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THE OFFICIAL JOURNAL OF THE FLORIDA LIBRARY ASSOCIATION

Volume 57, No. 2, Fall 2014

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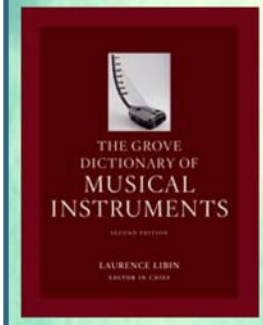

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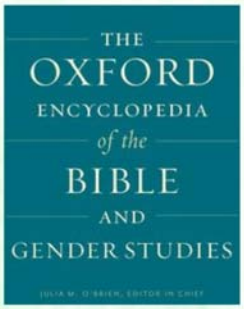

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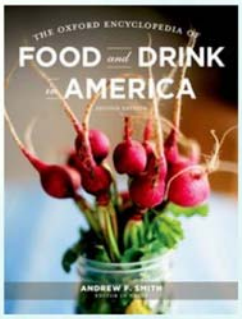

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Volume 57, Issue 2
Fall 2014

Florida Libraries is published twice a year for the members of the Florida Library Association. It is indexed in *Library Literature, Wilson OmniFile,* and EBSCO *Academic Search Premier.* Articles in the fall issue of each year are refereed.

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Send articles for *Florida Libraries* to Editor Maria Gebhardt, Broward County Libraries, mariagfla@gmail.com by January 7 for the Spring issue; July 15 for the Fall issue.

Message from the President

The FLA theme this year is "Florida Libraries: Inspiring Innovation." First of all, I have to tell you that I work in a place called Innovation Park, so just going to work every day makes me think about innovation. In August, I attended the Innovation Conference hosted by FSU and PLAN, which was wonderful and included a workshop on how to become more innovative. All of the attendees came away with tools we could use to further our creative efforts. In case you haven't heard, the word this year is INNOVATION!

Almost every day I hear about innovative things libraries are doing to meet the needs of their communities and their users. Over the summer, I had a chance to visit the Pine River Library in Bayfield, Colorado, which was winner of the 2014 Best Small Library in America award from *Library Journal*. I was bowled over by the level of innovation I saw there. They employ wonderful uses of their outside space with community gardens, cooking and gardening classes, movies, and much more. I've also heard about and seen many innovative projects going on in all types of libraries in Florida, including everything from flipped classrooms to makerspaces for kids. We hope to bring many programs featuring new ideas to the annual Florida Library Association Conference (May 12-15 in Orlando) so we can all learn more about the exciting things that are going on. If you didn't have a chance to submit a conference proposal, there will be many other opportunities to share your innovations. Stay tuned for upcoming calls for proposals for lightning rounds, poster sessions, and more.

It's wonderful to know that even though we are all in the midst of so many changes with technology, redefining our roles as libraries and librarians, organizational upheavals, and new leadership, we are stepping up to the challenge and keeping our creative efforts focused on serving our customers. Florida continues to demonstrate national leadership in the library world, and I am proud and grateful to be in such a rich environment of talent and creativity.

FLA has had its share of change and innovation over the past year. With the relocation of the office to Tallahassee and the hiring of a new director, the organization is undergoing a major renovation. We began by developing a new three-year strategic plan with the groundwork laid by FLA past-president Gloria Colvin, who led the FLA Planning Committee in a major, year-long effort to get input from FLA members statewide. Their efforts were followed up by Marilyn Graham, current chair of the Planning Committee, who was able to take the ideas gathered and lead the committee into developing a plan. Each FLA Committee has a work plan this year based on the strategic plan, and is in the process of implementing your ideas. As Kate Nevin, Executive Director of LYRASIS, and one of the keynote speakers at the Innovation Conference said, "innovation equals ideas plus action." It's one thing to put ideas together, but without implementation they have no life. We are deeply appreciative of the work of the committees to bring to fruition some new ideas for serving FLA members and the communities we serve.

We've also created a new vision statement for the Florida Library Association:

The Florida Library Association champions strong, indispensable, user-focused Florida libraries that exceed the expectations of the communities and constituents they serve.

And a new mission statement:

The Florida Library Association champions strong, indispensable, user-focused Florida libraries that exceed the expectations of the communities and constituents they serve.

I'm excited about these updated, proactive, and meaningful statements. The Planning Committee did a great job working with the Board to pull these simplified but powerful statements together. Both statements focus on our users and our commitment to quality, demonstrating what the association is really about.

Your FLA Board has been hard at work as well. This year they have agreed to do something radically different for FLA: have our 2016 annual conference in February/March instead of May, since ALA will be in Orlando in the summer of 2016. This change will require us to rethink the status quo, as we work to adjust the timeframes not only for the conference itself, but also for many of the things we typically do at the conference, such as changing officers. In addition to conference planning, the Board has recently updated the FLA Bylaws and developed partnerships with some new organizations. We are planning regional meet-ups and will begin working on rebranding FLA very soon.

Finally, we have so many great librarians around the state retiring this year: John Callahan, Marilyn Graham, Pat DeSalvo, Raymond Santiago, and Anne Haywood, just to name a few. We appreciate the contributions of all of these folks to the association and the profession through the years. The Board recently approved the formation of a new Library Retirees Member Group so that retired professionals can stay involved and continue to contribute their knowledge and expertise to the organization. Thanks to Faye Roberts and Pat DeSalvo for leading this effort

I'd like to thank all of you for being a member of the Florida Library Association and for doing your part to build the future of innovative libraries in the state of Florida!

Linda McCarthy

FLA President, 2014 - 2015

The Florida Library Association:
A Century of Leadership, Advocacy, and Communication

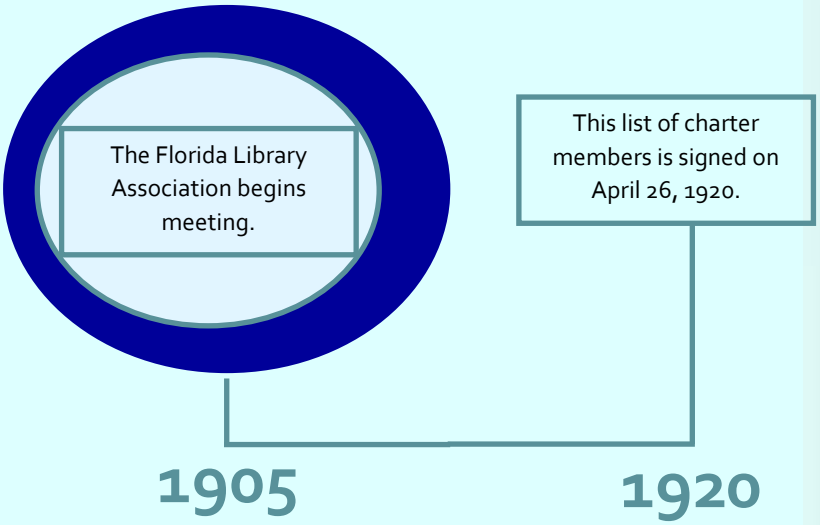
By Maria Gebhardt

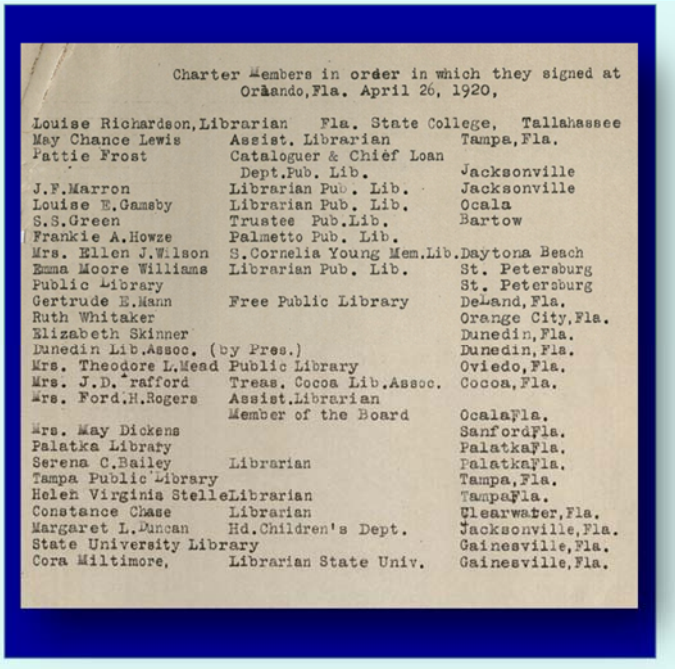
Gazing at all of the treasures in the youth area of a library, a little girl raised her shining eyes to a FLA poster displayed on the shelf and asked, "Is that where Miss Meredith went to learn the magic of storytime?"

Now many librarians might feel that they need a magic wand at times, but, through the eyes of children, libraries are truly priceless. These neighborhood locations are full of treasures such as books, games, computers, and technology-based tools. They offer storytimes that inspire children to read while developing them to become lifelong learners — and even future library supporters.

This particular seven-year-old girl obviously was up early on a Saturday morning to be part of storytime with her favorite librarian. Impacting the lives of children is one of the most crucial ways libraries make a difference every single day. And, the Florida Library Association (FLA) promotes the importance of libraries in one of the biggest states in the nation. It has done so for more than an entire century. FLA's theme, "Leadership, Advocacy, Communication," describes what FLA does for public, academic, school, special libraries and library cooperatives in a state of almost twenty million people.[1]

Your association is the only state-wide organization that advocates for libraries of all types and is an unwavering defender of intellectual freedom. FLA brings librarians and people who care about libraries together to allow them to share knowledge and communicate. Through these connections FLA facilitates the creation of new practices and programs, provides continuing education to support and improve libraries, and sets the stage for grass-roots and systems change advocacy.





