NMRT

# *FOOTNOTES

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# Special Edition: Scholarship and Research for New Librarians

## NMRT Events @ ALA 2009

| Meeting | Date | Time | Venue/Room |
|---|---|---|---|
| Conference Planning Groups Meeting | Fri. 7/10 | 3:00-4:30 pm | Palm/Burnham 1 |
| Conference 101 | Fri. 7/10 | 4:00-5:00 pm | MCP/W-179 |
| Mentoring Social | Fri. 7/10 | 6:30-7:30 pm | Sheraton/Columbus |
| Meet and Greet | Fri. 7/10 | 7:30-8:30 pm | Hilton/Grand Tradition |
| NMRT Conference Orientation | Sat. 7/11 | 8:00-10:00 am | Palm/Clark 05 |
| Job Hunting in a Recession | Sat. 7/11 | 1:30-3:30 pm | Hyatt/Grand D North |
| Leadership Development in Transition | Sat. 7/11 | 3:30-5:30 pm | MCP/W-196a |
| All-Committee Meeting | Sun. 7/12 | 3:30-5:30 pm | Palm/Spire Room |
| NMRT Awards Reception | Sun. 7/12 | 7:00-9:00 pm | Hilton/Northwest 5 |
| Executive Board Meeting | Mon. 7/13 | 8:00-10:00 am | Palm/Clark 05 |

*Hilton = Chicago Hilton; Hyatt = Hyatt Regency Chicago; MCP = McCormick Place West; Palm = Palmer House; Sheraton = Sheraton Chicago*

## Good Eats in Chicago

Damon Campbell & the Local Arrangements Committee (Cory Lampert, chair)

Chicago cuisine isn't limited to deep-dish pizza. The iconic "Chicago-style" pizza is one of Chicago's best known foods, but Chicago is home to various ethnic enclaves and restaurants. Take an international tour with your taste buds! It's a big city, but the Chicago bus and train system makes getting around Chicago a breeze! This guide to good eats makes liberal use of Chicago's transit system to get you to the food you crave!

**Indian**: A short bus ride away from the Loyola red line stop is Devon: a street known for an abundance of Indian restaurants and shops. Among the offerings are buffet style restaurants (great for lunch and dinner groups) and fine dining establishments (for smaller groups or dining in pairs). Among the standouts here are: **Sher-A-Punjab** (2510 W Devon Ave., (773) 973-4000), which caters to both buffet and menu-dining, **Hema's Kitchen** (2439 W. Devon Ave., (773) 338-1627), which features wonderful food in a casual atmosphere, and **Tiffin** (2536 W. Devon Ave., (773) 338-2143), a well-known fine dining establishment with an upscale atmosphere.

**Asian**: If you step off of Chicago's Argyle red-line train stop, you're within walking distance of several Asian eateries. The food in this area is primarily Vietnamese, but the area is home to a variety of restaurants. Some stand-outs are **Tank Noodles** (4953 N. Broadway Street, (773) 878-2253), a restaurant with a full menu of rice, noodle, and soup dishes served in generous portions at reasonable prices, **Hon Kee** (1064 W. Argyle Street, (773) 878-6650), home to Chinese barbequed dishes including crispy duck and a collection of entrees and menu items you'll be hard-pressed to find elsewhere, and **Chiu Quon** bakery (1127 W. Argyle Street, (773) 907-8888), home to an impressive selection of steamed and baked buns, pastries, sweets and savories.

**Pizza**: Of course, any guide to Chicago cuisine must include Chicago-style deep-dish pizza. There are lots of restaurants around Chicago serving phenomenal pizza, here are a few:

A quick walk North from the Fullerton red-line will find you at **Lou Malnati's** (3859 W. Ogden Ave, (773) 762-0800). The restaurant serves a variety of Italian dishes and pastas, but their pizza is their claim to fame. Their sauce is thick with chunks of tomato and more than a hint of sweetness, and the pizza is delicious!

Just a walk South from the Fullerton red line lies **Pequod's Pizza** (2207 N.

*see next page*

### Inside this issue:

## Conference Tips

Holly Wilson, Footnotes Editor 2008-2009

Whether this is your first or fifth ALA Annual Conference, here are some tips and tricks to get you through what will invariably end up being long and demanding days. There is a lot going on and you will have to make some difficult choices, but know that everyone around you is making similar decisions. Know how much you, as an individual, can do in any given day and try to stay close to that parameter. Particularly if this is your first conference, the temptation to try to “do it all” can be pretty enticing. Trust me - you’ll feel better if you know your limits and set some boundaries. The following suggestions are things that I have picked up either on my own or from advice that has been given to me.

**Travel light:** Take with you only what you need for the day - the rest can stay behind in the hotel room. I thought my laptop would be a really good idea one year. After the first hour of lugging it through the conference hall, I regretted that decision. If you absolutely need something online, there will be a setup of computers to use in the main conference center - there may be a line, but people tend to be considerate and stay on them only as long as they need. With that in mind, when you are on the computers, keep those still in line in mind.

**Carry a water bottle and some small snacks.** Staying hydrated is so very important and will really make you feel a whole lot better. Having snacks with you (granola bars, carrots, fruit, crackers) can stave off the hunger if you find that you don’t have a break between sessions you want to attend. Sometimes there simply is not enough time to stop for a real meal during the day and snacks can keep you going until you do find the time.

**Plan the day, but remain flexible.** There are several methods of planning your time at a conference. Figure out what works for you. The conference planner available at ALA’s website can be helpful for planning in avance. I tend to use that to get a general idea of what I want to do. The real planning for me comes once I’ve registered and receive the big schedule book. While you are settling in with the registration materials, page through the book and stick post-it notes or flags on sessions that you want to attend. Once you see how many scheduling overlaps you have (there will most likely be some - that happens to everyone - don’t stress!), try to prioritize the sessions. I do this by making notations on the flags/notes. Take a look at the locations - sometimes there will be two sessions near each other and you can duck into the first part of one and the last part of the other. Most sessions that I have attended had people sneaking in or out during the course of the session - it’s generally fine to do that as long as you’re quiet and try not to disturb others. Or coordinate with friends/coworkers to split up the sessions and take notes to share with each other later.

**A large part of the conference is about networking.** Make sure to attend some of the “social” events in addition to the sessions. Most divisions, sections, and roundtables host receptions that give you an opportunity to meet people with similar interests. This is one of the first steps in getting involved with ALA committees. Many of the people active in committee work attend these networking events. They are always interested in talking to energetic new librarians. I highly recommend the NMRT events, of course! The way I initially got involved with committee work was by talking to people at the NMRT Meet & Greet and the NMRT Social during my first ALA conference. The conversations I had led to my interest in being actively involved with NMRT. Since then, I’ve been on a few different committees and am now Editor of Footnotes. In addition to this being very good for my professional development and working towards my promotion and tenure requirements for my faculty position, it’s also a fun and rewarding experience.

**Take the free shuttle buses.** That will save you a lot of walking and they are also great for starting conversations.

**Last but certainly not least: the Exhibits Hall!** I cannot stress enough the importance of comfortable footwear for walking through the exhibits. If there are specific vendors that you want to seek out, find out where they are by referring to the map of the exhibit hall. You will be able to meet vendors, many of which offer drawings for prizes by either taking your business card or by swiping your exhibits pass on a machine. There will also be several freebies, ranging from pens and buttons to a variety of tote bags and even books! Some are advance copies, some are uncorrected proofs, and there will even be some newly released titles with combined with author signings. There will be a schedule of author signings included in your registration packet - if your favorite author is signing, make sure you don’t miss out! When you are picking up free items, keep in mind that you will have to carry them around an also get them home, so I recommend being conservative, even though it’s tempting to pick up everything you see!

