature Index. At that time I needed a job, so I decided to become a librarian. During those days the state of Pennsylvania had two recruiters, one at the University of Pittsburgh and one at Drexel University in Philadelphia. . . . A man named Donald Hunt recruited me into library school at Drexel.” McGinn started library school in the fall of 1967; he would graduate in 1970.

While attending library school during the evening, he continued to work as an indexer for the first year, and by the second year he took a position at the St. Charles Seminary. He recalls, “I worked my way through library school in

---

**Darren Sweeper** (sweeperda@shu.edu) is Government Documents Librarian at Seton Hall University Library, South Orange, New Jersey.
the Ryan Memorial Library at the St. Charles Seminary in Philadelphia. This was a huge theology and philosophy library with an enormously fantastic archive.” When he completed his library science degree, he was offered a job as the assistant director of the library and archives at St. Charles. McGinn quips, “I was the beneficiary of a past and strange thing in library science that said all men, no matter how young they are, will become library directors.” After spending two years at St. Charles, he was offered a job as the director of Chestnut Hill College Library in Philadelphia, where he stayed for two-and-a-half years.

But he was still seeking direction. Reflecting on his frame of mind during that time, McGinn remarked, “By then I had become thoroughly disenchanted with librarianship. I did not like it. I decided to leave the profession for a year and take some time off because I was still searching to find my true calling. So, I left, got a job teaching high school in Wilmington, Delaware, and I discovered I did not like teaching either. One day a friend who thought I would be good at sales suggested that I talk with the J. B. Lippincott Publishing Company, since he felt I had the personality to be successful in a sales position. So, I went down to interview and got the job. I became a salesman in their division of higher education.”

This move continued the process of his search for a personal understanding. “In retrospect, it was not the library profession that was difficult; it was me. I was still trying to figure out what I wanted to do in life. My whole process of doing this was delayed because I spent six years in a monastery.”

During his tenure at Lippincott, McGinn established his skills. As supervisor of the national audiovisual sales force, he coordinated the marketing program, directed sales by telephone and at national conventions, and supervised the customer service and clerical staffs in his section of the company. All of these experiences would pay huge dividends in the future. While at Lippincott, McGinn also learned the ins and outs of corporate management. During his time there, he increased the department’s sales and profits, turning the customer service department into a vital asset.

At Lippincott, McGinn had found his niche. “I sold products to nursing and medical schools throughout the United States and Canada. I eventually became sales manager of that group. Lippincott was very good to me; I was there for about six or seven years.” He used his innate ability to inspire people, learned how to manage a large staff, and became adept at getting all parts of an organization to move in the same direction. Lippincott was to be a proving ground where he learned the most important lessons about management—in order to be a good manager, the people who work with you must trust you; they must believe that you have their best interest at heart; and they must buy into your vision of organizational success and professional growth. McGinn would always remember those lessons and tried to develop them in his career as a manager progressed.

After two promotions in six years, McGinn again felt the need for change. In 1978, he left Lippincott and was hired as a managing editor of the New York Times subsidiary, Microfilming Corporation of America, in Sanford, North Carolina. He recalls that time fondly: “I answered an advertisement for a job in Publishers Weekly. The Times Company was looking for a salesman with a library science background and I was probably the only person in the world with that kind of background, and I became managing editor of the Microfilming Corporation.”

At the New York Times, McGinn was called on to do what would become the norm in his career in library management. By this time he had been promoted to general manager of the subsidiary, he was given the functionally complicated and emotionally difficult task of cutting seventy-five positions while keeping the company moving forward. The Microfilming Corporation of America was part of a group from which the New York Times wanted to divest. McGinn had to deal with serious organizational and structural issues. “I had to solve serious employee morale issues,” he understates today. His duties at New York Times consisted of maintaining and completing all the works in progress before the company was to close down this subsidiary. “I think most difficult thing I ever had to do was close down the New York Times subsidiary.”

Meanwhile, while half the staff was being laid off, he still had to move forward with reorganizing the existing staff, as the company sold its remaining assets. McGinn handled this arduous job while trying to preserve a positive and productive employee work environment in order to ensure effective closedown. McGinn oversaw the sale of the company’s assets, which included “all contracts, furniture and publishing equipment, while adhering to the constraints of federal anti-trust laws.” Among his many achievements at the New York Times was the completion of company’s shutdown two months ahead of schedule, saving the company $200,000. He also helped the company to achieve sales of $1.5 million during the final year of operation. McGinn not only led the Microfilming Corporation through strenuous times, he also continued his formal education by obtaining a master’s degree in business administration at Campbell University in Buies Creek, North Carolina, at this time.

During his tenure at the subsidiary he oversaw the editing and publishing of papers by such American luminaries as Jane Addams, W. E. B. Dubois, Horatio Gates, Norman Thomas, and Edward R. Murrow. This massive project also included the publishing and editing of the Columbia University Oral History Program Transcripts and Index, the papers of the Congress of Racial Equality, Index Iconologicus, National Resources Planning Board Reports and Records 1872–1956, the National Woman’s Party Papers 1913- 1974, and the Socialist Collections in the Tamiment Library 1972–1956.

After a fifteen-year hiatus from librarianship, McGinn had learned several valuable lessons that would serve him...
later, when he decided to reenter the library profession. From his corporate years he learned the value and importance of diversity. He discovered how to manage under demanding and difficult circumstances, and how competent management could lead an organization through challenging times. Armed with a solid practical and theoretical management philosophy, he applied for a position with the State Library of North Carolina and was hired, embarking on another phase of his career in management.

In 1985, McGinn became the director of network development at the State Library of North Carolina. While serving in this position, he created the first statewide electronic information network in the United States. Revolutionary for its time, the network made available commercial and governmental data to all areas of the state. McGinn also developed and implemented library information services for small business development in rural and urban areas around the state. He worked tirelessly with OCLC for the construction and development of the North Carolina Online Union Catalog and the Online Union List of Serials. Both state databases began operations in summer 1986.

After a year of great success, McGinn was promoted to the position of assistant state librarian. Working in collaboration with the University of North Carolina Educational Computing Services, he helped to develop a statewide telecommunications network. He also worked with AT&T to develop an electronic information delivery system to distribute state government data programs. This information system created the first state government information Web page. McGinn’s work not only benefited state library patrons, but also had an enormous effect on the way business transactions were conducted in North Carolina. He concluded his work on the state information network by working with the North Carolina Department of Administration to develop an online state government jobs database.

In 1989, he was appointed the North Carolina state librarian. He was now responsible for managing a staff of 111 full-time employees, including 24 professional librarians, and annual budget of $15 million. McGinn was responsible for managing a complicated organization that included several departments, among which were the North Carolina information network, automated systems, state government information services, marketing, the library for the blind and physically disabled, statewide library development and film services, and the genealogy library. These varied duties had to be performed while working within the constraints of a bureaucratic state system.

However, his tasks were complicated by the social environment of the time. McGinn met these challenges while working in a state that was just beginning to confront the racial issues of its past. North Carolina, as with many other southern states, was undergoing profound social change even while the old vestiges of Jim Crow still persisted in the south. McGinn’s philosophy caused friction between himself and a number of the professional librarians and library staff, who took issue with his hiring of African-Americans (including an African-American assistant state librarian) and other minorities in the positions that were traditionally occupied by whites. His experience in corporate America and his strong personal contempt for racial prejudice made the decision to buck the old system easy for him. Old traditions died hard, though, and those who opposed him stepped up their efforts to have him removed from his position.

In 1992, after two years of racial harassment, character assassination, threats of physical violence, and the deepening of the rift between himself and the staff, McGinn decided to leave North Carolina and take a position as the public library director in Emporia, Kansas. From 1992 to 1995, McGinn worked diligently to provide services to the community. He negotiated a contract with the local technical college to create a network between the college and the public library in which college courses would be offered at the library. McGinn created the “Rites of Passage” and the “La Raza” programs for African-American and Mexican-American young people. The program was named one of the fifty best library programs for young people by the American Library Association in 1994. Working with the city commission, he appointed the first African American to the library board in its 125 year history. He also worked hard to restore staff morale after the previous administration had left him with a difficult work environment. He had to gain the confidence of and support of both the staff and community. He worked to pass an ordinance to establish a capital improvement fund. After three years, the library’s budget had increased by 24 percent, while the library’s hourly operation increased by 25 percent.

At the Emporia Public Library, McGinn saw the power of people at work. He reveled in the experience of working within a diverse community, and, along with his staff, was committed to providing the best possible services to all. He also took the initiative to further his own education by enrolling in the doctoral program at Emporia State University. His dissertation focused on the experiences on African-American librarians from across the country who had been the victims of workplace harassment. McGinn’s dissertation, “An Investigation into Factors that Influence Job Satisfaction of African-American Librarians in Some Urban Public Library Systems in the United States,” completed in 2003, gave further evidence that the field of librarianship still needed to confront long-standing racial and social issues. For him it was a moral imperative to continue the struggle against social injustice. After three years in Kansas, he decided once again to fight the war on a new front. This time he took a job in Portland, Oregon.

After having the opportunity to lead a public library, McGinn decided to return to an academic setting. In 1995, he accepted a position at the Portland (Ore.) State University as the executive director of portals. Building upon his experience at the state library of North Carolina, McGinn redesigned and reconstructed the telecommunications network infrastructure of portals. He was responsible for administering an electronic information network that
served more than a dozen academic institutions throughout Oregon, Multnomah County Public Library, and the Oregon Historical Society. Once again, McGinn was able to work closely with state and local officials to serve the library community of the state. McGinn managed a $4 million federal grant that was used to design an interactive video instructional network and scan historical maps, photos, and other important state-related manuscripts; he also helped to establish a mobile Internet access van that provided online services to patrons throughout the state. He led an initiative for an electronic publishing program on the Web that was vital in expanding access to this information network.

After two fruitful years in Portland, McGinn took on a new challenge, returning to a public library setting in New Haven, Connecticut, where he assumed the position of city librarian in 1997. Among his first goals in New Haven was to reestablish a positive relationship between the library staff and administration. For years, many unpleasant issues had caused a serious rift. “Gaining the confidence of a staff is hard,” he acknowledges; but during his tenure at New Haven Free Public Library the task proved to be even more difficult because of a racially and professionally divisive environment. “The African-American employees were placed in one department, where they were not allowed to talk with the white employees.” Dismayed by the way that librarians treated other librarians and staff members, McGinn set out to change this culture of racial and professional segregation.

His first order of business was to make the library a single entity once again by tearing down the old barriers. He worked hard to bring the staff together in order to serve the community. McGinn did this by starting a marketing campaign aimed at bringing patrons back into the library. With the help of his staff, he started an ethnic heritage series and obtained a $12,000 federal grant for a year-long celebration of the city’s Hispanic culture. He initiated similar programs that reached out to New Haven’s Italian and Jewish communities. McGinn hired a public information officer to promote library programs and distribute information about upcoming events to the greater New Haven community.

McGinn created programs to serve the African-American and Latino communities by building book collections for them and establishing such programs as poetry night and chess clubs. Working closely with the local public access radio and television stations, he established programs to keep the community apprised of events and news about the library. McGinn started a marketing partnership with many city departments and agencies aimed at increasing the visibility of the library as well as fostering positive relationships with local state and private organizations. In the space of eighteen months he recruited and hired nine African-American librarians (there had been just one in the previous twenty years). However, he did not stop with a simple marketing campaign. Working in collaboration with Yale University and the New Haven Public Schools, McGinn established a community technology center in a neighborhood branch. The center taught basic computer applications classes, helped patrons with résumé writing and job searching, and provided an intergenerational program for local retirees and children.

To gain support for these projects, McGinn visited the neighborhoods and attended the local churches of all denominations, because “library directors need to get out of their offices and into the communities, they need to find out who their constituents are and listen to their concerns.” McGinn strongly believes in active participation on the part of library directors and that they should be visible and deeply involved in the communities they serve. Directors can only lead an organization if they have their finger on the pulse of the neighborhoods.

In 2000, after nearly three successful years at the New Haven Public Library, McGinn returned to academic libraries. This time, McGinn accepted a position as the dean of university libraries at the Clarion University of Pennsylvania. From the outset, McGinn met the challenges of the new position. Through his efforts, a $15 million facility was built. The new building also housed the University Art Gallery, the Graduate Department of Library Science, and a state-of-the-art technology center with 137 computer workstations. He created a smart classroom and a fully operational and wireless campus environment. McGinn was appointed by the university provost to work with the university director of the Small Business Development Center and the chair of the biology department to establish a private biotechnology incubator. He led an aggressive sales and marketing program to bring faculty and students into the new library. Under his stewardship, the library went from being a book graveyard to the most active place on the campus. As at his previous positions, McGinn helped to restore the morale and confidence of the library faculty and staff. He worked with the faculty union to foster and improve unproductive working relationships and he mentored scores of African-American, Hispanic, and international students.

In June 2004, McGinn decided to leave Clarion University and accept a position at Seton Hall University in South Orange, New Jersey, where he is currently dean of the university libraries. In closing our interview, he wanted to impress upon me the importance of good management and how the lack of sound management and diversity are the most pressing issues confronting librarianship in the twenty-first century. McGinn argues that we in the library profession need to do a better job of training managers. The very survival of profession depends on the quality of managers that lead our organizations in these times of tremendous change.

McGinn tells his story without a hint of bitterness or regret, despite some challenging confrontations. He looks back fondly at his career and the remarkable things he has accomplished, the many lives he has touched, and those that have consequently touched him. From working with state and local officials, community groups, churches, civil organizations, library associations, college administrators, and faculty, he has forged a ChangeMaster career to be emulated.
Ching-chih Chen, professor of Library and Information Science at Simmons College in Boston, is on the forefront of efforts to globalize the dissemination of electronic information. Her ambitious vision includes merging Web-based information from many institutional sources and sharing it all over the world. The daring plan has been widely endorsed and shows great promise.

Chen has devoted her major efforts in recent years to digital library research and development. Her Global Memory Net (www.memorynet.org), a multiyear international digital library project that is supported by the National Science Foundation (NSF/Integrated Data Link Pod), was publicly launched in July 2006. It was envisioned as an effective gateway to the world of cultural, historical, and heritage image collections. Its collaborators include the United Nation Education, Scientific and Cultural Organization's (UNESCO) Memory of the World, the Asian Division of Library of Congress, and many other major institutions around the world. Currently, Chen is leading another major, thirty-six-month NSF/IDLP project related to digital imaging, and is co-principal investigator of the major United States and China Million Book Digital Library Project supported by NSF and the Chinese Ministry of Education. She was a member of the U.S. President's Information Technology Advisory Committee (PITAC) from 1998–2002. She served on the advisory board of the DELOS (www.delos.info) European Network of Excellence in Digital Libraries. A consultant to the China Digital Library Program of the National Library of China, she serves on the steering and program committees of many international digital library conferences, including the Asian International Conference on Digital Libraries, Association for Computing Machinery and Institute of Electrical and Electronic Engineers Joint Conference on Digital Libraries, European Conference on Digital Libraries, International Conference on Digital Libraries, International Conference on Universal Libraries, and Russian Conference on Digital Libraries.

Chen is author and editor of thirty-five books and more than two hundred articles in the areas of information technology and management, among the more recent of which are those specifically related to global digital libraries. She has received many major awards and honors from the American Society of Information Science and Technology, the American Library Association, the Library Information Technology Association (LITA), the Association of Library and Information Science Educators, and so on. From LITA alone, aside from the Gaylord Award for Technology Achievement and the Hi-Tech Literature Award, she received the LITA/OCLC Kilgour Award in 2006. An American Association for the Advancement of Science Fellow, Chen received her BA from National Taiwan University, her MLS from the University of Michigan, and her Ph.D. from Case Western Reserve University in Ohio.

Q: How long have you been a library educator, and what were some of your earlier experiences in librarianship?

CC: I joined the Graduate School of Library and Information Science at Simmons College as assistant professor in 1971. Therefore, it has been more than thirty-five years that I have been an educator. Prior to that time, I worked as a science librarian in positions at MIT, University of Waterloo (Canada), and University of Michigan.

Q: What were some of your research areas at Simmons prior to globalism in librarianship? How did your previous work influence your present interest in the impact of globalism on librarianship?

CC: My work on globalism in librarianship stems from long-time international consulting and speaking on this topic, beginning in the 1960s. New technology applications to libraries have always been a part of my intensive research and development activities. It started from my first major technology application project funded by the Humanities in Libraries Program of the National Endowment for Humanities in mid-1980s. This resulted in an award-winning interactive videodisc and multimedia CD project on the first emperor of China. Contents of these later became the core starting image collection of the Global Memory Net. I have been a library consultant to more than two

Eric C. Shoaf (ecs@brown.edu) heads the Preservation Department at Brown University and serves as the associate editor of LA&M.
Q: What is the role of national governments in developing the global digital library? Are there local politics at work?

CC: We really have not defined “global digital library.” But it takes a lot of individual motivation and initiative to work toward that, a grassroots effort by many people. National governments’ roles vary greatly from one to the other, but by and large, they are generally providing funding, directions, and standards for some of these types of activities, and leave the conceptual framework development, and the research and development work, to others. Many countries in the world do not have any funding for these types of activities.

Q: What sort of funding models have been used to test the feasibility of the global digital library? From where would these funds originate, and how much money is needed to complete the project?

CC: I believe that my own Global Memory Net is a good example, and is making headway in promoting these types of activities with very modest funding from NSF. On the other hand, there are organizations with a huge amount of funding, but that are still unable to make a lot of progress, so I can’t tell you how much money is needed as there is no fixed formula.

Q: Your recent experiences with developing global approaches to cooperative libraries reflect the larger trend of globalism in many fields. What sort of progress has been made for libraries, and what do individual libraries gain by the global approach?

CC: I have advocated the concept of a global digital library as early as 1993, when I was giving a keynote speech in Taiwan celebrating the sixtieth anniversary of the National Central Library at the International Conference on National Libraries: Toward the Twenty-First Century. At that time, a simple conceptual model was presented. The major technological barrier at that time was the speed and bandwidth of the global communication network.

The advances of technologies in the last decade have made it possible to provide universal access in many different ways not possible before. With the exciting convergence of content, technology, and global collaboration in this digital era, there are unprecedented potentials for developing digital libraries of all kinds. We are no longer talking about libraries only; we are actually talking about the integration of information providers of all types—libraries, museums, archives, institutions, private sources, even individuals—supplying access with multitype information sources, including texts, images, videos, sound, and so on. Thus, the gains to libraries and their users are enormous.

This is what Global Memory Net is all about. It uses the Web as a platform to provide integrated information services to users in a way not possible before. It is an internally developed, interactive multimedia content retrieval system (iMCS) that incorporates many innovative functions to meet the challenges of a world digital library.

Q: How does one level the playing field when taking a global approach to librarianship? After all, not all countries are able to support technology at the same level. What is being done by those who are more developed to help those less developed?

