

# Florida Libraries



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## MESSAGE FROM THE PRESIDENT

How can you miss seeing a gorilla? I pondered that question last October after taking part in one of the most interesting workshops I've ever experienced. The point of the workshop was to make us realize that what we think we know about a situation and what the reality is can be two very different things. It certainly got me thinking. How many times have I assessed a situation thinking I was taking into consideration all of the components and in reality missed something as glaring as a gorilla?

One of the first assignments you get as President-elect of FLA is to pick a theme for your presidential year. Prior to realizing I was missing seeing gorillas, I had been working with a variation of "Through the Eyes of the Patron," a concept used by the New Mexico Library Association in the early 90s. This resonated with me because from the time I started working at age 15 as a "library page" in my local public library I've tried to focus my actions toward the betterment of services provided to my library's patrons.

After my "gorilla moment," it occurred to me that I was often assessing my actions through my eyes and not through the eyes of my patron. I realized that I could have been missing gorillas all too frequently, and that what I really wanted to strive for -- what, I suspect, all of us working in libraries want to strive for -- is providing the best services possible from our patron's perspective and not our own. That realization led me to the creation of the "Envision Excellence" theme.

"Envision Excellence" is a theme I hope we can use together to reassess our libraries with the goal of having our patrons believe an encounter with our library is an excellent experience. We are all in a multitude of different settings and environments, but providing excellence to our customer base, however that is individually defined, is our shared goal. We want students, faculty, children, teens and adults to walk out the door or log-off their smart phone or computer and be elated about the library interaction they just had. We want them to love our libraries and value our services because they received valuable results from us. We want to build deep, long-lasting relationships with them. We know that these

relationships and love of libraries are essential both for them and for us. We want these relationships to include our governing bodies and our legislators and we want them to personally experience the value of library services.

These past several years have been challenging. We have faced circumstances and issues that seemed daunting and even overwhelming. Yet, these same challenges gave us the opportunities for "New Partnerships and Possibilities" that we explored at the 2013 conference. Knowing that there are more challenges ahead, we have the opportunity to meet these issues with the end goal of exceeding our patrons' expectations.

One way you can "Envision Excellence" today is by actively participating in the opportunities FLA provides for you. Take advantage of the timely continuing education programs planned by our CE Committee. Get ready to be a part of the energizing "One Book, One State" book discussion groups being planned by the Leadership Development Committee. Mark your calendars for March 25, 2014, and help our legislators "Envision Excellence" in library services by sharing FLA's legislative platform framed in your local library's terms. While you are marking your calendars, be sure you block out next year's conference dates, May 7-9, 2014, at the Buena Vista Palace in Lake Buena Vista! Our Conference Committee is putting together our best conference yet...and you won't want to miss it.

It is exciting to watch this theme unfold through the incredible work being done by our many FLA Committees and Member Groups. I challenge myself and each of you to "Envision Excellence" in everything we do this upcoming year in our library lives -- and keep an eye out for gorillas. 😊



*Gladys Roberts*

*FLA President,  
2013 - 2014*

# IMPROVING CIRCULATION BY ELIMINATING THE CIRCULATION DEPARTMENT

By Caroline Reed and Alison Piper

## *Introduction*

The Jane Bancroft Cook Library serves both the New College of Florida and the Sarasota-Manatee campus of the University of South Florida. During the academic year, the library is open approximately 90 hours per week. Historically, reference services were offered during peak hours at a desk in the Reference Area by reference librarians or assistants, while circulation, interlibrary loan (ILL), and reserves transactions were conducted at the Circulation Desk by Circulation Department staff members.

Cook Library's current single desk service model, staffed by support staff rather than Circulation Department staff, has evolved over a long, iterative process of planning, changes, implementation, assessment, and refinement. In 2009, we began discussions about moving from two desks in separate locations, Reference and Circulation, to one desk, an Integrated Service Desk. At the time we had only two reference librarians and were relying heavily on hourly-wage librarians to cover our traditional Reference Desk. Work-study for students was shrinking, so Circulation Department staff members were providing significantly more of the Circulation Desk coverage. We wanted to move to an Integrated Service Desk at which patrons could receive both reference and circulation services from a single service point.

## *Moving to Integrated Service*

In July 2009, the Dean set up a committee of librarians and staff to explore what this new Integrated Service Desk would look like and how it would function. We began researching how other libraries had



achieved this integration. Two institutions that served as examples were Florida State University (FSU) and Ringling College of Art and Design. FSU had previously set up a service such as the one we were envisioning and Ringling College had a student peer-to-peer consultation program. One stumbling block was that there would be no money to reconstruct the desk. We knew that we wanted to start utilizing support staff more at the desk. Fortunately, all of the Cook Library staff are at the same rank, Senior Library Technical Assistant, so we did not have to deal with various ranks as well as disparate position descriptions. We presented the idea of an Integrated Service Desk to the entire staff at a monthly staff meeting. The committee explained that no one would be forced to participate, and the committee asked for staff volunteers who would like to participate in our new desk model.

In January 2010, volunteers began to shadow reference librarians a few times a week. This shadowing gave staff an idea of the range of patron interactions. After we were confident that they would be able to handle a new way of doing things we scheduled the support staff to shadow librarians throughout the spring semester. During summer semester 2010, we began more intense training with the support staff, with three sessions set up to give them confidence to serve patrons. We included our

Circulation Department staff members in this training as well. Each training session was offered at two different times during the week and we recorded each session so staff could review the training as needed. Over a three-week period, we offered sessions on the online catalog, basic research, and a session called Everything Else. During this period the librarians developed a referral form to be used when a librarian was not available to assist a patron. After staff went through this basic training we began to schedule them to staff the Reference Desk, always making sure that a librarian was easily accessible to help with more complicated transactions. Summer is a quiet time at the Cook Library so our staff were able to ease into covering the desk.





## Have a question for a Research Librarian?

Fill out this form and give it to a staff member at the Service Desk.  
A Research Librarian will contact you.

NCF \_\_\_\_\_ USF \_\_\_\_\_ Other \_\_\_\_\_

Name: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

What can we assist you with? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What is your deadline for getting this information?

\_\_\_\_\_

For staff use

Time: \_\_\_\_\_ Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_

At the end of July 2010 we physically moved the Reference Desk from the center of the library. As mentioned earlier, there was no money for construction, so the Physical Plant staff created a pass-through in the Circulation Desk and simply located the former Reference Desk next to the Circulation Desk, and we moved computers and phones. We now had our Integrated Service Desk. On August 6, 2010, we held a ribbon cutting ceremony for our new desk. Our Dean, librarians, and support staff helped to cut the ribbon attached to the desk. The library celebrated a year of planning with refreshments and conversation.



The Integrated Service Desk was now a reality. Librarians and support staff were scheduled for desk shifts, always working with a Circulation Department staff member, so patrons could be assisted with all of their needs from a single service point. To support this new service model we set up an e-mail list to communicate with all desk staff. Each staff member was given a login for the Ask A Librarian service so they were able to see which librarians were available and logged on to the local desk. Staff members were encouraged to use the referral forms when no librarian was available. We

held periodic meetings with support staff to offer additional training and discuss any problems or concerns that they encountered while on the desk.