Charter Members in order in which they signed at Orlando, Fla. April 26, 1920.

Louise Richardson,	Librarian Fla. State College,	Tallahassee
May Chance Lewis	Assist. Librarian	Tampa, Fla.
Pattie Frost	Cataloguer & Chief Loan Dept. Pub. Lib.	Jacksonville
J.F. Marron	Librarian Pub. Lib.	Jacksonville
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S.S. Green	Trustee Pub. Lib.	Bartow
Frankie A. Howze	Palmetto Pub. Lib.	
Mrs. Ellen J. Wilson	S. Cornelia Young Mem. Lib.	Daytona Beach
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Public Library		St. Petersburg
Gertrude E. Mann	Free Public Library	DeLand, Fla.
Ruth Whitaker		Orange City, Fla.
Elizabeth Skinner		Dunedin, Fla.
Dunedin Lib. Assoc. (by Pres.)		Dunedin, Fla.
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Mrs. May Dickens		Sanford Fla.
Palatka Library		Palatka Fla.
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Helen Virginia Stelle	Librarian	Tampa Fla.
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Margaret L. Duncan	Hd. Children's Dept.	Jacksonville, Fla.
State University Library		Gainesville, Fla.
Cora Miltimore,	Librarian State Univ.	Gainesville, Fla.

FLA is a chapter of the American Library Association (ALA) but it is separately incorporated as a Florida not-for-profit organization. As a 501(c)3, donations to FLA are tax deductible. To support its programs and services, FLA depends on member dues, conference exhibits and sponsorships and donations. In turn, FLA provides a central point of contact for librarians, which is the very essence of professional associations. The establishment of associations dates all the way back to medieval times when workers gathered in their homes or workshops, often in secret, to create alliances and societies to support their trade.

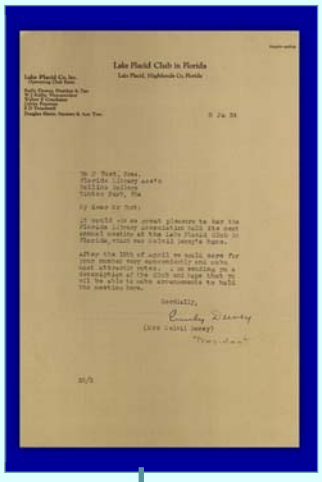
Leadership

While providing leadership at the statewide level, FLA also provides its members with volunteer opportunities to develop personal and professional leadership skills. These opportunities include service on standing committees and elected positions on the Executive Board. FLA members can also connect through Member Groups to share information and work on projects that focus on their interests like library technology, one person libraries, and resource sharing. A scholarship program helps those pursuing undergraduate degrees and graduate degrees in library science and annual awards recognize achievement and innovation within the library community.

FLA's Leadership Development Committee encourages those in libraries to develop their personal leadership style with the popular One Book, One State discussions and "Leadership Voices" recordings. Conference attendees are invited to record their personal views of leadership. Their recordings, along with their photos, are published on the FLA website offering a perspective of diverse viewpoints and experiences. Check out the recordings at: http://www.flalib.org/leadership_and_history.php

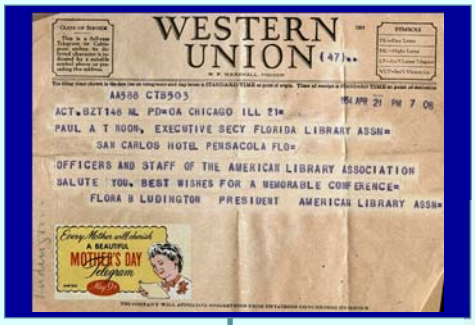
Advocacy

As the state's leader in library advocacy, FLA engages a lobbyist to advocate on behalf of libraries of all types. The law firm of Lewis, Longman and Walker, P.A. has represented FLA since 2008. Each year the FLA board adopts the platform which includes support for funding libraries as well as library cooperatives, state agency services and statewide programs.


Lake Placid Club in Florida
Lake Placid, Highlands Co, Florida

The 1934 annual meeting of FLA was held at the home of Melvin Dewey.

1934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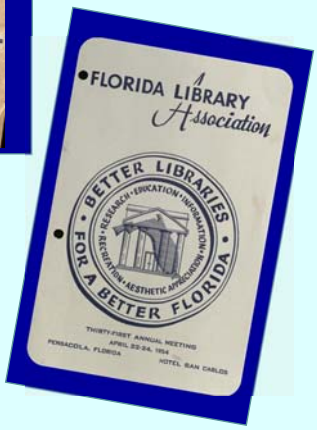


1954

Other advocacy efforts include Library Day in Tallahassee held during the legislative session. This annual event brings library supporters to advocate for funding and other issues that affect libraries. Library Day is funded through the Honor Roll for Florida Libraries which recognizes donors who support FLA's advocacy efforts.

FLA's Legislative Committee has made good use of Capwiz, an online resource provided by the ALA for engaging with elected leaders. The Association annually recognizes and honors those legislators who champion library issues with local library leaders participating in the presentation of FLA legislative awards to their legislators in their home communities.

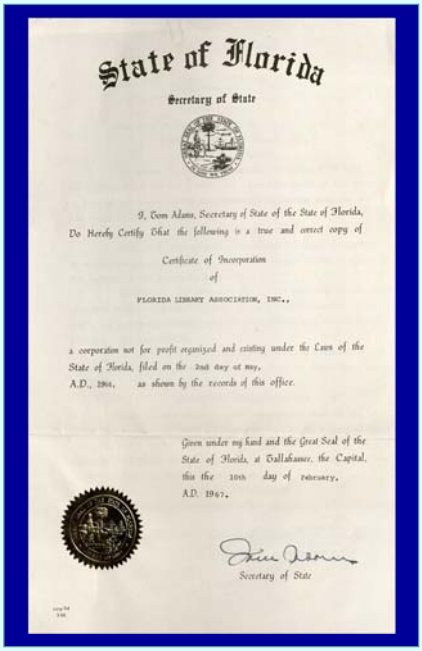
Communication

Key components of FLA's communications are its website, email listservs, semi-annual journal, and social media. FLA's website and listservs are generously hosted by the College of Communication and Information at Florida State University.

The FLA website, http://www.flalib.org, is a valuable resource for even the most seasoned information professional. The site offers a wealth of information about legislative advocacy, the annual conference and other FLA events as well as publications. The association's semi-annual journal, *Florida Libraries,* includes peer-reviewed articles on the latest trends in libraries as well as in-depth stories with best practices from real librarians. Each journal is available online in a .pdf file so that the issues are easily searchable by keywords. The *Intellectual Freedom Manual* (a how-to guide for librarians facing challenges to the freedom to read) is also available on the FLA website.

FLA offers a general e-mail discussion list to its members and now even retirees. A number of FLA's special-interest member groups also have individual FLA-supported e-mail lists for communication. Any of these channels are available to FLA members to receive information about library news and events, training opportunities, and job openings.

Increasingly, FLA committees are using social media to communicate with the membership and the general public. Recent examples include the Conference Committee's use of Facebook and Twitter to promote the conference and the Intellectual Freedom Committee's use of Pinterest to share ideas for Banned Books Week.


State of Florida

Secretary of State

I, Tom Adams, Secretary of State of the State of Florida, Do Hereby Certify That the following is a true and correct copy of

Certificate of Incorporation of

FLORIDA LIBRARY ASSOCIATION, INC.,

a corporation not for profit organized and existing under the Laws of the State of Florida, filed on the 2nd day of May, A.D., 1966, as shown by the records of this office.

Given under my hand and the Great Seal of the State of Florida, at Tallahassee, the Capital, this the 10th day of February, A.D. 1967.

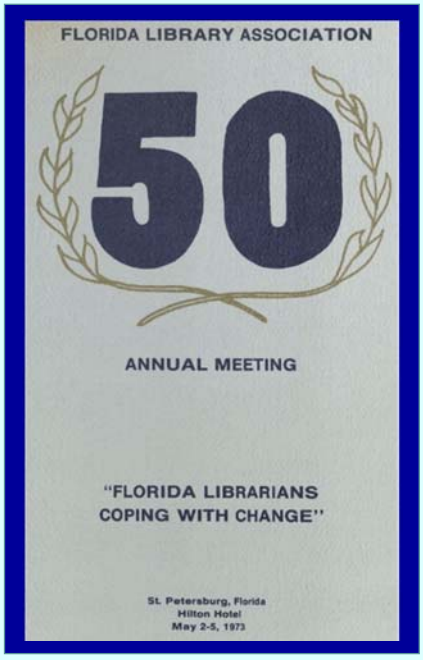
Secretary of State

On May 2, 1966, the Association is incorporated.

1966

The program for the 50th annual conference and exhibition held in St. Petersburg.

1973



History

The website provides a glimpse into FLA's long history, including its Presidents, conference locations and themes. For a closer view, visit the FLA Archives housed at the University of South Florida Libraries' Special Collections. This collection "contains records related to operations of the Florida Library Association, such as publications, minutes, treasurer's reports, conference planning and programs, and committee activities dating from 1905 …."[2] Thanks to the work of FLA Past President and volunteer archivist Bernadette Storck and other volunteers, this collection reflects the rich history of FLA.