CC: Yes, this is a wonderful point, and this is also one I was privileged to take part in addressing when I served as a member of PITAC. The Panel on the Digital Divide addressed this point in great length.

Let’s take a more down-to-earth approach. We need to involve others in many different ways. For developed countries, only a small percentage of libraries have fully utilized the capabilities of technology. Libraries of this category need to learn to do this better. For example, in the area of digital libraries, instead of creating each one’s own individual digital collections, we need to link and integrate with other institutions that have digital collections. Global Memory Net has identified more than 2,400 digital collections from more than eighty countries, and through being able to link these together, the resources are a thousand times more powerful and rich.

For the less-developed countries, we need to remember that their content is just as rich, so we need to help to make it digitally available, and we need to help to build up a sustainable community that can do this work. Then, we need to provide an infrastructure to help to link them together. This is what I am doing now in partnership with the UNESCO World Heritage Center. This World Heritage Digital Center is not only going to link multimedia resources of the 830 current as well as future world heritage sites of 138 countries together, but also will attempt to build the community’s capability in both creating and disseminating digital information resources to the world.

Q: How does content preservation apply in the global digital library environment?

CC: Digital content for the global digital library environment not only provides universal access, but is also very significant in preserving content. Just think about this uncertain period when treasures, for example, have been destroyed left and right due to war or natural disasters. Having something digital is lot better than not
having at all. Other questions about preserving the digital content itself will be resolved over time.

**Q:** You note that libraries need to work together “instead of creating individual digital collections.” How can this common goal be achieved amid a lack of structure and different specifications used for image capture, archiving, and electronic presentation?

**CC:** Actually, we have more common standards and infrastructure now than we did a couple of years ago, and the situation is improving fast. The real barriers are more human- than technology-related. Collaboration is a two-way street. Again, Global Memory Net, in its own modest way, has set up the kind of global infrastructure to work with its content and technology partners. Specifications are just a part of that. It has made good progress working with an increasing number of libraries, museums, and archives in the world.

**Q:** How would copyright issues be resolved in a global digital library?

**CC:** If the content is provided by the partners who own the content, then copyright issues are resolved, provided proper techniques are there to respect owner organizations. See the dynamic digital watermark used in Global Memory Net for a better sense of how digital objects are marked. Also, old textual content that is already out of the copyright age should not be a problem.

**Q:** What can librarians do to help move this massive undertaking toward fruition?

**CC:** Try to be up to date and aware of all the related technologies, issues, and problems first, so that they can work together in the right way. We tend to think that these kinds of activities have to be undertaken by huge organizations. But that is not necessarily the case. Global Memory Net starts from the bottom and can be applied even in the smallest of library organizations.

**Q:** Where do you see Global Memory Net in the future ten years from now? What would you like it to look like?

**CC:** Technology has advanced so very fast, therefore it is impossible to predict the future beyond the immediate one or two years. At the moment, Global Memory Net has shown how the current network enables us to link many invaluable world digital resources together for universal access. Technology is not a problem, but the barriers will continue to be in the infrastructure and logistics. If such activities as Global Memory Net can go in much broader partnership and with more powerful groups of leading players in the information field, we will be able to be closer to the vision of universal access as promoted by PITAC’s Digital Library Panel, of which I was a member from 1998–2002. This vision promotes the idea that anyone, anywhere, anytime, can have access to any information and human knowledge through the use of global information network. That is what Global Memory Net is working toward.
The developing South Asian country of Pakistan encompasses many population and economic variables that affect overall library services in several unique ways. Pakistan is a multiethnic, multilingual state. Urdu, the national language, is the language of instruction in secondary schools. English is widely used in commerce and business, and continues to be the official language of Pakistan. The total population is 150 million, which is rapidly increasing at a rate of 2.1 percent per annum. Two-thirds of the population lives in villages, with agriculture as the main source of livelihood. Politically, it is a federation of four provinces (Punjab, Sindh, North-West Frontier Province, and Balochistan), and the Federal Capital Area of Islamabad. There is a parliamentary democracy similar to the British system.

Modern library services in the territories now constituting Pakistan began in 1915 with the arrival of Asa Don Dickinson, an American librarian and a pupil of Melvil Dewey. His goal at the University of the Punjab was “to organize the university library and to teach modern library methods to the librarians of the Punjab.” This was, in fact, the beginning of library administration along scientific lines, documented in his book *Punjab Library Primer*, which covered various aspects of administration and has been a guide for library administrators for several decades in British India. The impact of this school was tremendous on successive library developments throughout the region. It was Dickinson, for example, who introduced the Dewey Decimal Classification and the concept of author entry to this part of the world.

The present library scenario reveals many concerns. The most comprehensive survey on Pakistan libraries was submitted by the students of the MLIS program at the University of Karachi, although these figures have not been updated since 1989. There were 6034 libraries in 1989, with a total collection of 13,354,500 volumes. The types of libraries and the number of volumes are as follows: one national library (80,000); two university libraries (2,098,400); 435 college libraries (3,640,800); 331 special libraries (2,557,500); 281 public libraries (2,190,800); 4,373 box libraries; 464 school libraries (905,400); and polytechnic and miscellaneous libraries (21,600).

Comparatively, the university libraries are better placed with resources, organization, and staff. However, there presently exists a climate of stagnation and decline in university libraries, notwithstanding the best efforts on the part of the government and its Higher Education Commission (HEC), formerly known as the University Grants Commission. The main factors for this state of affairs have been shrinking budgets combined with ever-rising inflation, which has obviously affected library growth and services.

There is no organized public library system. The existing public libraries, mostly subscription libraries, are under the charge of municipal and local bodies. The majority of these libraries occupy temporary buildings, and their holdings are mainly fiction and out-of-date books on history and Islam. Few libraries are properly staffed, and are often without a qualified librarian. The services of these libraries are limited, and their main sources of funds are regular grants from the municipal body’s annual budget and subscriptions charged to the public. This sad picture of public libraries also could be attributed to the absence of public library legislation.

School library development in Pakistan is still in its embryonic stage. In fact, it has not generally attracted the attention of education authorities and has thus been sporadic. Only a negligible percentage of schools under government control have a library. Even then, the school librarian usually has little or no training in library science, and the books in the collection are often outdated. The defective library education system, lack of children’s literature, and library funds are the major constraints in the development of school libraries. On the other hand, there are some excellent school libraries in the private sector.

The majority of special libraries are attached to government departments, institutions, and universities and colleges. A far smaller number of such libraries have been set up in recent years by industries and firms. These libraries are mainly concentrated in the large cities and metropolitan areas. Their collections of books and periodicals are not large; nonprint and audiovisual materials are...
almost nonexistent. With respect to services, these libraries are primarily focused on the collection, organization, and use of material, but have done little by way of analysis and use of data.

Pakistan has been somewhat unfortunate in the establishment of a national library. Until recently, there was not a national library in practical terms, only the Department of Libraries, a subordinate department of the Federal Ministry of Education that carried out a national library’s functions on a limited scale. The present national library came into existence in April 1988, with the shifting of a meager collection of 100,000 volumes collected over the years from the Department of Libraries to a newly constructed building, formally opened to the public on August 24, 1993. However, a thorough elucidation of the functions of the national library is still awaited.

At present, seven university library schools provide training facilities at the postgraduate level leading to an MLS. The Ph.D. program is available at the universities of Karachi, Bahawalpur, Punjab, Sindh, and Balochistan. Courses of short duration are offered by the regional library associations. Library science is available as a minor at the higher secondary levels. For example, at the universities of Karachi and Punjab, library science is also offered as an elective at the B.A. level. Allama Iqbal Open University offers two programs leading to an MLS.

There is need for broad change to improve Pakistan’s library resources. External changes in the environment are having an effect. The proliferation of electronic publishing, automation, and the Internet has had a profound influence on libraries and their work environment. Likewise, the political climate and demographic changes all are affecting libraries—too often, adversely. Essentially, everything in and around libraries is changing, from collections, services, technology, access policies, and so on. The challenge is for Pakistan’s library leaders to capitalize upon these as opportunities to create positive change in the profession.

Even in this era of change, stagnation and apathy are common in Pakistani libraries of all categories. Why is this so? What needs to be done? From where could leadership in this regard come? Library management needs a major restructuring based on current and future needs. What needs to be done for competency management? What must be done at library schools to meet international standards of library and information science education? Effective managers depend upon sufficient and reliable funding. Why has Pakistan not found alternate sources of funding?

These are questions that no one person can answer. Instead, the following essay discusses the managerial problems encountered by libraries in selected areas of interest and offers suggestions for their solution. These observations are based on the personal experiences and observations of the author for more than forty-two years, both as a practitioner and teacher of library and information science inside and outside of Pakistan, and on a close association with the Pakistan Library Association (PLA).

The current literature dealing with management issues was also reviewed. The following are some specific areas where change needs to be managed.

### Human Resource Management

Within the context of overall changes in Pakistani society, those affecting library and information services have resulted in new demands on human resource management. The existing workforce does not possess the necessary competencies to shoulder the future responsibilities. This is true in respect to all types of library establishments, and perhaps more in the case of library schools.

One of the most pressing problems faced by libraries has been the absence of competent manpower for top managerial positions. The university libraries have suffered the most on this count. The seriousness of these problems can be gauged by the fact that, at present, two-thirds of public sector universities are without a full-time professional librarian. In most cases, the university libraries, including the well-established universities, are headed by deputy librarians or by one of the assistant librarians. In newly established universities, both in the private and public sectors, the libraries are administered by a fresh graduate under the overall guidance of a senior faculty member. Partially, this situation can be attributed to the large-scale immigration of the best of our professional librarians to oil-rich countries of the Middle East and Africa during the mid-1970s for lucrative job opportunities. This immigration had a tremendous impact on library development and services, and as yet Pakistan has not been able to fill this gap, notwithstanding the best efforts of HEC, PLA, and nongovernment organizations (NGOs).

What could be done to meet this challenge? The large libraries, particularly the university libraries, could make use of technical and business managers for those top positions that have been vacant for years for want of competent manpower. The selected candidates could be sent to library schools in the United Kingdom and the United States under a linkage program to receive customized short courses on academic library administration. This step on the part of administrative authorities at the universities would represent a revolutionary change in library and information services. This suggestion is opposed in some professional circles, but others agree that this is the need of the hour in the larger interest of the country in general, and the library profession in particular.

Library schools also suffered because of the immigration of the majority of highly qualified and senior teachers to OPEC countries, primarily to Saudi Arabia, Nigeria, and Kuwait. At the moment, all the library schools are suffering in the absence of teachers with research qualifications. This can be ascertained from the fact that there are only four teachers with a Ph.D. degree in the country’s eight library schools that offer programs leading to M.A., M.Phil.,
and Ph.D. degrees. At least five Pakistani Ph.D.s from leading library schools of the United States and the United Kingdom have left the country and not returned in almost two decades.

In recent years, the country’s library schools have been criticized for not producing the quality manpower to meet the changing needs of present-day libraries. The specific charges leveled against them include:

- low entrance criteria;
- low intellectual content curricula;
- lack of information technology–related courses;
- dominance of theoretical courses without practical application;
- inadequate or ill-prepared faculty;
- use of traditional teaching methods;
- a dearth of teaching material; and
- poor library and laboratory facilities.

The annual 200 to 250 graduates of the country’s library schools lack the necessary competency desired by employing agencies.

The country’s library schools need to emerge from their limited role so as to bring revolutionary changes. The growing incorporation of a few information technology–related courses in the curriculum must improve to yield tangible results. The library schools should give special attention to the quality of their faculty members, which is inferior in terms of qualifications and publications, research work, and professional commitments. More importantly, there is no culture of research, which is needed to propel the profession into the future.

Financial Management

Pakistani libraries have been faced with severe financial constraints. Since the late 1970s, the intensity of the problem has been more seriously felt, particularly in the absence of some formula for funding. In fact, government funding to libraries is getting tighter because of the poor national economy. Ever-rising inflation and growing material costs have further limited libraries’ purchasing power. Obviously, growth and development of libraries suffered, which has manifested itself in cuts to acquisition budgets and failure to adopt newer technology.

Pakistan libraries need to adopt a two-way strategy. First, they need to find alternative sources of funding. Second, they need to manage the available funds following sound principles of financial management. Inadequate efforts have been made in both regards, due to poor training at the library schools. There is a drastic need for modernizing the content of library management courses, preferably taught in cooperation with business schools, as the existing faculty members at the library schools lack expertise.

Owing to the financial crises faced by libraries, there is a need to explore new sources of funding and conserve the available resources with judicious spending. For example, additional revenues could be generated by introducing value-added services: fee-based online searching, e-mail, computer print-out, and database access all offer commercial potential. Other fee-based services that deserve mention are microreproductions, photocopying, translation service, interlibrary lending, bibliography compilation, computer-assisted bibliographic searching, discarded book sales, library publication sales, and borrowing privileges for nonaffiliated persons.

The free-versus-fee controversy is being debated. Both parties have strong points in their favor. Some libraries are already charging for such services as photocopying and interlibrary loan, on the grounds that even libraries in the United Kingdom and the United States charge for certain services. Coffman and Josephine estimated in 1991 that there were two hundred to three hundred libraries in the United States and Canada charging some kind of fee-based information services. Likewise, a survey of 170 university libraries in the United Kingdom, conducted by Clinton in 1999, revealed that out of 120 libraries, 76 (70 percent) charge for interlibrary loan service. Proponents of fee-based services use these as examples of precedence for that fiscal model.

Managing Library Automation

Approximately fifteen years have elapsed since library automation began in Pakistan, but the country is still in its infancy in this sector. Only a small number of special libraries, mostly located in capital cities, have ventured into automation, and only selected operations. The concept of a library network and networking is still a dream. Pakistan’s level of automation can not yet be compared with libraries in many developing countries, let alone countries of Europe and North America.

The question now arises, why the desired progress has not been made? There are, in fact, several constraints, in particular the absence of systematic planning for automation; constraints encountered in software and hardware selection; nonexistence of standards; financial limitations and uncertainties; and, most important, lack of willing and competent human resources.

The last problem deserves somewhat detailed discussion. In addition to the other deficiencies noted in library education, the existing curriculum teaches traditional librarianship skills of building, organizing, and managing a print collection. Information science and information technology content has been underrepresented in these courses. This has resulted in a scarcity of new librarians who can plan, design, program, and implement various technical projects. The vast majority of present-generation librarians likewise lack adequate vision about computers and their potential in
library and information work. Efforts made to redress the situation have had little impact. Four successive curricula revisions under HEC’s auspices failed to find support from library schools with regard to incorporation of information science courses into the curriculum. Why? Of the many reasons, three are of particular importance: lack of training; lack of laboratories equipped with adequate information technology equipment; and non-existence of faculty with requisite qualification in information technology. The problems thus must be addressed at the infrastructure level.

Maximizing the use of newer technologies by the libraries of Pakistan is its greatest need. Such an undertaking will require the combined efforts on the part of government agencies, the national and regional library associations, the National Library of Pakistan (NLP), library schools, and funding agencies. In this regard, special attention needs to be paid to:

- formulation of an information policy;
- creation of popular awareness with regard to technology in library operations;
- training and development of staff;
- organization of user education programs for students and teachers; and
- emphasis on comprehensive planning by individual libraries to automate the library operations.

**Collection Management**

Acquisitions offer the widest spectrum of problems because 90 percent of publications required to support instruction and research must be imported. The country lacks adequate infrastructure to support the development of indigenous publishing activities. Pakistan’s literacy rate in 1998 was 49 percent; it was estimated to have reached 55 percent in 2004. The book trade is poorly developed, and the volume of publishing is small, ranging between 860 and 1,525 titles per year. The country is largely dependent on book imports from the United States and the United Kingdom for advanced texts and science and technology journals. With the exception of textbooks up to grade twelve, all instructional materials are acquired by libraries from the United States and United Kingdom, and, to a lesser degree, from India in recent years.

The acquisitions environment is thus impeded by a weak national infrastructure. Notable among the problems encountered by libraries in this regard are:

- nonexistence of collection development policies;
- no set patterns for book selection;
- absence of book selection aids (including access to Web sites);
- absence of norms for fund allocation to libraries;
- variations regarding methods followed for book procurement;
- uncertain import policy, import restrictions, and trade embargoes;
- fluctuating rate of Pakistani rupee;
- hurdles at customs clearance; and
- a dearth of competent acquisition staff.12

It is widely believed in professional circles that most of these problems could be minimized through formulation of a universal collection development policy by the large libraries, particularly the academic ones. Such a policy could be developed in universities with the support and advice of the library committee and academic staff association. However, even with coordination, librarian practitioners must play an active role in this regard.

In recent years, the availability of scientific literature (particularly in electronic formats) has further added to the challenges by collection managers. New questions are being posed; for instance, What percentage of an acquisition budget needs to be appropriated for the material in electronic format versus print? Collection managers also have had to deal with decreasing purchasing power due to shrinking budgets and rising inflation. The problems become more intense in the absence of a resource-sharing culture in the country. Another aspect of the problem is that the majority of users still maintain a strong loyalty to print books.

To maintain a balance between hybrid print and digital resources is indeed a constant problem for the acquisitions managers. The traditional resources are gradually being replaced by newer technology and electronic products, but the process is very slow in the absence of needed finances. Policy-making institutions, aware of this need, supported the establishment of a national digital library of journals under HEC’s auspices in 2004. Some university libraries now are providing Internet access to graduate students, research students, and faculty members on subsidized rates. The Internet services need to be introduced on a wider scale, however, even if the users must be charged a modest fee.

**Resource Sharing**

Compounding these difficulties is the fact that resource sharing is almost nonexistent in Pakistan. In the 1980s, awareness to this effect found expression in the professional writings and finally led to the establishment of a few cooperative projects in the closing years of the decade. Among these were the Lahore Business and Economic Libraries Network (LABELNET), Pakistan Parliamentary Libraries Project (PPLP), and Management of Agriculture Research and Technology (MART) library-strengthening project. But the end result of all three projects has been a source of disappointment for all concerned. Typically, in developing countries such as Pakistan, the nonprovision of funding is the most important obstacle of a resource-sharing program.
But in reality, there had never been a critical financial problem in the case of these projects. The equally contributing factors that have prevented progress are:

- absence of proper planning;
- lack of competent human resources;
- limited application of computer technology by librarians;
- nonavailability of standards for technical processing, cataloging, and classification;
- nonexistence of bibliographic apparatus; and
- absence of leadership.13

For the success of any future program of library cooperation in the country, the author suggests an active role for NLP and PLA. These are the only organizations that can produce standards and cooperative tools, such as a union catalog and union list of serials.14

Managing Physical Facilities

Almost all of the library buildings constructed since independence suffer from functional deficiencies that have been systematically repeated. For example, the architectural emphasis on monumentality has created libraries with high ceilings and rotundas embellishing the reading halls, but nonprovision of vertical expansion and an absence of judicious use of natural light and fresh air. Inconveniences such as unsatisfactory lavatory facilities, absence of lifts, and unusable basements are other byproducts. Some of the major reasons underlying these deficiencies are a tendency to ignore the librarian in the overall planning and designing of physical facilities; a lack of cooperation and coordination between the architect, librarian, and library building committee; a failure to anticipate the future growth of the library; and buildings designed by architects with no experience of this kind of work.15

At present, all of the major libraries are in need of new buildings or extensions. Each proposal in this regard should be vetted by a special committee to be set up by HEC. The proposed committee would be comprised of an architect, preferably with experience in this kind of work, and the country’s senior librarians. Also, there is a need to develop standards and principles for designing library buildings, fittings, and furniture.

