NMRT

*FOOTNOTES

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Inside this issue:

President's message

Amanda Roberts

Based upon the overwhelming desire of NMRTers to write for publication, we decided to try something different in this year's print edition of *Footnotes*. Normally, you might find various NMRT announcements in the May issue, but this year we decided to add more thought-provoking articles, which were reviewed by the Scholarship, Research, and Writing Committee. You will still be able to get information about NMRT conference events, award winners, and other time-sensitive, news-related items in the online edition of *Footnotes* (http://www.ala.org/ala/nmrt/footnotes/). The online edition will be published right before the ALA Annual Conference in Washington, DC, just in time for you to make your conference plans. This version is a trial issue, and we would like to get feedback from our members about this change. To tell us what you think, log on to the NMRT Online Community (http://communities.ala.org/nmrt). At the Annual NMRT board meeting, the Executive Board will be voting on making this change permanent, and their decision will be based upon your opinions.

NMRT events @ ALA 2007

Meeting	Date	Time	Venue
Conference Planning Groups	Fri. 6/22	3:00-4:30pm	DOUB, Terrace Ballroom
Conference 101	Fri. 6/22	4:00-5:00pm	WCC, Room 146 A
Mentoring Meeting Social	Fri. 6/22	6:30-7:30pm	WYND, Sherwood
NMRT Meet and Greet	Fri. 6/22	7:30-8:30pm	WYND, Sherwood
Mentoring Social	Sat. 6/23	7:00-8:00am	WCC, Room 146 A/B
Conference Orientation	Sat. 6/23	8:00-10:00am	WCC, Room 146 A/B
Break on through to the other side: Cultural programming for new librarians	Sat. 6/23	10:30am-12:00pm	HYATT, Constitution A
NMRT President's Program: *Navigating the rapids: Myths and realities of intergenerational workplaces*	Sat. 6/23	1:30-3:30pm	JW, Salon I
NMRT Annual Program: *Using past lives to launch your library career*	Sat. 6/23	4:00-5:30pm	JW, Commerce
All Committee Meeting	Sun. 6/24	1:30-3:30pm	EMB, Capital C/D
Launch yourself!: Discover how an ALA internship leads to leadership in the library profession	Sun. 6/24	1:30-3:30pm	WCC, Room 103 B
NMRT Student Reception	Sun. 6/24	6:30-7:30pm	HYATT, Lafayette Park
3M/NMRT Social	Sun. 6/24	7:30-11:30pm	HYATT, Independence A
Executive Board Meeting	Mon. 6/25	8:00-10:00am	MAY, East Room
New Board/New Chair Orientation	Mon. 6/25	10:30am-12:00pm	MAY, East Room

Venue Abbreviations: DOUB - Doubletree Washington EMB - Embassy Suites DC HYATT - Grand Hyatt Washington
JW - JW Marriott MAY - Renaissance Mayflower Hotel WCC - Washington Conference Center WYND - Wyndham

Sleep well, eat well, and hydrate: Tips for a healthy conference

Tapley Trudell

Attending one's first major conference – or 15th for that matter – can be exciting and educational. It can also be exhausting and unnerving. Fortunately, those last two don't *have* to apply. While it is certainly possible to dash madly from meeting to seminar to social, there are ways to enjoy the many fruits of a conference without needing a month in Maui to recover. All it takes is a little planning. Conference veterans agree: when it comes to surviving the hustle and bustle with all your wits intact, scheduling is key. Take time to plan a daily schedule. Make note of event locations, and leave plenty of time to get from place to place. Each morning, check *Cognotes* for program changes. You don't want to waste time hunting down a session that has been moved or cancelled.

Do not over-schedule yourself. Dale McNeill, ALA attendee since 1985, recommends planning only two daytime events and one nighttime event per day, especially since you will probably end up doing more than you plan. Include breaks in your schedule. Allow for downtime, alone time or social time, whatever you need to keep yourself on an even keel. Veronica L. C. Stevenson-Moudamane points out, "As with any work day, there is a time when it ends, and for good reason. Emotionally, psychologically and physically the human body can only tolerate so much excitement in a specified period of time, so make every effort to reduce stressors and know 'when-to-say-when.'"

Susan Wray suggests "taking an early morning or evening walk" or "stopping in a local store to look around for 10-15 minutes." Your mom was right: fresh air and sunshine are good for you. The exercise is important too. If you have a regular routine at home, do your best to stick to it at the conference. Kawanna Bright points out that your gym may have a branch in your conference city.

Val Meyerson writes, "sometimes I'll go to my room, take a 15 minute snooze, then go for a walk outside." Meyerson's idea of a nap is popular among conference goers. Getting enough sleep is an important factor in staying healthy. If necessary, skip a non-essential program to catch up on some sack time.

When scheduling your day, don't forget meals. Without proper planning, eating at a conference can be feast, famine, or both. With no time between sessions you can end up starving, only to gorge yourself at a restaurant when you do eat. Instead of this uncomfortable scenario, do your best to maintain the eating schedule you keep at home, and definitely do not skip meals.