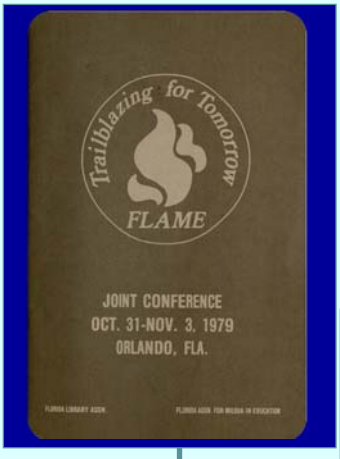
Annual Conference

Since FLA's first conference was held in Miami in 1905, this exciting and engaging event has been the highlight of the calendar year. The conference unites library supporters through a specific theme presented by the FLA President.

For her 2014 – 2015 term, FLA President Linda McCarthy chose the theme, Florida Libraries: Inspiring Innovation, "so we could recognize and celebrate the ways that libraries in Florida are expanding their reach and their role. Libraries around our state are doing wonderful and amazing things. They are reaching out to their communities to help their constituents, whether they are students, business people, or everyday users. Libraries in Florida play important roles in helping people get jobs, start businesses, vote, get an education, invent something new, satisfy intellectual curiosity or fulfill a lifelong dream. The library provides a path to help people move forward in their lives."[3]

Each year, the annual conference combines the opportunity to network and share information, attend presentations, learn best practices, view technology displays and exhibits with the fun of a silent auction and "wine toss" to raise scholarship funds. It is also when one program year ends and a new year begins, with new committees forming and starting their valuable work.

Survey responses from conference attendees show the value of this annual forum:

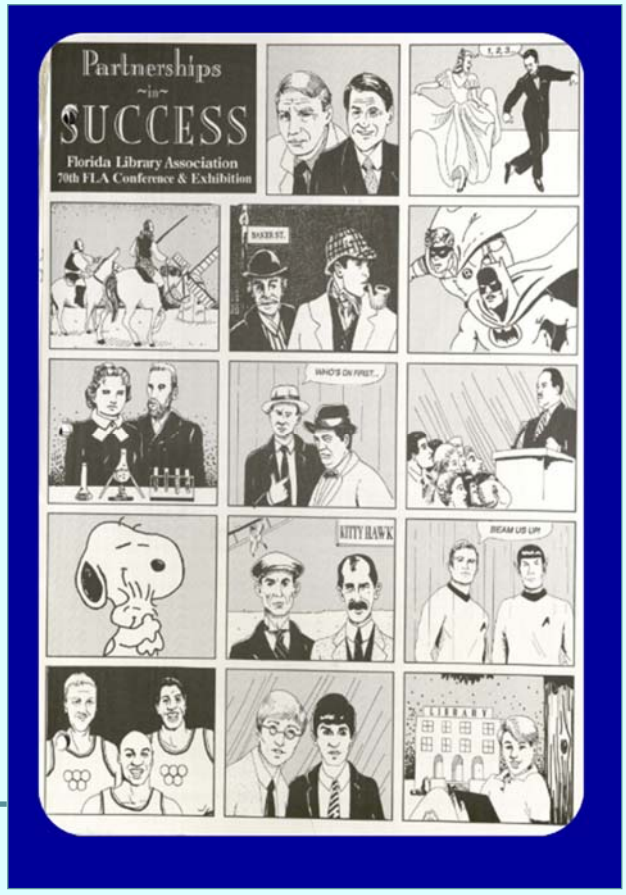


1979

FLA held a joint conference with the Florida Association for Media in Education in Orlando.

The program for the 70th annual conference and exhibition held in Daytona Beach.

1993



"The conference was amazing. The event was the first conference that I have ever attended and the Keynote Speaker was one who caused a great deal of inspiration! The overall experience is one that has made me certain that I will be attending as often as possible."

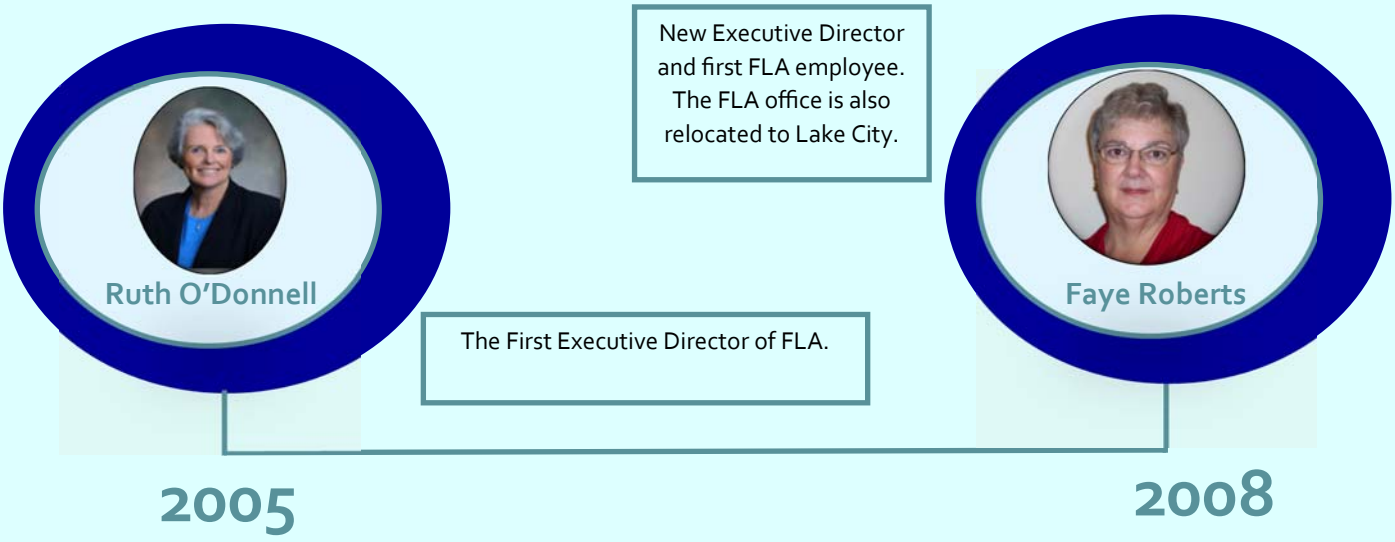
"I found this conference very inspiring and left feeling renewed to carry on the 3,000-year-old profession. I work in an academic library but do not feel that I have to attend only those programs. I like hearing other stories and adapting public library ideas to my environment."[4]

Each conference features presentations from thought leaders across Florida and the nation. It also provides Florida librarians and library workers with opportunities to showcase their knowledge and experience through breakout presentations, poster sessions and CyberZone, a demonstration of hands-on technology. Conference time is valuable and a terrific learning experience for people with all skill levels.

The Business of FLA

In its earliest years, FLA was entirely dependent on volunteer leadership to conduct its business as an association. From the late 1970s until 2005, FLA's day-to-day operations were handled by an executive secretary employed with an association management company.[5] In 2005, FLA contracted with long-time FLA member Ruth O'Donnell to become its first executive director. Ruth worked from her home in Tallahassee while the Northeast Florida Library Information Network (NEFLIN) in Orange Park managed FLA's business office under a separate contract. Through O'Donnell's leadership, the organization began incorporating technology to communicate and interact, and began accepting memberships online in 2006.[6]

Faye Roberts, a seasoned library director and library supporter, succeeded O'Donnell as executive director and became FLA's first employee in June, 2008 when FLA's first office was opened in Lake City. As FLA's first full time executive director, Faye moved the organization to a new level of prosperity and increased its capacity to serve the membership. Upon her retirement in January of 2014, the association presented her with the "FLA Leader of the Year Award" for her outstanding contributions.



In January, 2014, Martina Brawer became FLA's newest executive director and the FLA office was relocated to Tallahassee the following month. Martina's experience in association management, journalism, and advocacy equip her to lead FLA as it faces the challenges ahead.

As FLA supports, promotes and advocates for libraries, it continues to depend heavily on the participation of volunteers throughout the year. Volunteer leaders include elected Board members, committees, chairs, and leaders of member groups. An army of volunteers contribute their time and expertise to make FLA services and events a success.

Within the FLA community are the opportunities and resources to develop and unite the next generation of information professionals to make a difference through this century and to leave a legacy for generations well into the next century. Join us and become a part of the FLA community.

Visit: **http://www.flalib.org/index.php**.

Maria Gebhardt is the editor and designer of *Florida Libraries* and the Business Services Manager for Broward County Libraries. She earned her MBA from FAU and MSLIS from FSU.

NOTES

1 – State and County QuickFacts: Florida. United States Census Bureau. http://quickfacts.census.gov/qfd/states/12000.html

2 – FLA Archives Presentation – K Adams and K Smith 2012. Florida Library Association. http://www.flalib.org/leadership_files/FLA%20Archives%20Presentation%20-%20K%20Adams%20and%20K%20Smith%202012.ppt

3 – President Linda McCarthy's Theme for the 2014 – 2015 Program Year. Florida Library Association. http://www.flalib.org/presidents_message.php

4 – 2011 FLA Attendee Survey Summary. May 23, 2011.

5 – Presidential and Conference History. Florida Library Association. http://www.flalib.org/history.php

6 - O'Donnell, R. It's a New Day at FLA! "Florida Libraries," vol. 49, no. 1, p. 24.