### *Problems*

Though we had a workable strategy, after a year and a half we recognized two inherent challenges with the Integrated Service Desk model. First, having our full-time librarians cover the desk in the evenings and on weekends with time off during the week made it difficult to schedule librarians' meetings, work cooperatively on projects, and set up

classroom instruction or individual consultations with students and faculty. At the beginning of the fall 2012 semester, we decided to have hourly librarians cover the evening and weekend desk hours, and increased the number of support staff shifts during the week. This allowed full-time librarians to be more actively engaged in collection development, classroom instruction, information literacy, building a digital repository and professional development, as well as connecting with faculty, staff and students on campus.

Second, despite our best efforts, the Circulation Department staff member on duty conducted most of the circulation transactions, because librarians and support staff generally deferred to the more experienced Circulation Department staff. The 2.5 FTE Circulation Department staff members who performed circulation transactions also had shelving, interlibrary loan, and course reserves responsibilities, and were expected to back up the librarians and staff members who offered reference assistance from the single service point. Staffing the Integrated Service Desk with both a Circulation Department staff member and a librarian or support staff member did allow for mutual backup during busy times, but also tied librarians and support staff to the desk even when few questions were asked, and stretched thin the Circulation Department staff, who already had little time for their off-desk responsibilities. Service to patrons

was negatively affected both since librarians were available less to work with faculty, students, and administration during daytime hours, and because interlibrary loan and reserves services were often delayed until staff were less busy, usually during evening or weekend hours. Increases in interlibrary loan due, in part, to enthusiastic adoption of the State University Library system's UBorrow service, and the simultaneous loss of 1.5 FTE Circulation Department staff by attrition and changes in job responsibilities exacerbated demands on the remaining Circulation Department staff. At the same time, the librarians and support staff who manned the Integrated Service Desk often worked tedious shifts during which few patrons approached the desk to request assistance. This created an unhealthy atmosphere of perceived inequity and stress for both the overworked Circulation Department staff members, who were continually doing double duty, and the librarians and support staff, who wanted to help but did not want to overstep their assigned responsibilities.

### *Solutions*

Clearly, a change was needed in job responsibilities and particularly in desk staffing, but it was evident that a reactive or Bandaid® approach would soon be outdated and insufficient. We needed to address not only the immediate staffing needs, but more broadly, to take the opportunity to create a new staff-





ing model that would cut across departmental silos and focus on fully utilizing all staff to deliver the best possible services to our patrons. After interdepartmental discussions in January 2012, we decided essentially to eliminate the Cook Library's Circulation Department, and to utilize more fully support staff members from all areas of the library. We eliminated what had functioned as two parallel desks and initiated a truly single desk service model, re-envisioning the former Circulation Desk as a Circulation and Referral Desk. The desk is staffed in shifts by of one support staff member at a time, a Circulation & Referral Coordinator (CRC), who conducts basic circulation transactions and directional interactions. During busy times and when they need to leave the desk, the CRC requests additional sup-

port with these tasks from on-call staff, (usually ILL or Reserves staff), using a two-way radio. The CRC also makes referrals to the appropriate department (e.g., ILL, Administration, or Writing Resource Center) or individual (e.g., a reference librarian or the Educational Technology Services Coordinator). We also eliminated the need for the CRC to access a computer to see which librarians are logged on to the Ask A Librarian local desk when making a referral, by adding a simple piece of paper in a plastic stand, on which librarians place a flag to indicate that they are available. The remaining former members of the Circulation Department now focus on ILL (including U Borrow), stacks maintenance, and reserves; we are now contemplating and researching a move into document delivery, which formerly would not have been

possible due to limited staffing. Similarly, librarians are now more able to attend campus, off-campus, and virtual meetings, and to be more immediately available to students and faculty with in-depth research needs.

More significant than the direct changes in staff availability are the cultural changes that engendered and maintain an expanded understanding of patron service. Support staff members who serve as a CRC are encouraged to have a broader perspective of library services and to take responsibility for patron services that are far outside of their previously narrowly defined job areas. Job descriptions have been rewritten to reflect these new responsibilities, some of which have been suggested by staff members, either individually or in

discussion and collaboration with others. Before we rewrote position descriptions, we contacted the American Federation of State, County and Municipal Employees Chapter President for New College and our Human Resources Department to ensure that these rewrites were appropriate for the positions. Most of our support staff now cover the desk for 20 percent of their total hours and three staff members' shifts comprise 50 percent of their total hours. Support staff members are also involved in ongoing assessments of schedules, procedures, and services, which we are optimistic will further increase a strong sense of involvement and ownership in all aspects of library services, at and well beyond our single desk.



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Alison Piper is the Director of Bibliographic, Access and Metadata Services at the Jane Bancroft Cook Library, a joint use library for New College of Florida and the University of South Florida Sarasota-Manatee. She earned her A.B. from Cornell University, her A.M. in psychology from Harvard University and her M.L.I.S. from Simmons College.

# **Taking Advantage of New Funding Sources During Difficult Financial Times:**

## **How the University of Central Florida Libraries Made Good Use of Technology Fee Funding to Provide Exciting Electronic Collections**

According to the National Center for Education Statistics (NCES), of all post-secondary expenditures in 2012, the Library represented only 0.62% of funds expended, which is less than half the 1.33% recorded in 2008. This drop highlights the fact that academic libraries are spending less per student. In 2010, libraries spent \$332 per student, down from \$355 in 2008. With an overall decrease in funding since 2008, libraries across the nation are continuously looking for new sources of funding. At the University of Central Florida (UCF), the collection development department is routinely looking for supplemental funding to keep the collections current and relevant to the University's goals. In several instances, grants help offset the funding gap. In 2007, the Florida Legislature addressed the need for technology funding at the eleven state universities by amending the Florida Statutes. The change permitted each university to collect technology fees from students at the rate of 5% of tuition. Each university is permitted to establish a process for distribution of the technology fee funds. With technology fee grant funding, the UCF Libraries recognized an opportunity to address content access and collection needs.

By Michael A. Arthur and Natasha White

Beginning in the summer of 2009, university departments were made aware of the process for submitting technology fee proposals, and in the fall 2009 term the university started collecting the fees. The competitive process began quickly, and the first projects were funded by the end of fall 2009 term. To establish its process for distribution of technology fee funds, UCF formed a review committee consisting of 16 members (most of whom are students) to determine the winning proposals. Since the beginning of the process in 2009, the library has developed seven successful collection based proposals. With each funded proposal the library's collection grows stronger with an increasing focus on electronically accessible content.

### **UCF FACTS**

- 59,767 students
- Average SAT score 1244
- Average High School GPA 3.9
- 212 degrees offered
- \$130 million in research funding

In order to gain a better understanding of the technology fee process, it is important to put UCF and the UCF Libraries into perspective.

Located in Orlando, Florida, and established in 1963, UCF has quickly grown in size and reputation. Now the second largest university in the nation, UCF continues to grow and focus on enhancing distributed learning, and becoming a more diverse institution. The UCF libraries actively support distributed learning by a number of means, one of which includes purchasing access to electronic resources. Collections and services are provided at three libraries in Orlando and at ten regional sites. With over 41,252 active subscriptions and rapidly expanding electronic collections, the UCF Libraries are keenly aware of the overall campus growth. This growth has resulted in annual increases in usage statistics of electronic resources. In 2011-2012, there were 11,394,659 searches and 2,879,851 full-text downloads. Overall library resource expenditures reached \$6,451,724 in 2011-2012 fiscal year. Of the total resource expenditures of the 2011-2012 fiscal year, 39% of the budget was expended on online serials and another 33% of the budget was spent on other electronic resources. That is a total of 72% of the materials budget spent on electronic resources. Included in the materials budget expenditure for the 2011-2012 fiscal year, \$378,123 in technology fee grant funding was awarded to the library. Before looking closely at how the UCF

Libraries developed this recipe for success with technology fee awards, it is important to provide additional background about the technology fee process at UCF.