Conclusion

The libraries and information centers in Pakistan need to resolve deficiencies in order to anticipate, identify, and meet current information needs described in this survey. But this is not going to be easy. The present information managers have special responsibility in this regard. They need to take leadership and change their thinking to establish a new focus on creating and using intellectual assets. But a number of questions could be raised. Are they willing for a meaningful change in traditional managerial practices? Are they even capable of doing so?

I guess “NO.” But why? In fact, they lack the necessary combination of skills that allows them to acquire, manage, share, and use information and knowledge. Library schools have fallen far short of what is needed to provide necessary leadership. The absence of highly qualified, research-oriented faculty deserves special mention. It is a shame that there are only four Ph.D. teachers in the country’s eight library schools. Whereas it is now mandatory to have a Ph.D. for the post of an associate professor or to be appointed as a chairperson of a teaching department (plus eight research papers in journals of international repute), at the moment only two LIS departments are headed by a professor or associate professor of library science, while six others are supervised by another dean. Under such circumstances, what one can expect of the future of LIS education in this country? Honestly speaking, the existing faculty members are not in a position, either academically and professionally, to handle the future challenges. There is an urgent need for some drastic remedial measures on HEC’s part of to save this discipline from total devastation.

This author would suggest a two-point strategy to face this problem. First, at least two faculty members for each LIS department need to be sent to the United Kingdom or the United States for higher education in information management and related fields leading to a Ph.D. degree. New graduates with strong backgrounds in information technology should be preferred in the selection of prospective candidates. Secondly, the existing faculty members should be given a timeframe within which to complete their Ph.D. in Pakistan. They should be provided all the facilities in this regard that would enable them to succeed. Failing that, they should be terminated.

What could be done immediately to redress the present situation? What should be the objectives of long-range planning? In fact, there is a need for an organizational change on the part of large and medium-sized libraries. But the execution of a meaningful organizational change needs to pass through a process of unfreezing, change, and refreezing. The unfreezing, which involves planning for change and setting goals, could be most uncomfortable for the majority of employees. So a tough attitude on the part of management is essential, and all efforts should be directed to identifying those who can get the job done. Following the process of unfreezing comes the “change phase,” which calls for a positive approach. Here, the libraries need to implement the new procedures, plans, technologies, and services. But does Pakistan have library leaders who are up to the task? In the absence of competent persons, the services of business and technical managers from other sectors are recommended, but all such appointments should be on a tenure basis.
Pakistani libraries are in a crisis. These ideas may not be liked by some librarians, but this is a must for the survival of the library profession in the country.

References and Notes
4. A box library is a small collection of books in the local language relating to local needs that are distributed to the villages; Anis Khurshid, “Library Resources in Pakistan: Problems and Achievements,” Third World Libraries 1, no. 2 (1990):10–21.
13. Ibid.
15. Ibid.
I
n the United States, librarians are passionate about customer service. As a matter of fact, the library uses whatever means it has to seduce and serve the clientele. Collections, services, conveniences—nothing is spared to attract people to the library. The main goal is to catch customers’ eyes, please them with attentive listening, and anticipate public needs, all with a never-ending search for quality and variety.

This term “client,” sometimes used by American librarians, is still a matter of astonishment to French librarians, as it is not widespread in the French library professional culture. Why such resistance? According to our sense of values, the notion explicitly refers to the world of profitable business and money. In our libraries, we welcome “users,” not “clients.” But at a deeper level, the tailored customer service à l’américaine is built on exactly the same principles as the nonprofit, noncommercial public service in France.

At Home in the Library

To achieve the goal of serving the client, attention is paid first to the building and its interior design. As Sam Demas and Jeffrey Scherer put it, creating an “esprit de place” in the library is essential.1 Ideally, the library can be beautiful, but it is equally important that it be welcoming and comfortable. Above all, the library should provide an open, inviting environment for its visitors, whether they are kids, teens, or the elderly. This has been a fundamental principle ever since the first library was founded in Boston in 1848, and through today’s present construction and renovation boom.

In the United States, as Don Kelsey points out, there are two types of buildings with proud and distinctive architectural styles: the church and the library.2 Both hold symbolic places in their communities. The library and the church stand out as cultural icons. Both share a respect for etiquette.3 Until recently, everyone had to behave in those places according to the established rules—that is, no loud talking, no eating or drinking, no inappropriate behavior.

The similarities do not end there, but this stands as the beginning of a good explanation as to why architecture is the route that many major cities in the United States take to assert the symbolic status of their libraries—if they can afford the cost. Prestigious architecture is very trendy. For instance, the 2004 grand opening of the Seattle Public Library (362,987 square feet, designed by the Dutch architect Rem Koolhaas) provoked huge crowds of visitors as well as architectural critics raving about the building. While some think it’s a revolutionary structure—“the most important new library to be built in a generation, and the most exhilarating”—to others it is nothing but “a gargantuan ventilation duct plunked into downtown.”4 Either way, its visibility in the city is undeniable.

Another modern design that deserves mention is the San Francisco Public Library, built by Pei, Cobb, Fried Architects (1996). Tradition persists, though. One should remember that the director of the library was fired shortly after its opening for, among other things, having eliminated too many books in the name of progress and trying to get rid of the useless wooden card index filing cabinets. Today, however, elevators and some walls have now been decorated with photographic enlargements of the old cards from the former paper catalog.

The modern style is not for everybody. Architecture evolves, and times are changing, but the basic principles remain that the library should be regarded as the best spot to curl up with a good book. Thus, when municipalities consider the library as an architectural object, they rarely adopt an avant-garde plan. Besides, librarians are not so keen on having a famous architect or a wonderful artist who may lack pragmatism intervene. When the new library project in Santa Monica, California, was being planned, some staff began to fear that Frank Gehry, an expressionist architect and a celebrated citizen in the town, would get involved in the design of their library and the result would reflect style over substance.

Typically, in the native land of skyscrapers and changing urban landscapes, libraries evoke memories, and people adore historical reconstruction. In Chicago, home of the bold and innovative Frank Lloyd Wright, tourists

Claudine Lieber (c.ieber@freesurf.fr) is General Inspector for Libraries, French Ministry of Culture and Education.
are enraptured over the central public library building (1991), situated near the elevated subway. It is a beautiful nineteenth-century gem—actually a perfect copy of the last century’s solemn edifices. When Los Angeles, a city with its own unique urban architecture, opted for a new project after its library burned down, the winner was . . . an identi-
cal reconstruction of the old library. In the same way, the post-modern public library in Denver (1995) introduced some totally unexpected medieval dungeons in the design of its new building.

Each year, American Libraries publishes a special issue dedicated to construction and renovation; its title in 2004 was “Building on the Past.” All the evidence of this ever-increasing concern about preservation and an established taste for cultural heritage is present in the libraries that are featured in that issue. Traces of local history have been integrated into a library housed in a 1914 post office in Ypsilanti, Michigan. In Pittsburgh, they have carefully renovated the so-called Carnegie libraries in all their original beauty. Elsewhere, in Fayetteville, New York, the library sits in an old furniture factory, and the Williamsburg, Virginia, college library is in the office of the head of the Supreme Court. This frenzy of reconstruction has even reached the small town of Hays, Kansas, whose library has regained, in every little detail, its appearance of olden times, when Buffalo Bill walked down its streets.

New constructions—or remodeling—meet the contemporary taste for integrating natural light, landscapes, and intimacy with nature. Who can deny the pleasure of reading while facing the panorama of the Wasatch Mountains at the Salt Lake City (Utah) Public Library? Or in the attractive building of wood, bricks, and glass situated in a forested location at the Sierra Nevada College library in Lake Tahoe? Inside gardens also are in fashion. Vast armchairs and couches are likely to be in the vicinity of a piano, and it also is highly recommended that they be placed near a fireplace that is both cozy and decorative—even in places like California, where, in most areas of the state, the temperature does not drop much below 18°C (64°F) during winter.

User Power

Whatever a library’s architectural style, technology is omnipresent. Librarians are urged to offer more and more technology to their users: general access to wi-fi and broadband; exponential increases in the number of computers and workstations; technology in clusters, disseminated, and gathered in special implementation areas (information commons, labs, group study rooms, and so on). Demand is high, and will only increase. American librarians also consider it a question of democracy; every citizen must be able to comfortably and easily enjoy technological advances free of charge, including e-mail, Web navigation, and up-to-date software and electronic resources.

Even though fully equipped with state-of-the-art technology, the library makes it a point of honor to offer warm, welcoming spaces to its clientele—which does not mean luxurious, but mostly similar to what North European designs offer. Wood, being a smooth and pleasant material, is often a favorite, as are as soft colors; furniture that is large and comfortable is chosen over elegant or chic designs. Most American librarians give comfort full precedence over appearance in order to make people feel at home, or even better than at home. This is an increasing trend due to fears that clients should unremittingly melt away with the massive use of the Internet and competition. Moreover, for even greater convenience, libraries often offer drive-in book returns, where busy customers can quickly return borrowed documents without leaving their cars.

The introduction of small coffee shops has become commonplace, if not a moral obligation. American library rules, incidentally, have become much more flexible, in a way to make Europeans turn pale, as they are so different from our standards. Customers can sometimes drink, nibble, or use a cell phone in the library. Librarians, reasonably, try to take into consideration the changing behavior, especially with teens, in service to the customer. They are keen to erase the image of the “shushing librarian.” The library is no longer a silent sanctuary; noise is part of everyday life. But, as the place must remain tolerable for all categories of readers, libraries feature layouts that properly distribute relatively active, noisy zones and quieter ones.

The community often is invited to give its views about future equipment purchases, through surveys, consultation of targeted groups of citizens, or even through referenda. A community frequently is asked to contribute financially to the building or its operation through special fund-raising events supported by a Friends of the Library group or the library’s foundation. Some might even play Maecenas, and sponsor the project. American librarians will never consider it an appropriation of their privileges to do so. They greatly prefer the community to be involved rather than indifferent.

Moreover, libraries will allow groups of patrons the freedom to take initiative when specific needs or wishes are put forward. San Francisco Public Library entrusted a group of hearing-impaired users with the task of designing a room for their own particular use—a room that they have conceived without any opening on the main corridor of the library in order to not be surprised by people whom they would not be aware of entering. Other libraries, such as the public library in Carmel, Indiana, that wished to create a teen space sought advice from adolescents and followed their suggestions rather than imposing upon them what the library thought should be there. As a result, those teen areas are among the most popular places in the library, although they may shock the visiting adults with their clashing colors, big television screens, games, and computers.

Libraries’ areas and services are designed to suit users’ profiles. You’ll feel like you’re at a night club in South
Bend (Ind.) Central Library’s multimedia room, called “Sights and Sounds.” Children are particularly well-treated. It could be a whale that welcomes kids (South Bend), or a puppet theater that rises to the ceiling (Hennepin County [Minn.] Library). At Southfield (Mich.) Public Library, the “Story Time Space” has turned into a space station. There are also giant aquariums and boats or full-scale trees that have sprung up in many children’s sections of libraries, allowing the little ones to set up and read nicely.

Spaces are constantly subject to redefinition as the functions of the library are evolving. Even in newly opened buildings, demolishing may occur to introduce new areas based on user requests or the dictates of fashion. In 2003, the San Francisco Public Library proposed to open a teen area, which was thought to be lacking. The library’s initial arrangement was conceived with change in mind. It offers centers on its seven floors for different categories of users (a center for the deaf, a library for the blind, a center for small businesses, and so on) as well as for the major sociological and ethnic groups represented by the city and its suburbs (a Chinese center, a Philipino-American center, an African-American center, and a gay and lesbian center, where there has been for years a daily gift of a bouquet of flowers from an anonymous donor).

Many other libraries share this policy. Los Angeles’ Chinatown branch owns a large collection of Chinese language materials. Denver Public Library has recently opened the Blair-Caldwell African American Research Library, a very important branch (40,000 square feet) and a showcase for the history, arts, and music of the African-American community. They also routinely offer rooms for group or community meetings, “for the presentation and exchange of information and opinions, available on equal term to all persons and groups, regardless of opinions or affiliations.”

Many other libraries share this policy. Los Angeles’ Chinatown branch owns a large collection of Chinese language materials. Denver Public Library has recently opened the Blair-Caldwell African American Research Library, a very important branch (40,000 square feet) and a showcase for the history, arts, and music of the African-American community. They also routinely offer rooms for group or community meetings, “for the presentation and exchange of information and opinions, available on equal term to all persons and groups, regardless of opinions or affiliations.”

Many other libraries share this policy. Los Angeles’ Chinatown branch owns a large collection of Chinese language materials. Denver Public Library has recently opened the Blair-Caldwell African American Research Library, a very important branch (40,000 square feet) and a showcase for the history, arts, and music of the African-American community. They also routinely offer rooms for group or community meetings, “for the presentation and exchange of information and opinions, available on equal term to all persons and groups, regardless of opinions or affiliations.”

Many other libraries share this policy. Los Angeles’ Chinatown branch owns a large collection of Chinese language materials. Denver Public Library has recently opened the Blair-Caldwell African American Research Library, a very important branch (40,000 square feet) and a showcase for the history, arts, and music of the African-American community. They also routinely offer rooms for group or community meetings, “for the presentation and exchange of information and opinions, available on equal term to all persons and groups, regardless of opinions or affiliations.”

Many other libraries share this policy. Los Angeles’ Chinatown branch owns a large collection of Chinese language materials. Denver Public Library has recently opened the Blair-Caldwell African American Research Library, a very important branch (40,000 square feet) and a showcase for the history, arts, and music of the African-American community. They also routinely offer rooms for group or community meetings, “for the presentation and exchange of information and opinions, available on equal term to all persons and groups, regardless of opinions or affiliations.”

The American Library: A Quilt or a Melting Pot?

*American Libraries*, in its 2005 issue, ran “So Goes the Community” on the front page. Is it the community or many communities? In trying hard to stay in tune with each category of users, isn’t the American library going too far? Of course, you may consider this a matter of point of view.

French librarians think that foreign people should give evidence of a strong will to integrate into the community. Adhering to their culture’s behavior and clothes and their language only isolates foreigners and stands in the way of their integration. The French prefer to offer the immigrants the handy tools of a successful integration, just as they treat their own citizens.

On the other hand, American librarians are convinced that they should anticipate wishes from the varied communities and meet their needs by offering spaces as well as collections, user guides, brochures, and even Web sites in their native languages. By doing so, foreign communities will feel at home in the friendly atmosphere of the library. They will be gently acquainted with the new environment and be encouraged to fit gradually into the American nation. Better to have them inside than outside.

There always has been, and still is, an enormous curiosity in our profession concerning American libraries. New ideas and services are highly valued, and particularities are carefully scrutinized. On the reverse, American librarians love to visit French libraries whenever they have the opportunity. They appreciate the attention we generally pay to library architecture and style. They even study our local characteristics. However, mentalities obviously remain different across the two sides of the Atlantic Ocean. These observations and remarks have then no other aim than contributing to a better understanding for both. Getting more acquainted with each other is always a step forward.

**Editor’s note:** This article is translated and derived from the author’s “A la Demande de l’Auteur,” originally published in *Revue de l’ABF* no. 23/24 (Dec. 2005): 48–51. Adapted for publication by Gregg Sapp.

**References and Notes**


2. From personal correspondence with Don Kelsey, who has been involved in programming and designing many libraries during his career at the University of Minnesota. He has been a library planning consultant for thirty years.

3. As indicated by Philip Tramdack, of the Bailey Library, Slippery Rock (Pa.) University, in personal correspondence.


How the librarian is perceived is an important aspect of any management strategy to attract users. In the past, the public image of librarians has often been stereotyped, described by one writer as: “An old maid sitting behind the counter with a severe and peremptory expression, sometimes dull and expressionless, not willing to say more than necessary to people.” Where this image exists, librarians cannot command a high social position or a respectable salary. These factors affect their spirit and incentive to work, and the library itself is less respected. Library administration must foster new, positive images of librarians, who would be better viewed as trustworthy, professional, kind, and active, for example.

The image of public librarians is influenced by the general value judgment of vocations and views on the development of library and information science professionals. In other words, cultural differences are a main factor affecting users’ perceptions of the roles and professionalism of librarians. The authors searched the literature and did not find any studies on the image of Chinese or Taiwanese librarians. Perceptions of professionals in library and information field among the public in Taiwan may not be the same as those in Europe and the United States, but issues and concerns about stereotyping of perceptions are similar.

This study chose the Taipei Public Library System (TPL) as its subject. In all, TPL includes forty-one branch libraries and fourteen public reading rooms, and it employs more than four hundred librarians. About twelve million patrons go through the libraries’ turnstiles every year. TPL has adopted marketing strategies to promote its educational function and other wideranging activities, and it polls its patrons’ views annually in order to assess the success of those efforts. The purpose of this study is to use those polls to examine the image of librarians through the dual perspective of library patrons and the chief executives of TPL branch libraries. The major objectives of this study are to:

- briefly investigate images of librarians in literary works and in the media;
- explore aspects of the composite image of librarians;
- identify and analyze the image of TPL librarians by different user groups;
- discuss problems TPL librarians encounter in attempting to shape their image; and
- offer suggestions on reshaping the image of TPL librarians and other public librarians based on the results of this study.

**Documentary Research**

Wilson pointed out that the stereotyped image of librarians among the general public includes five characteristics. According to the image, librarians:

- are usually neat, careful, and eager to obtain information;
- tend to be obedient and conservative;
- are passive and modest;
- are not outgoing or extravagant; and
- tend to worry and lack confidence.

In 1989, Wallace investigated the image of librarians by interviewing more than one hundred people of different age groups and ethnic backgrounds. Most stated that the stereotype of “an old maid” came to their mind when the word “librarian” was mentioned, and the adjectives that were most frequently associated included: old-fashioned, frugal, nearsighted, conservative, unstylish, bookish, introverted, underpaid, unattractive, antisocial, and boring. However, the study also revealed positive aspects of the librarian’s image, such as adept, intelligent, capable, kind, graceful, knowledgeable, wise, and hard-working. The adjective “helpful” appeared frequently, as well as a view of the librarian as a “know-it-all” who can find an answer to any question.