The Florida Library Association - Stay Connected

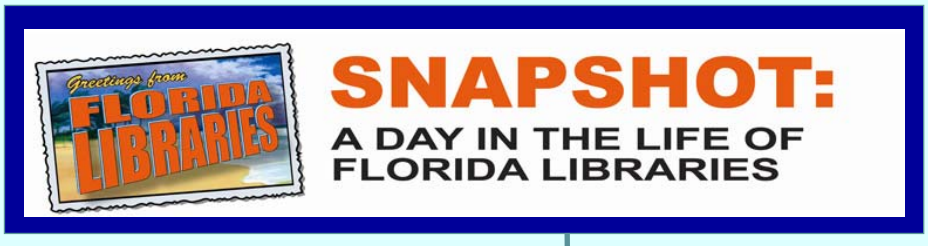
http://www.pinterest.com/floridalibassoc/

https://twitter.com/TweetFLAlibrary

https://www.facebook.com/groups/8132540939

http://www.flickr.com/groups/floridalibrary/

http://www.linkedin.com/groups/Florida-Library-Association-1898604/about



Snapshot Day shows the real value of libraries through photos and statistics.

2011

2014

Martina Brawer is selected as the new executive director of FLA and the office is relocated to Tallahassee.

Inspiring Innovation:
Collaboration in Support of 3D Printing as an Emerging Technology in Academic Libraries

By Susan M. Ryan and W. Tandy Grubbs

References to 3D printing suddenly seem to be everywhere even though many people still have not even seen a 3D printer. 3D printing is the process of making three-dimensional solid objects from a digital file using a variety of materials (different colors and types of plastic filament). The uses are as varied as one's imagination – the printers can make the most basic items such as an iPhone case or an action figure, or high-end printers can produce ground-breaking medical parts used in everything from facial reconstruction to 3D-printed cells that may one day soon repair damaged hearts. Many scientists believe we are getting closer to 3D-printing parts of human organs; in an effort to inspire innovation in medical 3D printing, the National Institutes of Health recently developed a 3D Print Exchange for searching, browsing, downloading, and sharing biomedical 3D print files, modeling tutorials, and educational material (http://3Dprint.nih.gov).

Stetson librarians also wanted to inspire innovation with 3D printers. Libraries have long provided technology (computers, scanners, printers, etc.) in support of academic programs. The acquisition of 3D printers is one more technology resource to add to the mix. What the librarians discovered when exploring the potential addition of 3D printers, however, is that 3D printing in libraries has been primarily implemented for "fun" or creative initiatives (often as part of "MakerSpaces") – and has not yet been well-developed as a true learning technology integrated into curricular assignments. Stetson's librarians wanted to implement 3D printing as a curricular tool that would support faculty-developed classroom and/or laboratory assignments. At the same time librarians began to think about how to encourage 3D printing pedagogical innovation, Chemistry faculty members were contemplating a related question: "How might educators take advantage of 3D printing to enhance curricula and promote student learning of essential principles?"

A project was undertaken involving the duPont-Ball librarians and several chemistry students, in collaboration with Stetson chemistry faculty, to answer that very question. The timing seemed ripe - the costs, compactness, low maintenance, and overall reliability of 3D printers have trended favorably in recent years to an extent that it is now possible to implement this technology within an academic setting. Thanks to the library's Betty Drees Johnson[1] Innovation Fund, which provides the resources to purchase and support cutting-edge technology, the library purchased two 3D printers at a cost of about $3,000[2] each for librarians, faculty, and students to develop learning projects. The library supplied Stetson's Chemistry department with one printer for one semester to explore curricular activities. In return, the Chemistry department used AT&T Foundation grant funding to pay students to become proficient in the use of the 3D printer, to experiment with learning applications, and to

collect data in relation to the use and maintenance of 3D printers for Stetson's library. Chemistry students and faculty provided the library with the following data associated with 3D printing:

- Level of difficulty of set-up and maintenance
- Level of difficulty of programming
- Learning curve of software
- Level of mediation required with users
- Use and cost of supplies

With the data, the library determined the budget, level of staffing, and level of service needed to provide an innovative technology to students and faculty.

Collaboration

As often as academic libraries provide essential support to academic programs, it is relatively rare to have a direct curricular collaboration of this type. Without the library's interest in housing and supporting 3D printing, the Chemistry department may not have developed this line of student research and development of laboratory experiments. Without the Chemistry department's data on printing use and cost, the required level of mediation, and the development of programming expertise, the library would have been reluctant to provide 3D printing as a technology it could adequately support. Both the Chemistry department and the library are now enthusiastically moving forward with the technology permanently housed and supported in the library.

Stetson's Chemistry department has used the 3D printer to create several different types of chemical models, ranging from simple ball-and-stick models of common chemical structures to the fabrication of more realistic, space-filling models of organic compounds, proteins, and other molecular complexes. Tangible models have been created that do far more than simply illustrate the structure of compounds, including demonstrating how molecular entities chemically bind and interact in a three-dimensional fashion (interactions that can be difficult for students to visualize using more abstract two-dimensional computer generated representations).

Involving students in 3D printing mini-projects has also been realized and illustrated through several examples, including (1) the conversion of open-access, online Protein Data Bank (PDB) information into 3D printed structures, (2) printing a 3D model of a chiral host-guest complex, generated using quantum computational software, (3) the creation of molecular orbital representations in molecules that show where electron density is located around skeletal structure, and (4) the printing of cubic close-packed crystal lattices utilized by common metals. Students, in collaboration with their faculty mentors, are able to create these models either as part of an established laboratory exercise or as part of their senior research experience.

To our knowledge, there are no published reports illustrating how 3D printing activities can catalyze student learning in chemistry (or in any other natural science discipline). The new models created at Stetson using 3D printing technology have not only stimulated student interest and resulted in a new tangible means for students to grapple with and learn difficult geometrical concepts, but the activities have in at least one case shed new light on seminal Nobel Prize winning work undertaken by Dr. Donald Cram (UCLA) in the 1970s and 1980s. In particular, the model of the chiral host-guest complex (see Figure 1 on page 14) created using a combination of quantum computer calculations and 3D printing suggests that the highly selective binding that occurs between this particular molecular host and guest is restricted to one of two possible binding geometries that were proposed in the original work (results originally summarized by D. J. Cram, et al. in the journal *Pure and Applied Chemistry*[3]).

Based on what was learned from the library-chemistry collaboration, the library created a 3D Printing Innovation Lab. In operation for a year, the lab has been remarkably popular. The two printers (and accompanying 3D scanner) often run from the time the library opens at 8:00 a.m. until it closes at 1:00 a.m. The proven success of the lab has led the library to consider expanding the equipment inventory; the next purchase will be a significantly more sophisticated 3D printer that will print with different filaments in much higher resolutions for more precise printing results.

Challenges and Opportunities

While cost may be a factor for some libraries, 3D printers are rapidly evolving and the prices are dropping. The cost of supplies (primarily the spools of plastic filament) is less than what most libraries will spend on conventional printer cartridges. The challenges, therefore, mainly involve the time commitment and amount of mediation required. A certain level of expertise and maintenance is required – because the printers must be regularly calibrated, they are not well-suited for "walk-up" do-it-yourself printing. Print jobs can run for hours, thus requiring planning if used for class or laboratory assignments. Libraries who undertake a 3D printing initiative will likely want to have multiple printers and will want to have trained support staff available to help users.

As academic libraries have transitioned from repositories to learning centers, librarians are increasingly encouraged to pursue collaborative and interdisciplinary learning projects. This collaboration, which has led to curricular innovations in chemistry, has proven successful for both the department and the library. None of the current faculty in the Stetson chemistry program can recall a more fruitful partnership with a neighboring campus unit – over a four month period, all five tenured/tenure-track chemistry faculty pursued different 3D printing projects with students (several of the models created are illustrated in Figures 1–4).

While the Chemistry faculty have been involved in developing 3D printing ideas for classroom/laboratory use and librarians have expanded their technology skill sets, the most impressive outcome is the enthusiasm of the students involved in the project. To date, five chemistry students have participated in the library-chemistry collaboration, and one student devoted his senior research thesis to the use of 3D printers in developing innovative representations of molecular structures. Another student, recently graduated, will have an opportunity to publish in both the library and chemistry literature on his involvement with the 3D printing project. Innovative undergraduate research and publication are hallmarks of a successful liberal arts education.

Students serve as the best ambassadors for the lab – their enthusiasm spread from students who had initially been exposed to the printers during the library-chemistry collaboration to students from many disciplines across campus. The library took what it learned from its collaboration with chemistry faculty to encourage and work with other academic departments to develop assignments involving 3D printing. The Dean of the duPont-Ball Library and Digital Learning Resources, along with the chair of Stetson's Chemistry department, presented the collaborative project at both the spring 2014 National American Chemical Society meeting and the summer 2014 American Library Association conference. The opportunity for a library dean to present to an American Chemical Society audience on the importance of libraries in helping to create curricular initiatives is a welcome element to this project. Similarly, a teaching faculty member advocating learning technologies and curricular collaborations to a librarian audience may encourage other libraries to form similar partnerships.

The first-year success with 3D printing has encouraged Stetson librarians to look for new collaborations on developing other emerging technologies as learning tools. A request for proposals for innovative uses of the library's Google Glass has recently been offered to students, faculty, and staff. Other areas of interest include working with English department faculty on implications of emerging technologies for supporting Digital Humanities. Regardless of the technology, librarians want to inspire innovation in a way that focuses on teaching and learning. Collaboration with faculty and students has proven one of the best methods to integrate library-housed learning technologies across campus.