One of your first stops when you get to town should be a grocery store. Stock up on snacks you can carry with you such as fruit, nuts, or energy bars. Carry snacks around with you to fend off hunger or provide a light, cheap lunch. As Catherine Collins notes, "Not only do I save money, but I also don't get that gross bloated feeling from eating too many restaurant and fast food meals." When you eat out, watch out for portion sizes. Consider asking for half portions, items from the kids' menu, soup, or an appetizer. If you are lucky enough to have a refrigerator in your hotel room, have leftovers packed to go. Try to eat fruits and vegetables.

The number one tip received from conference veterans is to remember to hydrate! When you go to the grocery store for snack food, stock up on water – or just bring a bottle that you can fill at water fountains. Either way, always make sure you have water with you, and drink it. Be especially aware of your alcohol consumption, and balance it with extra water.

OK, you've scheduled your day. You've marked a couple seminars, a social event in the evening, plenty of time in between sessions, three sit down meals, and an afternoon break. What could you possibly be missing? Why, the exhibit hall of course! The exhibit hall is probably the single most overwhelming part of the conference, so be prepared. Schedule specific time for the hall – about six hours is a good bet. Don't try to do it all at once. Know what you *really* want to see and where it is. Don't take free stuff that you don't want. Bring a rolling bag, or something more comfortable for carrying the swag you do want.

Good eats in Washington, DC

Amsterdam Falafel Shop (Middle Eastern/Vegetarian/Vegan)
2425 18th St., NW
202-234-1969

Ben's Chili Bowl (Chili/Burgers)
1213 U St., NW
202-667-0909

Busboys and Poets (American: Pizza/Burgers/Salads)
2021 14th St., NW
202-387-7638

Capital Q (BBQ)
707 H St., NW
202-347-8396

Dukem (Ethiopian)
1114–18 U St., NW
202-667-8735
http://www.dukemrestaurant.com/

East Street Café (Pan-Asian)
Union Station, Mezzanine level
50 Massachusetts Ave., NE
202-371-6788

Eastern Market (Farmer's Market)
7th Street & North Carolina Ave., SE
202-544-0083

Eli's Restaurant (Kosher/Deli)
1253 20th St., NW
202-785-4314

Five Guys Famous Burgers & Fries (Burgers)
808 H St., NW
202-393-2900

Giffords (Ice Cream)
Corner of E. & 10th St., NW
202-347-7755

Java Green (Vegetarian/Vegan)
1020 19th St., NW
202-775-8899
http://www.javagreen.net

Julia's Empanadas (Latin American)
1221 Connecticut Ave., NW
202-861-8828

Moby Dick House of Kabob (Middle Eastern)
1300 Connecticut Ave., NW
202-833-9788

Mocha Hut (Coffee Shop/Sandwiches/Breakfast)
1301 U St., NW
202-667-0616

Nirvana (Indian/Vegetarian/Vegan)
1810 K St., NW
202-223-5043

Reeves Restaurant and Bakery (American/Bakery)
1306 G St., NW
202-628-6350
http://www.reevesbakery.com/

Saint's Paradise Cafeteria (Soul Food)
601-A M St., NW
202-789-2289.

Sala Thai (Thai)
1301 U St., NW

Sticky Fingers Bakery (Vegan/Bakery)
1370 Park Rd., NW
202-299-27000

Taqueria Distrito Federal (Mexican)
3463 14th St., NW
202-276-7331

Zorba's Café (Greek)
1612 20th St., NW
202-387-8555

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Scholarship and Research for New Librarians

Tips & tricks: Consider a fellowship

Lesley J. Brown, Michigan State University

This past summer I participated in the Library of Congress (LC) Junior Fellows Program, offered to those aspiring to work in the information field. During the fellowship, I practiced some of the theoretical skills and training I gained from library school. It was a notable experience that played a major part in securing a full-time professional position.

Job hunting? Consider a fellowship.

While completing the MLIS degree, I volunteered at an art gallery and interned at a visual arts museum. This internship was beneficial because it led to a full-time position working with the museum's educational resource center. I began applying for librarian positions nine months before I graduated without immediate success. The thought of not finding a position upon graduating made me very anxious. I realized that I should consider another internship to gain library experience.

I learned about the fellows program through the career services department at my MLIS institution. I electronically submitted a statement of professional objectives, which was used to gauge the candidate's short and long term goals, transcripts, recommendation letters from employers or professors, and a detailed cover letter to apply.

A month later, I was accepted, and I arrived in Washington two months after that.

The first week at LC was an intense orientation period to familiarize the Junior Fellows with the library. We met with different librarians from various reading rooms and viewed some of the library's most spectacular treasures, including illuminated manuscripts and Frederick Douglass' papers. Following the orientation period, the fellows were assigned to work with Copyright Deposits to extract items that would be publicly displayed at the end of the program.

There were four fellows assigned to the Prints and Photographs department; one fellow worked with stereographs, another worked with large scale prints, while I and another fellow worked together to arrange and classify thousands of photographs. We sorted the photographs and placed them in acid-free archival folders and boxes to preserve them. For example, I sorted photographs from 1866 through the 1950's into subject categories and set aside any unique items.