The most important thing to keep in mind is to have fun and try to get as much out of it as you can. You can’t possibly do every single thing, so manage your time as best you can. Don’t be shy - start a conversation with someone who looks interesting!

## Good eats in Chicago *(continued)*

Clybourn Ave., (773) 327-1512). Though their specialty is pan pizza rather than Chicago-style, it isn’t anything less than phenomenal. Cheese extends to the edge of the crust, forming a ring of caramelized goodness! Pequod’s proclaims its pizza as the best in the universe, and you may agree!

**The Art of Pizza** (3033 N. Ashland Ave., (773) 327-5600) is a bit more of a challenge to get to compared to other establishments, but if you’re willing to take a bus and a brief walk from the Fullerton red line stop, you’ll find the pizza is worth the trip. Boasting a delectable blend of herbs and spices and a spot-on sauce-to-cheese ratio, The Art of Pizza is sure to be a hit.

Of course, these aren’t the only places to eat in Chicago. Other notables:

- **The Berghoff** (German, 17 W. Adams Street, (312) 427-3170)
- **Heaven on Seven** (Cajun, 600 Michigan Ave., (312) 280-7774)
- **Won Kow** (Chinese, 2237 S. Wentworth Ave., (312) 842-7500)
- **Athena** (Greek, 212 S. Halsted Street, (312) 655-0000)
- **Red Apple** (Polish, 3121 N. Milwaukee Ave., (773) 588-5781)
- **Green City Market** (Farmer’s Market, 1750 N. Clark Street)

Enjoy your conference!

# Managing Student Workers in an Academic Library: What They Don't Teach in Library School

David M. Kupas, University of Pittsburgh - Johnstown

## Introduction

Librarians and support staff in an academic library depend upon student workers to perform duties that are essential to the provision of library services. However, as students first, these workers are not always dependable employees. They present management challenges largely unique to them, including:

- overcoming a lack of commitment to the position by employees who are typically working in the library as a means to an end, i.e., to help pay for their educational expenses or earn extra spending money;
- giving purpose to job responsibilities that are considered tedious and mundane;
- instilling a work ethic in employees for whom this may be their first job;
- and, of course, scheduling the student workers around their classes and activities while best meeting library or departmental need.

The overall problem, as Salisbury (2007) states, is "how to mold a capable, motivated workforce out of essentially a transient flow of humanity" (para. 1).

Solving this problem requires planning, flexibility, and patience on the part of the supervisor. It is a task that can be daunting, especially for a new academic librarian with little or no supervisory experience. Management courses in library science programs generally provide only a brief introduction to human resources management. Discussion of student workers may not be included at all. Further, because student workers are only temporary part-time employees, library administration may not consider training of their supervisors a high priority.

Fortunately, many other librarians and support staff have dealt with the challenges of managing student workers, so new librarians can benefit from the experiences of veteran supervisors. The library science literature contains numerous insights into human resources management as it applies to student workers. They range in scope from training the student worker to the employment of student workers in a particular department to complete how-to books.

When managing student workers, the supervisor should take the time to interview them, train them, provide ongoing feedback regarding their performance, and give them a sense of ownership in their work such that they are motivated to do a good job and, hopefully, remain in the position for more than a semester or two. Sweetman (2007) writes that "the more time and energy you put into planning and executing your student worker program, the greater the chance that you will experience positive results in the attendance, performance, and retention of the students you employ" (p. 7).

## Selection, Orientation, and Training

The first step to surmounting the challenges of managing student workers is hiring capable students who truly want to work in the library. One can better the odds of having a dependable student workforce by developing selection guidelines. Such guidelines should include the minimum skills or experience required to perform duties, the specific hours that students must be willing to work (e.g., at Owen Library at the University of Pittsburgh at Johnstown, student workers are required to work at least one closing or weekend shift per week), and work behavior expectations. Think about the number of student workers truly needed to complete work assignments, too. The library's budget usually dictates this number, but overhiring will result in not enough work per student, whereas underhiring will result in a backlog of unfinished assignments. Incorporating guidelines into the job description, application form, and interview assists in screening student applicants and making an objective hiring decision (Kathman and Kathman, 1985, p. 329). Additionally, a formal selection process conveys to student applicants the value of student workers to the library (Kathman and Kathman, 1978, p. 120) as well as the commitment they are making by accepting a position in the library (Sweetman, 2007, p. 73).

Frank (1984) proposes several relevant characteristics and parameters that should be considered during the selection process: a degree of enthusiasm for working in a library; special interests and work experience; good academic standing; enrollment status, i.e., how many semesters will the student be eligible to work; the ability to work at least ten hours per week; and communication skills (p. 52). Although previous work experience, especially in a library or customer service position, may be preferred, it should not necessarily be weighted more heavily than a genuine interest in working in the library. A student applicant's reasons for wanting to work in the library may be the most important selection criteria. Red flags are reasons such as "it's quiet," "I'd be able to study," or "it's better than the cafeteria." The student who sees working in the library as an opportunity to better learn what resources are available at the library or who likes to organize things or work with the public will more likely enjoy library work. A student applicant's interest in the position and the type of work involved can further be gauged by his or her attentiveness during the interview, answers regarding past favorite and least favorite job or school assignment, and the questions regarding the position, or lack thereof, that the student asks.

Reference checks may also be part of the selection process. Sweetman (2007) considers reference checks to be an important step that should not be skipped (p. 81). At Owen Library, reference checks are not currently done. Nevertheless, student applicants are asked to provide the names of three references as another means to screen them. Those who list former supervisors or teachers are viewed more favorably than those who list friends and relatives.

Once the hiring decision is made, the new student worker must be properly introduced to the library and trained on the specific duties of the position. A general orientation will "show students how they fit into the larger library picture, and . . . help them feel that they belong" (Sweetman, 2007, p. 94). The orientation of student workers at the University of California, Berkeley Library is used "to assure them of inclusion"; students receive welcome-to-the-library's workforce letters from the University Librarian and the Vice-Chancellor of the University and are also encouraged to consider a career as a librarian

(Burrows, 1995, p. 81). At a minimum, the supervisor should state the library's mission and explain the student workers' role in fulfilling it, stress work behavior expectations, introduce the student worker to the staff, and highlight employment policies and procedures such as attendance and disciplinary (Kathman and Kathman, 2000, p. 179; Kathman and Kathman, 1995, p. 23-24). A student worker handbook that provides additional orientation information, such as library floor plans, a staff organizational chart, library policies and procedures, and evaluation and disciplinary forms, plus reiterates work behavior expectations, is a useful supplement to the verbal orientation presented by the supervisor.

Training student workers should be a thorough process as "the effectiveness of the student [workers'] work is predicated upon the training received" (Malmquist, 1991, p. 307). The duties assigned to the position and skills required to satisfactorily perform them will direct the training given. Training can be conducted one-on-one or in group sessions, but the inclusion of hands-on learning and varied-formats are recommended for success (Neuhaus, 2001, p. 57). If logistically feasible, let returning student workers participate in the training of new students. Such interaction will help create a sense of camaraderie, and returning student workers will "improve their skills by having to teach what they themselves have learned" (Neuhaus, 2001, p. 56-57).