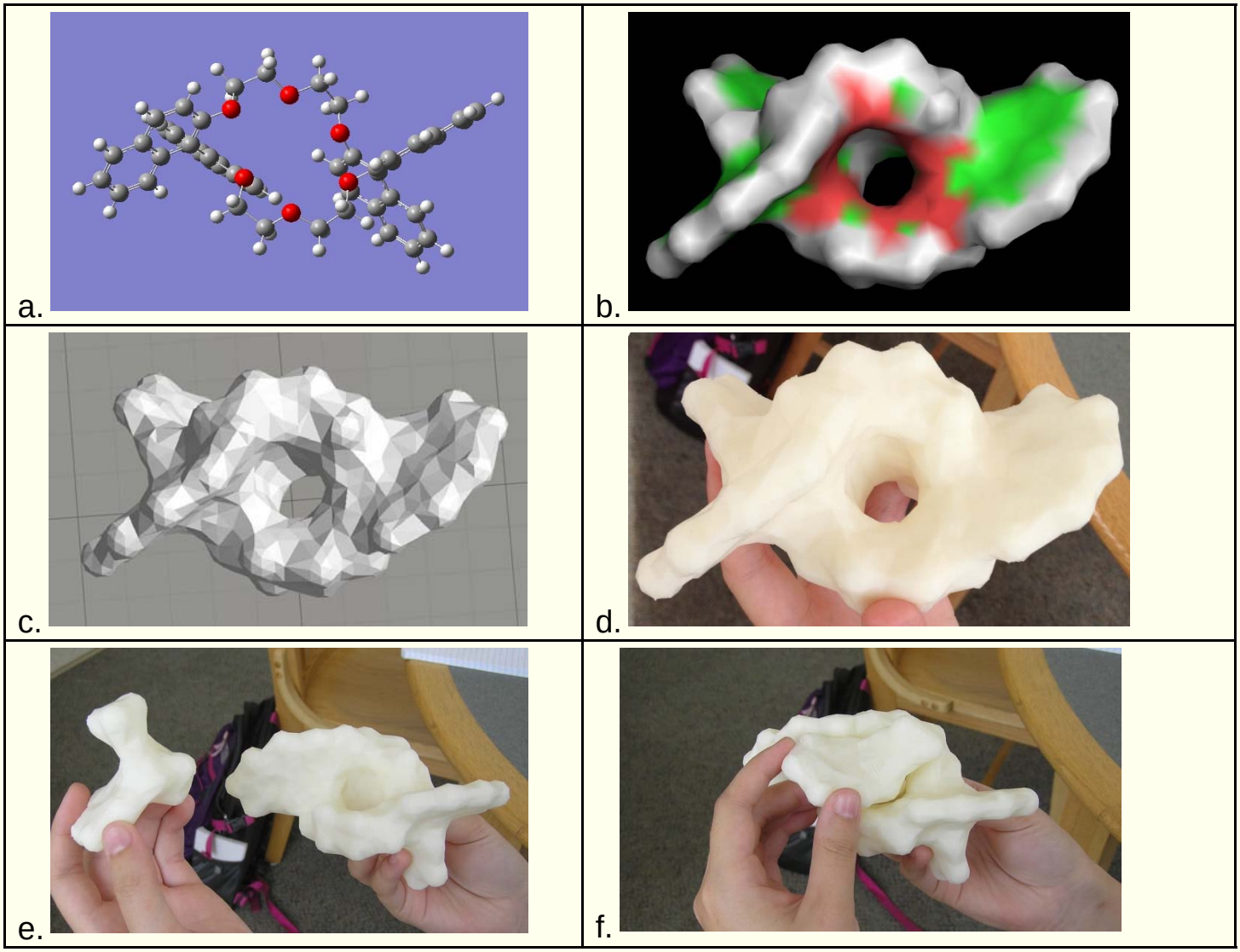
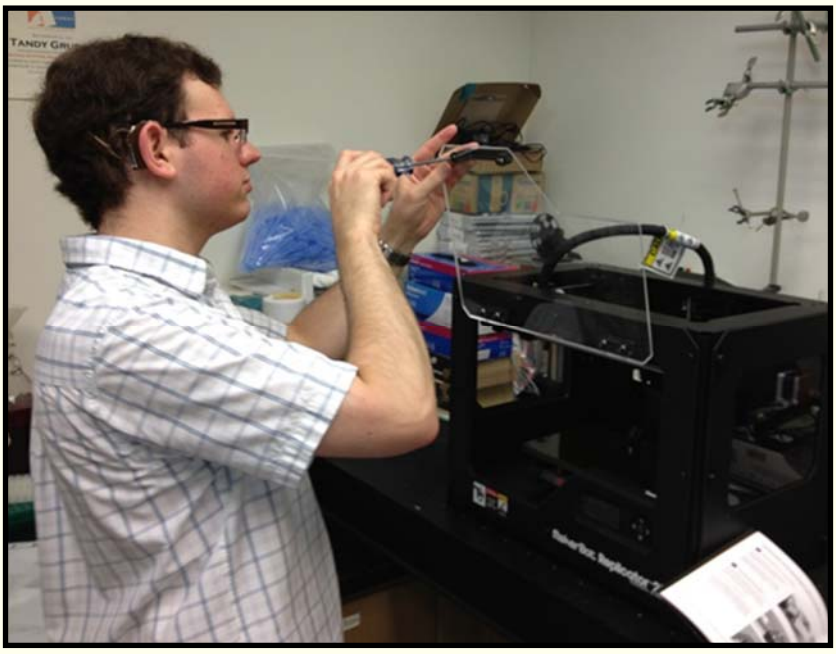


Figure 1: Step-by-step creation of a 3D model of a molecular chiral recognition host-guest complex; (a) a ball-and-stick model of the complex is created and optimized using quantum computational chemistry software (Gaussian); (b) the complex is converted into a space-filling 3D model using molecular visualization software called PyMOL; (c) the space-filling model is converted into a printable file using an open source 3D triangular mesh software called MeshLab in tandem with the MakerBot-MakerWare software; (d) the final printed form of the molecular host complex; and (e-f) a demonstration showing how the molecular host complex binds one chiral isomer of an amino acid structure (the ammonium salt of phenyl glycine methyl ester).

Figure 2: Stetson chemistry student Luciano Violante assembles the MakerBot Replicator 2X printer (left). Active print job of a molecular chiral recognition host-complex (right). Details about this molecular complex are further illustrated in Figure 1.



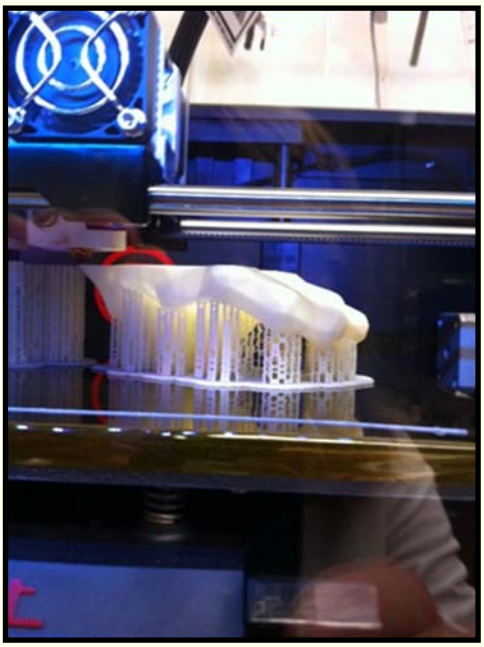


Figure 3: Elements can utilize a wide range of different lattice geometries when they crystalize to form solids. In general chemistry, students learn about a subclass of crystal geometries corresponding to 'cubic close-packed' lattices. First-year chemistry student Vanna Blasczak (shown here) has collaborated with two advanced chemistry majors (Luciano Violante and Daniel Nunez) to create models of *face-centered cubic* (ffc) and *body-centered cubic* (bcc) crystal lattices.