While sorting through the Copyright Deposits, the fellows selected the items for the exhibit. Next, we decided which items selected should be sent to the conservation lab for minor restoration. Junior Fellows were also required to conduct a fair amount of research about the items to prepare exhibit labels. These labels provided context and background to educate the audience about the exhibit items.

It was rewarding enough to work among the librarians and learn about their interesting projects, but the true reward was discovering how willing these professionals were to assist, edify, and include the fellows. The librarians let the novices take part in their valuable daily work. Junior Fellows also attended presentations, conferences, and special events at other nearby national museums.

Near the end of the fellowship, I encountered another rewarding experience – the opportunity to work with a veteran cataloger. The librarian explained that it was normal to find cataloging complex and that it takes about two years to become proficient. It was also rewarding because I cataloged the items I chose for the final exhibit.

During the fellows program, I archived more than 20,000 photographs, accessed the closed stacks, selected items for exhibit, and gained valuable cataloging experience. This nurturing and worthwhile experience provided me with confidence, a quality that has been invaluable to me as a new librarian. I received fundamental training that prepared me for securing and succeeding in my first professional librarian position.

The LC librarians educated the Junior Fellows without expectations or assumptions. They offered support, guidance, and instruction that made entering a new career less daunting. I recommend that anyone pursue fellowships, residencies, or internships to gain professional experience and guidance.

For more information about selected fellowships throughout the country, visit these Web sites:

Library of Congress Junior Fellows	http://www.loc.gov/hr/jrfellows	**North Carolina State University**	http://www.lib.ncsu.edu/fellows
University of Massachusetts	http://www.library.umass.edu/residency	**Louise Parker Berry Fellowship, Darien Library**	http://www.darienlibrary.org/lpbfellowship

Tenure and the new academic librarian: Advice from the frontlines

Mary Ann Jones, Mississippi State University

When considering a job in an academic library following graduation from an MLS or MLIS program, there are a few things one should know going into the process. I always knew I wanted to be an academic librarian; however, I never gave tenure a second thought because the universities I was familiar with did not offer librarians tenure-track status. I have now been in a tenure-track position for one year and would like to pass on what I have learned to new or career-changing librarians considering tenure-track positions.

To begin, one must understand tenure. The *Miriam-Webster Law Dictionary* defines tenure as:

1: the act, manner, duration, or right of holding something <*tenure* of office>; *specifically*: the manner of holding real property: the title and conditions by which property is held <freehold *tenure*> 2: a status granted to a teacher usually after a probationary period that protects him or her from dismissal except for reasons of incompetence, gross misconduct, or financial necessity ("tenure" n.d.).

While defining tenure seems straightforward, clarifying why tenure is important is less simple. The American Association of University Professors' *1940 statement of principles on academic freedom and tenure* says the following about the "why" of tenure:

Tenure is a means to certain ends; specifically: 1) freedom of teaching and research and of extramural activities, and 2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society (1940).

A more straight-to-the-point explanation of tenure came from my mother in a conversation during my undergraduate years when she told me, "It's all about academic freedom; the ability to do research, sometimes controversial, without fear of losing your job" (Hendrix, personal communication, 1998). This statement was reinforced in an article I later read, "As a structure, tenure safeguards the freedom of faculty members to speak, write, and associate however they choose . . . Once a faculty member receives tenure, the individual has received a structural safeguard; the individual cannot be subjected to adverse employment conditions, such as dismissal, without proof of cause" (Tierney, 2004, p. 161).

It is crucial to understand tenure at the institution where one has submitted an application. If the job advertisement states the position is tenure-track, the first course of action is to look for the library's promotion and tenure (P&T) document. If the library's P&T document is unavailable, the university's P&T document can usually be found through the Office of the Provost's Web site. The P&T document is the guide for roughly the first six years of one's career, so it is important to thoroughly read it and understand what will be expected. Not all institutions require the same criteria for obtaining tenure; locate other institutions' P&T documents to make comparisons.

Next, use the P&T document to prepare interview questions. Admittedly, I did not ask questions about P&T during my interview; I thought I had a clear understanding after reading the library's P&T document. I discovered I was wrong! Possible questions include:

- Does the library have a formal mentoring program?
- If so, describe the program. How are mentors assigned?
- If not, how do new librarians learn the process? Does the P&T committee give workshops?
- How many librarians have succeeded in the tenure process in the past five years?
- Are there campus resources to help junior faculty?

If considering a tenure-track appointment, asking such questions is the only way to get answers about information not fully addressed in the formal tenure document.

I offer this next recommendation from personal experience, or rather, lack of experience. One should pass up offers to publish or co-author until one has a chance to get settled into the new job. Learning one's duties is more than a full-time job for the first three to six months. Time is needed to get acquainted with the job responsibilities, other librarians, the library, the collection, the administration, and the university. One should not rush to produce an article. Take time to contemplate research interests and formulate a research agenda. Read extensively about those interests. Use this time to consider topics that contribute to the professional development of other librarians. Also, get to know other librarians or faculty who might share the same research interests. It is important to have a solid grounding before jumping into research; be selective – each choice will forever be connected to one's name and reputation.