### **The Technology Fee Process at UCF**

Technology fee funds are collected through tuition payments in the fall, spring, and summer terms. Winning proposals may receive full or partial funding and will either receive funding in the fall semester (tier 1) or the spring semester (tier 2). The third tier, or "contingency" awards receive funding based on summer term collections that are more variable than the fall and spring semesters. It is possible that proposals approved as contingency will not receive funding. This tier process means it is important to score highly in the competitive process in order to be placed in tier one, insuring funding will be received promptly. The UCF Libraries have been successful with seven proposals funded, with all but one funded at the tier one level. The process is very competitive. Within the past fiscal year 2012-2013, university technology fee funding requests reached \$19,575,003 while the committee awarded a total of \$9,171,274. The library continues to develop award-winning proposals. After four years of this process, the UCF Libraries have a proven track record in developing outstanding proposals, a process others may find helpful.

## The Process at UCF Libraries

To begin, the library administration must select areas or departments within the library that will be given an opportunity to submit a proposal. Each university unit or college must rank proposals in order of importance. Within the library, administrators rank the proposals from most needed to least needed. Although all proposals submitted are wanted and needed, a requirement exists to rank the proposals. Since there is no limit to the number of proposals per unit or college, and no known limit on how much funding can be granted to any single unit or college, it is a guessing game as to how the committee will react. In the past four years, the library has chosen to rank and submit a small number of proposals, no more than seven, with many of these proposals generating collection content. Library administration at UCF has a record of highly ranking proposals that focus on library collections.

The responsibility of developing collection proposals has been delegated by the Library Director to the Head of Acquisitions & Collection Development. A team is then selected based on individual interest and expertise. The team then begins the process of identifying potential products for the proposals. A critical component to developing the collection-based proposals is communication with teaching faculty, librarian faculty, publisher and vendor representatives, and students. It is important to communicate with these stakeholders to identify products or collection needs that will benefit a wide cross section of the academic community. It is equally important to communicate

with vendor and publisher representatives to gather detailed information about various packages, content offerings and the type of access that can be provided to such a large student body. Another factor that has been considered is looking at usage statistics for large e-journal collections and turnaway data. With some major publishers, UCF students have access to owned content, and then through additional searches via the publisher's site, students are finding unsubscribed content leading in some cases to large numbers of turnaways. Being able to address the large number of turnaways through the purchase of journal backfiles was a key selling point to the technology fee committee for one of the library proposals in 2010. Considering the size of the university, the UCF Libraries has chosen to focus on large packages that otherwise would not be considered given current funding. The library views technology fee awards as a way to acquire large amounts of new content that will be available 24/7 with unlimited access and IP authentication. It is essential to the collection services department that any chosen package offer perpetual rights as the library prefers to own the content. Moreover, obtaining recurring funding is more difficult as the years have passed. With technology fee awards the library has focused on large one-time purchases such as large e-book collections or e-journal backfiles.

Each year, the UCF Libraries work closely with publishers and vendors to review several options. UCF has worked closely with Springer,

Oxford University Press, Cambridge University Press, Sage, and Alexander Street Press Publications. In the first year of the technology fee, UCF Libraries decided to work with Springer. With Springer the library purchased Springer Complete E-books 2005-2009. The Springer collection provided UCF faculty & students access to 17,000 e-books, with 24/7 access, site license, and any fair use for educational purposes including embedding content into online course management systems. Before the library decided to submit a proposal for such a large e-book collection, the library included the primary monograph vendor in discussions. Working through the vendor helped to reduce future duplication by placing valuable purchasing data such as title, format, and fund code in the main ordering database. Thus far, all monograph publishers have agreed to work with our primary vendor and have met requirements for delivery of the content.

### **What the Library Has Learned in the Process**

The success of these proposals is contingent upon several essential factors. The main goal is to identify new and exciting content that will enhance the education and research experience for students and faculty. The secondary goal is to

write the proposal in a manner that will attract the attention of the technology fee committee. Moreover, the person or persons submitting the proposal require support from the library administration. Before proposals are submitted for review, the unit or college must rank all proposals in order of importance. At the UCF Libraries, library administration ranks the proposals before submission to the review committee. The proposals are ranked based on how the proposed product or service will contribute to the overall mission and goals of the library. Therefore it is pertinent to go into the proposal process knowing the rank before the proposal is completed and submitted for acceptance. The person or persons submitting the proposal must reach out to students, faculty, librarians, publishers and vendors who can provide ideas and feedback regarding potential products submitted for proposal. Appealing to the committee is vital to winning an award. Several ways to appeal to the committee are through content, access, technology, and bargain. For instance, submitting proposals with the largest amount of content possible with well-known and respected publishers seems beneficial given that the award criteria has worked well for UCF Libraries. Moreover, the cost per book or cost per article for large

### **Successful Collection Focused Proposals**

2009-2010	Springer Complete E-books 2005-2009
2010-2011	Oxford Scholarship Online and Oxford Handbooks Online
2010-2011	Springer Complete Backfiles & Protocols
2011-2012	Cambridge Books Online
2011-2012	Sage Deep Backfile
2012-2013	Transition from VHS to DVD
2012-2013	Alexander Street Press Streaming Video Online

packages is very reasonable because publishers are eager to sell complete packages in order to get their content in the hands of faculty and students. Discounts have been generous for these collections. Explaining the publisher discounts including the cost per book or article within the proposal has appealed to the technology fee committee.

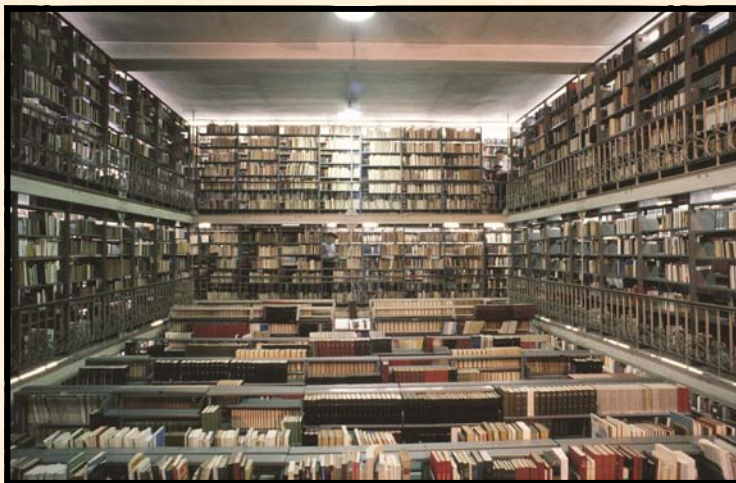
At UCF there are drawbacks to the process for the distribution of the technology fee funds, and these are worth noting as other grant opportunities may provide different options. First, the money is tied to a specific proposal to purchase a product or service and it must be spent exactly as requested. There is little room for flexibility, so if the library indicates it will purchase a certain product with the money it will be required to submit proof that it did so. It would be helpful if the funds were given up front to be used for the purpose of enhancing collections with the understanding the library would then negotiate the best options over time and report back to the committee. It is not likely that such liberty will be given; therefore it is important to be pleased with the chosen product and to negotiate the best price before creating the proposal. It is also important to note that focusing on packages that will be successful may mean purchasing content that a library might not otherwise or cannot otherwise purchase without technology fee funding. For example, generally UCF Libraries purchase electronic books from a broad range of publishers adhering to the approval plan parameters or specific selection by a collection development librari-

an. With many of the technology fee proposals the purchase has included complete publisher content. This results in the purchase of books that would not have been selected according to the approval plan or individual librarians. However, the purchase of large complete packages does place the content in the hands of users who can now access books that would not otherwise have been selected.