One of the main reasons librarians suffer image problems is due to stereotyped presentations of them in various media. This has been studied more thoroughly in the West than in Taiwan. For example, in content analysis of some literature, two recurring character types have been
identified: “The Old Maid,” an elderly, celibate woman; and the “Ingénue,” a young woman whose library career invariably conflicts with her romantic interests. While at first these stereotypes seem like polar opposites, they can alternatively be interpreted as expressions of a single image across a span of years; that is, the “Old Maid” is an “Ingénue” who put her career ahead of her love life. The fictional “Old Maid” can be seen as sometimes stern and rather unfriendly to library patrons. By contrast, in the mystery fiction genre, however, a confident, intelligent, and brave woman who can face and solve problems even in life-threatening situations.

Librarians in children’s literature are often depicted in a very positive manner. For example, “Library Lil” transforms the townspeople’s lifestyles by getting them to switch their allegiance from television to books. Another positive librarian is Miss Rumphius, who “helps every one to find the books they want,” and spreads flower seeds along her walks so that flowers will blossom everywhere. The Librarian of Basra: A True Story from Iraq is about Alia, the director of Basra’s Central Library in southern Iraq, who saves the library’s books through her own efforts and that of friends and neighbors before the library is bombed in a battle in the Iraqi War. Alia is depicted as a confident, intelligent, and brave woman who can face and solve problems even in life-threatening situations.

In March 2005, this article’s authors searched and found eighty-one illustrated caricatures of librarians by searching Google. Among these were fifty-three female librarians, nineteen male librarians, and nine miscellaneous others (including animals). Fourteen of the fifty-three female librarians are depicted as wearing their hair in a bun; thirty-six of the total eighty-one librarians wore glasses attached to chains. In regard to described expressions or personality characteristics, forty of the eighty-one are depicted as dull, severe-looking, or reserved, while thirty-one appear kind and smiling. Fifty-three pictures show librarians at work, and of them, twenty-four are at a counter; seven are attempting to maintain quiet in the library; seven are holding books; six are busy shelving books; four operate computers; two are seen pushing a book cart; two are engaged in story-telling; and one is doing some ill-defined task. Whether these depictions can be perceived as professional or clerical is open to interpretation.

The question arises, though, of whether these common Western perceptions of librarians are similar to reality, either in content or prevalence. At TPL, concern about librarians’ image was addressed as an area needed for improvement. Whether that is true and how it could be done was a larger question.

**Research Methods**

This study adopts documentary analysis and questionnaire investigation in order to explore the perceptions of librarians at TPL, including the main library and all branch libraries (excluding public reading rooms, the Chi-Ming Branch Library for the Blind, and branches that were undergoing renovation). Two questionnaires were designed to focus on the specific image-related issues. One was given to the directors of each branch, and the other to public library patrons.

An open-ended questionnaire consisting of five essay questions was given to each of the thirty-six branch library directors (twenty-seven were returned) during the period from June 25 to July 15, 2005. The questionnaire posed the following five questions:

1. What are some of the strategies adopted by TPL to promote a positive image of the library and its librarians, and what seems to have been the most effective?
2. In what ways do you think the marketing strategies regularly employed by TPL influence the image of librarians?
3. In what ways do you think TPL’s educational and training programs designed for its librarians influence the image of librarians?
4. What suggestions do you have to promote the overall image of TPL and the image of librarians?
5. What are some problems facing TPL in shaping the image of librarians?

Another questionnaire was randomly distributed to TPL patrons, including those using the facilities at the main library and all thirty-six branch libraries, during the period from August 1–14, 2005. Seventy copies of the questionnaire were distributed to random patrons of at least fifteen years of age entering each library, for a total of 2,520 copies. Patron questionnaires were divided into two parts. Part One gathered relevant information about the patrons, including their gender, age, occupation, education, frequency of TPL visits, purposes of their visits, reasons for contacting librarians, and library activities in which the patron participated. Part Two focused on personality and traits; behavior conduct, and attitude; professional image and appearances; and perceptions of librarianship in general. There was a final essay question that asked patrons to share their views of TPL librarians.

**The Results—Library Directors Survey**

The questionnaire for the directors of the TPL branch libraries on “Shaping the Image of the Librarian” comprised five essay questions, with the results detailed below.

**Strategies in Promoting the Image of the Library and the Librarian**

Table 1 shows that branch directors believe that appropriate strategies to promote the images of the library and librarian are educational training, sponsoring seminars, promoting the International Organization for Standardization 9000, and holding a variety of recognition and morale-boosting activi-
ties. In addition, 5S training, which refers to five Japanese words that describe standards for appearance and behavior, was thought to be important. The standards are seirei (tidiness), seiton (orderliness), seiso (cleanliness), seiketsu (standards clean-up), and shitsuke (sustaining discipline).

Effects of Marketing Activities on Shaping the Librarian’s Image
TPL regularly holds a wide array of marketing activities. Fourteen of the branch library directors believe that these activities have a positive effect on the image of the librarian and the library, while five disagree, believing instead that the activities lack proper planning or that having too many activities has a negative impact on the overall quality of librarians’ work. Moreover, marketing activities may serve to promote the image of the library, but not the librarian (see table 2).

The Effects of Educational Training on Shaping the Librarian’s Image
As shown in table 3, most directors believe that educational training of library staff members positively promotes the image of library personnel in general, and the image of the professional librarian in particular. Such training also brings new information into play, and enhances the staff’s understanding of professional work.

Suggestions for Promoting TPL’s Overall Image and the Librarian’s Image
Directors believe that educating and training staff members, maintaining a clean library environment, regularly updating available hardware and software, establishing a corporate identity system, wearing uniforms, increasing manpower, and raising the level of professional knowledge and self-esteem of the librarian are factors that can help promote the overall image of the library and the image of the librarian (see table 4).

Problems Facing Branch Libraries in Shaping the Librarian’s Image
Directors believe that, among all of the possible problems that may occur when trying to create a positive image of the librarian, those most difficult to overcome are the effects of insufficient manpower, frequency of personnel changes, gaps in professional knowledge, and an overall lack of respect

---

Table 1: Frequency of Directors’ Suggested Strategies for Promoting the Image of the Library and the Librarian

<table>
<thead>
<tr>
<th>Library and the librarian</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational training; seminars</td>
<td>10</td>
</tr>
<tr>
<td>Promoting ISO</td>
<td>9</td>
</tr>
<tr>
<td>Sponsoring activities; marketing; providing guided tours on how to use the library</td>
<td>8</td>
</tr>
<tr>
<td>Voting for the most helpful librarian; rules on rewards and punishment</td>
<td>7</td>
</tr>
<tr>
<td>5S training</td>
<td>5</td>
</tr>
<tr>
<td>Redecorating the library; keeping the library clean and comfortable; changing the allotment of available space</td>
<td>4</td>
</tr>
<tr>
<td>Promoting service and manners</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 2: Frequency of the Views of Branch Library Directors on the Effects of Marketing Activities on the Image of the Librarian

<table>
<thead>
<tr>
<th>Marketing activities on the image of the librarian</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A positive effect on the image of the librarian</td>
<td>9</td>
</tr>
<tr>
<td>No effect on the image of the librarian, depends on the situation</td>
<td>5</td>
</tr>
<tr>
<td>A positive effect on the image of TPL</td>
<td>5</td>
</tr>
<tr>
<td>Increases coordination of staff members and recognition of the library</td>
<td>4</td>
</tr>
<tr>
<td>Increases understanding of the functions of TPL and enhances library visibility</td>
<td>3</td>
</tr>
<tr>
<td>Enhances professional knowledge of the librarian</td>
<td>3</td>
</tr>
<tr>
<td>Promotes the image of and respect for the librarian</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 3: Frequency of Responses of Directors Concerning the Effects of Educational Training

<table>
<thead>
<tr>
<th>Library staff on the shaping of the image</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes the image of the librarian as professional</td>
<td>16</td>
</tr>
<tr>
<td>Increases the professional knowledge of the staff, provides new information, enhances understanding of professional work</td>
<td>15</td>
</tr>
<tr>
<td>Raises confidence in and creates a positive attitude toward the librarian</td>
<td>5</td>
</tr>
<tr>
<td>Helps identify the librarian with the library and colleagues</td>
<td>4</td>
</tr>
<tr>
<td>Improves service, addresses user concerns in proper fashion</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>
for the professionalism of the librarian. Due to a perennial shortage of manpower, librarians are forced to shoulder a heavy workload; this, combined with frequent changes in the core library staff, make it hard for the library to maintain its current level of services, let alone promote and improve its personnel. Moreover, the librarians’ level of professionalism goes largely unnoticed because in order to maintain the workforce, the vast majority of people viewing the librarians see them in roles as the keeper of the library’s books, rather than as an active service providers. Library directors acknowledge that much effort is required to reshape and promote a positive image of the librarian. See table 5.

Results of the Survey—Library Patrons (Part One)

A total of 2,520 questionnaires for TPL patrons concerning their perceptions of the librarian’s image were distributed, of which 2,091 were returned (102 copies were deemed invalid). As indicated in table 6, the age group for those thirty-one- to forty-years old was the largest. Because the questionnaire was distributed during the summer vacation, the age group for fifteen- to twenty-year olds also was well represented. The smallest group in terms of numbers was that for the age group of seventy-one years old and older. The responses thus reflect the opinions of a largely younger demographic.

In terms of frequency of patron visits to the TPL, as indicated in table 7, the group with the largest response rate visited TPL about once a week, combined with the next largest group, which was those who visited TPL nearly every day, comprised 57.5 percent of the total response. Thus the vast majority of those who responded to the questionnaire were frequent library patrons, which, it might be inferred, reflect the opinions of those with an accurate notion of the librarian’s image.

Table 4: Frequency of Suggestions by Directors for Promoting TPL’s Overall image

<table>
<thead>
<tr>
<th>Image of Its librarians</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide education and training for staff members</td>
<td>10</td>
</tr>
<tr>
<td>Maintain a clean reading environment and neat shelves; regularly update hard and soft ware</td>
<td>10</td>
</tr>
<tr>
<td>Establish CIS; have the staff wear uniforms</td>
<td>10</td>
</tr>
<tr>
<td>Enlarge and train staff; increase professional knowledge and self-esteem</td>
<td>8</td>
</tr>
<tr>
<td>Hold marketing activities</td>
<td>4</td>
</tr>
<tr>
<td>Improve library services</td>
<td>3</td>
</tr>
<tr>
<td>Promote a group identity</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 5: Problems in Shaping the Image of the Librarian in Branch Libraries, As Seen by Directors

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient manpower</td>
<td>10</td>
</tr>
<tr>
<td>Frequent personnel changes</td>
<td>9</td>
</tr>
<tr>
<td>Gaps in professional knowledge, lack of respect for librarians’ professionalism</td>
<td>9</td>
</tr>
<tr>
<td>Not duly respected or understood, low social status</td>
<td>7</td>
</tr>
<tr>
<td>Miscommunication and misunderstanding between librarians and patrons</td>
<td>6</td>
</tr>
<tr>
<td>Heavy workload</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 6: Patron Questionnaire Distribution among Age Groups

<table>
<thead>
<tr>
<th>Age</th>
<th>No. of people</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15–20</td>
<td>346</td>
<td>17.4</td>
</tr>
<tr>
<td>21–30</td>
<td>479</td>
<td>24.1</td>
</tr>
<tr>
<td>31–40</td>
<td>522</td>
<td>26.2</td>
</tr>
<tr>
<td>41–50</td>
<td>383</td>
<td>19.3</td>
</tr>
<tr>
<td>51–60</td>
<td>147</td>
<td>7.4</td>
</tr>
<tr>
<td>61–70</td>
<td>77</td>
<td>3.9</td>
</tr>
<tr>
<td>71 and older</td>
<td>33</td>
<td>1.7</td>
</tr>
<tr>
<td>Unspecified</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>1,989</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 8 shows the purposes for visiting the library. This reveals that most users come to the public library to make use of its resources, rather than social or programming purposes.

Reasons for users’ contacts with the librarians are presented in table 9. A very high percentage of the users have contact with librarians while borrowing and returning books. While it may be true that through such interactions, patrons are able to gain impressions of librarians’ personality traits, behavior, conduct, attitude, and appearance, the circulation transaction is not usually a high-level professional operation and not always conducted by professional librarians, so there may be incorrect impressions. By contrast, when users make requests of librarians for information or reference services, or to assist with computers, they are in a position to evaluate professional knowledge. However, it should be also noted that the second highest
response indicated patrons who had little or no contact with librarians. How their perceptions are formed, if they have any at all, is questionable.

Results of the Survey—Library Patrons (Part Two)

In Part Two, which evaluates patrons’ actual perceptions, the questionnaire adopted the Likert Scale, where for each question they were asked whether they (1) strongly disagree, (2) disagree, (3) had no opinion, (4) agree, or (5) strongly agree. There were four sections of questions: “Personality Traits”; “Behavior, Conduct and Attitudes”; “Professional Ability”; and “Appearance.” The analysis of the users’ answers to the questions, as shown in table 10, reveals that the high and low average scores of the questions were between the ranges of 3.35 to 4.18, which are on the scale between “no opinion” and “agree.”

The general averages were very similar: section 1 was 3.92; section 2 was 3.91; section 3 was 3.93; and section four also was 3.93.

The highest average for any question score (4.18) was recorded for section 1, question 1 (“I think the librarian is friendly and kind”). Moreover, in section 2, the question concerning the librarian’s behavior, conduct, and attitude (“I think the librarian is demure, polite, and well-mannered”) received the highest average score (4.08), while in the section 3, on the librarian’s professional ability, question 1 (“I think the librarian is enthusiastic in providing service”) received the highest average score (4.14). The lowest average (3.35) for any question was in section 3, question 12 (“I think the librarian is well paid”). This response reveals a discrepancy between the reported impression of the stereotyped image of the librarian as cold and rigid. The overall picture is librarians are courteous and helpful (if not especially well-paid).

In section 4, question 5 (“I think uniforms can make the librarian look more professional”) received the lowest average score (3.83). This result contrasts somewhat with responses in the questionnaire submitted to the directors of the branch libraries about strategies on promoting a positive impression of the image of the librarian, where ten directors mentioned that wearing library vests or uniforms as effective tools to promote TPL’s overall image of and the image of its librarians.

In a final question, this study also asked patrons to “describe your view of the TPL librarians in one sentence.” Answers from the total 1,033 users were divided into four aspects: 1) a positive view; 2) a negative view; 3) a view

| Table 7: Frequency of Patrons’ Visits to TPL |
|-----------------|--------|-----|
| Frequency of visits | No. of people | %  |
| About once a week       | 743         | 37.4 |
| Almost every day           | 400         | 20.1 |
| About twice a week        | 319         | 16.0 |
| About once a month        | 273         | 13.7 |
| Very seldom               | 90          | 4.5  |
| About once every two months | 79        | 4.0  |
| About once every three months | 37      | 1.9  |
| First visit               | 21          | 1.1  |
| About once every six months | 20       | 1.0  |
| About once a year         | 5           | 0.3  |
| Unspecified               | 2           | 0.1  |
| Total                      | 1,989       | 100.0|

| Table 8: Purposes of Visits by TPL Patrons |
|-----------------|--------|-----|
| Purpose                      | No. of people | %  |
| Borrowing and returning books | 1,133     | 24.8 |
| Reading books, newspapers, and magazines | 994 | 21.7 |
| Studying                    | 602       | 13.2 |
| Looking for information     | 592       | 12.9 |
| Gaining access to computers and the Internet | 507 | 11.1 |
| Recreation                  | 342       | 7.5  |
| Accompanying children       | 254       | 5.5  |
| Participating in TPL activities | 119   | 2.6  |
| Others                      | 30        | 0.7  |
| Total                       | 4,573     | 100.0|

Note: More than one answer could be given.

| Table 9: Reasons for Patron Contact with Librarians |
|-----------------|--------|-----|
| Reasons for contact | No. of people | %  |
| Borrowing or returning books | 1,308     | 65.8 |
| Infrequent or no contact     | 262       | 13.2 |
| Making inquiries            | 259       | 13.0 |
| Inquiring about Computer Operations | 127 | 6.4  |
| Others                      | 32        | 1.6  |
| Unspecified                 | 1         | 0.1  |
| Total                       | 1,989     | 100  |

21, no. 4  Fall 2007

185
that is encouraging, but offers suggestions; and 4) other miscellaneous views. Among the 1,443 submissions, 1,220 were characterized by a positive view of the librarian, 65 responses were negative views, 88 revealed views that were classified under “other.” Results suggest that most patrons have a very positive view of the librarian, most frequently listing such adjectives as enthusiastic, professional, well-educated, knowledgeable, diligent, hardworking, responsible, and patient.

Although the large majority had positive views, there were 135 (15.5 percent) that were either negative or neutral. Critical comments included such words as unfriendly, passive, conservative, unenthusiastic, dull, and trying too hard to please. In all, though, explicitly negative comments directed against librarians comprised only 4.5 percent of the total entries. Among the other views, many users recognized that TPL librarians carry a heavy workload, “work too hard,” and are “exhausted.” This may be mostly related to circula-

<table>
<thead>
<tr>
<th>Table 10: Average Scores for the Answers in the Questionnaire on Patrons’ Perceptions and Evaluation of TPL Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1. Personality Traits</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Behavior, Conduct, and Attitudes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3. Professional Ability</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4. Appearance</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
tion contact, where business tends to be centered. A similar comment was that the libraries were understaffed.

Conclusion and Summary

The common stereotype of librarians among the Taiwanese public does not exactly resemble the image of an old maid, as depicted in certain research literature in English. Still, there exists some similar aspects of a stereotypical image of the librarian as traditional, conservative, and demure. More generally, this study indicates that TPL users have a very positive opinion of librarians in contrast to the librarian image depicted in many Western literary works and some of the professional literature. Three possibilities to explain these favorable results are immediately obvious:

1. The subjects of this study are mostly regular TPL users, who have experience in using public libraries and know librarian’s work content and services conditions quite well. The rest of the general population may not have that perspective.
2. Most of the TPL librarians are civil servants. Taipei city government has established services rules and codes for employees, and those may be reflected in their professionalism.
3. In the past years, TPL has won several important awards for quality management, such as the Service Quality Award of the Executive Yuan; the Service Quality Award of Taipei City Government; Taipei City Government Quality Award for Most Efficiency; and the Taipei City Government Quality Award for Innovation, which suggests that the core value of TPL’s service is to provide a distinctly high service for the Taipei citizens.13

There were discrepancies between the responses of the branch library directors and library users on the image of the librarian, however. For example:

1. Branch library directors believe that wearing library vests or uniforms can make librarians look more professional; the responses of library patrons indicate that the general public does not share this opinion.
2. Branch library directors believe that the major difficulty in constructing a more positive image of the librarian is that librarians do not posses a sufficient degree of professional knowledge and are not respected for their professionalism. Users, however, view librarians as having sufficient professional training and knowledge to meet their needs.
3. A majority of users consider that librarians “have a heavy workload and are too busy and overtired.” But only a relative few branch library directors agreed.