Find a mentor! The mentor-mentee relationship can be formal or informal; some academic libraries have formal mentor programs for junior faculty to help guide new librarians through the tenure process. Louisiana State University (LSU) has a formal program that has been a great success (Kuyper-Rushing, 2001); other academic libraries should consider following LSU in developing a program to help new faculty get started on the way to tenure. Important characteristics of a mentor include experience, collegiality, and familiarity with the tenure process. Mentors should be trustworthy and have good intentions for counseling new librarians.

Lastly, read as much as possible about

tenure and librarianship. One of the best sources for understanding tenure for academic librarians is *A guideline for the appointment, promotion and tenure of academic librarians* found on the Association of College and Research Libraries' (ACRL) Web site (ACRL, 2005).

In summary, tenure is not always as straightforward as one might think. There are pitfalls to avoid, questions to ask, and research to do before accepting or even applying for a tenure-track position. The "publish or perish" scenario is true; research and publishing in peer-reviewed journals is common in the academic tenure-track environment. I certainly do not regret my decision to accept the challenge of pursing tenure in my new job, but truthfully, it is more stressful and time-consuming than I anticipated. I wish I would have had advice from someone who had been there, someone who could tell me the questions to ask during my interview. Consequently, I hope this review of my experience and advice is helpful to those considering tenure-track positions.

Further Reading

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Libraries and open source: A natural alliance

Michelle K. Campbell, Betty Peterson Memorial Library, National Oceanic and Atmospheric Administration

The term "open source" is increasingly heard these days in both libraries and the wider world. What is open source exactly? The open source movement is based on the principle that free and unhindered access to information works as the best means to improve upon existing software. As the Open Source Initiative asserts, "When programmers can read, redistribute, and modify the source code for a piece of software, the software evolves" (2007). Open Source Software (OSS), put simply, releases its source code and is usually free of charge. Open source software must meet the following basic requirements: 1) the software license must be completely free of charge; 2) the source code must be included with the program or available to download via the Internet; 3) the program license must not discriminate against any persons, groups, or fields of endeavor (Open Source Initiative, *The open source definition* (annotated), 2007). Because the source code is available to all, users are able to modify, improve, and redistribute the software continuously. Thus, users quickly notice software flaws and release patches to fix them. However, users have no recourse if the program does not meet expectations since it comes without warranty.

A common misconception about open source software is that there is no commercial support. The contrary is true. Because there is no vendor lock-in, the support options are greater. Different vendors can compete for support contracts and different pricing and quality levels (Corrado, 2005). For instance, Liblime is one company that supports the Koha ILS with hosting, installation, and maintenance, amongst other services. There are, however, some legitimate concerns about open source software, given that these projects generally lack the resources or the motivation to undertake extensive usability studies. Additionally, OSS applications sometimes lack the innovation of commercial software as they tend to merely play catch-up to compete with proprietary software (Nichols & Twidale, 2003).

The Mozilla Firefox Web browser is one of the most notable open source movement success stories. In 1998, Netscape Communications, Inc. gave away the source code for the then-struggling Netscape Communicator browser and has since made a remarkable comeback in the Internet browser market share. It offers a viable and technologically advanced alternative to the dominating Microsoft Internet Explorer.

Open source, specifically in the ILS context, has been growing in popularity worldwide for many philosophical and practical reasons. Some libraries embrace this technology to support open access initiatives, while others, especially budget-constrained organizations, consider open source options as an alternative to costly commercial ILS (Burger, 2007). The acquisition cost is substantially lower since open source software is available either free or for a minimal cost, and licenses are included for additional computers or users. This minimal cost gives organizations freedom to evaluate or adopt alternatives if a particular system does not meet their needs. Additionally, access to the source code gives the institution the option to adapt the system (Corrado, 2005).

Open source ILS options

Here we will examine a few popular open source ILS and their features. This is by no means a comprehensive list. It is intended as a guide to some of the well-known names.
Avanti Library Systems:
An ILS designed specifically for small libraries, Avanti's MicroLCS is scalable to work in larger libraries as well. It requires only Java to run. In its current incarnation, the Avanti system is an Online Public Access Catalog (OPAC) and cataloging system only and does not yet support circulation functions. A commercially-supported version is also in the works and was released in February 2007. No libraries are yet known to use Avanti.
Emilda: Emilda is one of the newer additions to the open source ILS market. This complete ILS is currently used in 14 schools in Espoo, Finland. It is fully Machine Readable Cataloging (MARC) compatible using GNU Zebra.
Evergreen: This ILS was developed by the Georgia Public Library Service and version 1.0 was released in November 2006. Acquisitions and serials modules are tentatively scheduled for a mid-2008 release. Evergreen was developed for the Georgia Library PINES System, a consortium of 252 public libraries.
Koha: Koha is the first and longest-running open source ILS. It was developed in New Zealand by Katipo Communications and launched in January 2002. Its client base in the United States includes the Athens County Public Library System in Ohio, which uses Koha in its seven branches with a collection of more than 250,000 items.
LearningAccess ILS: The Learning Access ILS was developed by the Learning Access Institute, a non-profit organization dedicated to "developing low-cost strategies to increase digital access." This Web-based ILS is designed specifically for use by small libraries. Currently, 15 libraries use LearningAccess ILS (Breeding, 2007).