Overall, it is very important to work with quality publishers and communicate with faculty and students about their needs. Students on the review committee at UCF have demonstrated they are comfortable learning about and supporting these products. User surveys and focus groups along with discussions with various faculty and library colleagues go a long way toward picking the right products to submit for consideration.

Michael Arthur is Head of Acquisitions & Collection Services at the University of Central Florida. Michael received his Bachelor of Science in Sport Marketing & Management in 1991, and his Master of Library Science in 1999, from Indiana University in Bloomington. He received his Master of Public Administration from Old Dominion University in 2006.

Natasha White graduated from the University of South Florida with her Master of Arts in Library and Information Sciences in 2012. Currently she is working as a part-time Librarian for the University of Central Florida and a part-time Librarian for Valencia College.



# Floridiana with a Twist: *Tending Books*

By Nancy Pike

When the codex book was created, did the inventor envision the incredible excellence of the concept? As Umberto Eco said in *This Is Not the End of the Book* (Northwestern University Press, 2012) "The book is like a spoon, scissors, the hammer, the wheel. Once invented, it cannot be improved."

Whether you agree or not, the book's components, at their best, are practical and enduring. Paper, ink, and bindings have lasted hundreds, even a thousand, years. For example, a cache of manuscripts, some up to 1500 years old, was discovered at Deir al-Surian, a Coptic monastery in the desert, 60 miles south of Alexandria. A new library opened there in May of this year to house about a thousand of these documents. Work to restore and repair them is ongoing. Books needn't be ancient to require help. Long use can add grime to pages and covers, cause tears, and loosen bindings.

Librarians, booksellers and collectors often learn how to address these problems themselves, out of personal interest or because there is no one else to do it. Several handy texts, online and in print form, describe simple repairs (see page 17). But what if you want to know more, perform a more complex restoration, become a conservator, or even create a book of your own? There are a number of options.

Several academic institutions in the eastern United States offer programs in conservation and

the book arts. For example, the University of Alabama has their "MFA in the Book" degree that is part of the School of Library and Information Studies. The two and one-half to three year program includes printing/publishing; binding; papermaking; and the history of the book. Another Masters program, focused more on the esthetic side, is at Corcoran College of Art and Design in Washington, DC. Their "Masters in Art and the Book" takes two years to complete. Many other Library and Information programs have courses, even specializations in document preservation and conservation of library resources.

Non-degree programs are also available. The North Bennet Street School in Boston curriculum includes an 18 month hands-on diploma program, "Binding and Conservation." Too long of a commitment? The Northeast Document Conservation Center in Andover, Massachusetts, provides not only professional conservation services but also preservation training. They present classes at various sites in New England throughout the year. The Virginia Rare Book School schedules a non-credit curriculum of classes on numerous rare book topics.

Maybe you would just like to sample a short workshop? An extensive (but still partial) list of opportunities, including book arts workshops and preservation classes is at [philobiblon.com/programs.shtml](http://philobiblon.com/programs.shtml). The Guild of Bookworkers also has



a list, by state, of people who offer classes, in institutions and in their own studios, at [guildofbookworkers.org/resources/study/geostudylist.php](http://guildofbookworkers.org/resources/study/geostudylist.php).

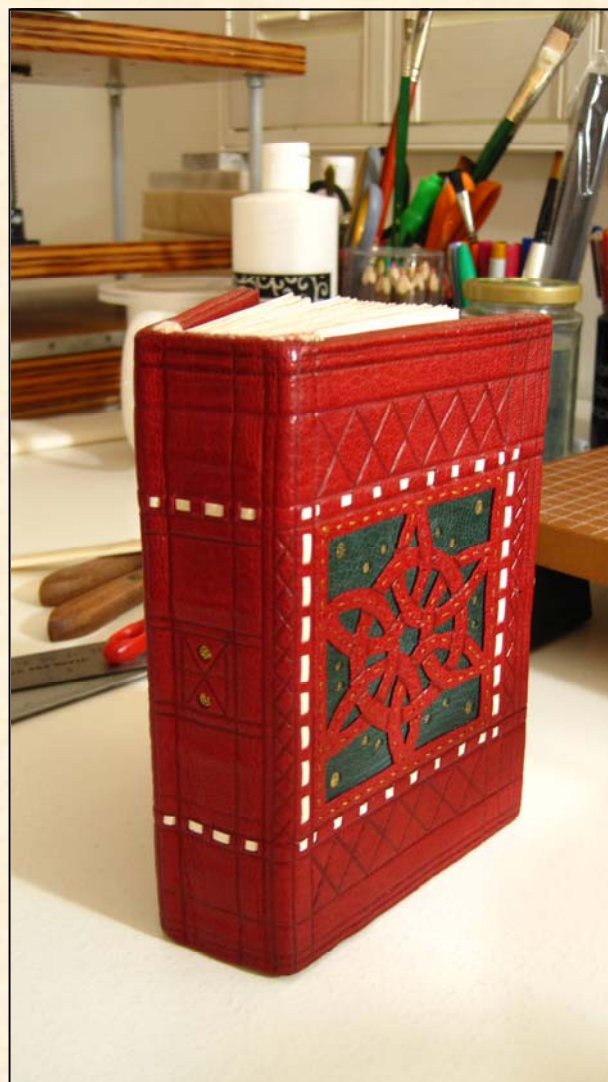
Periodicals like *Handpapermaking* ([www.handpapermaking.org](http://www.handpapermaking.org)) and *Bound and Lettered* ([www.johnnealbooks.com](http://www.johnnealbooks.com)) also list classes.

The annual Paper and Book Intensive ([www.paperbookintensive.org/](http://www.paperbookintensive.org/)) is a concentrated two weeks of book-focused workshops taught by some of the top instructors in the country. The next is scheduled for May 2014. Or there are one- or two-week sessions on papermaking, binding, printing, book repair, or making historical reproduction books at one of the live-in craft schools such as Penland School in North Carolina ([www.penland.org/](http://www.penland.org/)), Arrowmont in Tennessee ([www.arrowmont.org/](http://www.arrowmont.org/)), or Haystack Mountain in Maine ([www.haystack-mtn.org/](http://www.haystack-mtn.org/)). Finally, nearly every state has programs at schools, art centers, binderies, art museums, or libraries that schedule single short term book arts classes, such as making paper from local plants, basic binding, executing simple book repairs, and other techniques. An example in Florida is the Jaffe Center at Florida Atlantic University (<http://www.library.fau.edu/depts/spc/JaffeCenter/>) where they have printing and papermaking workshops throughout the year.

Whatever the level of interest, there is something for everyone who wants to tend books.