There is perhaps some reason to conclude that users’ opinions of TPL librarians’ image is higher than many of the directors realize, and that the marketing efforts to improve that image are paying off. As the most advanced public library in Taiwan, TPL has, in recent years, worked to transform the stereotypical image of librarians among the public with the goal of setting up a full-scale quality management program. It has also initiated numerous innovative service and management procedures. The goals set by management could be higher than user expectations.

Based on the feedback in this study, the authors have the following suggestions on reconstructing the librarian’s image in the public library. Suggestions from users emphasize their perspective as service recipients. They are concerned that professional librarians pay attention to their wants and needs; try to gain a specialized knowledge in specific subjects to meet user needs in gaining access to information; be more engaging and outgoing so that the users can sense their enthusiasm and thoughtfulness; and promote a sense of honor and solidarity among librarians.

Likewise, users have input that is worthy of public library administrators’ consideration. These include the need to enhance the professional skills and training of librarians; establish a users’ evaluation system to help shape a positive image of the librarian as one of its priorities; and provide long-term training programs for new staff members; and offer programs on emotional management so that librarians may learn proper ways to interact with patrons and release pressure. Moreover, courses on communication skills and etiquette could promote interaction between librarians and patrons. It may be useful to adjust workload by having a flexible schedule for librarians in terms of work assignments. Lastly, sponsor a variety of community activities to attract potential users, where they can show their appreciation of librarian’s work.

All in all, the images of Taiwanese and American librarians are complex, both similar and different in several ways. What they have in common, though, is recognition that how they are perceived matters in how well they do their jobs.

References

2. Ibid.
8. Ibid., 6.
As with many academic libraries of its generation, the University Library at Santa Clara University (Calif.) was running out of space and needed renovation to meet the needs of twenty-first-century students and faculty. To make necessary upgrades, the university embarked upon an ambitious capital campaign to raise $95 million for the construction of a new library and information commons. The board of trustees approved groundbreaking for summer 2006, with $55 million already raised and a strong commitment to raise the other $40 million. The plans called for the new building to occupy the same site as the old one, a unique situation that required special considerations.

Most libraries planning an automated retrieval system (ARS) as part of a new library building decide which portions of their collections will go into an ARS, and then load them after construction is completed. Because the new building was designed to occupy the same site as the old one, the entire collection had to be prepared to be housed in an ARS prior to construction. Incorporated in the building plans was an ARS serving dual purposes: it functioned as both a holding area for library material in a convenient campus location during construction of the rest of the building and as a long-term storage facility for lesser-used items upon completion of the project. During construction of the new university library and commons, the ARS housed the university library’s collections, while services were provided from an interim campus location in a temporary modular building and space in an unoccupied portion of the athletic building. Thus, with off-site storage not an option, library staff was challenged to prepare all collections for the ARS prior to demolition of the old building.

As the first phase of the building project, ARS construction began in October 2003 and was completed in January 2005. The ARS structure is located about ten feet behind the old library structure and eventually will be attached to the new building. It houses a total of 11,328 bins; each bin is 2’ deep and 4’ long, with 354 bins that are 18” high, 1,770 bins that are 14” high, and 9,204 bins that are 12” high. During construction of the new building, which is scheduled to be completed in September 2008, an online request triggers one of three cranes to travel down an aisle and retrieve the appropriate bin. Staff monitors the requests online and picks items from the ARS bins every thirty minutes. Items are delivered to the circulation desk, located in a temporary modular building. An interface between HK Systems and Innovative had been developed previously and was already in use by Sonoma State University (Calif.) and University of Nevada, Las Vegas. Santa Clara University Library purchased and installed the interface relatively easily.

**Team Planning**

An ARS work group, composed of five staff representing functional areas within the library, was formed “to determine the processes that make the best use of staff time and resources in preparing materials to be housed in the ARS during the construction of the remainder of the new facility.” The group proceeded to survey the collections and analyzed what needed to be done to prepare them to be housed in the ARS, including drafting procedures, a timeline, and costs of staff, supplies, and equipment. The collection survey revealed that item records needed to be created and bar codes linked for 20,000 serial volumes, 160,000 bound journal volumes, 30,000 reference volumes, 9,000 government document volumes, 900 boxes of microcards, 25,000 volumes in special collections, and an unknown number of archival materials. Approximately 500,000 circulating volumes already had linked bar codes. Each one of these collections presented unique challenges.

Because the bar code number is the only mechanism for identifying a volume in the ARS, and all of the bar code labels were inside the volumes, the person retrieving volumes from a bin must manually match the bar code number on a request screen with that on the volume. Thus, the group sought to determine how to expedite this process. The initial recommendation was to write the last four digits of the bar code numbers on the top edge of the volumes with acid-free, non-toxic pens. Ultimately, though, the

---

Taeock Kim (tkim@scu.edu) is Associate University Librarian, University Library, Santa Clara University, California. Paula J. Popma (ppopma@csufresno.edu) is Assistant University Librarian, Technical Services, Henry Madden Library, California State University, Fresno.
decision was made to duplicate entire bar codes and place them on the outside back cover. Six bar code duplicators and hand-held scanners were purchased, a crew of student assistants was hired, and the duplication of 750,000 bar codes was completed in one year.

Once the ARS Work Group issued its report and recommendations, it was disbanded and replaced with an ARS Implementation Team. This new team of four, with three members of the ARS Work Group carried over for continuity, was formed “to oversee the process of preparing collections for the ARS, and coordinate and monitor subject specialists’ activities in completing needed collection reviews.” Like the previous ARS Work Group, the ARS Implementation Team reported to the university librarian.

Because it was the largest collection to prepare for the ARS, the 160,000-volume periodicals collection was given first priority. Scanning and linking bar codes for periodicals is a relatively routine procedure, so the ARS Implementation team decided that it would be adequate to employ student assistants for the task. The biggest obstacle was that the nearest PCs that could be used were on another floor. Through a combination of funding from the campus Technology Steering Committee (TSC), the Information Technology Department (IT), and the University Library, five laptops and bar code scanners were purchased, and wireless hubs were installed in the library. Unfortunately, it was discovered that the wireless was unreliable in locations with such physical features as concrete, steel beams, or metal book shelves. The wireless connections worked in the periodicals room as far as the last five rows of shelving, which were separated from the wireless hub by an emergency stairwell. At this point the staff used a one-hundred-foot cable connected to a laptop to finish linking the bound journals.

The particular challenge faced with linking the reference collection was that about one-third of the collection, or ten thousand volumes, were targeted to be available in interim space. Before any volumes could be linked, subject specialists had to review the collection to decide which volumes were to make up the interim reference collection, which volumes were going into the ARS temporarily and coming back out when the new building was complete, and which volumes were going into the ARS permanently. Different location codes were created and manually input into the item records accordingly.

Government documents were difficult because they ranged in size from heavy bound volumes to single sheets of paper. Additionally, huge portions of the collection did not have bibliographic records. To make more efficient use of space in the ARS bins, these collections were loaded using two different procedures. For substantial runs of bound volumes, brief check-in records were replaced by full cataloging, and the volumes were given individual item records. These volumes were loaded into dedicated bins in SuDoc number order. An item record was created for each of these bins, with the SuDoc range it contains appearing in the volume field. These item records were then attached to a collection-level brief record in the online catalog. Extra bin dividers and upright files were used to keep these flimsy materials in order, as they get jostled around in moving bins.

Besides oversight, the ARS Implementation Team accomplished a number of other tasks. For example, a time study of the move was conducted, in which it was determined that it would take thirty minutes to move and load one hundred volumes per student assistant. This calculated to approximately sixteen weeks to move and load approximately 900,000 items, utilizing three shifts of students twelve hours a day, for six days per week. In actuality, bottlenecks kept appearing that were not considered in the time study. These included problems with the ARS hardware, the concurrent need to retrieve requested materials every thirty minutes, and low student staffing during finals and intersession. Nevertheless, 22,000 volumes on average were loaded per week.

Lessons Learned

Careful planning and preparation paid off. As construction continues on the new building, all materials have been moved and successfully prepared for loading into the ARS. The old library building was demolished in July and August 2006. Throughout the process of planning, preparing, and then moving materials into the ARS, many valuable lessons relevant to any library facing construction-related disruption of services were learned. Some of the more important lessons are highlighted below.

Keep Your Key Constituents Informed

As faculty and students observed the ARS being constructed, rumors abounded about what materials were going into the ARS, how long they would be in the ARS, and what would be left in open stacks in the new library building. Problems were compounded because library staff, being fully involved in the planning and preparation, was slow to respond to the questions and speculation. A series of negative articles in the student newspaper became a catalyst for a concerted effort to get the word out. A series of open forums were held for faculty; library leaders went to student government meetings; a Web site was developed with construction information; and articles were published in the student newspaper. The Web site was later adapted to provide general information on the information commons and its services.

Clarify Terminology

Make sure that there is a common understanding of terminology used. For example, the construction contractors
said that they would install the dividers in the ARS bins. For them, “install” meant laying the dividers in the bottom of the bins. For librarians, “install” meant inserting the dividers upright in the proper configuration in the bins.

Make Sure Staff Understand What Needs to Be Accomplished

Staff members often have much to do and conflicting priorities. Because no outside staff was hired, regular staff had to reprioritize in order to accomplish what needed to be done. Also, a conscious decision was made to utilize student assistants for much of the preparation and moving of materials. The ARS Work Group and ARS Implementation Team consulted with numerous staff throughout the planning process. Communication engendered support for the project from those who would eventually become affected by it.

Understand Who Is Financing the Efforts

Project money that was held centrally within the university was not immediately available. For the first two years of the project, the library paid for all student help out of its operational budget because funding from the university would not have come in time for deadlines for preparing the materials. It was only during fiscal 2004/2005 that project money was released from a university fund and allocated to the library. During fiscal 2005/2006, the library once again funded student assistants, as there was no further funding available from the university. The shifting nature of funding for the project required flexibility and creative budgetary oversight.

Talk to Colleagues at Other Institutions

Members of both the ARS Work Group and the ARS Implementation Team made site visits to Sonoma State University and University of Nevada, Las Vegas, to observe systems in action. It was very helpful to understand through others’ experiences how an ARS functioned and the procedures they followed for preparing and loading materials. Instead of starting from scratch, the team was able to build upon the experiences of others.

Make Sure It Is Clear Who Does What

Often, the staff who make plans are not the same as those who make them operational. For example, the systems manager, who played a major role in making the software functional, was not a member of the ARS Work Group or the ARS Implementation Team, and thus was only brought into the project during oversight. The consequences of leaving out a key player during the planning stage is that you might overlook an essential component. Depending on what that component is, the implementation could be significantly delayed while incorporating the missing elements into the plan. By not involving the systems manager, for example, the need to develop loan rules for ARS materials was overlooked. Luckily, this did not require much time to correct, so implementation was not significantly impeded.

You Will Always Overlook Something

Despite your careful attempts to anticipate all contingencies, you have to be flexible enough to overcome the unexpected bumps in the road. If you have a team-oriented approach to problem-solving, these problems can be resolved rather quickly. For example, it was only when the library staff was ready to start loading books into the ARS that they discovered it would be necessary to develop locations and loan rules in the Innovative Interfaces library system for materials transferred to ARS. Most oversights, while problematic, are not critical, so keep perspective while working them out.

Listen to the Complaints and Move On

Even though the library had conducted focus groups asking faculty, staff, and students what they wanted in a new facility, there seemed to be numerous complaints once it became reality. Everyone wanted the books to remain on campus during construction. And, a certain vocal group wanted to retain collection browsability, which was not possible given the lack of space on campus; constructing an ARS was the only feasible solution. It seemed like the more the library tried to explain the situation, the more the complaints continued. This was frustrating for library staff and end users alike; however, it could not be allowed to delay the project.

Any major construction project such as this follows an extended timeline. In March 2002 the planning and decision-making process began. Preparation of the materials for loading into the ARS began in January 2003, and the first volume was loaded into the ARS in February 2005. Construction of the ARS was completed in January 2005, and materials were loaded until June 2006. Today, the ARS is completely loaded and is now fully functional, with materials being retrieved upon request. Staff have vacated the current library structure and relocated to an interim space for two years, until fall 2008. By using a team-based approach, the planning and implementation phases went relatively smoothly. More important, services continued without interruption.

References and Notes


2. To view an explanation of the request process, go to www.scu.edu/library/services/circulation/ars/requesting.html (accessed May 7, 2007)


4. The ARS Work Group report is available as a Word document from Paula Popma, ppopma@csufresno.edu.


6. The time study involved having two students and one staff each take one hundred volumes off the shelves, move them to a staging area, scan the bar codes, and place the volumes in a mockup of a bin. Each of them was timed using a stop watch, and an average time calculated.

“I’ll Ask the Questions”

The Insecure Boss

John Lubans, Jr.

There I was, all spiffy in coat and tie, nervously anticipat- ing my first library job interview at the placement service during an ALA Annual Conference in Detroit. In the last semester of library school, I was looking for a job. Times were good: more vacancies than applicants, a ratio of four to one. I forget the name of my interviewer—an academic library director—but I have not forgotten his admonishment to me shortly after shaking hands and getting the other pleasantries out of the way: “I’ll ask the questions.”

I’d been making polite conversation and expressing interest in the job and the college. I never have figured out what triggered his insecurity gene. Maybe he wasn’t looking for someone to think; maybe he just needed someone to do as told. Job seeker or not, his “I’ll ask the questions” scratched my entry in the race for that job.

After graduation, I wound up at Rensselaer Polytechnic Institute (RPI) working for Edward A. Chapman, who encouraged me to ask questions and find answers. He was a mentor to me for many years, continuing long after I moved on from RPI. Library colleagues tell me I’ve had an exceptional run of luck in working with several of the genuine leaders in libraryland. Overall, only one of my bosses has been less-than-supportive. I would term that boss, while competent, insecure.

What do I mean by insecure? To me, it’s the often irrational dread of being found somehow wanting. A fear of our weaknesses being exposed, for all to see, like the Wizard in the Land of Oz, revealed as a charlatan. Most of us have some inner angst, as in the cartoonish question, “Honey, do these pants make me look fat?” But, when our anxieties control us, we may develop a malevolent envy worthy of an Iago.

The Insecure Boss Described

Are insecure bosses a mirror image of good leaders? Where one group goes right, the other group goes left? If good leaders inspire, do insecure leaders uninspire? Or is it more complicated than that? Are insecure boss traits unique to the insecure, or do these traits stray over into the realm of the good boss, too?

Here are terms that describe the insecure boss: aggressive, bully, control freak, deceitful, delusional, envious, indecisive, isolated, jealous, mean-spirited, micromanager, paranoid, petty, prissy, radioactive, reactive, rude, sneaky, sociopath, vengeful, tidy, and untrustworthy. As you can see from this roll call, the generic insecure boss ranges from the prissy fussbudget to the vengeful tyrant. Some insecure bosses are disasters, while others hardly create a negative ripple. Insecurity, then, is a matter of degree.

Most of us can identify an insecure boss; we may be one. Insecurity does not always signal incapacity. Like childhood nightmares, we’ve learned to keep our insecurities at bay, holding back our petty responses, irrational fears, and impulses. And, we’ve probably grown out of some of our inadequacies so that they no longer impede our competence. Supporting others is a positive part of the library work culture; it’s safe to say most of us genuinely care about and wish the best for our fellow workers.

Some highly insecure bosses can be decisive and seemingly effective; they are successful at masking the most visible of their insecurities. And if they are in a tradition-bound business with low expectations for innovation, they can be seen as “successful.” However, over time, the less-secure boss tends to develop a largely reactive organization because, in my experience, he employs acquiescent people and avoids independent thinkers.

As shown in figure 1, the insecure boss in the quadrant is influenced by two conditions: competence and insecurity.1

The Radioactive Boss (high insecurity and high competence), has the capacity to be effective but, because of self-doubt, has great difficulty letting go and sharing power. This person fears independent followers and may punish effective subordinates just because they think for themselves. Externally, the radioactive boss may appear fully in charge and highly visible—indeed his radioactive

John Lubans, Jr. (Lubans1@aol.com) is Visiting Professor at the School of Library and Information Sciences, North Carolina Central University, Durham.
is invisible, unless you happen to carry a metaphorical Geiger counter. The radioactive boss is almost always the first on the job and the last to leave. Depending on the type of organization, the radioactive boss may be able to chase off, with impunity, anyone who questions the status quo. The organizational overseers may regard this action—“getting rid of trouble makers”—as decisive and good for the organization.

The Effective Leader (low insecurity and high competence), capitalizes on the talents that subordinates bring to the organization. Because their personal confidence is high, letting others excel can be genuinely satisfying, not envy-inducing. The effective leader takes great pride in recruiting, promoting, staunchly defending, and mentoring independent subordinates. Subordinate mistakes are accepted as part of getting better. The resulting organizational climate permits staff to do their best without fear of punishment for excelling. It is only under this rare type of library leader where an organization can be proactive throughout.

The Petty Boss (low competence and high insecurity), does a poor job of masking his self-doubts and borders on incompetence. While resenting independent followers, the petty boss does not have the administrative support to run them off. The petty boss inevitably runs into trouble with his or her staff and bosses—unless the staff and bosses are equally or more inept. Even if the petty boss’s boss is competent and likely to abbreviate that person’s tenure, the petty boss can do significant damage. An accumulation of delayed decisions, poor hiring, and other pettifogging actions may take years to overcome.

The Benign Bumbler (low competence and low insecurity), is beloved by subordinates, values effective followers, and, because they are not threatened, allows subordinates to excel, all while, of course, enabling an incompetent boss. However, if no one steps in to help out the benign bumbler, then internecine strife can lead to disarray among the staff. In exasperation, effective followers will abandon the field, leaving behind a largely ineffective staff to muddle along.

Evolving Leaders—many of us—are found in the center of the quadrant. Our location is largely influenced by circumstances and experience, for better or for worse. We often have a hand (or a foot) in all four corners, as situations arise and circumstances impose. Through real-life work experiences, hopefully, our self-doubts lessen, our competencies develop, and we become more effective over time.

If we were bullied once, we may learn how to respond the next time in a different, more positive way. Or, if we are embarrassed by a hard-to-defend decision based on inadequate information, we may realize the essential need to know our job, lessening the anxiety around a challenged, gut-level decision. If we work for a radioactive boss, we may learn from his competencies—for application elsewhere—while discounting the inadequacies.

On the down side, a long-term abusive relationship between a boss and a subordinate can lead to a perma-

![Figure 1. Insecure Boss Quadrant](https://example.com/figure1)

Figure 1. Insecure Boss Quadrant ©2007 John Lubans, Jr.

nently insecure subordinate. A junior staff member who is regularly abused by a radioactive boss may one day emulate that boss.

In the Cross Hairs

What do you do when several of those insecure boss metatags (such as vengeful, radioactive, deceitful, or paranoid) can be pinned on your boss? Worse, what do you do when your insecure boss wants you gone?