Like many other libraries, Owen Library uses a training checklist (see Appendix A) to prioritize the order in which various skills and duties should be taught to new student workers. Once completed, both the student worker and the supervisor sign the checklist, and it is added to the student worker's personnel file. The library now also administers a one-month review exam (see Appendix B) as part of the training program in order to measure new student workers' understanding of library policies and procedures, test necessary skills such as reading Library of Congress Classification numbers, and reinforce work behavior expectations. The exam evaluates not only the student workers, but the effectiveness of the training program.

Besides teaching student workers how to perform the duties of their position, the training program is an opportunity to educate them on the significance of their work. According to Kathman and Kathman (1978), "if the training procedure has clarified the importance of the tasks in the overall operation of the library, students should have some perception of how their duties in the library help to achieve the organizational goals of maximum and efficient services" (p. 121).

**Supervision, Evaluation, and Motivation**

The supervision of student workers, which involves evaluating and motivating them, is the toughest part of managing them. As a student worker supervisor, how does one motivate this group of part-time employees for whom the top priority is being a college student? Supervisors need to be flexible – especially regarding scheduling – and guide student workers, yet still stress that their position is a real job and they must be dependable. The orientation and training program should have provided clear expectations for job performance that now must be enforced.

Kathman and Kathman (1995) recommend adopting a supportive supervisory style, which can increase the satisfaction level of employees who perform routine duties. This involves "express[ing] concern for the [students'] well-being and creat[ing] an emotionally supportive environment" (p. 36); specifically, the supportive supervisor will "clarify the nature of the work . . . give responsibility . . . [and] . . . show concern for the employee" (p. 37). But Burrows (1995) warns against the "strong temptation to treat the student [worker] like a fond child" (p. 83) that can lead to "the supervisor . . . making allowances s/he otherwise might not" (p. 84). Likewise, Frank (1984) denounces the inconsistent treatment of student workers, as it can create morale problems among the student workforce (p. 55).

Following their initial training, student workers should be responsible for completing their assignments without any assistance. But the supervisor needs to continue to periodically check the work to ensure accuracy. Nor should the supervisor forget that training never really ends as library policies change and student workers are occasionally assigned special projects.

Whether or not a formal evaluation process is used, supervisors need to give each student worker timely feedback. Both positive and negative feedback are essential: whereas positive feedback reinforces good behavior and performance, negative feedback provides the student an opportunity to improve poor behavior or performance (Kathman and Kathman, 1995, p. 38; Sweetman, 2007, p. 114). Giving negative feedback can be difficult even for the veteran supervisor. Sweetman (2007) suggests using coaching conversations "to take corrective action in a nonpersonal manner" (p. 115). If the student continues to perform poorly, termination will be necessary. A student worker program should have written guidelines for disciplinary procedures.

Motivation is the key factor to obtaining good job performance from student workers. Motivating student workers begins during selection, orientation, and training, when the supervisor communicates the importance of their role. Later, means of motivating them may include breaking monotony by rotating assignments (e.g., a student worker in Access Services can divide a shift among shelving, shelf-reading, and staffing the lending desk), involving student workers in special projects, permitting those who have successfully completed their assignments to study, and regularly thanking them for their assistance. Another useful motivator that can lower turnover rates is the job ladder. A library's job ladder for student workers can be formal or informal and a pay raise need not accompany advancement. More responsibility and more varied tasks are often enough incentive for students (Sweetman, 2007, p. 110-111).

Rewarding student workers also motivates them by letting them know they are appreciated. While some libraries may be able to award raises or scholarships, a lest costly method involves occasionally feeding them and honoring long-term service with bookplates to be placed in a library book of the student's choice (Salisbury, 2007, Rewarding Students section, para. 1-2). Motivation experts believe that such nonmonetary rewards and a feeling of belonging are better motivators than money (Sweetman, 2007, p. 108).

Owen Library periodically gives its student workers small tokens of appreciation that are funded out-of-pocket by the staff. Staff members contribute candy and nutritional snacks for Finals Week Survival Bags. A gift certificate to the campus bookstore recognizes quality performance by summer student workers who participate in major stacks maintenance projects, and graduating student workers receive a special parting gift. The library has considered recognizing a "student worker of the month" but has yet to implement such an award.

**Conclusion**

One final challenge the daily realities of work in the library. Other duties and libraries' extended hours often preclude the direct supervision of the library's student workers by a single staff member. A central supervisor may coordinate the library's student worker program, while the students' daily supervision is delegated to one or more librarians or support staff members. Thus, it is necessary for all library staff members who have a hand in supervising to be in general agreement regarding performance expectations and policies. Without such an agreement, a mixed message will be given to the student workers and they will quickly learn to play one supervisor off another.

The central supervisor can secure buy-in for the student worker program by soliciting feedback from all supervisors and incorporating suggestions into the program. Ideally, the immediate supervisors should participate in the selection process and be the principal players in the training of the student workers. Also, good communication among all supervisors is a must. In addition to the daily exchange of e-mail and verbal reports regarding student workers at Owen Library, a Student Assistants Supervisors Group meets monthly.

Successfully managing student workers in an academic library is not an easy task. There are hard days, but the management challenges presented by student workers can be surmounted. Learn from the experiences of veteran student worker supervisors and be willing to try new or different management strategies. Most important, be sure to formally select student workers, thoroughly train them, provide timely feedback on their performance, and recognize the contributions they make to the library. The result – a more motivated student workforce that can be depended on to assist the regular staff in fulfilling the library's mission – is worth the time and effort.

See the training checklist and review exam on pages 14-16

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Salisbury, J. (2007). Depending on Student Employees: A Win-Win-Win Situation. *MLA forum*, 5. Retrieved October 24, 2008 from http://www.mlaforum.org/volumeV/issue3/article2.html.

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## It's Now or Never: Taking the First Steps Toward Becoming a Published Librarian

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**Introduction**

Whether due to job requirements or choice, most new academic librarians are faced with the task of writing. For many, strict tenure requirements necessitate publication almost immediately upon hire. For others, the expectations are less strict; however the desire to build a career lends a sense of urgency to writing. Still others want to begin writing simply because they enjoy the process and have something to say. Whatever the reasons behind the need to publish, one thing is clear: new librarians should not wait long to get started. According to successfully published librarian Rachel Singer Gordon (2004, p. 2), "the earlier you start writing and publishing, the earlier your activities will have an impact on your library career." New librarians should take steps toward publication within their first year on the job. Starting early will help librarians gain recognition, provide valuable practice, and lesson the stress when it comes time for tenure review.

Becoming a published librarian does not have to be a daunting endeavor. By resisting the urge to set the bar too high (e.g. immediately publishing a book or an article in a scholarly journal), librarians can ease into writing in a way that is comfortable and even fun. New librarians need to realize that while their first publication should be considered valuable, it does not have to be an "earth-shattering research study" (Slagell, 2006, p.4). By following simple guidelines, one can accomplish their publication goals no matter how lofty they may be.

Similar recommendations to the ones that follow can be found in other books and articles about publishing for librarians. The list I have compiled is based on my own experiences during my first year in the profession. I came into academic librarianship with an avid interest in writing, but with no prior publishing experience. I hope my suggestions will inspire other new librarians to grab their pens or laptops and begin writing.

**Recommendations for New Librarians**

*Determine Interests*

Before beginning to write, first choose a topic or purpose. For new librarians, this can be the most intimidating part of the process; yet, many sources of inspiration are available. Librarians can browse current library literature, explore discussions on electronic lists, or examine daily issues encountered in their job. For example, an article about an innovative service or a solution to a common problem could be of interest to colleagues. Another option is to expand on research conducted in graduate school, since the legwork and literature search are already completed (Etches-Johnson, 2004).