#### Online and print titles on book repair:

- [www.dartmouth.edu/~library/preservation/repair/](http://www.dartmouth.edu/~library/preservation/repair/)
- [www.philobiblon.com/bkrepair/BookRepair.html](http://www.philobiblon.com/bkrepair/BookRepair.html)
- [www.ala.org/alcts/confevents/upcoming/webinar/pres/091411](http://www.ala.org/alcts/confevents/upcoming/webinar/pres/091411) (webinar is free and available any-time)
- ♦ *Book Repair for Booksellers* by Joyce Godsey (Create Space, 2009)
- ♦ *Book Repair: A How To do It Manual* by Kenneth Lavander (Neal Schuman, 2001)



#### Additional resources:

- University of Alabama: [www.bookarts.ua.edu](http://www.bookarts.ua.edu)
- Corcoran College of Art and Design: [www.corcoran.edu](http://www.corcoran.edu)
- North Bennet Street School: [www.nbss.edu](http://www.nbss.edu)
- Northeast Document Conservation Center: [www.nedcc.org](http://www.nedcc.org)
- Virginia Rare Book School: [www.rarebookschool.org/](http://www.rarebookschool.org/)

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

## New Possibilities and Partnerships:

### How Superman Partnered Academics and Comics at Seminole State College Library

New Possibilities and Partnerships was the theme that permeated the 2013 Florida Library Conference this past May. Keynote Speaker, Duane Bray, Partner and Head of Global Digital Business at IEDO shared how human-centered design thinking can impact the future of libraries. He shared how observing processes that are successful in one industry can be translated and transformed to effect success in another. This thought and other similar partnering and bridge building examples continued to be shared in presentations and poster sessions throughout the conference.<sup>1</sup>

This theme of looking for and being attentive to new possible partnerships was a takeaway that was implemented in a unique way soon after the conference at Seminole State College of Florida library.

Building relationships with faculty is an imperative facet of creating synergy for academic library events. Soon after the 2013 FLA conference Seminole State College library hosted an event titled: *Superman: Hero of the New Frontier*.

It would be an evening celebrating Superman including *The First Superhero: Promoting a Culture of Literacy through the Man of Steel* and other graphic novels. This event highlighted the genres of comics and graphic novels, and their place in history, pop culture, writing and literacy. This event dovetailed with the opening of the new *Superman: Man of Steel* film which debuted June 14.

The event idea sprang from staff member and author, Talisha Harrison. Harrison has been a fan of comics since childhood. Her first comic book was *The Picture Bible* written by Iva Hoth. Comics and

By Talisha Harrison and Karen Kaufmann

graphic novels, with their picture panels and word boxes, introduced her to reading and writing as it has for people all over the world.

Last March Harrison watched a Booklist Webinar panel discussion titled New Graphic Novels for Libraries and Classrooms. The Webinar had speakers from the comic book industry including representatives from Viz Media, DC Comics and Random House. Towards the end of the Webinar, it was announced that in the month of June, DC Comics and Random House would have a Superman in the Library event which would promote the arrival of the *Man of Steel* film as well as literacy through comics and graphic



Figure 1 - Created by Erin Fonzi

novels. The idea for the Seminole State College of Florida library to host an event highlighting graphic novels and comics was of interest and seemed a nice fit.

This idea – to create a Superman event promoting literacy and highlighting this genre suitable for an academic library – would require building partnerships in the library and on campus.

The development of the event began by engaging internal support at the library, including librarians, staff, and administration. Event development and planning also required building partnerships with faculty. We engaged an English faculty member who had an interest in comics and graphic novels for teaching writing. We also spoke with other faculty who had been involved with other speaker events at the college, and we reached out to colleagues across academia who taught using this genre and extended an invitation to speak.

These conversations, dialogues, and networks began to grow, offering involvement and interest in promoting the event on campus, in the library and through local comic book stores. We engaged college marketing, facilities, media, the theatre department, security, library staff, and outside vendors to accommodate our needs for hosting this event.



The event included having Michael Mendoza, Professor of English at Seminole State College, host and act as the Master of Ceremonies for the evening. Professor Mendoza did a brief presentation sharing his interest of incorporating

pop culture and text/ image hybrid studies in his teaching as both a literature and writing instructor. His research interests and background include comic studies in new and alternative literacies as well as historical rhetoric in poetry, drama, and prose.



Our guest speaker, Bill Svitavsky is an author, editor, Associate Professor and Emerging Services Librarian at the Olin Library at Rollins

College in Winter Park, Florida. The title of his presentation for the evening was: *Superman- Hero of the New Frontier*. He spoke about the history of comics and how this relates to Superman and his place in comic book and pop culture. His research interests include American comic book history, the work of M.P. Shiel, and geek culture. His academic writing has appeared in *Science Fiction Studies*, *Studies in American Culture*, and *The Bulletin of Bibliography* and he is the co-editor (with Julian Chambliss and Thomas Donaldson) of the critical anthology *Ages of Heroes, Eras of Men*, coming this July 2013 from Cambridge Scholars Press.

The Superman event was hosted in the fine arts theatre with a reception following in the library, where the close to 100 guests enjoyed light refreshments of Superman cookies and Kryptonite punch while browsing a display of original vintage Superman comics from the 50s and 60s in the library's second floor display case. Also available for event guests was a special Visiting Reserves Collection, of graphic novels, comic collections and books of the history of comics featuring familiar costumed heroes such as Superman, Batman, Fantastic Four, Green Lantern, The Flash, Iron Man, Doctor Strange, and The Avengers as well as Tarzan, Indiana Jones, and Sgt. Rock.



Bray's opening session presentation at the 2013 FLA Conference stimulated this "human-centered design thinking" and was a transformative paradigm shift which caused Harrison's creative idea to spark an engaging event on a college campus. The library engaged with departments, faculty, other colleges and businesses to bring an event that embraced popular culture and promoted a genre by relating it to film, history, writing, literacy and...fun!



Talisha Harrison is a Library Technical Assistant at Seminole State College Library. She works at the Information Services Desk providing excellent customer service, processes serials, and is engaged in stack maintenance.



Karen Kaufmann currently serves as the Sanford-Lake Mary Campus Librarian at Seminole State College of Florida. As library faculty she teaches information literacy in face-to-face, hybrid and online environments and provides reference services. Kaufmann received her MLIS degree from the University of South Florida.



The Event Planning Task Force members included:

- Michael Schau, Research & Instruction Librarian
- Lynda Cole, Coordinator-Library Services, Seminole College, Lake Mary Campus
- David Spencer, Library Technical Assistant
- Pat DeSalvo, Dean-Libraries & Learning Technologies
- Graphic created by Erin Fonzi, Library Technical Assistant



**NOTES**

1 - Stites, Barbara, 2013 FLA Conference Program.



# New Tools, New Learners:

## Digital Content and Applications in the Library

*By Grisel Dominguez*

### Introduction

Today's students are starting college with skill sets based on experience acquired beyond the classroom. They are avid creators of social content, they have a strong Web presence, they are always connected, and they are unwilling to spend time performing tasks that they feel have little value beyond the classroom. Regardless of the term used to describe them, Millennials, the Google Generation, Generation Next, today's teens and twenty-somethings are looking for an educational experience that prepares them for life after college. Their usage of technology is nearly second-nature, but their ability to apply their skills to find quality, credible information is limited at best.