Additional open source initiatives

Open source software extends beyond Integrated Library Systems. An open source alternative exists for almost any popular software application. Open Office, for instance, is a user-friendly free alternative to those wishing to avoid Microsoft (MS) Office Suite for monetary reasons or out of anti-Microsoft sentiment. The Open Office Suite includes open source counterparts to virtually any MS Office program, including Calc, a spreadsheet application similar to Excel, and Impress, presentation software mimicking Microsoft's PowerPoint. Additionally, while the Open Office Suite utilizes its own default file format (.odt for document files and .ods for spreadsheets), users can also open and save files in MS file formats, alleviating concerns of incompatibility. Additional useful open source alternatives include Nvu, a Web design software similar to MS FrontPage and Macromedia Dreamweaver. A free, open source alternative to Adobe Photoshop also exists in GIMP (GNU Image Manipulation Program). It is available at www.gimp.org.

Open source in action: A personal journey

When I stepped into my role as a library intern at an American university study center in London, I was astonished by the state of affairs within this small but critical academic institution. The 7,000-item library collection was cataloged with an obsolete DOS-based version of NOTIS. The system lacked an OPAC and, without a manual, even the library staff was unsure how to perform some basic functions. The need for a new system was evident. Due to the complicated relationship between our own satellite campus and the main university library, obtaining budgetary approval for a new commercial library system was prohibitively difficult. In an attempt to research potential solutions, I discovered the Koha ILS Web site. I knew little about ILS or the open source movement, so the "free" descriptor prompted me to research further. The documentation available on the Web site allowed me to evaluate its suitability for our library's needs. Finding that software support existed not only in this documentation, but also in archived and ongoing listservs, I decided to pursue the project. One of the earliest setbacks I encountered was the system's imperfect performance on a Windows-based computer. After initial testing, I quickly realized that the Windows software version would not allow us to conduct the z39.50 searches critical to our copy cataloging needs. We quickly ruled this out and installed the program on a Linux-based machine. More problems arose because our staff was unfamiliar with Linux. Due to the overall savings of implementing an open source ILS, the University administration was able to send a main campus-based employee to train the London staff. Once the system was installed, we set the system parameters according to our needs. The project was greatly aided by the Koha Web site documentation. The parameters, once set, did require occasional tweaking as library needs changed or better organization methods were discovered.

It became apparent that catalog record migration to the new

Koha ILS would be tedious for a couple reasons: 1) we did not know how to navigate the NOTIS system; 2) many records in the old system were not in correct MARC format. We then moved on to re-cataloging the entire library collection. We used copy-cataloging methods with the z39.50 servers and supplemented this with original cataloging where needed. Our next major problem arose after functioning properly for a week. Our z39.50 servers stopped working. When search criteria were entered, the search looped and failed to return results. This stumped our team and stalled the project for a few weeks. We asked for advice via listservs without success. This pointed to a flaw in using open source: no institutionalized support. Fortunately, our IT support located a company in England that offered yearly or case-by-case support packages. Our project was back on its feet after a phone call and a day's work. Five months after the conception of setting up a new ILS, the new OPAC went live. The public and staff interface has proven easy to use and largely intuitive. The project clearly benefited both staff and users.

Conclusions

Researching and implementing the Koha system was one of the most valuable learning experiences during my early library career. Not only did it force me to learn the ins and outs of library automation, but it also acquainted me with the ideas and philosophies driving the open source movement. A growing number of libraries are realizing the benefits of an alliance with a movement also based on free access to information. Libraries should continue to promote open source software by supporting its developers.

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Table 1: Comparison of selected open source Integrated Library Systems

Name	Web Site	Online Demo	OPAC, Acquisitions, Cataloging, Circulation	MARC Support	Platform	Other Key Information
Avanti MicroLCS	http://www.avantilibrarysystems.com	http://www.avantilibrarysystems.com/demo	OPAC; Cataloging	No	Written in 100% pure Java	Implementation Neutral & Platform Independent
Emilda	http://www.emilda.org/	http://www.emilda.org/index.php?q=demo	All	100% MARC Compatible using Zebra	LAMPP (Perl & PHP)	Customizable template based layout
Evergreen	http://open-ils.org	http://demo.gapines.org	OPAC; Cataloging; Circulation	Yes	PostgreSQL	Administered by Georgia Public Library Systems
Koha	http://www.koha.org	http://koha.org/ drive	All	Yes	LAMP (Perl)	First OSS Library Management System
Learning Access ILS	http://www.learningaccess.org/tools/ils.php	http://www.learningaccess.org/demo/index.php	All	Yes	RedHat ES 4.0 on an Intel X86 platform, or MAC OS X 10.3 or better	Offers training, support, and hosting services

Note: Adapted from Corrado, 2004

New hires, old problems: An analytic exploration of entry-level librarians coping with modernization

Latrice Booker and Adam Murray, Murray State University

Introduction

Beginning a new job can be stressful. This is especially true when one is beginning their first professional job after earning a degree. However, in the world of library science, recent graduates of library school may face more than just the normal stress of beginning a new job. With more and more librarians moving towards retirement, recent graduates with little or no experience might now fill many positions previously occupied by experienced librarians. In addition, libraries dealing with modern technologies create new positions, meaning some recent graduates are stepping into positions with no established policies or procedures and sometimes vague responsibilities.