Walt Crawford (2003) suggests several questions that will aid in generating ideas:

- What skills or perspectives do I have that might be uncommon in the field?
- What innovative projects or services have I created or worked on?
- What topics haven't already been addressed in library literature?

I keep a running list of topics of interest to me that I update from time to time, based on changes reflected in the literature or things I observe in my daily job. No matter the subject, selecting projects that allow one to find their voice as an author early in their career will help shape future publishing opportunities.

*Stay Connected*

After establishing a topic, the next step is finding the best outlet to express those ideas. There are a number of tools and services available to inform librarians about publishing opportunities. One of the most common is the "call for papers" (CFPs). CFPs are generally sent from publishers, column editors, or book editors and commonly include information on submission guidelines, publication timetable, and a link to the publisher's website where sample articles can be viewed (Gordon, 2004). Some CFPs are disseminated through blogs, such as Beyond the Job or Dolores' List of CFPs (see Additional Publishing Resources for location information). Adding RSS feeds for these blogs to a Feed Reader can save time.

Online discussion lists are also prime forums for publication news. Discussion lists provide a forum for "[connecting] us to colleagues, known and unknown, to serve as resources and problem solvers" (Pergander, 2007, p. 130). These connections assist in topic selection, as mentioned earlier, and often lead to publishing opportunities. Several of my publishing experiences came directly from announcements posted to the Information Literacy Instruction discussion list (ili-L). Additionally, the New Members Round Table (NMRT) hosts a discussion list called NMRT-Writer, which focuses on librarians wanting to write and publish, and often announces publication opportunities.

*Go for the Non-Traditional*

While many guides in the literature focus on publishing in peer-reviewed journals, new librarians should note that the profession offers many other opportunities for writing. Blogging, for example, can be done by librarians with any level of writing experience. Not only does blogging encourage one to practice writing and find their voice, a well thought-out blog post offers a forum for engaging in professional discussions with colleagues. Additionally, writing for an audience raises the stakes of producing the content (Etches-Johnson, 2004). My first experience with professional writing came in the form of blogging. I answered a request for submissions for first year academic librarians from the Association of College and Research Libraries' (ACRL) official blog, ACRLog. ACRLog chooses several librarians annually to blog about their experiences as first-time librarians. This experience taught me a lot about the profession and the value of networking. One challenge with blogging is that it can be difficult to come up with new topics to post on a regular basis. I recommend starting a blog with several colleagues or friends from library school. It can take pressure off each contributor to post often, and it makes the experience more fun.

In addition to blogs, there are other types of non-traditional publication opportunities. For example, library newsletters can be a good place to start; or volunteer to write a series of articles in an alumni newsletter on experiences gained since graduation. One of my blog posts for ACRLog led to an invitation from the dean of my library school to rewrite the post as an article for the alumni newsletter. This experience illustrates how one publishing experience can unexpectedly lead to another.

Many academic librarians need to publish to fulfill tenure requirements. While blogs and newsletter articles are different from traditional scholarly publications, I encourage new librarians to keep these avenues of writing in mind; even small, informal publishing opportunities provide valuable experience and can lead to contacts in the bigger arena of scholarly publishing. Moreover, as the open access movement gains momentum, it will be interesting to see how scholarly publishing changes in upcoming years. It is possible that scholarly research and articles posted on blogs will become the norm.

***Many sources of inspiration are available: library literature, electronic lists, or the daily issues encountered in a job.***

Offer An Informed Opinion

The Internet has also created additional publishing opportunities in the form of review-writing. While there are still a large number of print publications that include reviews, a growing number of open access library journals and web sites also recruit reviewers. Reviews give a writer practice in composing concise, informative statements with the added bonus of assisting with collection development. Traditionally, a review column editor sends a call for reviewers in order to create a pool of writers based on interest. Rarely do column editors accept unsolicited reviews. Also, editors often require applicants to include examples of past writings.

The types of products reviewed vary greatly. Due to advancements and changes in library collections, there are many possible products for librarians to review: software, web sites, and new library tools or services. However, despite this increasing assortment of materials, book reviews remain one of the most common types of reviews written by librarians.

There are four main characteristics that define successful book reviewers: good reading and writing skills; expertise within a subfield; writing to length; and meeting deadlines (Crawford, 2003). In my experience, writing to length is the hardest part. Taking a 300 page book and writing a helpful and detailed review in 250 words can be slightly unnerving. As with any other type of writing, it takes practice.

As previously mentioned, many journals also publish columns that contain reviews of electronic resources or websites. Within the first few months of starting my job, I came across a call for reviewers in Public Services Quarterly's Internet Resources column. The editor posted a theme and asked for suggestions of online products and willing reviewers. Since making that initial contact, I have written three reviews for the column, and remain in the pool for future reviews. Additionally, once a reviewer has proven their reliability, the editor will be more open to approaching them with other writing opportunities in the future.

*Take Risks*

When it comes to writing, there is always the possibility of experiencing a disappointing outcome. I find it helps to look at the publishing process like a job search – it is rare to receive an offer for every job to which one applies. The same is true with publishing: "the worst that can happen is rejection – and if you're never rejected, you're not trying hard enough" (Crawford, 2003, p. 27). As much as I have accomplished in my first year, I have had my fair share of rejections. But I do not let this stop me from trying, and I have turned each rejection into a positive outcome by learning from the experience. After having a chapter proposal rejected for one book, I put aside my reservations and submitted a proposal for another book. While trying not to get my hopes up, I continued looking for other opportunities in the meantime. Fortunately, my second proposal was accepted, and I recently turned in the final draft. Do not hesitate to take advantage of CFPs and discussion list announcements; these are excellent opportunities for writing success.

The submission of this article itself was intimidating; the term "peer-review" can conjure up images of stern-faced professionals passing an article around with red pens in hand. While I have never served as a peer-reviewer, I am sure this image is just a result of my overactive imagination. Our colleagues have all been new librarians at one time or another and faced the same types of frustrations and difficulties we have. The same can be said for submitting unsolicited ideas for articles to journal editors. As James Mouw, Editor-in-Chief of Library Collections, Acquisitions, and Technical Services puts it, "Talk to editors […] we're not lions sitting in cages and waiting to bite people's heads off. We're working professionals just like you" (2006, p. 2). While the chances of being accepted may be slightly less than when answering a specific call, the possibility of success makes these efforts worth the time investment.

**Conclusion**

When contemplating the start of one's publishing career, remember that the first step can be a small one: "resist the notion that you must be able and willing to construct methodologically strict academic articles, you must have universal name recognition, or must put twenty years into your position before being qualified to publish" (Gordon, 2004, p.1). The confidence I gained during my first year as a librarian laid the groundwork to set my publishing goals even higher. The first step toward becoming published can be daunting, but I am certain it will prove an enjoyable and rewarding experience once that first step is taken.

**Additional Publishing Resources**

Beyond the Job (http://www.beyondthejob.org/)

Dolores' List of CFPs (http://www.personal.psu.edu/dxf19/blogs/dolores_list_of_cfps/)

NMRTWriter (http://www.ala.org/ala/mgrps/rts/nmrt/oversightgroups/comm/writers/nmrtwriter.cfm)

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## How I Became a Blended Librarian

Hans Kishel, University of Wisconsin - Eau Claire

**Introduction**

A "Blended Librarian," as defined by Bell and Shank (2004), takes the skills of a librarian, information technologist, and instructional designer and combines them to create new ways to instruct and offer information. A blended librarian, this author would also add, is unafraid to explore new ideas and even fail in the search for innovation.