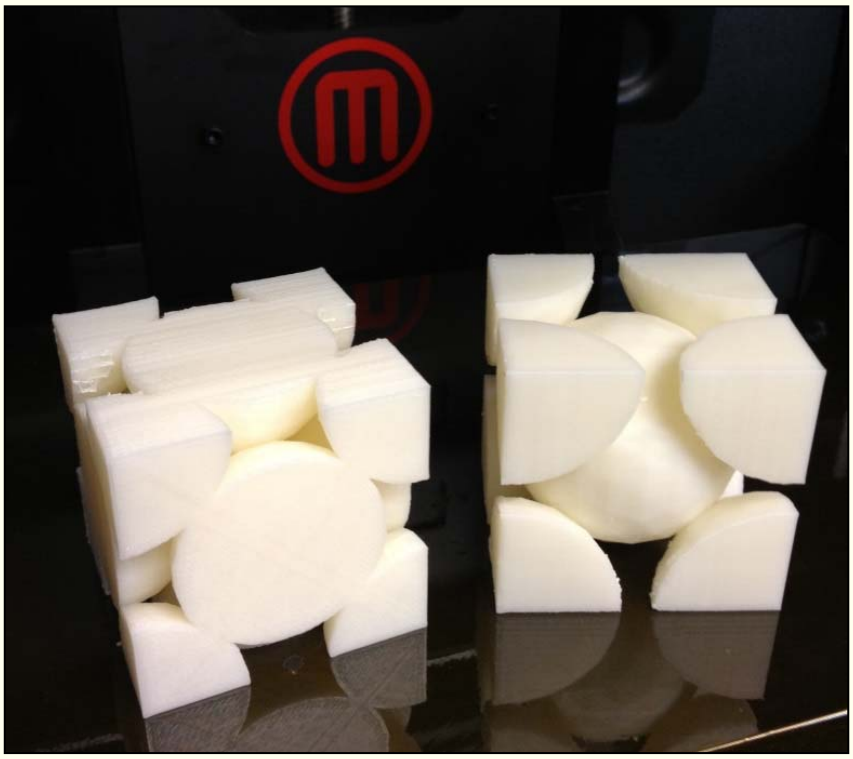
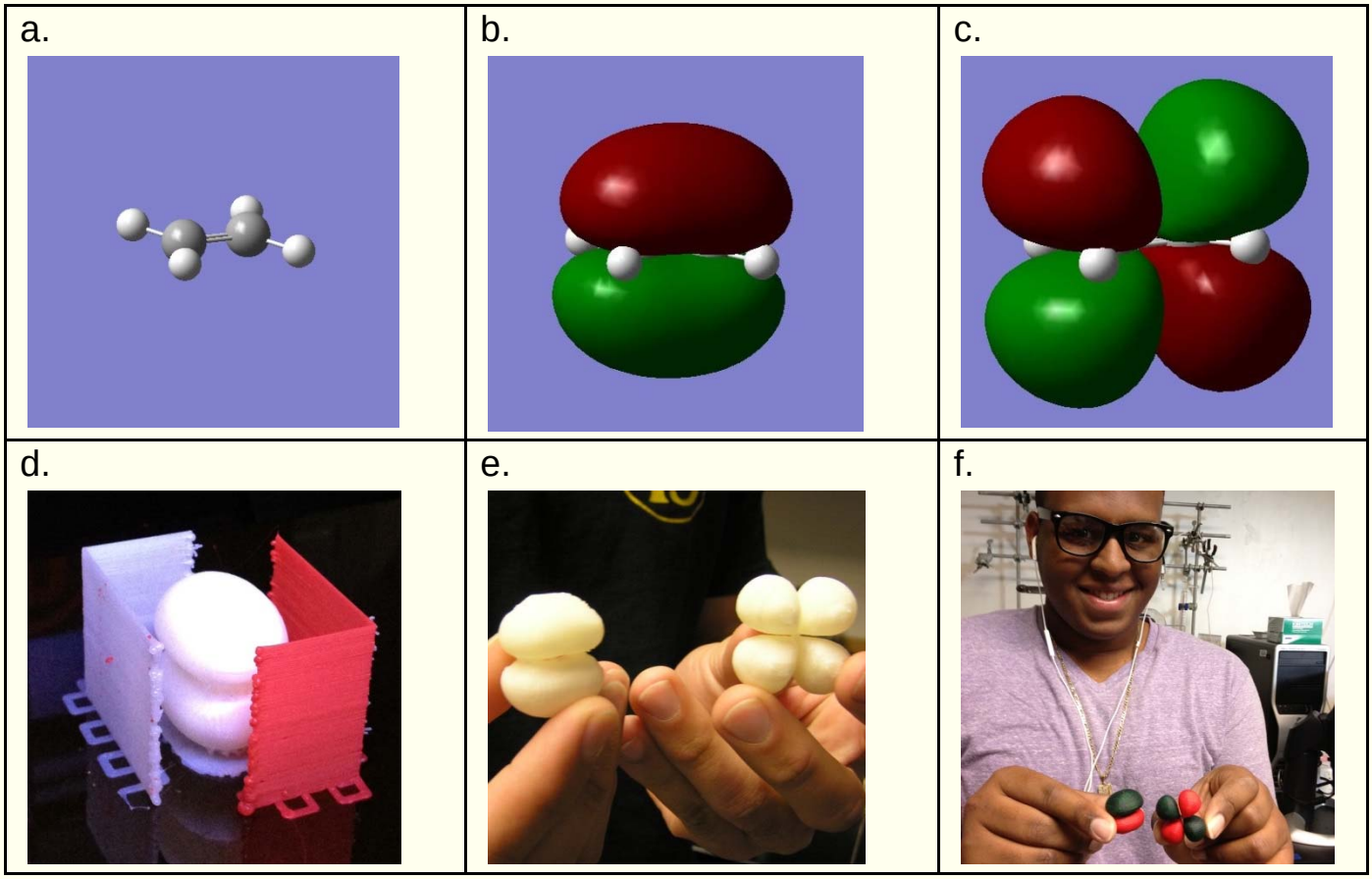


Figure 4: Molecular orbitals are regions of space around a molecule where electrons reside and which further describe the bonding and reactivity. 3D molecular orbitals for ethylene have been printed; (a) a ball-and-stick model of ethylene is created and optimized using quantum computational chemistry software (Gaussian); (b-c) the highest-occupied and lowest-unoccupied molecular orbitals in ethylene are generated using Gaussian and further converted into a printable format using a scheme similar to that described in Figure 1; (d) the molecular orbitals are subsequently printed; (e) the unpainted 3D printed version of the molecular orbitals is displayed; and (f) Stetson chemistry student Anthony Ward poses with a painted 3D printed version of the molecular orbitals.



NOTES

1 – Betty Drees Johnson is a former Stetson University librarian and Library Director who served as President of the Florida Library Association (2002) and received the FLA Lifetime Achievement Award in 2006. Betty is currently a Stetson University Trustee.

2 – Prices for 3D printers vary widely from hundreds of dollars to tens of thousands of dollars. Libraries considering buying printers should research the printers carefully based on the type of printing that will be undertaken. Purchase decisions should consider print speeds, resolution, type of filaments supported, the number of print colors needed, and the location of the printer units (levels of fume emissions may be a factor in purchase decisions).

3 – D.J. Cram, R.C. Helgeson, L.R. Sousa, et al., "Chiral Recognition in Complexation of Guests by Designed Host Molecules," *Pure Applied Chemistry* (1975), 43:3-4, 327-249.

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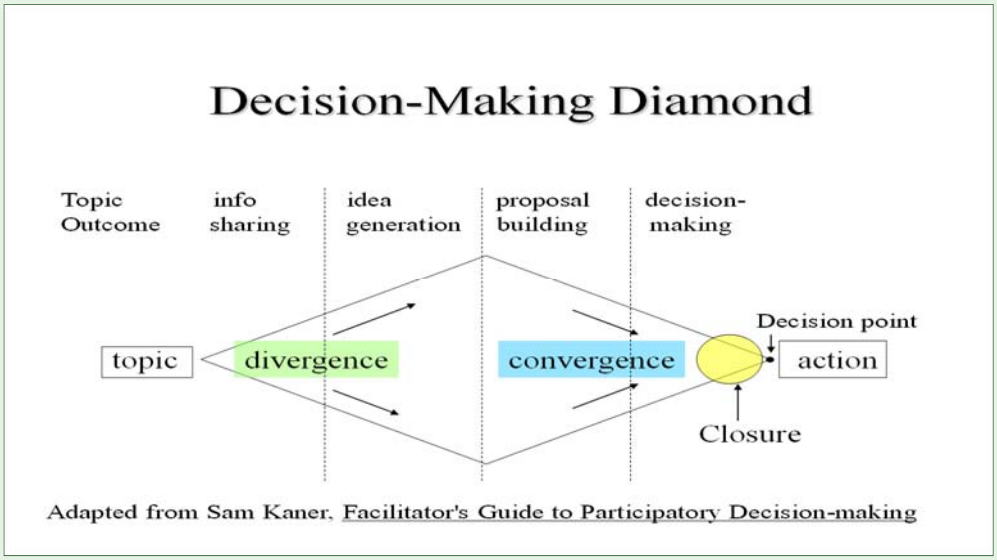
Can Meetings Be Fun?

A Seasoned Librarian puts a Sunshine State Library Leadership Theory to the Test

By Rachel Cooke

I'll admit it. When I first applied to the Florida Sunshine State Library Leadership Institute I was a bit skeptical that I'd learn anything new. I have over fifteen years of library-related experience and I had been to countless workshops, conferences and webinars. A senior colleague even referred to me as a "legacy librarian." I was pleased by this and am very proud of my accomplishments. But "legacy" also means to leave behind. I didn't see myself as living in the past. Was that how others perceived me? I decided it was time to refresh my skill set. I had heard great things about the Sunshine State Library Leadership Institute. It was a structured program with practical application assignments which culminated in a high-impact project that would transform my library. But, did I have time? In addition to my full time job as a Humanities & History Librarian, I was teaching a three credit virtual course, analyzing massive data sets for a research article, and (trying) to raise two young children. The universe answered. The next Sunshine State Library Leadership Institute would be ten minutes from my house. I could not pass this opportunity up. I knew this was no ordinary workshop when the first assigned reading urged us to "come to work every day willing to be fired."[1] This kind of professional challenge was uncommon to me to say the least. In fact, over the course of the year I was continually challenged to reassess my traditional way of thinking, including the way I had always run my meetings.

The following narrative is part of a reflection paper I wrote as a requirement of the Institute and is a glimpse into the program. Now, I know what you're thinking. We've all been to webinars and trainings for leading effective meetings. Yet, if true transformation is to take place, a complete re-design of the traditional meeting might be in order here. Meetings are perhaps the most underutilized and overlooked opportunities for real organizational change. It is the sharing of diverse thought and experience that makes the ideas flow and innovation occur. Sometimes it is a shining moment when things fall into place.



Adapted from Sam Kaner, Facilitator's Guide to Participatory Decision-making

I decided to use Sam Kaner's *Decision-Making Diamond*[2] that was introduced and modeled at one of the Institute's sessions to facilitate participatory decision making at our next Instruction Assessment Task Force meeting. I chose this decision style because our librarians use many different pedagogical approaches and assessment methods. Perhaps getting all these diverse perspectives in one room would effectively generate a diversity of ideas and result in a better plan than if we had a more traditional meeting.

The focus of our meeting was to review this year's teaching assessment and decide our next steps. Last year we had developed a question bank of pretest and post-test questions to be given to students at our teaching sessions. We started our meeting with a round-robin and everyone commented on how many classes they taught and if they used the question bank assessment in these classes.