According to Bowler and Nessel, studies reveal that while many of our current and incoming students "prefer to use the Web as their principal information source, their information search skills have not improved."<sup>1</sup> Active engagement with technology in an instructional setting can assist students in becoming information literate by bridging the gap between students' personal knowledge and experience with technology and the skills and practices that they will need to become knowledgeable consumers of information. The challenge for librarians is to bring about "self-awareness [in students] about their own cognitive state and to teach alongside the traditional skills of locating and evaluating information."

Libraries play an active role in creating opportunities for hands-on learning and interaction with technology, empowering users to become technologically savvy

consumers and producers of information. Learning labs are cropping up in public and academic libraries across the United States, introducing students to the myriad ways in which they can turn classroom knowledge into real-world learning.

In Florida, changes in education legislation have spurred the need for advances in the use of instructional technology in the classroom. The Florida Department of Education's "Five-Year Plan for Digital Instruction" outlines the State's strategic plans to "move to digital content that is aligned to Florida's Next Generation Sunshine State Standards, Common Core State Standards, and assessment system in all core content areas."<sup>2</sup> In 2011, Broward and Sarasota counties initiated pilot programs to implement the requirements outlined in Florida Statute 1006.282 (Pilot program for the transition to electronic and digital instructional materials), introducing the use of tablet technology in the form of Kindles, Nooks, and iPads to provide access to instructional materials and textbook content. The shift to digital instruction aims to provide students with rich, interactive content, while targeting different learning modalities and supporting the development of skills for 21<sup>st</sup> century careers. The target date for completion and assessment of the success of this transition is scheduled to begin during the 2014-2015 academic year—in Florida and nationwide.<sup>3</sup>

Academic libraries are facing a shift in the way education works. Students are looking for more content,

information that is easy to find, and resources that are available when they want it, where they want it. While the numbers on e-content acquisitions are not as frequently reported as that of public libraries (the American Library Association's State of American Libraries 2013 report, notes that an estimated three-quarter of public libraries in the U.S. lend e-books), findings suggest that the majority of e-book users are those between the ages of 18 to 29 and 30 to 49, and have or are receiving a college education. Meanwhile the average number of Americans who own an e-reader or tablet increased from six percent to 33% in 2010. Based on these demographics, academic libraries are perfectly situated to address the needs of these users, particularly commuter and distance learners.

### **E-content Delivery and Access in Libraries**

The manner in which users access their library is also changing. As a result, the Pew Research Center redefined its understanding of library users to include those who had “visited a public library in person, gone on a public library Web site, or used a cell phone, e-reader or tablet to visit a public library Web site or access public library resources” [emphasis added].<sup>4</sup>

According to the 2012 annual e-book report published by *Library Journal*, an estimated 95% of U.S.

academic libraries provide e-book access to users, with 69% noting an increase in the demand for e-book content from their users. The survey also reveals that academic library users primarily access e-book content via desktop or laptop computers (75% of users), while 58% access content via library computers, and 40% rely on an iPad or tablet. The survey also shows that 69% of academic libraries have seen an increase in the demand for e-book content, and most predict future growth in content for STEM and business-related materials.<sup>5</sup>

As accessibility to e-readers and tablets increases, so do the number of users who rely on these devices to find, use, and create information. As libraries move forward and transform to meet the demands of 21<sup>st</sup> century learners, it is important to consider the formats used to deliver information and how to help patrons make the most of the digital resources available at their university library. However, it is also crucial that librarians become knowledgeable, engaged users of technology as well. We cannot make the most of what we have to offer if we do not first become savvy users ourselves.

Also, remember that while all tablets (and most smartphones) are/can be e-readers, not all e-readers are tablets. Dedicated e-readers include devices such as the Kindle, Nook, Kobo, and others, while iPads, Android, and Windows devices fall in the tablet category. If your library is considering a device lending program, it is important to determine which device(s) will best serve the needs of your users while also working with the content made available by the library. Be aware of the various options for accessing your library's e-content. Not all content providers have apps, but knowing how users can download and access content on their own device will have a significant impact on access and user satisfaction.



## E-reading and Comprehension

Educators, parents, and librarians alike often express concern regarding how well users retain and comprehend information while reading on a screen rather than a page. Blummer and Kenton note that while studies show a continued preference for print among readers in general, especially for extensive reading, user behaviors and usage statistics in academic libraries reveal that users are increasingly more likely to use e-books for academic reading.<sup>6</sup> Studies show that users turn to e-books “for reference and limited reading rather than extended reading”—the kinds of reading most college students engage in when working on assignments and research. The research also shows that there is a distinct correlation between an increase in the demand for e-books in academic libraries and the rise in distance education courses made available.



In a review of the literature, Wexelbaum, Miltenoff, and Parault find that e-book usage varies by discipline, but there is a marked preference for reference e-texts among users, a factor that coincides with findings show that many readers prefer e-books for piecemeal reading over sustained reading. They also note that educators report that e-book usage “familiarizes students with the technology that they will use as adults, and that reluctant

readers are often more motivated” when reading e-books over print books. The literature reveals that most users of e-books tend to read in a non-linear manner, “bounc[ing] from source to source, and hunt[ing] and peck[ing] for information.” There is limited data on comprehension when reading print vs. e-books, but one study of children’s reading comprehension did show that while there was little difference in comprehension based on format, those students who read e-books are more likely to use sources such as dictionaries to support their understanding.<sup>7</sup>



## Beyond Content - Apps and the Library

Libraries, especially academic libraries, are advocates for technology adoption and learning among educators. As educators, librarians can bridge the gap between library resources, technology, and training. Workshops and training sessions aid educators in finding the right resources for digital instruction and learning, establishing best practices and creating a forum for dialogue among students, faculty, and librarians to ensure that e-readers, tablets, and/or e-books and other forms of library digital content are being used to their fullest potential. Advocacy efforts can highlight the need for training on the use of tablets, readers, and

collections among *all* users to create awareness of the ways in which these devices and sources can be used for active learning, including how to use these to streamline and improve their learning and research experiences.

Moving beyond content to provide a rich information experience, libraries should look to the vast variety of apps available for tablets (and some readers). Even if a library does not currently have plans to implement a full lending program for tablets or readers, users are increasingly relying on mobile devices to find and use information, even to create it. Testing apps for productivity, entertainment, reading, and even photography and social media can be a great way to become familiar with the options available to users and prepare to answer questions at the point of need. For instance, if a user wants to save and quickly access notes while conducting research, there are any number of apps available for free (or at a low price) to meet that need, such as Evernote, Google Drive, Workflowy, and Super Note.

But do not stop with tablets. Many smartphones run on the same operating systems as their tablet counterparts, so finding apps that can be used across platforms is often easy, though there are a few exceptions (for instance, some iOS apps, such as Paper and HaikuDeck are only available for iPads). Note all the ways in which your users access data. The vast majori-



ty of college students own a smartphone and laptop, even if they don't yet own a tablet or reader (according to Pew, 56% of American adults own a smartphone, while only 34% own a tablet).<sup>8</sup> Providing services and content that users can access on any and all devices can solidify the idea of the library as a source of more than book-based, physical content.

Take steps to become mobile-friendly. Know what your users are using. Conduct surveys, ask for user feedback, and observe your regulars and your not-so regulars. Look beyond the library to your surrounding community. What devices are users using? What kind of sources do they want? Increasing awareness of how users interact with devices can go a long way towards better serving your community.