As a new librarian at Michigan Technological University (MTU), I heard about the "good old days" when librarians had two one-hour sessions for library instruction. The first hour involved a tour and general introduction to the library and its services, and the second focused on information resources at the library. By the time I joined the staff, however, most faculty members only brought students in for a single one-hour library information session, often the only formal library instruction the students received. Because of the impossibility of presenting two hours' worth of material in half the time, the library was exploring alternative ways to offer information about the library and its resources to the students. The library offered tours to students during orientation week, but attendance was poor.

During the spring semester of 2007, my supervisor suggested that I look at Adobe Captivate, a screencasting software program, as a possible way to offer online tutorials to complement traditional library instruction. I started with the goal of creating an online tour that could reinforce or replace the physical tour of the library. The resulting set of online materials became required viewing prior to students' information literacy session and led to a complete revision of my one-hour instruction sessions.

This paper will describe the theoretical basis for that project, how it evolved in practice, and the resulting successes as well as the progress the author made toward becoming a blended librarian. The paper will also show how bringing outside interests to work produced some successful changes to instruction.

**Literature Review**

Kraemer, Lombardo, Lepkowski, (2007), Bell, Shank (2004), and Soloway (1991) all discuss the uses of multimedia technology in education, and their writings served as the inspiration for my work using Captivate. I had previously felt that the use of the computer, and more specifically the internet, was not an effective form of presenting information and that face-to-face instruction was the only way to reach students. Realizing that I did not have enough time with students, I sought ways to combine multimedia technology with face-to-face instruction. Kraemer et al. (2007) pointed out some of the drawbacks to using computer-assisted instruction, including students' reduced contact with librarians and less opportunity to connect with the library as a "physical and social space." The authors concluded that online instruction should be one of the components of an information literacy program as long as student-librarian interactions continued to be included. Bell and Shank (2004) defined the "Blended Librarian" concept as "…an academic librarian who combines the traditional skill set of librarianship with the information technologist's hardware/software skills, and the instructional or educational designer's ability to apply technology appropriately in the teaching-learning process" (p. 373). This concept described what I was attempting. At the outset, I considered a game-like activity that would require the active participation of the user throughout the tour. Martin (2006) wrote about the successful use of 'The Campus Information Game' which was used as an introduction activity for new students to the University of Warwick in the UK. Introducing students to the university is the primary purpose of the campus information game, which includes activities such as group work, a team building scavenger hunt, problem solving, and competitive elements. These exercises lead the participants through a series of activities that inform and instruct them on the aspects of the campus and learning environment that the designers feel are most relevant. The participants are not simply hearing why something is important but are experiencing it.

I also examined information literacy instruction at other institutions. Schroeder, Zarinnia, (2001) and O'Hanlon (1988) discussed information literacy in terms of problem-based instruction and the development of critical thinking. Lujan, DiCarlo, (2006), Welker, Quintiliano, Green, (2005), and Soloway (1991) all promoted the idea of active learning as a method of improving instruction. Scholes (2002), McLester (2005), Doshi (2006), and Leach, Sugarman, (2006) advocated using games and simulations as learning techniques. As a hands-on learner myself, I wanted to bring more active instruction methods into the classes I taught.

While I was guided by all of these ideas as I developed the online tour, I also thought about how the tour fit in with the library instruction sessions. Dabbour (1997) provided many ideas, such as having the students do some of the work before the session; using active, cooperative, and peer learning; and using a worksheet. All of these ideas came together in the end to create a new method of instruction for MTU's introductory library sessions.

### Discussion

I was asked to find software that could be used to complement or replace portions of face-to-face instruction sessions. I started with Adobe Captivate, which the library already owned. I found Captivate to be more than versatile enough to accomplish most of the tasks that were required. Captivate is primarily a screencasting application that allows users to create slide shows or movies of individual steps and actions within a software program or website. In this way, others can follow the steps and learn how to use the resource.

The online library tour had been pitched as a small, straightforward project to create a concise scripted overview of the library, highlighting important service areas. After working with Captivate to create the tour, I discovered this method held a great deal of promise. I envisioned making the tour interactive and putting the user in charge of the action. I thought back to my days of playing the computer game DOOM and imagined that a similar first-person perspective would make for a dynamic and engaging tour. Using this approach resulted in the creation of an open-ended, interactive version of the tour.

The online tour consisted of a series of photographs, linked together so the user could click to explore areas in the library and navigate through the building from a first-person perspective. Incorporating a pop-up image of the library's floor plan in the tour, a convention borrowed from video games, aided in navigation. Points of interest and other information were added to the appropriate views and made accessible through buttons on the screen linking to the library's web pages and other Captivate tutorials. For example, an image of computer workstations contained a link to an embedded tour of the library's web page.

As I worked, I saw additional opportunities to use Captivate. A tutorial for the library's online public access catalog (OPAC) was my next project. The library tour and OPAC tutorial were essential components in the library instruction for first year students. As I created the OPAC tutorial, library instruction staff concluded that a single web page containing the tour, the OPAC tutorial, and a pre- and post-quiz should be viewed and the activities completed by students before their library instruction session. I used the interactive functions of Captivate to create the pre- and post-quizzes, which I integrated into the online tour and OPAC tutorial. I discovered that this approach would not work, as it required the use of email to record the quiz scores. This wasn't possible for the students using the computers in the university labs, which prohibited the installation

## RESOURCES ONLINE

**The library's web page**
http://www.lib.mtu.edu/

**Direct link to the library online tour**
http://www.lib.mtu.edu/reference/hans/published/LTOpening.htm

**Direct link to the OPAC tutorial**
http://www.lib.mtu.edu/reference/hans/published/opactutorial.htm

**Single page for students of the library sessions**
http://www.lib.mtu.edu/reference/hans/published/requirementsUN1001.htm

**Information literacy exercise** - pages 10-11

of a local email program as required by the tutorial. We also considered the use of Captivate with a learning management system (LMS). However, we were unable to integrate Captivate into the university's LMS (Blackboard/WebCT) in time for the fall 2007 semester. In order to get quizzes in place for the fall semester, I created them through an online survey site.

While developing web-based instruction aids, I also taught in-person instruction sessions and read articles on game use in education and active learning. I realized that I was spending the majority of my preparation time creating canned searches to show the students and the majority of my instruction time demonstrating and lecturing. Although I thought it was fascinating to refine searches and sort through sources of information for a topic, the students did not share my enthusiasm. I was frustrated to see students falling asleep or busy checking email when I would look up from my fevered lecture about information literacy. After considering the articles I had read about active learning and game use in education, the experience of working on the library tour, and the discovery that my hour-long lecture was boring, I decided I needed to change my teaching method.

First, I recorded the steps that I used to teach the students and created a list of the essential elements of the instruction process, such as searching the OPAC, finding journal articles in print and online, and choosing a database. I created exercises for the students based on the list that would expose them to these elements and allow them to explore the process on their own. At the end, I had a very basic fill-in-the-blank assignment requiring students to search for basic information.

I threw it out; this was not what I wanted. I did not want to present the students with a simple fill-in-the-blank exercise. I wanted to introduce them to the open-ended nature of research. I consulted my list of important instruction elements and the Information Literacy Competency Standards for Higher Education (Association of College and Research Libraries, 2000). I created an exercise that required each student to choose a topic and begin researching it by making effective use of information resources. This resulted in an exercise that actively led the students through all the steps that wanted in the introductory information session.