We can try to understand what is behind the behavior. We can look for clues that might help us with our wellbeing. Remember, an insecure boss wants it to be your fault that the relationship did not work. Such bosses cannot admit to themselves, except in those self-loathing glimpses in the mirror, that they themselves are the problem. A hallmark of radioactive bosses, and the organizations in which they flourish, is a profound inability to admit errors. If the organization backs up the boss, as it often does, the targeted individual stands alone.

What follows is contrarian advice: Do not talk with the boss about the situation; instead, get ready to move. (If you can’t move, invest in an hour’s conversation with a reputable labor attorney.) I know, in this Dr. Phil era, that we want to have that heart-to-heart chat, no doubt ending in a hug. Well, doing that may only aggravate an already bad situation. The insecure boss does not want to talk about it, does not want to have that quintessential conversation. A highly effective library leader told me how his radioactive university president—an expert at wielding the “perfumed dagger”—reassured him when he questioned her level of support and asked her how he could do better. “You are doing a great job!” she exclaimed. Afterwards, she tacitly doubled her efforts to undermine him. That she now knew that he knew had made him even more of a threat.

Retaliation is another reason not to have that conversation. In one large metropolitan library system, anyone questioning a policy’s rationale would receive one of two capricious punishments: banishment to the branch library furthest from the critic’s home, or two weeks suspension.
without pay. The supervising board’s apparent acquiescence shut off any avenue for the staff to pursue grievances.

Or, having that conversation might earn you the “silent treatment,” a favored tool of some insecure bosses to remove anyone that is no longer wanted. You become invisible. This shunning tactic works because many of us do not bear up well when ostracized (our own insecurities are heightened, along with our blood pressure), and ultimately we figure out what’s happening and get while the going is good.

Of course, there are no absolutes. Do talk with the non-toxic boss. If your boss is more Austin Powers than Doctor Evil, you might have a shot at helping each other by calmly and openly offering your support. If the boss is amenable—and has the competence to accept your offer—you may forge a productive relationship.

Free Advice

Well, a young manager might ask, what can I do to get past my anxieties and build my competencies? Here are some ideas I’ve picked up from reading Barbara Kellerman’s book Bad Leadership: What It Is, How It Happens, Why It Matters. While her advice is meant to help the ethically challenged, these ideas can help anyone wanting to get the upper hand over job-related anxieties, whether self-induced or inflicted by a bad boss.

Get real and stay real. If you work with others, understand that you cannot go it alone; you need everyone alongside and pulling in the same direction. Thinking that success is up to you alone is delusional. Listen to what library users are saying. Never dismiss them as uninformed; they often have the answer years in advance of the profession. To reduce self-importance, use humor. A self-deprecating humor helps us not get carried away with our importance and to remain anchored in reality. Practice getting outside yourself and seeing if you have become the butt of a joke. If so, have a good chuckle, and learn from it.

Stay balanced. Besides humor, maintain other interests, spend time with your family and friends, and do not dwell excessively on work. Outside interests can lead to unexpected insights and give you anchoring ideas as well as the ability to gain some objectivity. Tuning out work can result in unexpected solutions.

Remember the mission. It’s not about you. It’s about the purpose of the organization. When it starts to be about you, you are well on your way to an insecurity that is swollen-to-the-bursting-point—think apoplexy. Focus on the long view. You will not get all that you would like, but, with patience, you will get plenty if your vision serves the best interests of the organization. Besides, ours is a noble profession.

Stay healthy. If we fixate on work at the expense of our health, then no one is well-served. Healthfulness can do much to maintain our psychological well-being. Work comes with stress; don’t aggravate the stress with excess in diet, or toiling week in and week out with long hours on the job.

Develop a personal support system. Establish and maintain personal and professional friendships that you can trust for real conversations, ones in which you share your doubts and dreams. And that will give you insights and ideas for improving how you work with others.

Be creative. While being creative or proactive can be a stress inducer because of organizational opposition to change, the creative process can lead to a glowing sense of accomplishment. That comes from enduring and overcoming adversity. Proactive endeavors will spotlight colleagues who have similar aspirations. They may be people to rely on during the next challenge. Plug them into your personal support system.

Be reflective. Think about what you do and why you are doing it. What would happen if you stopped doing it? From time to time, list goals and approximate where you are. Reflect on things that did not work out. Without blaming anyone, think of how things could have worked out. Learn from it. Include others in these reflections, when doing so makes sense. Spend time alone—we are too rarely ever by ourselves. One colleague went to the desert and spent a night alone—with several gallons of water—considering his life and his career. A few hours alone, say, off-trail in the woods, can lead to life-changing insights. With a little reflection, even the “I’ll ask the questions” boss at the ALA Annual Conference might have quizzed himself: “Why do I need to ask all the questions?”

References and Notes

1. Quadrant illustration used with permission of the author.
I know I should like renovating and building libraries, but I don’t. Oh, I like the fact that we are getting money for new environments and we have great administrative support, and I think getting there is often worth the trip, but it’s like cosmetic surgery: you’re not sure what you want; it hurts while it’s happening; other people have many ideas about what you should be doing and what looks best; it costs way more than you were originally told; and it never quite looks like you planned. All of this being said, if you go down that road—and you will—what should you look out for?

I’ve written a few columns on various aspects of renovation and building. These columns typically spur reaction from the field by others who are attempting to live through construction and change. I have covered those areas most painful to me, and those activities that—literally—boggled my mind because of their complexity and absurdity. The column that gathered the most interest was the installation of a new phone system, and the number of people it took to install it from beginning to “end.” I received a number of comments: “Hang in there”; “I’m suffering too and I thought I was the only one”; and my favorite, “This was so bad, do we really need any phones at all?”

So, while catching my breath (a new building in 2005–2006; a renovation in 2006–2007; planning for a historic building renovation in 2009; surprise planning for the set up of a small “we’re only going to be in there for three years” workforce library environment; AND a new, larger-all-new-buildings-campus in 2009) and moving to new projects, I created, just for you all, an irreverent but breathtakingly real checklist for facilities issues. I know by now you’re saying “Poor Eve!” but I’ll reply, “Fasten your seat belts, it’s going to be a bumpy night . . .”

Getting ready for the “big day,” or the building project of new construction or renovation, is equivalent to D-Day (with all respect to any veterans). Internal to the library staff you need to establish a chief (or project manager) for the project with the understanding that this person has to be—as much as possible—on-site and at all meetings; that is, the go-to person for all activities. More later on this advice.

This person must be armed and knowledgeable with content, including any standards for space or design; past statistics; vendor content from a number of vendors; best practice discussions and data; articles; pictures; and Web sites. If possible, electronic files should be gathered as a clearinghouse or repository and brought to meetings (on a laptop) to provide visual reminders or triggers as well as to generate ideas. This kind of content generates and validates ideas, and provides rationale for choices and decision-making among group members.

Why so much content from others? While seemingly a no-brainer, one must be ready with real answers when asked “Why?” “I prefer the carpet squares,” in and of itself isn’t enough. Instead, “Carpet squares provide us with easy cleaning and replacement for wear, as well as opportunities to access existing floor outlets or install new ones. They also—if color or surface designs such as weaves are a factor—provide opportunities to coordinate service or point-of-use distinctions with color and carpet detailing.”

This chief individual must also establish a system for capturing content, discussions, and decisions in a systematic fashion. Can this be as simple as a facilities notebook with project section or element tabs? Yes. Can it be as sophisticated or as high-tech as project management software loaded on to your laptop for use during project meetings? Yes. The key issue here is the consistent capturing of discussions and—most importantly—decisions as they relate to specific in-person or online meetings as well as to phone discussions or work completed through e-mail and chat functions. Is reminding others or resolving misunderstandings or conflicts as easy as “I thought we decided on the other PMS color the last time we met?” No. Instead, the project chief needs to be able to access or flip to the color or design portion of the print or software and say “When we met on April 4 the group decision was to go with PMS xxx. I sent a follow-up mail listing this decision along with our others that same week.” Or “We had three working days to get back to the group after our January meeting. I called on the second morning [insert date] and..."
left the information with [insert name] and indicated I had chosen [insert item]."

Record-keeping methods should include large, visually clear, month-by-month calendars that can be personalized and updated as the project progresses.

Who's on first? Some issues to consider:

From day one, get everyone's cell phone number, e-mail, and any other information you need to get in touch with people. While you are gathering this, give out your information. Ask for a discussion on a call list and get answers to “Who should be called first for answers to questions?” “Who should be copied on e-mails?” and “Who shouldn’t?” Ask for parameters for communication. “How early is too early to call? How late is too late?”

Mount a white board for outstanding activities that individuals need to be reminded of and include columns for what, who, when, and status. Not every project aspect goes on a white board, only those things left undone toward the end of the project; for example if only four phones are installed instead of the required five, in column one, “what,” the board should read “installation of ref. desk phone needed.” In column two, under the “who” heading, “telephone subcontractors—xxx;” under column three, “when,” “installed by the fifteenth of the month;” then under the “status” column, “completed installation on 5/13.”

A more difficult task is the Q&A that your staff members need to have with workers who enter and exit. Individuals need scripts to give them greetings and better ways to ask questions. “What are you doing here?” doesn’t work. “Hi! What will you be working on today?” or “We’re expecting a phone installation before Friday. Are you here to complete the installation?”

Another impossible task is trying to get people who enter in your absence to leave a note. Instead, get large Post-It notes and put them on the items scheduled to be fixed. Put what and when on the note, then place them on or near the area or item to be worked on. You can ask them to note if they came in on the paper itself, and even date when they came in and finished or the status of the fix, but that doesn’t often happen. Instead, keep track of the notes, where they are, and when they disappear. Consider it a sign if they do disappear!

Ask what languages workers on the project are likely to speak. If you don’t speak that language, read up on it and train others on simple questions, project words, and so on that you may need to know. When the workmen arrive, find out who can translate the more complicated things that you may need to ask or have answered. Learn as many names as you can. Give them your name and other staff member names.

Explain the deal breakers for any security issues you may have, including, but not limited to, doors to remain locked or open; areas or equipment that must remain covered; furniture that can’t be moved or stood on; and signs that must remain up.

After you get a feel for the project, create a series of premade signs in multiples, using and different colors of thick markers and hung with special, heavy-duty tape (regular tape often doesn’t work with gritty surfaces). In addition, make some shells of signs that might communicate behavior such as “Caution” or “Do Not Enter,” and then have lines or blanks that can be filled in on the spur of the moment. Always sign or pre-sign, such as “Library Management,” and then leave room for the date the sign is to be posted; the date or “thanks” can be entered in manually with special markers. Invest in some free-standing, inexpensive sign posts that can be placed with the premade printed signs in areas where signs can’t be placed with great visibility, such as near or in front of a space that has been painted.

Ask what the roles of subcontractors are. Are they one-time workers who leave after they finish their one activity? Do they have an open contract, and can you ask them to return without separate billing? Do you have the authority to ask them to do more work? Who does?

Other considerations:

Location, location, location: While it isn’t always possible to be on site or at every meeting (as so many of them happen on the spur of the moment among individuals on the project), your project chief or a knowledgeable designee must be available as often as possible AND should be proactive in asking for meetings when actions are needed or when pushing for collaborative activities. Seldom are these meetings at workday times; the very earliest mornings or after a work day ends are more common, so work schedules for a project chief need to be as flexible as possible, while individuals should also be preparing to spend any extra hours that may be needed.

Project runway: For the duration of the project, bring your own hard hat to work (and an extra for a guest or another staff member so you aren’t dependent on three project members having to return to the trailer when the four of you decide to do a walk-through). In addition, from day one, wear close-toed shoes, be prepared to get very dirty, or bring a number of work jackets or coats to throw over your clothes. Find out what identification needs to be carried for access to worksites so you can carry your ID (or a specific project ID) and specific name tags as needed.

Glacier speed: Don’t be surprised if certain stages of the projects slow down to a crawl or stop. Projects have their own life and typically you will observe a wonderful initial fast pace, a middle-of-the-project slowdown, and a big slowdown toward the end. Be prepared. Note project progress—or lack thereof—in your calendar.

Daily bread and comfort food: Ask project managers for schedules that, even if only loosely defined, let you know approximately when workers arrive, break, lunch, and leave for the day. Spend a little money on project workers by providing morning sweets or fruit and candy for after lunch.

What? WHAT?: Explain how workers may or may not be able to use radios or music in the workplace. Advice:
while I am typically relatively tolerant on worksites, if you’re smart, tell them they can’t listen to music or talk radio. There may be concerns over content and a constant discussion over levels of volume.

Every breath you take: Be watchful and observant. Each morning and each night, walk the space where you are allowed to be present (another reason for your hard hat) and take notes. What was left? Any equipment left out or on? Doors left unlocked? Work not going the way you thought? Something painted incorrectly? The door is on backwards? (I’ve written about this before, but if you see me in person and you want to see me weep or laugh inappropriately ask me about my two quiet study doors that were installed with locks. I asked them to be replaced without locks and they came and installed bathroom doors. No, really.)

Data are: If you scoff at the rest of the suggestions, at least take this advice . . . buy a digital camera as well as several inexpensive disposable cameras for indoors and outdoors. As you walk around and take careful notes, take a picture of an issue or problem (where appropriate), as well as something you like. Get these developed as the project moves along, and keep both print and digital copies. Then, if the floor is taped down very well at the first day of the project but as the project progresses it comes loose and the flooring is suffering, and you find you aren’t there at the same time the workmen are or you can’t speak their language, leave a copy of the picture of how it looked the first week of the project so they have a frame of reference. In addition, workmen often change during the project. Documentation is critical to success, both print and visual.

Speed dating: Date and initial everything. For example, every time you get a floor plan—even though it may have a preprinted date on it or it is marked final—you need to date and assign your own status. Coordinate project meeting, printed content, and decisions made with the same dates and initials.

Please to get from streets: Find out what project, construction emergency, and contingency plans are by project members. Take special note of these and make some of your own plans; buy some of your emergency supplies.

No roof and it rains? How can you prepare to avert disaster? Invest in large plastic coverings or tarps with special tape and weighted anchors.

How are standard fire issues handled? Extinguishers? Alarms? Is everything still working in the midst of the project?

What should happen if workers get hurt? Standard workman’s compensation? Bring in more medical emergency kits? Who do you call if someone is hurt? Or do you at all? Do you call the construction foreman, and then he or she calls the emergency medical service?

Ask when and where barricade tape can be used. Don’t wait to use their tape. Get your own. In addition, consider other important activities to be emergencies as well, including, but not limited to, “the wrong technology is installed” or, “a location is marked to have an outlet installed and I don’t think it belongs there.”

Find a cleaner: Identify someone—identified by you or overall project managers—who can come in to solve problems quickly. Ask “What are their parameters? Cost? Timing? Do I need to get a sign off or do they have an open contract?”

Celebrate: Start your team off with a ribbon cutting and project t-shirts. Have a project name or a mascot. Connect with project workers every day and with project leaders often. Find people to thank and compliment. Be a manager who shows up more often than just to complain.

Finally, find things to celebrate and milestones to mark. Trust me, you think the project will never end, but it does. Can I promise you that you won’t remember the labor pains? No, but if managed well and with an emphasis on being a team member and leading others through the process, it is worth the trip.

Reference

Multitasking

Bonnie A. Osif

So now I’m trying to be conscious of when I can multi-task and speed-task, and when I need to pay attention. Isn’t it ironic? Just when the multitasking industry offers us the seamless world, the skill we need to handle it is the ability to shut out distractions and pay heed to the one thing that no one should take from us: our thoughts.

—Sarah Scott

The bustling nature of the twenty-first century demands that we skillfully and jointly attend to multiple tasks so that our roles and obligations as parent, spouse, child, employee, and boss are all met and surpassed.

—Kirk I. Erickson et al.

Juggling is a learned skill. The term “implies a continuous pattern where each time an object is caught, it is thrown back up again.” The pattern, technique, and what is juggled can all vary, as can the number of items juggled. Modern life has become somewhat of a juggling exercise. While you are reading this column you might very well be cooking, listening to the radio, sitting in a meeting, eating lunch, or even driving. Rare is the person who can devote their entire day to only one activity at a time. This juggling of activities, or multitasking, is so routine and so ingrained in our daily lives that we don’t even give it much thought. However, a number of researchers have, and the results are not always encouraging. A studied view of multitasking and task switching can be as mind-boggling as juggling nine knives while blindfolded.

Edward Hallowell’s must-read book, CrazyBusy: Overstretched, Overbooked, and about to Snap! Strategies for Coping in a World Gone ADD, is an excellent beginning to the study of multitasking. It’s a very interesting and quick read in which multitasking is defined as “a mythical activity in which people believe they can perform two or more tasks simultaneously as effectively as one.” While only one chapter is devoted specifically to multitasking, the entire book sets the stage for this pervasive aspect of our lives. Hallowell writes about the frantic lifestyle of modern culture and its hazards, but also considers the benefits and techniques to cope and succeed in it. He draws on his experience with attention deficit disorder to provide insightful, practical, and positive guidance in navigating through the life. On multitasking he writes:

The adrenaline rush you get from the excitement of multitasking may help you in the short run, but it cannot be sustained. Furthermore, even when the adrenaline is at its peak, your performance doing three tasks at once will not be as good as if you were doing just one.

The entire book is highly recommended, but if time is an issue, read the chapter on multitasking and part two, “Creating a System that Works for You.”

As previously cited, Scott and Freedman have written excellent articles to begin a look at multitasking. Freedman writes a short, readable look at the ups and downs of multitasking in which he tosses out a number of statistics, such as: “Companies lose an average of 2.1 hours per day of employee productivity because of multitasking and related interruptions, adding up to $588 billion in lost productivity to United States businesses.” Another statistic comes from a study that shows people can only work for an average of eleven minutes before being distracted off task. We also learn that constant e-mail exposure lowers one’s IQ by ten points. (Now, if these examples don’t at least catch your attention, well, maybe you were distracted as you multitasked while you read this.) While it gives a business perspective, the examples and practical insight make this relevant to anyone who multitasks. Despite those statistics, though, Scott states that multitasking is seen by many as a badge of honor, even though most of us don’t do it well. She reviews the multitasking skills of air traffic controllers and mothers as well as looks at the topics of memory, being on auto-pilot, and speed tasking. She concludes with comments on the problem of overloading and distraction and how to reclaim our lives. Both books are worth a look and great introductions to the topic.

Bonnie A. Osif (bao2@psu.edu) is Assistant Engineering Librarian at Pennsylvania State University in University Park.
For a very fast overview of the topic, take a look at Lorh’s article, “Slow Down, Multitaskers: Don’t Read in Traffic.” He cites several researchers and summarizes the issue in one line: “managing the technology, instead of merely yielding to its incessant tug.” The studies cited note that there is very little gain in time when multitasking; that there are some definite problems with it; and that there is less than expected, if any, difference between the generations in their skills at multitasking. (This last point is called into question by some other studies cited in this column.) Quoting Westwell, the deputy director of the Institute for the Future of the Mind at Oxford University, Lorh writes, “The older people think more slowly, but they have a faster fluid intelligence, so they are better able to block out interruptions and choose what to focus on.”