In addition, examine your library's online presence to connect with users through these mediums. Is your library on Twitter or Facebook? Consider offering reference service through one of these platforms--their apps make it easy to receive notifications when a user sends in a comment while also providing a quick way to connect with end-users. Companies make use of social media to communicate directly with users and provide customer service: why not libraries?

Apps such as Edmodo, which connects users and instructors in an online collaborative learning environment, can be adopted for information literacy or online instruction for distance learners, even embedded learning, providing an alternate avenue to connect with students at the point of need. Socrative is another cross-platform app that encourages active engagement with users and can liven up a library instruction session. Creating opportunities to support learning while providing students with experiences that help them become more advanced technology users.



Similarly, apps such as Storify, Pocket, and Learnist can serve as tools for online content curation, to promote online library resources, or to create visual pathfinders for individual or general courses. Finding innovative ways to go beyond the basic can bring the library to students in a manner that targets multiple learning skills and shows them how to think outside the box when using mobile devices to conduct research or complete assignments.



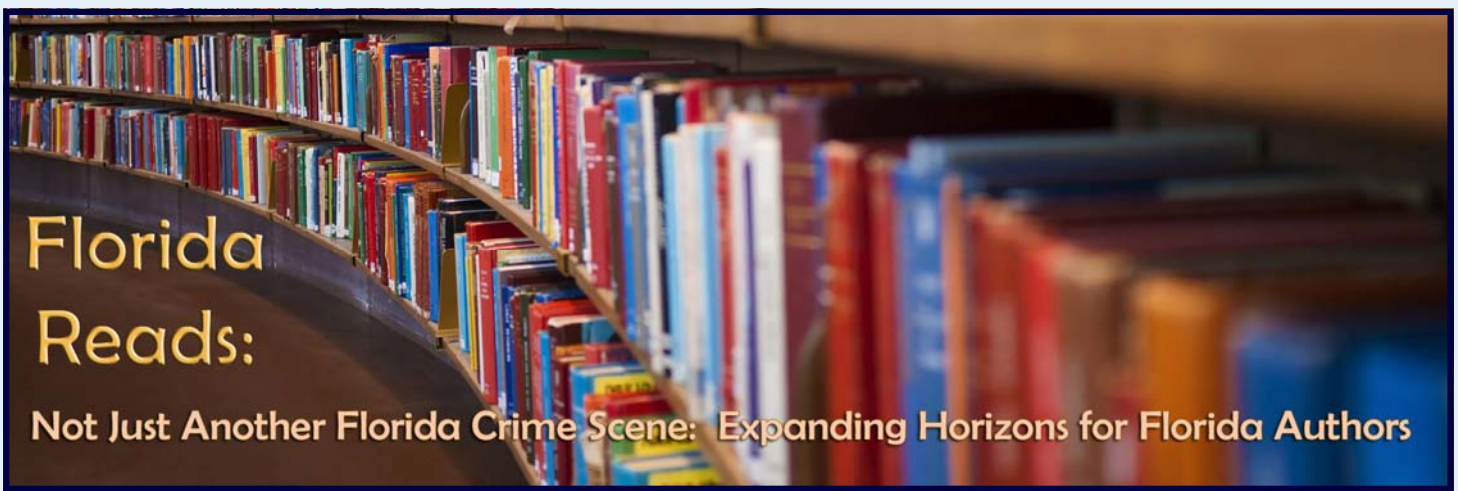
### Staying Informed

Even if you are not interested in technology as a matter of course, there are still ways to stay informed on the latest apps and updates to devices. Because mobile devices change at an alarming rate, it can seem overwhelming to keep current with the latest changes. However, there are plenty of Web sites, blogs, and feeds that provide easy instructions and useful information on everything from software to hardware to the latest apps. Some of my personal favorites include Mashable, LifeHacker, and Gizmodo, plus a random variety of tumblr and Twitter feeds by library technology geeks. Find your favorites and stay informed to find new ways to connect users to content.

Gricel Dominguez is Assistant Administrator at the St. Thomas University Library in Miami Gardens, Florida. She received her MLIS from the University of South Florida in 2011 and is interested in issues of multiculturalism, technology use, and services for young/new adults in academic libraries.

### NOTES

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- 3 - "Digital Learning: Harnessing the Power of Technology to Transform Education for The 21st Century Economy: A Strategy for the Sunshine State," Florida Department of Education (July 17, 2012), [http://www.fldoe.org/board/meetings/2012\\_07\\_17/digitalplan.pdf](http://www.fldoe.org/board/meetings/2012_07_17/digitalplan.pdf).
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By Joyce Sparrow

Readers know to expect slapstick crime humor from many popular Florida authors, causing some fans of Florida fiction to grow tired and weary. Prolific Florida author Tim Dorsey says it is okay if his crime novels give readers a tainted view of Florida and to keep visitors out of the Sunshine State. Novelist Tom Corcoran acknowledges that his novels portray a higher than usual murder rate in the Keys. Luckily, there are a few new novels by Florida authors to pull readers out of the lull of the same old, same old Florida fiction. In addition, more Florida authors are setting their novels in other states, with engaging results.

Karen Brown, Ph.D., a continuing instructor of creative writing and literature at the University of South Florida published a new book *The Longings of Wayward Girls*. In the Author Notes, Brown explains the book is about the joys and sorrows of mothers and mothering. Brown focuses the intriguing story on the idyllic Connecticut town of her childhood and the 1973 disappearance of a seven-year-old girl. Chapters alternate between the 1973 and the present day, showing how the novel's main character, Sadie, lives with the weight of a seemingly harmless prank that may have played a role in the disappearance of Laura Loomis.

*No Regrets, Coyote* by John Dufresne opens on Christmas Eve in Eden, Florida in Everglades County. Wylie "Coyote" Melville is a witty and intelligent therapist and forensic consultant is called to a crime scene where a mother and father and three children are dead. While Coyote is wrestling to figure out who committed the murders, he also has to contend with his senile father and unstable adult sister. An array of unusual minor characters, including Red, the homeless man who lives in Coyote's yard, keep the pages turning.

Edgar Award-winning author Lori Roy who lives in St. Petersburg based her second novel, *Until She Comes Home*, in 1958 Detroit. She captures the struggles of a neighborhood impacted by crime. The polite and tidy neighbors are ignoring the Dutch Elm disease killing the trees, the empty storefronts, and the growing blight on Alder Avenue. Wives maintain their orderly houses as husbands make their daily trek to the local factories. The murder of a black woman and the disappearance of a childlike white

woman cause the neighborhood to react. The novel shows how a middle-class neighborhood changes as crime creeps within its boundaries.

Pulitzer Prize winner Philip Caputo has written *The Longest Road: Overland in Search of America from Key West to the Arctic Ocean*. In 2011, Caputo and his wife leased an Airstream trailer nicknamed Ethel, as a companion to his truck named Fred, to drive sixteen thousand miles with their two English Setters from the zero mile marker in Key West to Deadhorse, Alaska. The plan was hatched when Caputo was in Alaska on hunting and fishing expedition to the Arctic National Wildlife Refuge waiting for a bush plane to fly back to Deadhorse. In his mind he thinks about another island, Key West, where he lived in the seventies and eighties. It wasn't Caputo's intention to take the pulse of the nation, but rather see what holds the county together. The road rule was: avoid interstates all times. Caputo goes out of his way to talk with people along the way. In the Keys he meets a couple who sold their five bedroom house in Huntington, WVA when the job market crashed and decided to walk to Key West to minister to the addicted. Caputo sprinkles his book with various commentaries. For example, he writes about the superiority of the café con leche in the Keys. The Caputos head to Boca Chica, Everglades City, Chokoloskee, through Naples to Tampa and find themselves at La Teresita, an exceptional Cuban eatery. They continue up the west coast to Yankee-town and Cedar Key and then Tallahassee. Caputo creatively weaves the travel tales with the expected mishaps and challenges of traveling with his lovely wife and their two loyal dogs.