I then told the group, "Let's think about our next steps. What do we want to do for future assessments?" I handed out copies of the *Decision-Making Diamond* so everyone understood how the discussion would go and I quickly reviewed some norms with the group. Based on my experience using the model, I shared that, "This is going to be really fun. We want everyone to participate and all ideas—even crazy ones will be welcome. We're going to put everything on the table and then decide which ones we'll work on this summer and next fall. "

I clarified the topic with the group first: "What do we all mean by assessment?" We briefly discussed that we wanted to limit it to just our classroom teaching, not our reference transactions. But we were all supportive of leaving it as broad as possible—to include methods of assessment and even technologies.

There were five of us so we did several round-robins and contributed one idea each. I typed each idea into the computer which was projected onto a screen. As most groups do, we occasionally interrupted one another and sometimes challenged each other's ideas. I reminded the group that this is a brainstorming session and all ideas—even "crazy" ones were welcome. We even got a dissenting opinion which was really great because that meant everyone felt safe contributing. In fact, after our discussion, one participant wrote on her feedback tool

"individuals felt comfortable sharing their thoughts."

After a few round-robins the conversation began to drift off into other topics. I pulled the group back in and told them, "Now we've reached the groan zone. I see some of you checking out. That's all part of the plan—see the chart? At this point I'm going to press you a bit further to come up with your most wacky idea." I asked the first participant to speak. She didn't know what to say but then I mentioned to her. "What if it you were running the show? What would you do?" She then laughed and was able to contribute, "What if we did performance based assessment—we could look at student papers?" She later commented on the feedback tool, "Even though I was unsure at first, pushing us to come up with 'crazy' ideas was effective."

After we had generated all the ideas, I took a look at the list and suggested a few categories to the group, "Summer 2014", "Fall 2014", and "Someday." The group also suggested one more category of "Other ideas to brainstorm later." Time was running out and already one member had left. I started cutting and pasting ideas into the various categories and group members would call out where to put it. I did stop and pause and check for agreement. Everyone said the list looked good. The following table summarizes some of the key ideas we came up with during the meeting.

Future Assessment Ideas

Summer 2014	Fall 2014 or Later	Someday	Other
Develop questions for assignments that do not require books/catalog. How to best use Insight Faronics. ---Look at the data to identify failures and improve our teaching. Develop action plan for improvement. Develop assessments for workshops.	Determine the learning outcomes that align with the Quality Enhancement Plan (QEP). Explore practical ways to collaborate with faculty on assignments—maybe related to QEP.	Canvas vs. Checkbox—should we go back to Canvas? Look at student papers for performance based assessment. Get student feedback via computer kiosks. Students make the questions. Flip the classroom. Invite a guest speaker to teach us how to engage students. Therapy dogs for midterm relaxation days.	Marketing workshops and other services (food & prizes). Work with faculty in creating effective research assignments. Use student ambassadors or peer coaches to find out what students want to learn.

I then asked group members to fill out a feedback tool. They remarked that the following worked well:

- Openness of format
- Individuals felt comfortable sharing their thoughts
- Ideas were generated
- Organizing thoughts into a timeline
- Pushing us to come up with "crazy" ideas was effective
- Prioritizing the ideas we came up with (now, later, and someday)
- Brainstorming and making us say something but in a friendly way

They recommended the following for next time:

- Ask us to come in with ideas
- Invite more colleagues
- Have a thirty minute timeline
- Offer food maybe
- Do a session where individuals can bring their lunch
- Needs a catchy title
- Advance notice of topic so we could be better prepared

It is worth noting that one coworker dropped by my office later and remarked, "That was fun! We should do that more often!" Others remarked, "We should have food. You know, make it an event!" Wow…food? Event? What just happened here? Did I just transform our meeting into "an event"? I was really surprised that it worked so well. I thought our regular meetings were not that different than the diamond model, but having the model right in front of us and having to stay within the model really made people feel safe and comfortable. Making a meeting into a "fun event" was even better.

Personally I feel the "wackier" you are the better the meeting will run with surprising productive outcomes. There was a lot of laughter at this meeting. I'm sure in some organizational cultures you might experience eye-rolling or sighs of exasperation. Be prepared for this. One thing I've learned at the Sunshine State Library Leadership Institute is to embrace the unusual. Non-library organizations like Google and Pike Place Market have brought fun to the workplace and have had phenomenal results. Make yourself vulnerable to create change. In fact, at the Institute I learned that there is scientific proof that, "from vulnerability comes creativity and joy."[3] So here's my assignment to you. Take this article to your next meeting. Print out the *Decision-Making Diamond* and ask your team members to follow the steps. Just ignore those initial eye-rollers and sighers in the back of the room because most of them will eventually become engaged. Tap into your inner leader and just do it.

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NOTES

1— Gifford Pinchot, *Intrapreneuring*,(New York: Harper & Row, 1985), 22, as cited in Donald E. Riggs, "The Crisis and Opportunities in Leadership," in Library and Information Science Professions: Theory and Practice, ed. Mark D. Winston, (Binghamton, NY: Haworth Information Press, 2001), 10.

2— Sam Kaner and Lenny Lind, *Facilitator's Guide to Participatory Decision-Making*, (Philadelphia, PA: New Society Publishers, 1996), 19, as cited in "2013-14 Sunshine State Leadership Institute Handout," Session Five—Page 4.

3— Brown, Brene, "The Power of Vulnerability," *TED*, Filmed June 2010, http://www.ted.com/talks/brene_brown_on_vulnerability.

Brain Waves

By Nancy Pike

Our library field has been an innovation leader, introducing many people to information technology and making it available to them regardless of economic status. Library conferences include futurist programs with clues to what the future holds for library patrons. Library staff present cutting-edge electronic products to the general public and teach them how to use those devices. But new studies of the brain may require libraries to make even bigger leaps forward.

President Obama's BRAIN Initiative (Brain Research through Advancing Innovative Neurotechnologies) was announced last year and the European Union has a similar effort underway. New studies include brain-mapping projects that have been compared in significance to mapping the Human Genome.

Neuroscientist Christopher de Charms says we will be able to watch our own brain activation in real time and thus control it. At Dartmouth, a study of brain waves while reading established that learning to read does not end in elementary school, as previously thought, but rather continues for years beyond. Technology pioneer Mary Lou Jepson suggests we may be able to leapfrog language entirely and communicate directly with human thought. In five to 15 years, she says, "We're going to be able to dump our ideas directly to digital media."

Author Nicholas Negroponte, founder of MIT Media Lab, draws controversy with his far-out predictions, often about information technology. When he predicted in 1995 that we would soon be reading our newspapers on a portable screen, people scoffed.

In a recent TED talk, Negroponte speculated that in 30 years, we could learn by taking a pill. He says that our increasing knowledge of the brain and how learning takes place will allow us to target specific kinds of

learning via small bits in pills that will seek out the exactly appropriate brain areas. Want to learn a language? Just take a French pill.

Raymond Kurzweil, computer scientist, futurist and inventor of the Kurzweil reading machine for the blind, concurs that nanobots, cell-sized robots, will go into our brains and expand the brain's neocortex by connecting to the Cloud.

These concepts may sound absurd, but Negroponte and Kurzweil have made numerous other predictions over the years that have been realized so let's try to imagine this actually coming about. What would it mean for libraries? Would books come in miniature form to be swallowed? Would the idea of borrowing information be obsolete? Or maybe fiction, memoirs, and travel would still be absorbed through the eyes and print, but more factual texts, for which language and stories are less significant, could be ingested in one quick gulp.

Would knowledge be produced by simple conversion of books and Internet pages? What if you swallowed a pill with incorrect data? Would another pill override it? Could we all be brainwashed with something slipped into our food? Might libraries dispense information pills from a pharmaceutical cabinet behind the reference desk? Or would people simply order any facts they wanted through Amazon, have same-day-delivery via drone, and swallow a handful of pills at a time?

As amusing as it is to imagine such extraordinary phenomena, we can see how many amazing changes have taken place in the past few decades. More and faster changes will take place in coming years and libraries should be ready to find innovative responses to them.

Want to know more about brain science?

http://www.nih.gov/science/brain/

www.humanbrainproject.eu

http://med.stanford.edu/snapl/research/rtfmri.html

http://now.dartmouth.edu/2014/07/brain-waves-show-learning-to-read-doesnt-end-in-fourth-grade/

http://www.maryloujepsen.com/

www.ted.com/speakers/nicholas_negroponte

www.kurzweilAI.net

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

Scouting for Tech:
My Year with the Girl Scouts at the Library

By Stephanie Piccino

Admit it: You don't think "tech" when you think "Girl Scouts". You think of camping, crafts, and, of course, cookies. But these aren't your mom's Girl Scouts. They aren't even *mine*! Today, Girl Scouts are encouraged to explore the world of STEM - science, technology, engineering, and mathematics - so they can get the skills they need to succeed in the 21st century. Here at the Martin County Library System, we have the tools to help them get there.

I've worked with multiple local Girl Scout groups over the past year to help them earn technology badges. I've watched girls between the ages of six and fourteen come up with spectacular digital photos, amazing posters about their favorite animals, and even write, direct, and edit a short digital film. In a world where girls are often pushed out of STEM before they have a chance to explore it, our library has helped many local girls take that first exciting step into a whole new world.

I had always been interested in, as I liked to put it, geekery: video games, graphic design, anything computer-related. I also had a desire to get more girls involved in geekery since many of them seemed turned off by the very idea of calling themselves "nerds" or "geeks", which I've always found disappointing.