This short article provides lots to think about and links for further research.

Sometimes real treasures come in small packages. While it is an editorial in a nursing publication, Girard’s thoughts in “Multitasking: How Much Is Too Much?” provide an excellent two-minute overview of the science of multitasking. She mentions several studies, noting that there are safety, efficiency, and age issues involved. This great article should whet your reading appetite for more.

“A good juggler is able to maintain a stable pattern by keeping these errors from growing out of control.”

In addition to business and quality issues, multitasking has been studied by a number of scientific researchers. Many of the articles note the decrease in performance when more than one task is involved in the experiment. Law, Logie, and Pearson discuss this idea in “The Impact of Secondary Tasks on Multitasking in a Virtual Environment,” noting that with an overload situation, priority might be given to the more engaging task, not the most important one. While this is an experimental study, it would not be difficult to imagine implications for real life.

One of the most obvious multitasking situations, as well as one of the most obviously dangerous, is behind the wheel of a vehicle. Stutts et al. detail a study in which cameras were placed in seventy vehicles for one week to log driver behavior, which was then coded by the type of activities. In the study, 14.5 percent of the time spent in moving vehicles also included “one or more potentially distracting activities”; these activities included eating, drinking, smoking, cell phones, reading, writing, and grooming. The authors note:

The data provided some evidence that distractions can negatively affect driving performance, as measured by higher levels of drivers having no hands on the steering wheel, their eyes directed inside rather than outside the vehicle, and their vehicles wandering in the travel lane or crossing in to another travel lane.

Time jumped on the multitasking bandwagon with a story on UCLA’s Elinor Och’s longitudinal study of family life. The impact of multitasking fast became an issue in the study. Families are seen to be performing multiple tasks routinely, much of them technology-based. Studies are briefly discussed that indicate some of the negative features of multitasking: error rates increase; time to perform the task increases; and there occurs a lack of critical thinking. Most multitasking is actually sequential processing that involves rapid toggling from one thing to another. Real multitasking is normally seen as one of the tasks being a skill or activity that the person can do without thinking, like walking. Another point made is that while the young are commonly thought to be able to multitask with ease and use technology and media effectively in their projects, they actually do so without any depth and a seeming inability to realize it. This interesting look at the generational differences and perspectives has enough citations to suggest additional study.

There are several articles that provide a look at the generation that grew up with pervasive technology and multitasking; a sample of these provides interesting insight. McHale writes a brief and interesting look into the world of the digital native and how they are natural multitaskers in “Portrait of a Digital Native.” He cites research that indicates that the young may have trained their brains to a new organizational level to adapt to multitasking beyond that of adults—and different than many of the people who have been studied so far. And while it may sound like something from a Stephen King or Dean Koontz novel, this Chronicle of Higher Education article begins with “They’re the Net generation—kids with wires running through their veins . . .” The interviews that follow give interesting insights into a group of young people’s views on communication, information, reading, classes, and more. Lastly, read Brown’s Growing Up Digital for a look at what a group of fifteen-year-old students see as the future of education, literacy, work, and more.

“Good jugglers will often accommodate a bad throw by adjusting the tempo and direction of subsequent throws.”

An excellent article, “Attentional Limitations in Doing Two Tasks at Once,” details the concept of a bottleneck, which is the human brain’s limitation to processing serially rather than in parallel; in other words, the ability to do only one task at a time. In a brief review of the research, they discuss the role of practice in bypassing the bottleneck. One factor is the importance of practice, so the task becomes “automatized”; another is the “pre-approval” of tasks. This involves actions that do not conflict with others, such as moving the eyes to follow something, which can be done without conscious thought. Another factor is that one task is easy, so it can be done more or less automatically. It should be noted that the authors state that it is rare to
have these situations; bottlenecks should be assumed when performing multiple tasks, and they do result in problems.

Wager, Jonides, and Smith’s article is an excellent resource for looking at the type of experimental designs that study multitasking and task switching. It provides a clear explanation of terms (a characteristic not always evident in research papers written for practitioners), as well as a brief review of some of the major works in the field. This study included more than two hundred adults who performed several task switching activities while responses were monitored. The researchers were concerned with both control mechanisms and individual differences in task and attention switching. They made three conclusions: switch costs were related to the difficulty of the tasks; different switching tasks involve different brain mechanisms and processes; and individual differences are evident. This is heavy reading, but it provides a basis for understanding the type of research crucial to a growing area of study and understanding of the ubiquitous trait of multitasking.

Waszak, Hommel, and Allport provide a very detailed look at the scholarship of task shifting with a good review of the literature and an excellent bibliography. They note in their introduction that during task shift experiments, “shifts between intrinsically competing tasks produce substantial performance costs. RTs (reaction times) and error rates are considerably larger when a task shift occurs than when the same task is repeated across consecutive trials.” The authors detail five task-shifting experiments, and conclude that there are increased switching costs when the stimuli between the competing tasks is different or is without useful association. While this is a lab study in a controlled environment, it may make a person wonder whether the common rapid transition from text to graphics to video while listening to music or talking affects library information retrieval and research efficiency. This may be more than the average reader wants on the subject, but if you need or want this level of understanding on the task switching, it is an excellent resource.

We’ve all heard how we tend to only remember seven things, and we’ve seen many techniques that claim to increase our ability to remember. Fougnie and Marois investigate the limits of visual and working memory and determine that the situation is actually more complex. The results of their experiments indicate that attention has an impact, but is a “product of three cognitive operations: visuospatial attention; a central, amodal supervisory process; and local stage-specific operations.” They continue with another conclusion: “That dual-task costs are much higher when two VWM [visual working memory] tasks are performed concurrently than when a VWM task is paired with an attentional or verbal task.” Citing this study is Makowski, Shim, and Jiang, who report that in a study of the detection of visual changes, “results showed that the ability to detect visual changes was dramatically impaired by attending to a secondary task during the delay” in the time between visual displays. These both hint at an interesting and possibly important affect during Web and computer multitasking activities. Fascinating reading, and it might be worthwhile to check citation indexes to see who has referenced these articles for additional information.

“But in reality, even the most skilled juggler must allow for some amount of error.”

The purpose of the Strickland and Galimba study is to “examine how the process of setting performance goals may influence people’s strategies as they work on multiple tasks.” The authors review a number of studies that indicate that goals (either self-generated or assigned) have a positive effect on performance. They devised a computer-based study employing university students to test the effect of goals on multitasking, which necessitated switching between three tasks. The results of their study indicated that those with goals switched tasks less frequently, and self-set goals were “associated with fewer switches between tasks and a stronger focus on the task at hand.” Interestingly, their prediction that those who switched goals more frequently would decrease performance was not supported. They note that goal-setting was laboratory-based, and thus likely not the same type that would be set in real life; more tests would need to be run. However, it is interesting to note the role of self-goals, or intrinsic goals, on the time spent on a task and its achievement. The authors conclude with these observations: that “these scenarios seem to capture a real-life component of motivated behavior that is often missed in empirical research”; and “it also seems likely that the practice of setting goals to structure one’s work day has ramifications for task strategy performance, and perhaps even job satisfaction.” This interesting article is worthy of consideration for actual workplace action.

Rubinstein discusses four experiments developed to measure the results of task switching. Other studies have shown that when a person switches tasks, there can be interference from the prior task or contention between the first task and the second. In either case, there is a cost in time. The study indicates that “task dominance, familiarity, and other factors related to the degree of automaticity” are involved. Again, while care must always be taken when applying a research study to real life, some practical implications come to mind, especially pertaining to the degree of automaticity.

For those very interested in scientific studies of what is happening in the brain and a careful study of multitasking, time, and efficiency, Erickson et al. have written the perfect article. For those interested in a more general level, it is still worth a look. The authors provide a very good literature review before describing their study, which had thirty-one volunteers perform single and dual tasks to check the influence of training. They used brain scans to verify physical differences as well as timing of activities. They conclude that training does have an effect, but the
magnitude can vary. In addition, brain activity can shift with training. Overall, they write, “these results indicate that the trained participants reliably learned to reduce both reaction time and accuracy costs associated with multitasking.”37 This could be due to increased neural efficiency and fewer brain regions needed to accomplish the tasks.38 While this is a lab test and only preliminary, it is one of the hopeful studies for multitaskers. Could this imply that the generation that grew up with technology and multitasking has been trained on it, and is therefore better? Could this transfer to the older generation who trains on the technology? These are points that may be illuminated with additional studies.

An interesting literature review begins a study of behavior types and its effect on multitasking by Ishizaka, Marshall, and Conte.39 Other studies cited in the article indicated that those with the Type A behavior pattern possessed some characteristics that made them better at multitasking (ability to ignore interference, hyper-concentration, focus, and so on). This test of individuals in a controlled multitask situation did not show significant correlations in general, but did find that some subcomponents, such as scheduling and urgency, have significance. While noting that this is only a beginning study, the authors say that:

the findings in this study have practical implications in managing the performance of employees with different attentional tendencies. For example, although prioritization of tasks is likely to be important for all individuals at work, this study suggests that employees high in list making, in particular, should be given prioritized work schedules and tasks. In addition employees high in achievement strivings may be assigned to a work environment where prioritization of multiple tasks is appropriate as compared to a situation where employees are required to be flexible in deciding which task to focus on from time to time.40

Individual differences do matter, according to this study.

A hopeful note finally arrives from Wasson, in her article, “Multitasking During Virtual Meetings.”41 She states “that multitasking could enhance employee productivity when properly managed, but that it also had potential downsides.”42 For example, there is the ability to pay attention to a virtual meeting while monitoring e-mail. She notes that “employees who multitask are usually putting in an extra level of effort, not wasting time.”43 To evaluate the role of multitasking and virtual meetings, members of four groups were watched or videotaped during meetings for nine months, for a total of twelve virtual meetings. The researchers also interviewed participants. They found that there were several factors that affected the amount of multitasking taking place. First are the barriers between interactional spaces (defined as a zone of communication or access to interact or communicate). Meetings that used computer connections and allowed participants to remain in their own offices encouraged multitasking, while face-to-face meetings discouraged it. There was also a range of multitasking capability, and those who felt comfortable performed a range of activities, while others could not handle distractions from the virtual conference. Other factors included the degree of concentration necessary on the activities of the conference, the length of meeting, and the type of activity (ranging from low to high concentration levels in the following order: information sharing, routine decisions, idea generation, and problem solving).

Triggers are another important aspect. For example, how much relevance a topic has to the individual can affect their level of directed attention. The study showed that a trigger, something that alerts the participant to shift to a more attentive attitude, could cause a refocusing of attention. One last feature was the “urgency of competing claims” on time.44 They conclude with:

1. Multitasking enhances employee productivity when it takes up “slack” in an employee’s attention resources that are not being utilized by the meeting. 2. Multitasking does not diminish the productivity of a meeting as long as employees make the meeting their first priority and only put their excess attention resources into other activities. 3. Under these two conditions, multitasking enhances the productivity of the organization as a whole.45

The five conditions where multitasking is appropriate are when local space activities do not interfere with the meetings; there are existing multitasking skills; the meeting is not utilizing full attention; topics have lower relevance; and any high priority claims can be handled quickly. Multitasking becomes more of a distraction when people go beyond their multitasking skills and lose attention; fail to notice when high-relevance topics arise; or make logistical mistakes, such as not using mute on the phone, coming back to the conference after attending to high-priority issues, and so on.46 She concludes that “multitasking can be a valuable tool for employees seeking to manage challenging workloads effectively.”47

“Jugglers could speed the learning process and improve their form by seeing what these optimal patterns look like before starting.”

None of these studies are library-specific, nor can they be said to be directly applicable to our everyday activities. Cognition and efficiency in multitasking is still a relatively recent area of study. However, multitasking is a major, ingrained feature in our lives, and by all accounts is deeply ingrained in the lives of our younger patrons. We cannot
ignore the role and the impact of multitasking and its effect on efficiency and quality. A review of current literature is a good beginning; frequent updates are essential. Thank goodness the researchers are providing fascinating studies that give us a lot to think about.

Some studies are from related fields. Faff’s study, “Multitasking Is Multitasking: Why Special Educators are Leaving the Field,” indicates that multitasking is leading to burnout and attrition. While the article does not apply directly to librarians, it is interesting to see the similarities. Noted are increased administrative duties, management problems (especially paperwork), workloads, and time issues. Juggling all of this causes a strain that can lead to burnout. Substitute “information literacy” for the term “special education,” and the similarity becomes very clear.

Moving to the library world, Spink looks at the issue of task switching in relation to information research using a case study and concludes that there may be “potential efficiency costs,” as well as possible batching, and more efficient and effective information behavior. The study recommends additional research, especially in the area of planning and training, and larger studies. This definitely is research that needs to be reviewed for updates, as there are important implications not only for working with our patrons, but also for understanding our own professional activities. There are several other research articles of interest by Spink with other authors that look at multitasking and information research.

Librarians are professionals who look for documentation and proof. As with most areas of study, there are different schools of thought; generally the evidence is not strongly supportive of multitasking, but at the same time it is acknowledged that multitasking is a fact of life, and there may be ways to make it more efficient. One of the most intriguing aspects of this topic is that the research seems to fly in the face of many of our assumptions. Almost all of the studies mention the need for additional research, and the situations are somewhat artificial, but the findings are intriguing and may have some insight that can provide some practical guidance.

The idea of multitasking is pervasive. We all consider ways to multitask during our day, as there are so many competing expectations and deadlines looming. During the writing of this column, the number of task-switches was too high to count. We are jugglers even if we never touch the typical tools of that activity: we juggle tasks, jobs, meetings, and our lives. And it is nothing compared to the multitasking and life-juggling of the younger generation. An understanding of the topic, and the tricks and techniques necessary to accommodate it, are all crucial. Look at multitasking as an aspect of our professional lives we use to get our work done, and as a tool for teaching and working with the generations for whom multitasking is an accepted way of life. However, the research would remind us to look at multitasking carefully, because it is not all that we assume from anecdotal observation and information.

Authors note: All italicized headings are from Jack Kalvan, Optimal Juggling, www.juggling.org/papers/OJ.

References
5. Ibid., 18.
6. Ibid., 19.
8. Ibid., 67.
11. Ibid., 1.
12. Ibid., 1.
16. Ibid., 1100.
17. Ibid., 1100.
23. Ibid., 91.
26. Ibid., 362.
28. Ibid., 533.
29. Ibid., 533.
32. Ibid., 364.
33. Ibid., 366.
35. Ibid., 794.
37. Ibid., 201.
38. Ibid., 202.
40. Ibid., 356.
42. Ibid., 47.
43. Ibid., 48.
44. Ibid., 56.
45. Ibid., 56.
46. Ibid., 56–57.
47. Ibid., 59.

---

**Index to Advertisers**

ALA-APA 188
LAMA cover 2, cover 3

H. W. Wilson cover 4
LAMA Program Committee

The LAMA Program Committee met for two half-days at the 2007 Annual Conference in Washington, D.C. During these periods, the committee heard presentations for two preconferences and for fifteen LAMA programs planned for the 2008 Annual Conference in Anaheim, California. The members of the Program Committee were once again impressed with the creativity and focused effort of the sponsoring LAMA committees and with the commitment to LAMA goals on the part of the program chairs.

The Program Committee also discussed the need for a streamlined program proposal form that would allow program chairs to make easier first presentations to the Program Committee. A redesigned preliminary program proposal form will be added to the LAMA forms Web site. While the longer form must be completed for final presentation to the committee, as this contains the media and room requirements and detailed budget and speaker information, it is hoped by the committee that a shorter form will facilitate that important first meeting with the Program Committee.

Another topic on the minds of the committee members is the need to have something of a succession plan for the outgoing committee chair. As is the case with most committees, there is not a guide to the chair’s responsibilities. The LAMA Program Committee is central to LAMA’s strategic goals, which makes communicating responsibilities to the incoming chair essential. For that reason, it has been suggested that the outgoing chair remain on the committee for the year following service as chair, perhaps on a somewhat informal basis. After the Annual Conference, e-mail exchanged by the committee members also suggested that the appointment of the Program Committee representative on the Conference Planning Coordinating Team should be the chair of the previous year. These ideas have been passed on to incoming LAMA president Bede Mitchell for examination.—Tom Schneiter

LAMA Publishing Committee

The LAMA Publishing Committee is initiating a campaign to stimulate new publications generated from LAMA conference programs and preconferences. In concert with the LAMA Programs Committee, they will be contacting organizers of upcoming approved programs regarding potential publication proposals. They also accept solicitations from anyone that attended a LAMA program at Annual Conference that could generate a publication. Many such potential publications, generally in the range of twenty to thirty pages or less, could be developed in Web format and appear on the LAMA Web site. The committee approved a revision of Form I: “Proposal for a LAMA Publication,” integrating information needed to assist with publication format recommendations. This should speed the publication process. The revised Form I will appear on the LAMA Web site as soon as possible.

The group also recognized the authors, editors, and contributors to two new LAMA books that made their debut at Annual Conference, and sold out at the ALA Store: New Supervisors in Technical Services A Management Guide Using Checklists edited by Emily Bergman and Andrea Kappler, LAMA Technical Services Systems Committee, Systems and Services Section; and Outstanding Library Public Relations: 60 Years of the John Cotton Dana Award—and an Eye Toward the Future edited by Amy Shaw and Peter Deekle, John Cotton Dana Awards Committee, LAMA Public Relations and Marketing Section.—Judith Adams-Volpe

Council of LAMA Affiliates

Once again, attendance at Council of LAMA Affiliates (COLA) meetings was very low. All attendees agreed that with this level of attendance that it is very difficult for the group to handle strategic plan action items. If COLA is to be viable, more active members are crucial. A preliminary plan was drafted to contact affiliates to see if they were aware of COLA. Most of the members who attend COLA are not clear on the purpose of the group and inherited the responsibility of serving on the body without having any background or information about what COLA is or does. There are eighteen actual LAMA affiliates listed on the LAMA Web site, but no more than three or four have sent someone to COLA over the past two to three years. The highest attendance at a meeting than any of the existing members can recall was six people, and at the 2007 Annual Conference in Washington, D.C., attendance only three attended. Representatives from California, North Carolina, and Ohio were present, and they agreed that the LAMA committee needs to decide what they want to do about COLA. In its current state, with only two or three active members, the group is not a viable entity and cannot assist in strategic plan initiatives. If the purpose of the group is to provide connections between LAMA and state associations, COLA is not serving this purpose. Other means of communicating with the state associations that
would provide a more effective connection to LAMA could be explored and developed. Stephanie Beverage, current COLA chair, will continue as chair for an additional term, but once that term is completed, there is no one else willing to take on the responsibility.—Stephanie Beverage

LAMA Committee on Organization

The LAMA Committee on Organization’s (COO) main activity this year was to support of Goal IV in the LAMA Strategic Plan—Organizational Excellence. COO was tasked by the board to review the charges of all division-level committees and groups and section executive committees and to rewrite their charges to realign their work to address the strategic plan goals. In order to do this, COO members contacted the chairs of all LAMA committees, interest groups, discussion groups, and sections. They were invited to review their charges with their committee members and to provide COO with new charges in light of the strategic plan. Some groups took this opportunity to update their charges with a complete rewrite. Others added language to indicate that their activities are in support of the LAMA strategic plan. Section executive committees originally had no charges and wrote new ones. LAMA COO members corresponded with thirty-six LAMA groups. Twenty-six groups responded by submitting draft charges that were approved by COO and the LAMA board. These new charges will appear in the next edition of the ALA Handbook of Organization. The other ten groups will complete the review of their charges next year.