*Skyway: The True Story of Tampa Bay's Signature Bridge and the Man Who Brought it Down* by Bill DeYoung, a Pinellas County native, is described as a creative nonfiction work examining the May 9, 1980 weather event and navigational accident that resulted in the *Summit Venture* knocking down a section of the fifteen mile Sunshine Skyway Bridge, resulting in 35 deaths and a life of legal battles and self-reproach for deputy harbor pilot John Lerro. DeYoung cites newspaper articles, court transcripts, and personal interviews to piece together the story of how and why the Skyway fell.

And finally, adding to the *Viva la Florida* celebration is Rick Kirby's *Finding the Fountain of Youth: Ponce de Leon and Florida's Magical Waters* that provides a kitschy and historical look at Juan Ponce de Leon and the myth of the Fountain of Youth. Kirby traces his recent travels around the Sunshine State when he visited all the areas that claim a connection to the Fountain of Youth—from St. Augustine and Melbourne to the Suwannee River and St. Petersburg. The book includes snapshots or comic books, citrus labels and advertising campaigns mentioning the Fountain of Youth, along with glorious old Florida photos. Emphasis is placed on marketing Florida as a state of perpetual rejuvenation. The book includes photos of the Weeki Wachee mermaids. Overall it offers a lot of old Florida fun.

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[joycehopesparrow@gmail.com](mailto:joycehopesparrow@gmail.com).

# Toys and Tools To Go -

## Adaptive Toy Collection Available at Palm Harbor Library

By Lois Eannel

It is a challenge growing up even if a child enjoys the best of circumstances. Children with special needs have an especially challenging time. Unfortunately, several conditions can render a child unable to play and interact as normal children do. Whether their disability is from impaired motor skills, making it difficult for them to control their limbs; Down's syndrome, which causes the slow development of skills; or Attention Deficit Hyperactive Disorder, making it difficult for them to concentrate, children's learning can be enhanced through their play with Toys and Tools To Go, the adaptive toy collection available at the Palm Harbor Library, located in Pinellas County, Florida.

This circulating collection was the first of its kind in any public library in Florida. Since its inception in 2002, it has been duplicated in several library systems in the Tampa Bay area, including Pasco County. These adaptive toys are typically very expensive, which makes it difficult for parents, therapists, or teachers to gain easy access to them. Having them available for check-out at the Palm Harbor Library is an invaluable asset to these parents and professionals and the children they serve.

The idea for this unique collection was initiated by Lois Eannel, Assistant Director and Head of Youth Services, who brought the idea with her from Long Island where she had created an adaptive toy collection at Middle Country Library through funds from a state grant. "Toys are the tools of learning for every child," says Ms. Eannel. "The prohibitive cost of specially-adapted toys should not be the reason that families and those working with special needs children don't have access to them. The public library is the perfect place to provide these toys and devices to everyone."

The collection was initially funded by a \$6,000 donation from the Palm Harbor Friends of the Library. Sixty items were in the original collection that has grown to over 100 toys through additional funds supplied generously from private individuals and local groups including the Palm Harbor Civic Association and the Palm Harbor Junior Women's Club.

For years, these toys have been used by professionals to teach children how to become more independent through language development, motor skills, sensory exploration, and visual perception. The

toys, which have special lights and textures, help teach special needs children how to control their environment, the relationship between cause and effect, communication skills, and object manipulation. Special easy-to-use switches facilitate the usability of the toys. Some children cannot even use their arms or hands, and an upright switch on the toy is attached to their wheelchair so that the child can use his head to press the switch to work the toy!

The Palm Harbor Library provides this extraordinary collection free of charge to anyone with a valid Pinellas County library card for a check out period of 28 days. Customers can select their items from a large assortment located in the Children's Room of the library. Batteries for the toys are replaced free of charge.

Palm Harbor Library Director Gene Coppola sums up this exceptional collection, "The Toys and Tools To Go collection truly epitomizes what a public library is all about. By serving as an educational destination, the library continues to bridge the gap between the haves and have-nots."

Additional information about the Toys and Tools To Go adaptive toy collection can be found on the libraries Web site: [palmharborlibrary.org](http://palmharborlibrary.org), or you can call the Children's Department at (727) 784-3332, extension 3018. To peruse the collection in person, please visit the library located at:  
2330 Nebraska Avenue in Palm Harbor, Florida.

Lois Eannel recently became Director of East Lake Community Library in Palm Harbor, FL. She is originally from New York where she received her undergraduate degree in elementary education from Hofstra University, her Masters in Liberal Studies at the State University at Stony Brook, and her MLS from Long Island University. Ms. Eannel was an elementary school teacher for 20 years and subsequently became a children's librarian at Middle Country Library on Long Island. When she moved to Florida in 1999, she began her position as Head of Youth Services at Palm Harbor Library, eventually assuming the additional role of Assistant Director. She has a family-centered philosophy of librarianship and the Toys and Tools to Go collection is just one of many projects she has initiated.



## MESSAGE FROM THE EXECUTIVE DIRECTOR

This is my last column as Executive Director of the Florida Library Association. As I write this in mid-August, the Human Resources Committee is accepting applications for a new Executive Director with a transition planned for early 2014.

FLA has grown as an organization due to the dedication and enthusiasm of its members and volunteer leaders. The Association is stronger than ever in advocacy and in continuing education with an exciting annual conference as well as mid-year Webinars. Partnerships with other organizations have grown as a result of the Board's leadership. Member involvement has increased with active committee service and new member groups.

FLA has been an integral part of my life as a professional librarian. Like many, I came to librarianship after working in other fields. A part-time position as Literacy Coordinator at the Suwannee River Regional Library in the 1980s introduced me to the inner workings of a library and I was hooked. In 1990, the first year that FLA provided scholarships, I received \$1,000 to complete my M.S.L.S. degree at Florida State. I like to think that FLA got a pretty good return on that scholarship investment! Over the years, FLA has provided so much in the way of friendships, continuing education and oppor-

tunities for professional growth. As an FLA member, I enjoyed presenting breakout sessions, serving on committees and twice serving on the Board of Directors.

In June, 2008 I became FLA's first employee when its first stand-alone office was opened in Lake City. It has been an honor to work with six outstanding Presidents and the dedicated boards they've led. During this time the Florida library community has seen dramatic changes in the services provided to their communities and constituents while facing legislative challenges and other budget trials. Some sister associations have struggled financially and operationally during this time but FLA has persevered as a strong and stable organization.

While I'm not ready to retire, family responsibilities now require more of my time. I hope to continue my involvement with FLA, but in a different role. Thank you for the opportunity to be a part of this outstanding library association.



*Faye C. Roberts*

Executive Director

**Save the Date!**



**2014 Florida Library  
Association Conference  
May 7-9, 2014  
Buena Vista Palace  
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