However, focusing on a single topic would introduce the students to a relatively narrow selection of resources. I decided that I should open the exercise and have students work cooperatively. Each student had to complete one section, then find another student who had also finished a section, and exchange exercises. The next student would pick up the search where the last had left off. Each time the exercises changed hands, the students retraced all previous steps to see what they needed to do to complete their portion of the exercise. Once completed, the last student would return the exercise to the student who started it, who would then review the information that had been found for their chosen topic and evaluate its usefulness.

I asked for feedback from the students in my library face-to-face instruction sessions to see if the exercise had provided useful information. The informal comments I received were very positive and indicated that students felt the exercise was superior to or more useful than lecture alone. I observed that students who had been to one of my face-to-face instruction sessions with the interactive worksheet frequently asked questions about where to go for more in-depth information on their topic instead of asking where to start. Most important, I never saw a student falling asleep in a session again.

## Conclusion

The creation of the online tour and the OPAC tutorial initiated the exploration of information literacy instruction: active learning, peer learning, and game and simulation uses in education. This and my research activities led to new opportunities to improve students' learning experiences. I combined new technology and the need for more instruction into a new service offered to the students leaving time for a revision of classroom activities and new active methods of instruction. After reflecting on the projects, I realized I had become a blended librarian.

Having an open mind and looking for opportunities for improvement can lead to surprising innovations and benefits for the library profession. Communicating changes and ideas with others in our profession is a great way to create synergy and learn what others are experimenting with or how they overcame challenges that librarians might face. I continue to use and revise library instruction exercises for introductory information literacy sessions. The search for ways to increase active learning opportunities for the students, as well as improve the services offered to them both in person and via online instruction, is a topic of research that should never be considered complete.

I found my voice at MTU when I changed my style of instruction. I found a way to incorporate my passion for games into my work as an instructor. For new librarians, finding ways to incorporate personal interests and instincts into professional life can be a great way to find a voice and energize one's work.


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## Appendix for *How I Became a Blended Librarian* by Hans Kishel

**Exercise: Finding resources for a research topic**

Follow the directions for the first uncompleted section on the page. After you complete your section, sign your name and pass the paper to the next person.

For your research paper the first thing you will need is a topic, then you will need to find sources of information on that topic. This, could be a book or journal article. Most likely if it is a journal article it will need to be peer-reviewed, which means that the article was reviewed by other experts in the field before it was accepted for publication.

Choose a Topic:

Choose the resource which you think should be searched to find information on the topic? Circle the one you wish to use.

JRVP Catalog Database E-Journals Internet

Name:

So now you have a topic and a starting point to start the search.

You now need to choose what to use from the resource area that was selected above.

| If they chose... | You choose... | Your choice |
|---|---|---|
| Database | The name of a database that you think will have information on the topic | |
| E-Journals | The name of an E-Journal that you think will have information on the topic | |
| Internet | The name of a search engine (ie google or metacrawler) | |
| JRVP Catalog | The type of search (ie subject browse, keyword search, author browse, title seach etc.) | |

What should the search terms be for this topic and type of search? Or what word/ words/phrase would you use in the search?

Search Terms:

Name:

Perform the above search, and pick an article, paper, or book that looks like it will work for this topic. Briefly explain why you chose it.

Write down some information so the person that started the search can find the resource.

Name:

**Now pass it back to the person that chose the topic.**
**(The first name on the paper)**

Did you find information that you could use? If not, why?

What are the important points to remember about this?

# Academic Outreach Librarianship: A Focus on Publicity and Marketing

Erin Dorney, Millersville University of Pennsylvania

**Introduction**

With economic and technological changes surrounding U.S. colleges and universities on all sides, the future of the academic library continues to evolve. The pressure to justify traditional (and non-traditional) library resources, events, and services comes from multiple angles; administrators focused on the bottom line; parents concerned with getting the most for their dwindling dollars; students acclimated to convenience; even librarians struggling to make sense of a drastically changing profession. Some constituents feel we are moving too quickly, that a decreased focus on physical objects indicates the downfall of scholarly research as we know it. Others feel we are lagging behind, not matching stride with emerging technologies and generational needs. From either side, however, it is clear that without increased focus on visibility, advocacy, and communication, academic libraries run the risk of being lost in the shuffle. As we continue to explore and solidify roles within the changing landscape of information, upping outreach efforts through publicity and marketing provide an opportunity to remain at the forefront.

**Literature Review**

Focusing on outreach in the form of marketing has traditionally been the realm of public libraries. However, in more recent decades, academic librarians have embraced these concepts as well. What constitutes "outreach" varies by institution, ranging from liaison programs, events, surveys, displays, publications, signage, focus groups, instruction sessions, office hours, collaborative endeavors and more.

Georgetown University reference librarian Ellen Dodsworth (1998) found, "It is easy for an academic library to become complacent because it has no natural information competitors on campus to stimulate the business instincts to market within an institutional structure" (p. 320). However, with students investigating alternate methods of seeking information, the academic library is often the last place to which they turn. Throughout the course of a case study related to the impact of a marketing campaign on virtual reference, Texas A&M University librarians concluded that "To compete effectively, academic libraries need to aggressively market the variety and quality of their information resources" (MacDonald, vanDuinkerken, & Stephens, 2008, p. 375). In addition, Dodsworth (1998) states, "An aggressive written marketing plan should be an integral part of a library's strategic plan, written as an information policy" (p.320).

In some cases, students, faculty, and staff are unaware of what the library has to offer online and in person. Karen Brodsky (2003) of Sonoma State University writes, "Today, librarians must market themselves to their constituents to ensure that services are utilized and appropriate resources are allocated for all formats of library materials" (p. 183). The work of librarians in selecting and maintaining resources can go to waste if no one knows how or where to find them. Jodi Poe (2006) from Jacksonville State University writes, "In order to receive the optimum use for any product or service, the user population must know about it and how to use it" (p. 99). Do academic library users know what we have to offer? Do administrators know the costs and values associated with quality information resources?

For academic librarians not yet familiar with various forms of publicity, it is a question of whether outreach "...is fundamental to our services or whether it is an unnecessary drain on budget and staff time" (Weir, 2004, p. 71). With full schedules and smaller budgets, outreach can easily be pushed to the side as a burden. However, case studies prove the benefit of such measures, even on a shoestring budget. For example, an aggressive marketing campaign for virtual reference services at Texas A&M University yielded an increase in questions of 120% from September to December 2005 (MacDonald et al., 2008). At Sonoma State University, a new culture of marketing emerged in conjunction with a brand new library building, resulting in "…an integrated, unified image of the library, in which each department's unique aspects combined to create a cohesive, student-centered organization" (Brodsky, 2003, p. 190).

According to Oakland University librarians, "To enhance the learning experiences of all students, today's academic librarians must engage in outreach efforts that move beyond the walls of the library" (Kraemer, Keyse, Lombardo, 2003, p. 5). Collaborations beyond the boundaries of the building can have positive impact on overall library perceptions. Following a student-led collaboration between the library and the Writing Center, the University of Maine at Farmington Mantor Library concluded that "Student advocacy of library services and resources is effectively changing our campus curriculum" (Furlong & Crawford, 1999, p. 26). At Oakland's Kresge Library, outreach to new, current, and transfer students took place in residence halls, resulting in programs that have "…increased the library's visibility, enhanced its image among the university's students, faculty, and staff, and positioned it at the heart of teaching and learning on campus" (Kraemer et al., 2003, p. 5).