This was the case for the authors of this paper. Both authors are filling positions that were new or vacant. The position of Acquisitions Librarian had been vacant for seven years and the position of Serials Cataloger has only recently been created. Upon employment, these librarians were presented with an array of challenges, including initiating change to streamline electronic resource workflows, updating reporting procedures, and correcting serial cataloging methods. As new graduates, both authors are also responsible for supervising veteran staff.

This paper provides perspective on the authors' experiences and their affective and functional responses as they established themselves in their first professional positions. The three stages identified in Folkman and Lazarus's (1985) classical study of coping responses are adapted to provide an analytic framework of the authors' actions. Readers of this paper – whether recent library school graduates or established librarians who are hiring recent graduates – will gain an understanding of the stages of coping and the coping strategies employed by new hires in a library setting.

Literature Review

While planning this paper, the authors concluded that their experiences should be analyzed through a psychological model dealing with stress and coping. Such models are concerned with both the affective and functional consequences of stress, making them well suited to this paper's focus. Psychological literature presents a wide array of studies focusing on stress and the methods through which people cope with stress. Psychological literature presents a wide array of studies focusing on stress and the methods through which people cope with stress. Among these, Carver, et al. (1989) focuses on self-regulatory functions that are not commonly considered coping strategies. "Learned helplessness" and "learned resourcefulness" are exemplified in the works of Rosenbaum and Jaffe (1983), Rosenbaum and Ben-Ari (1985), and Akgun (2004). More recently, stress and coping strategies as they relate to career responsibilities, changes in organizational structure, and education can be found in the works of Nonis and Sager (2003), Rafferty and Griffin (2006), and Goplerud (2001). Each of these refers to the collected works of Lazarus, which culminated in Folkman and Lazarus's (1985) classic study of the stages of coping. The study outlines the process by which an individual recognizes an event as stressful, appraises possible solutions, and implements those solutions in three interrelated stages of coping. While the 1985 study deals specifically with undergraduate psychology students coping with the stress of an examination, Folkman and Lazarus's three-stage model of coping is easily adapted to other situations, as evidenced by the numerous other studies that utilize their model. For this reason, the authors chose to implement the Folkman and Lazarus model as the analytic framework of this paper, while making necessary adaptations to make the model more applicable in a professional work environment.

Analytic Framework

Folkman and Lazarus (1985) define stress as "a relationship between the person and the environment that is appraised by the person as relevant to his or her well-being and in which the person's resources are taxed and exceeded" (p. 152). The means by which an individual determines a troubled person-environment relationship to be relevant to his or her well-being is labeled "cognitive appraisal" and is composed of two processes, primary and secondary appraisal. Primary appraisal determines the threat level of an encounter; those that are appraised to be irrelevant can be disregarded, while those determined to be benign-positive can be appreciated as a beneficial encounter. Those encounters deemed stressful are broken down into three types of stressors: threatening ones present the possibility of harm or loss; challenging ones offer the opportunity for "growth, mastery, or gain"; while harm-loss stressors have resulted in damage already done (Folkman and Lazarus, 1985, p. 152). Secondary appraisal is concerned with the question "what can I do about it?" Coping resources are evaluated in order to match a suitable solution to the stressor. It is important to note that primary and secondary appraisals are interdependent. To illustrate, Folkman and Lazarus (1985) state "an event that at first might seem nonthreatening can become threatening if coping resources turn out to be inadequate for countering environmental demands or overcoming environmental or personal constraints" (p. 152). The interaction between primary and secondary appraisal results in emotional responses. Folkman and Lazarus (1985) define coping as the "cognitive and behavioral efforts to manage (master, reduce, or tolerate) a troubled person-environment relationship" (p. 152). Coping efforts serve two functions: to alter the source of the stress (problem-focused coping) or to regulate the emotional response to the stress (emotion-focused coping) and take place in three interdependent stages. The anticipatory stage is characterized by ambiguity and high emotion-focused coping strategies.

The waiting stage is a combination of anticipatory and outcome, combining high emotion-focused and high problem-focused coping strategies. Finally, the outcome stage is characterized by lower emotion-focused and higher problem-focused coping strategies. These stages are adapted below, making them more suitable for a professional work environment.

Methodology

As coping strategies take two distinct forms (emotion-focused coping and problem-focused coping), the authors developed a methodology to extract these disparate types of data. Upon employment, both of the authors maintained a daily log of activities, as well as detailed calendars of appointments and meetings. Evidence for problem-focused coping was visible from these data sources, as problem-focused coping is a functional response to a troubled person-environment relationship. The authors separately coded the activities from the daily logs to determine the different problem-focused coping strategies utilized, while the detailed calendars provided a timeline for progression (or regression) through the three stages of coping. The authors then compared their activity coding and found a high degree of correlation, particularly as one problem-focused coping strategy was used more than others.