In other work this year, COO approved a recommendation to form a new committee, the LAMA Mentoring Committee. It recommended approval to form the LAMA/SASS RUSA/STARS Cooperative Remote Circulation Committee. COO also approved a recommendation to disband the LAMA BES Library Building Consultant List Committee. Each of these recommendations was passed by the LAMA Board.—Lynn Chmelir

LAMA Fiftieth Anniversary Task Force

The task force was charged to plan special events and activities and coordinate activities within the division and sections celebrating LAMA’s fiftieth anniversary at the 2007 Annual Conference in Washington, D.C..

At the Conference, the central event for the LAMA fiftieth anniversary was the Presidents’ Program. Frances Hesselbein, chairman of the Board of Governors of the Leader to Leader Institute, was the featured speaker. This event was coordinated by the LAMA President’s Program Committee and was followed by a celebration reception coordinated by the LAMA Membership Committee. Both at the program and at the reception, past LAMA presidents

LAMA Fiftieth Anniversary

Whereas, the Library Administration and Management Association (LAMA), a division of the American Library Association, dedicated to the development of present and future leaders in library and information services, celebrates its fiftieth anniversary in 2007; and
Whereas, since its establishment in 1957, LAMA has been a powerful catalyst in the development of leadership in the library and information science fields; and
Whereas LAMA stays attuned to the ever-changing technological, economic, political, and cultural conditions impact on libraries and library leaders through its seven sections:

- Buildings and Equipment Section;
- Fund Raising and Financial Development;
- Human Resources;
- Library Organization and Management;
- Measurement, Assessment and Evaluation;
- Public Relations and Marketing;
- Systems and Services; and

Whereas LAMA’s programs and institutes offered during the ALA conferences and at other regional institutes are excellent opportunities for learning and exchanging ideas with colleagues; and
Whereas LAMA’s numerous publications give practical guidance and stimulating analysis; and
Whereas, LAMA provides the organization and administrative support for three major ALA Awards:

- The John Cotton Dana Library Public Relations Awards, sponsored by H. W. Wilson, which honor outstanding library public relations;
- The AIA (American Institute of Architects)/ALA Library Buildings Awards, to encourage excellence in the architectural design and planning of libraries; and
- The ALA/IIDA (International Interior Design Association) Awards, which honor excellence in library interior design and promote examples of extraordinary design reflected through innovative concepts;

Now therefore, be it resolved that the American Library Association congratulates and commends the Library Administration and Management Association for fifty years of excellence in the development of present and future leaders in library and information services.

This resolution was among the tribute resolutions passed by ALA Council in Washington, D.C., at the ALA Annual Conference, June 2007.
and donors to LAMA and to the fiftieth anniversary reception were recognized. During the reception, photographs of LAMA members and events were presented as a slide presentation. The LAMA booth, also coordinated by the Membership Committee, featured a display of photographs and other LAMA memorabilia; it was created by Emily Bergman, secretary of the LAMA board of directors. A variety of popular giveaway items selected by the LAMA staff were distributed at the booth, the reception, and at LAMA meetings.

The Annual Conference events, however, merely marked the midpoint of the anniversary year. In addition to the successful planning and implementation of those events, attention must be called to the work of the LAMA Financial Advancement Committee in raising funds for the Endowment. This is an ongoing effort that has made significant progress in reaching its goal.

The LAMA Fiftieth Anniversary 1957–2007 Web site is available at www.ala.org/ala/lama/aboutlama/lamamem-resource/lamahistory/history.htm. It includes a LAMA fiftieth anniversary photo gallery; details about the speaker at the fiftieth anniversary President’s Program, Frances Hesselbein; a letter from LAMA president Andrea Lapsley; a list of the fifty LAMA presidents; and ways to help support LAMA during its fiftieth anniversary.

The site also includes more about LAMA and its history, including a brief timeline, “Fifteen Years of LAMA—1978–1995.” A more complete version, embracing 1957–2007, appeared in the Library Administration & Management summer 2007 issue. It was written by task force co-chairs Robert Daugherty and Robert F. Moran Jr. and also is available online to LAMA members at www.ala.org/ala/lama/lamapublications/laandm/لامhome/لامonline.htm.—Bob Daugherty

LAMA Women Administrators Discussion Group

At the 2007 Midwinter Meeting in Seattle, the Women Administrators Discussion Group meeting’s thirteen attendees had a lively discussion on the topic of the visibility for women administrators compared to that of men, and how attending meetings and events and mentoring could make an administrator more visible. During the Annual Conference meeting in Washington, D.C., the topic was “Generational Differences and Commonalities.” Attendees discussed the strengths that younger librarians bring to the organization as well as areas where they need mentoring. The younger generation comes to their jobs with a strong service ethic, and they also bring a technical mindset. They could benefit from the experience of older generation to learn the political culture and the organization. However, the older generation has the responsibility of catching up with the technology. The group concluded by discussing the ways the generations could learn from each other through technology-related workshops and seminars.—Zary Mostashari

LAMA Assistant to Directors Discussion Group

All those attending the Assistants to Directors Discussion Group (A2D) meeting at the 2007 ALA Annual Conference were from academic libraries. The group had a lively discussion on a range of topics, including dealing with dual employment tracks (tenured and non-tenured); library faculty evaluation processes; and incentives for librarians and staff to publish and promote innovations and projects they have implemented in their libraries. Other areas of discussion included using strategic goals and objectives for reviewing job performance and the impact that learning commons and media labs have had on staffing and professional development in those libraries that have implemented them. Participants noted that these types of initiatives require extensive staff training, and often mean collaborating closely with staff from other units in the university, such as IT, food services, or writing centers. The group also shared ideas on encouraging paraprofessional staff development. The discussion group is still seeking a chair for the coming year. The group rounded out the meeting by discussing ways to increase discussion group visibility. Attendees noted that the group is a valuable resource for obtaining ideas, examples of policies from other libraries, and so on. The current chair will research how LAMA can assist in increasing awareness of the discussion group. We will also investigate moving the A2D electronic discussion list to the ALA-sponsored list to increase its visibility.—Reba Leiding

LAMA Dialog with Directors Discussion Group

At the 2007 Annual Conference in Washington, D.C., the Dialog with Directors Discussion Group continued the topic started at the 2007 Midwinter Meeting in Seattle with a focus on multigenerational staffs. It was a small, intimate group, but the conversation was very valuable. Surprisingly, the group ignored some of the overhyped generational stereotypes and focused on the long-term issues facing library staff. The exchange ebbed and flowed through various topics, including communication, respect, employee evaluations, staff passion, training, and overall organizational planning.

The Dialog with Directors Discussion Group is looking for potential topics for the upcoming 2008 ALA Midwinter Meeting in Philadelphia. Some idea that have been proposed include variations in staffing issues from one type of a library to another, transitioning professionally from one type of library to another, or keeping staff motivated
and out of a rut. If you have an idea or would like to be added to our electronic discussion list to receive meeting announcements and summaries, please contact Brian Gray at bcg8@case.edu.—Brian C. Gray

LAMA Storage Discussion Group Meeting

The Storage Discussion Group met at the Annual Conference in Washington, D.C. There was a brief discussion on how to amend the charge in order to bring it in line with the Committee on Organization’s request that each LAMA group recognize LAMA’s strategic plan within its charge. Attendees agreed to accept the COO’s recommendation to append the phrase “These activities are intended to support the LAMA Strategic Plan” to our previous charge (“To provide a forum for exchanging ideas on the planning, design, development, operation, management and/or dismantling of library collection storage.”).

Patti Patterson presented a brief overview of the LAMA-BES preconference on storage “Off-Site but Not Out of Reach,” which had positive results.

Melissa Trevvett, from the Center for Research Libraries (CRL), gave the group an update on CRL’s involvement in discussions on cooperative off-site storage along with the results of a related survey. Constance Malpas, from OCLC’s Research Libraries Group Programs unit, spoke to us about the activities of the North American Storage Trust. This group, engaged in looking at collection development in the light of holdings at storage facilities, was unknown to many of the attendees. A volunteer to take over as the new vice-chair was called for and found.—Andrea Loigman

BES Buildings for College and University Libraries

Buildings for College and University Libraries held a preconference on Friday, June 22, 2007. This day-long program included a tour of the Washington Research Library Consortium (WRLC) high-density shelving facility (shared by eight research institutions), catered lunch, and an afternoon program onsite. Participants learned about the various issues in planning and participating in a shared facility, such as needs of constituencies, funding models, storage and plants options, staffing, auxiliary services, and collection decisions. Resources and presentations are available via the LAMA Web site.

The committee is looking forward to the 2008 ALA Annual Conference, where we’ll be presenting a program titled, “Tomorrow’s Library in Today’s Space: Redesigning and Repurposing Existing Library Spaces.” The program will present three case studies of libraries that have redesigned or repurposed existing spaces.—Patti Patterson

LAMA/HRs Leadership Skills Committee

The LAMA/HRs Leadership Skills Committee sponsored a program at the 2007 Annual Conference in Washington, D.C., titled “To Change Your Library, Change Your Mind.” The program featured Cynthia Kisby, head of regional campus libraries for the University of Central Florida in Orlando, and Suzanne Holler, librarian and contract trainer at the Central Florida Library Cooperative (CFLC). More than forty-five participants attended the program, which was planned for fifty. The interactive program was organized and presented in three parts that focused on power (strategies for creating a change process), reason (overcoming resistance to change whether in charge or not), and re-education (change-as-learning implementation model). Another program is now in the planning stages.—Joyce C. Wright

New Human Resources Section Emerging Trends Discussion Group to Debut at 2008 ALA Midwinter Meeting in Philadelphia

In support of the new LAMA Strategic Plan, the Human Resources Section (HRS) plans to develop an HRS Emerging Trends Discussion Group and will pilot the discussion group at the 2008 ALA Midwinter Meeting in Philadelphia.

The discussion group will seek to develop a list of the top ten human resources trends in libraries based on input from the discussion group participants. This list will be published and publicized after the Midwinter Meeting in such LAMA publications as LA&M and the LAMA blog. Preliminary plans call for the discussion group to be formally approved in accordance with ALA procedures after the 2008 ALA Midwinter Meeting and to meet regularly at both the ALA Midwinter Meetings (to develop the annual top ten human resources trends list) and at ALA Annual Conferences (to discuss how libraries are dealing with the top ten trends in human resources).

Plans are to hold the initial discussion group from noon to 1 P.M. on Monday during the ALA Midwinter Meeting in Philadelphia following the section’s committee meetings. Additional details will be available in late 2007 prior to Midwinter. For more information, contact Pat Hawthorne at path@library.ucla.edu.—Pat Hawthorne
LAMA Welcomes Our Newest Members! (May–July 2007)

Julie Andel, Tallahassee, FL
John Arbuckle, New York, NY
Nancy Armstrong, Ada, OH
John Baar, Grand Rapids, MI
Meghan Banach, Amherst, MA
Wendy Bartlett, Beachwood, OH
Natalie Beach, Portland, OR
Karen Beach, Charleston, MA
Valerie Bell, Toms River, NJ
Leann Benedict, Luling, LA
Claire Berger, Marina Del Rey, CA
Tom Bielavitz, Portland, OR
Robert Black, Natchitoches, LA
Samuel Boltik, Laurel, MD
Honore Bray, Hall, MT
Lea Briggs, Aberdeen, SD
Tonya Briggs, Oberlin, OH
Quince Brinkley, Charlotte, NC
Eleanore Brown, Urbana, IL
Danguole Budris, Edgartown, MA
Heather Buzzell, Morgan, VT
Cynthia Campbell, Thousand Oaks, CA
Van Carpenter, Dunbar, WI
Dina Chilis, Ronkonkoma, NY
Terrylyn Chun, Portland, OR
Matthew Cizzek, Bethel Park, PA
Mike Colorusso, Whitehall, PA
Jen Cotton, Denver, CO
Anne Cottongim, Detroit, MI
Barb Coward, Cortland, IL
Angela Creel-Erb, Yuma, AZ
Theresa Crider, Mobile, AL
Lori Crowe, Norfolk, VA
Robert Cullin, Plainfield, IN
Margaret Daniels, Nevada, TX
Jules Davis, Brooklyn, NY
Stacy DeMatteo, Marina, CA
David Dennison, Powell, OH
Lisa Derfler, Lindenwold, NJ
Diane Dexter, North Scituate, RI
Maria Domitrovich-Lopez, San Manuel, AZ
Jo Dorsch, Pecoria, IL
Jocelyn Duffy, Beaverton, OR
Priscilla Ermich, Livingston, TX
Peggy Epperson, Farmville, VA
Barbara Eschner, Birmingham, MI
Claire Eustis, Selah, WA
Tania Fersenheim, Waltham, MA
Dylan Flesch, Tukwila, WA
Rita Fogelman, West Nyack, NY
Christopher Freeman, Sacramento, CA
Charles Gee, Manchester, GA
Heidi Gillis, Towson, MD

Amanda Gilmore, Ashland, KY
Caroline Gilsom, Terre Haute, IN
Anna Gold, Cambridge, MA
Richard Gorden, Lexington, NC
Hope Grimes, Philadelphia, PA
Candice Gwin, Kirkwood, MO
Corey Halaychik, Winter Springs, FL
Gayle Harrington, Cottonwood, CA
Christine Havens, Malta, NY
Barbara Henderson, Chesterfield, MO
Janet Heppenheimer, Bridgman, MI
Jennifer Hinderer, Tewksbury, MA
Amber Holley, Jacksonville, FL
Gwen Hopper, Crowley, TX
Ruth Inman, Chicago, IL
Nanette James, Raleigh, NC
Laura Jenkins, Chicago, IL
William Johnson, Nassau, Np
Leigh Jones, Birmingham, AL
Jacqueline Jones, Baton Rouge, LA
Alicia Joseph, Brooklyn, NY
Korinna Kasara, Grand Rapids, MI
Carol Kirsch, Iowa City, IA
Stephen Koenig, Alexandria, VA
Cynthia Kolaczynski, Anthem, AZ
Kristen Krueger-Corrado, Grand Rapids, MI
William Langham, Orangeburg, NY
Diane Lapiere, Denver, CO
Cynthia Leach, Morehead, KY
Anne Lefkosky, Santa Fe, NM
Analiza Linaugo, Long Beach, CA
Silvia Lloyd, Buffalo, NY
Michael LoGreco, Philadelphia, PA
Fannie Love, Newhall, CA
Agustin Lugones, Miami, FL
Colleen Major, New York, NY
Julie Mallin, Philadelphia, PA
Naomi Martin, Worcester, MA
Debra McGuire, Las Vegas, NV
Andrew Meger, Boston, MA
Adrian Mixson, Gainesville, GA
Yoriko Miyabe, Tokyo, Japan
Tim Morrison, Seattle, WA
Mary Ellen Mulcrone, Novi, MI
Michelle Noel, Reno, NV
Patricia O’Donnell, Bel Air, MD
Margaret Onen, Gaborone, Botswana
Carmen Orth-Affle, Lawrence, KS
Ann Otto, Houston, TX
JoAnn Patterson, Kingman, AZ
Tracey Pearson, Fayetteville, NC
Richard Pedranti, Milford, PA

Catherine Pells, Conroe, TX
Amy Phillips, Parker, CO
Nancy Poehlmann, Gainesville, FL
Kimberley Potter, Redford, MI
Phebe Poydras, Orlando, FL
Tanya Prokrym, Notre Dame, IN
Kathleen Ramey, Indianapolis, IN
Rebecca Richardson, West Lafayette, IN
Marion Ritter, Bellingham, WA
Amy Rooks, Dublin, GA
Alexander Roth, Natick, MA
Judith Rundel, Lanark Village, FL
Sandra Rutkowski, Sylvania, OH
Jane Scharnakov, Alexandria, VA
Dorothy Schwartz, Glen Mills, PA
Pramila Sekaran, Singapore
Phyliss Self, Macomb, IL
Karen Sheffer, Rockville, MD
Melissa Shepherd, Huntsville, AL
David Shumaker, Washington, DC
Stephen Silver, Eugene, OR
Gayle Simundza, Hyannis, MA
Char Skirvin, Plainfield, IN
Timothy Skye, Victoria, BC
Patricia Southard, Takoma Park, MD
Megan Spencer, Holladay, UT
Tim Spindler, Cranston, RI
Kristine Springer, South Bend, IN
Lyn Steinmayer, Old Mystic, CT
Timothy Sutherland, Gary, IN
Zinat Tabatabei, Tehran, Iran
Tanua Templet, Edenwood, OK
George Thadathil, Mesquite, TX
Diane Theiss-White, Manhattan, KS
Elaine Tomaselli, Philadelphia, PA
Cindi Trainor, Richmond, KY
Andrea Tullos, Hillsborough, NC
Adrienne Turner, West Point, NY
Rebecca Vickers, Lubbock, TX
Clint Walker, McArthur, OH
Lindy Watson, Chesterfield, SC
William Weare, Valparaiso, IN
D. Wimbish-Jones, Opelika, AL
Susan Wolf, Nome, AK
Barbara Wolfe, London, ON
Cheryl Wood-Walter, Sayre, PA
Rebecca Vickers, Lubbock, TX
Clint Walker, McArthur, OH
Lindy Watson, Chesterfield, SC
William Weare, Valparaiso, IN
D. Wimbish-Jones, Opelika, AL
Susan Wolf, Nome, AK
Barbara Wolfe, London, ON
Cheryl Wood-Walter, Sayre, PA
Taneisha Young, Vestavia Hills, AL
Tisha Zelner, Hattiesburg, MS
Roy Ziegler, Tallahassee, FL
Time to show your stuff!

Strategic communication means getting the right message to the right audience at the right time, and getting the right results. That’s what you do, and it’s harder than it looks. Showcase the strategic thinking and planning that your work requires by entering the John Cotton Dana Library Public Relations Award Competition.

- Professional review and feedback
- Cash grants for outstanding entries

Help is just a click away
For entry forms, comprehensive guidelines, an entry checklist, examples from previous winning entries, and more, visit www.hwwilson.com—scroll to the John Cotton Dana Award for details.

Deadline
Entries must be received by December 6, 2007.

JCD ID
The John Cotton Dana Award honors outstanding strategic communication for libraries, including public relations, marketing, and advocacy. Open to all libraries, agencies, and associations that promote libraries.