Academic libraries are addressing these new responsibilities in various ways. Some allocate a certain percentage of each (or one) librarian's workload to outreach. Others create student advisory boards or select task forces and committees to enhance publicity and awareness. Ulla de Stricker (2007) states, "Many librarians believe that they do not have what it takes when it comes to outreach, marketing and selling – which is a shame, given how crucial those activities are for the success of library services" (p. 132). However, marketing and assessment courses are beginning to take a more prominent role in LIS educational programs, resulting in a new generation of librarians ready and willing to embrace outreach wholeheartedly.

**Millersville University**

In 2006, Millersville University (MU), one of 14 schools in the Pennsylvania State System of Higher Education (PASSHE), Library began discussing the addition of a new position: an outreach librarian. According to the Millersville University Library (MUL) position justification (2007), "…a full-time librarian devoted to outreach is essential in order to coordinate activities, expand potential audiences, and increase awareness of library efforts." Although library marketing and promotional efforts were already implemented across campus, the MU Director of Library Services recognized that methods were highly uncoordinated. As a recent graduate and with multiple library marketing internships under my belt, I was selected for the job.

**Outreach Librarian Responsibilities**

As the Outreach Librarian, I share some responsibilities with my colleagues, including collection development, subject liaison, reference desk time, and teaching library instruction classes. As the position is tenure-track, I am required to pursue scholarly and professional development and complete service to the University and beyond.

Although I share duties with my peers, the majority of my job requirements are unique to this new position. I provide leadership in marketing and promotion of library initiatives, programs, activities, resources, and services. This includes chairing the Library Identity & Outreach Committee, a team of librarians who guide and implement activities. During the first six months of employment, I focused on developing positive and personal relationships with campus entities to encourage collaboration. This included the University Communications & Marketing Department, echoing one of Dodsworth's (1998) suggestions to "Befriend the members of the university public relations department and develop a good relationship with the institution's media people" (p. 321). I observed and investigated library workflows, personnel issues, and strategic outlook. My goal was to determine how I could assist the Library in moving forward with new outreach initiatives.

In addition, I design and coordinate communications including internal signage, logos and taglines, and publicly available documentation. A top priority for 2009-2010 is the implementation of a visual library identity, including rebranding all handouts, informational materials and a style guide for future communications.

Within three months, I created a three year outreach plan incorporating information gained from personal interviews in various library areas (technology, access services, special collections, instruction, etc). This is a working document, changing as priorities shift and new collaborations develope with library constituencies including MU students, faculty, staff, prospective students, alumni, Lancaster-area community members, K-12 schools, and business leaders.

Many of my duties are tied to the MUL Mission Statement and Strategic Plan, including promoting "awareness of library resources and services through clear and creative communication with constituents" (Millersville University Library Strategic Plan, Goal 2, Section C) and expanding "opportunities to bring people together for discussion and expose them to new ideas and multiple points of view" (Millersville University Library Strategic Plan, Goal 1, Section B). The impact of a clearer focus and dedication to creating relationships and visibility has already been recognized by many internal and external library partners, as evidenced by improved attendance, positive dispositions, and unsolicited comments and invitations for collaboration.

**Other PASSHE Universities**

MU is one of 14 schools in the Pennsylvania State System of Higher Education (PASSHE). The other PASSHE universities (California, Cheyney, Clarion, Bloomsburg, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Shippensburg, Slippery Rock, and West Chester) handle library publicity and marketing in different ways.

California University (California, PA) began an Outreach Librarian search in 2008, calling for "a leadership role in the promotion and assessment of library services…" Potential candidates for this position must demonstrate "a willingness to provide guidance in the development of partnerships with entities outside of the library," showcasing an outreach trend for academic libraries – sustainability of collaboration. Slippery Rock University (Slippery Rock, PA) is transitioning a current librarian into an Outreach Librarian position. Other PASSHE university libraries have designated teams or ad-hoc committees to address outreach issues in a more distributed manner.

At public institutions, taxpayers may not view marketing the academic library as important, as it is not within traditional librarian roles (reference, public services, etc). However, after considering library expenses for physical subscriptions and items, electronic resources, technology, building maintenance and personnel, the importance of making these resources and services visible for use by the community is clear. In a 30 year study of outreach job advertisements, Boff, Singer and Stearns found "the number of position announcements for outreach librarians is growing overall, and growing at a more rapid rate in recent years" (Boff, Singer & Stearns, 2006, p. 145). As evidenced here, and others around the nation, librarians in the PASSHE realize the importance of marketing and publicizing the resources, events, and services we have to offer.

**Conclusion**

As Christopher Weir (2004) states, "Outreach is not an easy option. It occupies a kind of shifting sand of opinion, a constantly changing landscape of new technology, politics, legislation and countless other factors, some local, others regional and national" (p. 77). With the current economic situation, academic libraries must continue to demonstrate their importance to the cultural, academic, and intellectual experience of higher education. We are being asked to justify our budgets, prove our relevance, and show how we impact student learning outcomes. As academic libraries continue to explore different avenues of outreach, it is clear they are beginning to see the importance of having well-structured and innovative public relations and marketing efforts.

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# Appendices to *Managing Student Workers* by David Kupas

**Appendix A**

**Student Assistant Training Checklist**

(Training should ideally progress in the order designated below.)

1. Student Assistant Information and Guidelines
   ______ Student Manual
   ______ Absences/Hours of Work
   ______ Disciplinary Procedures
   ______ Dress/Deportment
   ______ Food and Drink
   ______ Equipment Use (both library and personal)
   ______ Communication
   ______ Sign In/Out Procedures
   ______ Student Assistant Sign-in Desk
   ______ Student Assistant Badge
   ______ Time Sheet/Pay Periods
   ______ Breaks
   ______ Assignment Board
   ______ Emergency Procedures
   ______ Referrals
   ______ Questions?

2. Library Tour – Walking Tour
   ______ Introductions
   ______ Reference Collection (including atlases)
   ______ Browsing Area
   ______ Periodicals
   ______ Campus Phones (upstairs, downstairs, lobby)
   ______ Staff Storage Room
   ______ Elevator, Chair Lift, and ADA Access
   ______ Bathrooms (upstairs and downstairs)
   ______ Typing Room
   ______ Media Room
   ______ A/V Collection
   ______ Microform Collection
   ______ General Collection (general, oversize, and maps)
   ______ Curriculum Room
   ______ Faculty Lounge
   ______ PC Lab
   ______ Collection Management Office
   ______ Emergency Exits
   ______ Owen/Torquato Room
   ______ Study Rooms
   ______ Special Collections
   ______ Questions?

3. Equipment

Printers:
   ______ Loading Paper
   ______ Changing cartridges
   ______ Paper Jams
   ______ Reporting Problems

Photocopiers:
   ______ Loading Paper
   ______ Changing cartridges
   ______ Paper Jams
   ______ Reporting Problems

Microform Readers/Printers:
   ______ Loading film/fiche
   ______ Loading Paper
   ______ Changing cartridges
   ______ Paper Jams
   ______ Reporting Problems

Media Room Equipment:
   ______ Television/VCR/DVD
   ______ Audio Equipment
   ______ Headphones
   ______ Questions?