Once the analysis of the authors' functional responses was complete and the timeline of the three stages outlined, the authors extracted affective data to determine the emotion-focused coping strategies employed. Specific questions were asked for each activity in the daily log. In order to avoid bias due to self-reporting, each author wrote the other's sections of the paper based on the notes taken during the question sessions, the coded daily logs, and the detailed calendars.

Analysis

The three interdependent stages of coping developed by Folkman and Lazarus (1985) are the anticipatory, waiting, and outcome stages. To make these stages more applicable to a professional work environment, the authors relabeled them orientation, identification and response, and evaluation. The characteristics of each stage as described by Folkman and Lazarus (1985) remain unchanged.

Stage 1: Orientation

Stage 1 is characterized by a high level of ambiguity. This ambiguity understandably leads an individual to emotion-focused coping strategies. During this stage, problem-focused coping cannot take place because problems often cannot be identified. Ambiguity makes evaluating the possible outcomes difficult; an individual can "see possibilities for both positive and negative outcomes, which means that both threat and challenge emotions are apt to be experienced" (Folkman and Lazarus, 1985, p. 153).

For the authors, the Orientation Stage's ambiguity arose from several different factors. First was the obvious one of being in a new job. To further complicate the situation, the Serials Cataloger position was new, while the Acquisitions Librarian position had been vacant for seven years. Clear and up-to-date job descriptions were not available; neither was a formal organizational chart. Job ambiguity, defined by Quick, et al. (1992) to involve "inadequate knowledge about an event that requires action or resolution" (p. 7), took the form of confusion of supervisory roles – the Acquisitions Librarian couldn't be certain who he supervised, while the Serials Cataloger wasn't sure if she supervised anyone.

For the Acquisitions Librarian, orientation (and its concomitant anxiety arising from ambiguity) arose from several sources. Staff awareness of the existing workflows and issues was very thorough, given that many of the staff had worked in the library for more than twenty years. However, the exact nature of the Acquisitions Librarian's supervisory role was uncertain, as well as the limit of his responsibilities and authority concerning many of the decisions that take place during the purchasing process. The proposition of change was simultaneously expected, desired, and dreaded, resulting in the Acquisitions Librarian's perception of a turbulent emotional environment – an environment upon which he potentially exercised a great deal of control. As the position had been vacant for such a long time, faculty communicated different expectations of the Acquisitions Librarian, including a strong desire for regular detailed department spending reports.

Anxiety arose from a number of sources for the Serials Cataloger. Initially, the thought of having to single handedly catalog over 4,000 serials proved vast. Serials had never been cataloged and there was not an official policy. Bibliographic records that had been created for serials had only a title and an ISSN; over 1,200 titles had no ISSNs. Although Booker understood this in the interview, it became overpowering once in the position. Booker soon discovered she was not only the Serials Cataloger, but the only cataloger. In addition to cataloging videos, monographs, music, and the Kentucky State Adopted Texts special collection, Booker was also to take on the responsibilities of Government Documents Librarian - responsibilities she previously believed she was going to share with the former Government Documents Librarian. A backlog of uncataloged items that had been purchased as many as seven years earlier was found in the former Head Cataloger's office. These issues generated apprehension and anxiety.

Both the Acquisitions Librarian and Serials Cataloger found the guidelines for handling electronic resources and their roles in this procedure uncertain. No clear guidelines had been established to outline responsibility for electronic resources. Because of the nature of the two positions, they expected to be involved in electronic resource processing, but job ambiguity made determining the degree of involvement stressful. Within days of starting their jobs, the authors found themselves tasked with planning the purchase of an Electronic Resource Management system (ERM). Existing ambiguity about the library's electronic resources and processing procedures made these appointments highly stressful emotionally.

The ambiguity of the Orientation Stage is most commonly resolved through emotion-focused coping. One of the most common emotion-focused coping strategies is the use of social networks (Folkman and Lazarus, 1985). In this situation, however, the authors were not only in a new work environment, but also in a different state than their existing social networks. The lack of a clear organizational structure exacerbated the difficulties with constructing a localized social network.

Job ambiguity and role overload proved to be the overarching stressors at the orientation stage, resulting from an unclear organizational structure and undefined or unexpected position responsibilities. The usual method of coping at this stage – reliance on established social networks as a function of emotion-focused coping– was not readily available to the authors.

Stage 2: Identification and Response

The second stage of coping is characterized by a mixture of emotion-focused and problem-focused coping strategies. At this stage, the individual is still resolving some emotional issues associated with Stage 1, but begins to reduce the ambiguity through a practical plan of action. Unsuccessful problem-focused strategies may lead to a resurgence of anxiety, placing the individual in Stage 1 again.

The lack of a social network began to ameliorate in this stage. The individuals in these positions relied heavily on each other's information, and the two co-chaired a committee to examine workflows. The workflow committee alleviated some of the difficulties with the organizational chart by outlining position responsibilities. Designing workflow charts helped the authors conceptualize the existing workflows and begin to identify where they fit in and recognize inefficiencies.

Having a better understanding of the organizational structure, the Acquisitions Librarian was able to institute a spending report system as requested by faculty. In the seven years during which the position was vacant, financial reports from the Acquisitions Department had been sporadic and incomplete.

The Serials Cataloger also began to develop solutions to address the various problems she faced. She considered outsourcing the task of cataloging over 4,000 print serials titles. It was believed that serial titles with ISSN numbers could be cataloged for a fee far less than the cost of labor to physically catalog each title. For records without ISSNs, a student worker could record from the physical copy and update the existing records. The purchased records were overlaid easily, leaving original cataloging to be done in-house. The Serials Cataloger trained a student worker to view videos and to mark any changes or discrepancies in the record obtained from OCLC. The previous Government Documents Librarian trained Booker and a student worker to process government documents. The student worked independently and consulted Booker with questions.

Electronic resources continued to cause stress. Workflow committees helped identify position responsibilities, but it was up to both the Acquisitions Librarian and Serials Cataloger to identify process inefficiencies and suggest changes. Inserting themselves into the workflow required a great deal of coordination since the previous positions never dealt with electronic resources. Thus, the ERM planning committee proved to be an excellent vehicle for clarifying electronic resources procedures.

Stage 3: Evaluation

Harm and benefit appraisals typify Stage 3. Much of the emotion-focused coping strategies have been replaced by problem-focused coping strategies. According to Folkman and Lazarus (1985), "the more an encounter unfolds, the more firmly the person should be making either a negative (harm) or a positive (benefit) appraisal of the outcome" (p. 154).

Stage 3 was comprised of evaluating the outcomes of their problem-oriented coping strategies. The results obtained from workflow committees were organized into a procedure manual, and decisions were made to address the identified inefficiencies. By evaluating the procedure manual development, the two librarians realized the use of wikis would enable staff to update procedures regularly.

As the result of the Acquisitions Librarian's activities, recommendations were made to create permanent bodies responsible for collection assessment, the processing of periodicals, and streamlining the electronic resources workflow. These bodies, in their early stages as this paper is being written, will produce problem-focused coping strategies, addressing larger issues within the library. While the implementation of monthly reports satisfied the faculty's desire for more information, the evaluation stage revealed this to be an inefficient process. The Acquisitions Librarian is developing Web-based reports that are available at any time. The Serials Cataloger determined that outsourcing would remain a labor-intensive process due to the fact that serials were previously never managed. Serial titles changed through the years were never updated in the catalog. New records were not imported for the new titles, leaving quite a few titles with no record of any changes. For this, the Serials Cataloger must return to Stage 2 and develop a plan for recording and updating the various title changes. Lastly, having a student worker watch videos, retrieve records from OCLC, and process government documents also proved effective. However, it was still time consuming for the Serials Cataloger to process videos. Video records were bought from the vendors and processed by a student worker.

The ERM planning committee helped both librarians identify electronic resources processing inefficiencies. Solutions are currently being explored through a number of subsequently implemented committees. For example, both authors are currently participating in a Periodicals Forum, where all faculty and staff who deal with periodicals meet to report problems and discuss solutions.

Evaluations of the results of Stage 2's coping strategies typify Stage 3. The authors found themselves introducing new problem-focused coping strategies to address those evaluations.

Conclusion

As new librarians, the authors found the development of social networks to be a primary strategy for coping. Initially, there was an overwhelming amount of uncertainty about the new positions; however, the support and exchange of ideas from each other and other faculty and staff helped alleviate and clarify many issues.

This experience can be transferred to other situations or other places of employment. As more librarians move into retirement or new positions are created to accommodate changing technology, it is likely that recent library school graduates – with little or no experience – will be placed into stressful positions of authority. While not every experience will be as those described above, analyzing the stages of coping and the various coping strategies utilized by the authors provides valuable insight into the affective and functional experiences of new hires.

Scholarship, Research, and Writing Committee Co-chair notes:

As you have read in NMRT President Amanda Roberts' message, the 2006-2007 Scholarship, Research, and Writing committee reviewed the content for *Scholarship and Research for New Librarians.*

We solicited articles written by NMRT members for NMRT members. We received many proposals, and the committee narrowed those down to the four articles that appear here in *Scholarship and Research for New Librarians.*

NMRT members with writing, editing, publishing, and/or layout design experience were appointed to the Scholarship, Research, and Writing committee last year.

Pending board approval at this year's ALA annual conference, this publication will become a permanent fixture. Meanwhile, please consider sending a proposal in the fall to expand the library literature with exciting new topics.

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American Library Association/
New Members Round Table
c/o Debra Andreadis
Denison University Libraries
400 W. Loop
Granville, OH 43023

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Editorial policy

Footnotes is the official newsletter of the New Members Round Table (NMRT) of the American Library Association. *Footnotes* is published four times per year in August, November, February, and May. All issues except the May issue are delivered electronically; the May issue is delivered in print. It is free to NMRT members and is not available through regular subscription services.

The purpose of *Footnotes* is to disseminate information and news to NMRT members; to alert members to developments of interest in ALA and in the library world; and to inform members of NMRT Board actions, state and regional events, and NMRT conference programs and committee activities.

News, notices, and articles to be considered for inclusion in the 2007-2008 electronic version of *Footnotes* should be sent to:

Marissa Priddis, Editor (2007-2008)
theloudlibrarian@yahoo.com