Other:
   ______ Portable DVD Players
   ______ Wireless Laptops

4. Proper Handling of Library Materials
   ______ Murder in the Stacks (DVD) or Book Care part 1 & 2 <www.youtube.com/watch?v=IWRfZUsj4iE> and Materials Handling Commercial <www.youtube.com/watch?v=Kog2yXMRRfs>
   ______ Book Anatomy
   ______ Preservation Awareness Quiz
   ______ Post-Circulation Exam/Mending slips/Preservation Shelf
   ______ Shelving and Shelf-shifting Library Materials
   ______ Questions?

5. Circulation Desk/Duties

   ______ Opening/Closing Duties
   ______ Book Trucks
   ______ Sweep Both Floors (Unshelved materials MUST be returned to the Circulation Desk and discharged.)
   ______ Supplies
   ______ Key Closet
   ______ External Book Drops
   ______ Newspapers
   ______ Telephone Procedures
   ______ External Studies Testing
   ______ Copy Card
   ______ Making Change
   ______ Questions?

Voyager:
   ______ Charging Out Materials (including Proxy Patrons policy/procedure)
   ______ Discharging Materials
   ______ Non-Circulating Materials
   ______ Renewing Materials
   ______ Course Reserves (including information on A/V equipment and Biology Specimens/Microscopes)
   ______ Interlibrary Loan (including OCLC/PALCI)
   ______ Fines/Interpreting Library Policies
   ______ Questions?

6. PITTCat
   ______ How to Access/ Basic searches
   ______ Accessing E-Reserves
   ______ My Account
   ______ ILL Requests (Get It!, EZ-Borrow, and Clio)

7. Shelving/Shelf-reading

Shelving:
   ______ LCC Tutorial
   ______ LC Easy (Student Assistants with scores of less than 80% must retake exam.)
   ______ Pre: put books in order on book truck
   ______ Pre: Location Prefixes (Ref, Spec, CURR, etc.)
   ______ Shelve Sample Book Truck
   ______ Periodicals/Newspapers
   ______ New Books Browsing Shelves
   ______ Microform
   ______ Videos/Audio
   ______ Questions?

Shelf-reading:
   ______ Pre: Shelving Exercises (see above)
   ______ Discharging Mis-shelved Materials
   ______ Questions?

8. Processing Materials
   ______ Book Processing
   ______ Stamping
   ______ Book Jackets
   ______ Sticky Covers
   ______ Periodical Processing
   ______ Questions?

9. One-Month Review
   ______ Quiz

I, the undersigned, have been instructed and oriented on the above areas:

________________________________
Student Assistant Signature
Date

________________________________
Supervisor Signature
Date

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**Appendix B**
**Student Assistant One-Month Review Exam**

Name: ________________________________
Date: ____________________

Multiple Choice (more than one answer may apply):

1. Most patrons may renew ULS library books:
   a. Once
   b. Three times
   c. Up to three times, depending on holds and late fees
   d. As many times as needed
   e. Renewals are not permitted

2. If asked by a patron how to request ILL materials, you should:
   a. Inform the patron that requests must be made online
   b. Refer the patron to a reference librarian
   c. Provide the patron with a "Requesting an ILL Online" tip sheet
   d. Submit the request for the patron
   e. Excuse yourself and leave

3. If the shelf is not tall enough for the book:
   a. Set the book on any available shelf space
   b. Place the book on its spine with its sides supported
   c. Place the book with its spine on top and its sides supported
   d. Refer the book to your supervisor if it is taller than 29 cm
   e. Place the book on top of the other books

4. It is appropriate to:
   a. Refer a friend to a student who is researching the same topic as s/he is
   b. Discard ILL Hold slips in staff wastebaskets
   c. Discuss a student's library record with his/her parents
   d. All of the above
   e. None of the above

5. When needing time off due to a scheduling conflict, you should:
   a. Not notify your supervisor and skip work
   b. Notify your supervisor as soon as possible
   c. Report off at the very last minute
   d. Arrange for substitution coverage
   e. Arrange for substitution coverage and then notify your supervisor

6. When shelving a book that won't fit where it belongs, you should:
   a. Lay it flat on top of the books on that shelf
   b. Remove the book support to make room
   c. Shift the books on the shelf up or down on the shelving unit to make room, keeping the exact order
   d. Squeeze the book in
   e. Notify your supervisor about the need for shelf-shifting in the area

7. If a patron does not have his/her PITT ID and wishes to borrow a General Collection item:
   a. Don't allow the patron to borrow the item
   b. Type the patron's name in Voyager and charge the item out
   c. Offer to hold the item until closing or, if closing is within the hour, for the first 2 hours of the next business day
   d. Verify the patron's identification and charge the item out
   e. Refer patron to a permanent staff member

8. The best way to stamp a due date slip that is on a book's inside back cover is to:
   a. Pencil in the due date
   b. Hold the cover up with your hand and stamp it sideways
   c. Verbally inform the patron of the due date without stamping the due date slip
   d. Stretch the cover down until it lays flat on the counter and stamp it
   e. Hold the text block vertically, with the back cover flat on the counter and stamp it

9. It is permissible to use personal audio devices while:
   a. Processing library materials
   b. Shelving, shelf-reading, or shifting library materials
   c. Staffing the Circulation Desk
   d. All of the above
   e. None of the above

True or False?:

1. PITT Students may borrow video materials for outside library use. T F

2. It is acceptable to make/answer cell phone calls or text message while at work. T F

3. If you will be gone for only a few minutes, it is okay to leave the Circulation Desk area without alerting another member of the Circulation Staff. T F

4. Library materials that are mis-shelved or left by patrons on desks, tables, or trucks should be discharged at the Circulation Desk. T F

5. Patrons with disabilities who need to exit the library via the elevator must first stop at the Circulation Desk. T F

6. It is acceptable to socialize with friends while at work once assignments are completed. T F

7. Patrons without their PITT IDs must use Course Reserve materials behind the desk. T F

8. Mini skirts, sleeveless tops, and potentially offensive t-shirts shouldn't be worn to work. T F

9. When you cannot answer a patron's question, tell him/her "I don't know" or "That's not my job." T F

10. When reporting to work after the hour, one needs either to stay later in order to complete a full 60-minute shift or promptly make up the missed time on another shift. T F

Complete the following statements:

1. The current charge for "copy card" photocopies is ____ per page.

2. Patrons wishing to renew their library materials should ______________________________________________

3. Student Assistants may charge out all ILL materials to patrons except ____________________________________ ______________________________________________

4. If discharging an item generates a pop-up note other than "foreign circ" for an ILL item, __________________ ______________________________________________

5. When removing periodicals from the browsing area to shelve in the regular stacks, ________________________ ______________________________________________

6. Before discharging, all books should be examined for ______________________________________________ ______________________________________________

Place the following call numbers in correct LC order:

1.

| | | | |
|---|---|---|---|
| TK | TK | TK | Tk |
| 108 | 1007 | 108 | 100.8 |
| .A18 | .C47 | .A18 | .C35 |
| C32 | 2003 | C32 | 2001 |
| 2002 | | 2002 | v. 3 |

2.

| | | | |
|---|---|---|---|
| LB | LB | LB | LB |
| 1028.27 | 1043 | 1028.25 | 1043 |
| .U6 | .E3 | .U6 | .E35 |
| F74 | 1996 | B85 | 1995 |
| 2002 | | | |

3.

| | | | |
|---|---|---|---|
| RJ | RJ | R | RJ |
| 506 | 506 | 506 | 506 |
| .A9 | .A9 C6 | .A912 | .A9 C53 |
| B6713 | 1984 | D46 | 1985 |

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