According to a study conducted by the American Association of University Women, even though girls are now scoring higher than 700 on the math portions of their SATs, many will not pursue STEM fields once they get into college. Moreover, those girls that do pursue STEM in college don't always follow through with it. Though STEM program retention rates from first-year studies to graduation are sixty percent for both men and women, as there are fewer women entering the field, these numbers are a point for discussion.

So why aren't girls following through with STEM careers? The American Association of University Women recently found that negative stereotypes of women and girls in fields that aren't considered "feminine" tend to push women and girls away from pursuing STEM careers. Even when boys and girls had similar skill levels in math, girls tended to downplay their abilities. Interestingly, girls were also found to believe they must outperform boys in order to be successful in traditionally "male" fields. With a lack of self-confidence and a need to be the best in order to succeed, no wonder girls are steering clear of STEM.

After working in the Martin County Library System as a homework helper in the Palm City branch, which had recently opened its tech-oriented "idea lab", my own ideas began to blossom. The library was looking for ways to get people from the community into the idea lab, and I still had some connections from when I worked with the local Girl Scout council. I researched different technology badges the girls could complete at our branch and spoke with my manager,

Carolyn Smith, about my ideas.

But even though I had the ideas and the support from my colleagues, we didn't have any Scouts; I had not heard from my contacts in the council and was about to give up on my plan. Then one day, a small troop of Junior Girl Scouts came in to work on a badge. I plucked up the courage to approach the troop leader and explain who I was and what the library offered. Interested, the troop leader, my manager, and I worked out a time for our very first badge workshop: digital photography.

I developed a lesson plan that fit with the badge requirements and, with some modifications, we came up with a library-friendly program that not only engaged the girls but taught them some photography essentials: what makes a good picture, how to work with lighting, and some quick edits you can make on a computer. We gave the girls a scavenger hunt sheet, asking them to take pictures of ten objects in the library. This not only engaged them in the work, applying what they had just learned to real-life examples, but I also wanted to encourage their artistic eyes. We uploaded the pictures into our idea lab iMacs, made a few tweaks here and there, and then imported the edited pictures into Microsoft® Word to make Fathers' Day cards. The girls enjoyed themselves, had a lot of fun, and most importantly, got to play with some really cool technology.

Encouraged by the success of our first workshop, I started approaching more troop leaders as they came in and told them about our programs. As we got cameras into the hands

of more eight- and nine-year-old girls, something miraculous happened: troop leaders were coming to *us*, asking about our Girl Scout badge workshops and wanting to get their troops involved. It turned out that word-of-mouth had been our best advertisement.

As knowledge of our workshops grew, so did our audience. Brownie Girl Scouts, girls between six and eight years old, came in to learn basic computer skills. Not only did they learn about Internet safety and how to look up images on Google, they also learned how to save those images to a computer, paste them into a PowerPoint slide, and how to cut and paste text. They also got a very basic introduction to typography as they experimented with fonts, text sizes, and text colors to get exactly the results they wanted. Plus, the Brownies got to take their posters home.

The most exciting project, and possibly the most complex we'd yet done, was a dual-badge program for Cadette Girl Scouts. Cadettes, older girls between twelve and fourteen, had to create and edit a short film. My undergraduate degree is in television production, so I was beyond excited to get a group of girls behind the camera. I suggested to the troop leader we could also work in a scriptwriting badge to give them the full production experience. Over the course of three meetings, as opposed to our usual stand-alone workshop, the Cadettes wrote and storyboarded a script, directed each scene, worked behind the camera, and put it all together into a one-minute short, which we posted on the Martin County Library's YouTube page: **http://www.youtube.com/watch?v=JM8V1as4aL8**

There have, of course, been challenges, namely in having enough people around to help the girls with technical questions and keep them on task. The troop leaders often are the ones to rein the girls in, but sometimes I'd need a little bit more help. Our Digital Literacy Librarian at the time, Justin de la Cruz, came to the rescue and made sure the girls had the help they needed; he led a digital photography workshop when I was unable to, and he even made a guest appearance in the Cadettes' short video.

Another issue was how our branch was often short-staffed. It became a challenge to schedule troop visits around times when we had the staff to cover all of our regular bases. There were times when I myself was leading both a Girl Scout troop and helping patrons at the same time. I can't thank my fellow staff members enough for helping out whenever they could and rising to the occasion when we needed it most. Our badge workshops, as well as other programs we host, wouldn't be what they were without their help and support.

Over the year in which we've had our badge workshops, local Girl Scouts have not only learned amazing things but created works of art they are rightfully proud of -- and their leaders and our staff are also proud of. But we don't want to stop there. We want to eventually have similar badge workshops at all the branches of the Martin County Library System, so I have made all of my lesson plans readily available for all staff to access. As we implement more technology throughout the county, I am confident we can replicate these workshops with relative ease.

Our next step is to get Boy Scouts in our lab as well. They have a good deal more technology badges to earn, and some are more complex and more detailed than those for the Girl Scouts. If we want all Martin County children to have the same opportunities, we must afford the Boy Scouts of our area the same fun opportunities as we have for the Girl Scouts.

Though digital photography and basic computer skills aren't exactly hard science like electronics engineering or complex calculus, sometimes all it takes is one small foot in the door. Today's digital photographer using a library camera could be tomorrow's forensic scientist photographing a crime scene. Basic computer skills such as Google searching and fact-finding can spur a girl toward research and data collection, two things very crucial to a career in a STEM field. Giving the girls the confidence that they may need to take whatever step is next in their journey has been a highlight of our workshops and partnerships with the Girl Scouts.

It is my goal - as well as that of the Martin County Library System - to get as many kids as I can into STEM-related activities. It is a personal goal to get more girls into STEM, and working for the Martin County Library has allowed me to do just that. I hope to one day expand our offerings and see programs like the ones I have developed implemented throughout Florida and possibly the country. I want to make these programs bigger, better, and accessible for girls everywhere. I have the proof that these programs not only work but can draw a crowd as well. I can't wait to see what the next year brings.

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Stephanie Piccino is the stereotypical library employee: wears glasses, drinks tea, and likes cats. An avid reader and geek, she plans to start her MLIS from San José State University this spring.

Healthy Aging Resources on the Web for Seniors and Caregivers:

An eHealth Literacy Library Training Partnership

By Chris Marhenke and Dr. Mary Howrey

Introduction and Background

Formed in 2012-2013, the Healthy Aging Resources on the Web library partnership consists of four organizations: DeVry University South Florida Library, Miramar Branch Library of Broward County Libraries, Friends of the Miramar Library, and the National Network of Libraries of Medicine/Southeastern Atlantic Region (NN/LM SE/A). The professional literature reveals that "collaborations and partnerships are…connections between and among people and groups to share interests and concerns, and create visions for the future."[1] Serendipity often intercedes to nurture and strengthen partnership activities over time and benefit the lives of library patrons served. In the case of the Healthy Aging Resources on the web library partnership, it is clear that both luck and purpose played significant roles in implementing this older adult ehealth literacy training project. Over a period of two years, this library partnership in practice has grown in synergistic and purposeful ways. The formal partnership project described in this article was implemented in January 2013 through March 2013 at the Miramar Branch Library.

The Friends of the Miramar Library organization contributes volunteer time, financial resources, and leadership expertise to the partnership. They are the foundation and springboard for partnership program successes with community-wide marketing and impact.[2] In June 2013, the Friends Board approved a second community workshop and Expo on "Health Insurance Options for Seniors: How to Choose Wisely" that was held on September 21, 2013 at the Miramar Branch Library. This program and Expo reinforced the vision of our partnership and covered these timely topics—(1) selecting Medicare supplemental insurance and long term care insurance, (2) understanding the impact of the Affordable Care Act on seniors, and (3) utilizing the SHINE counseling program from the Aging and Disability Resource Center of Broward County (ADRC), for selecting health insurance. A total of 77 seniors, caregivers, and vendors attended the 9/21/2014 Senior Health Insurance Workshop and Expo. In 2014, the Friends will offer an Estate Planning Workshop and Expo on September 27 which will cover financial planning, long term care insurance, Eldercare law, and Advance Directives for end-of-life decisions.

Our South Florida library partnership story begins in February 2012 when the key administrators from the Miramar Branch Library and DeVry University South Florida Library met to discuss the possibility of offering a series of ehealth literacy workshops for older adults. Several authors have written about the important role of the public library in promoting patient empowerment, health literacy, and ehealth literacy skills of older adults.[3,4] So, the rationale for the project was articulated clearly from the start—to reach the seniors served by the public library with the knowledge and help to develop skills to effectively locate, retrieve and evaluate online health information resources for decision-making—ehealth literacy.[5,6]

It is also important to note that older adults have significant needs for health information due to chronic diseases and comorbidity. Available government data estimates that one-third of Medicare patients have four or more chronic conditions, and more than half of older adults have three or more chronic conditions.[7] Given the increased availability and use of mobile devices and personal computers by older adults with over half of seniors now online accord-

ing to the Pew Research Center, the partner organizations involved in workshop planning felt older adults would benefit greatly from access to quality online health information for informed healthcare decision-making.[8] Topics included in the training series were identified based on a Pew Research Center 2011 report: diseases and their medical treatment, medical procedures, selecting a physician, choosing a hospital, evaluating health insurance plans, and interpreting medical test results.[9]

The library partners also agreed that introducing free online health information resources from the National Library of Medicine (NLM) and the National Institutes of Health (NIH) was an effective strategy for locating high quality health information. This partnership consensus on purpose and goals led DeVry University South Florida Library, as a member of the National Network of Libraries of Medicine, Southeastern Atlantic Region (NN/LM SE/A), to seek funding support for a training project with DeVry University, the Miramar Branch Library, and the Friends of the Miramar Library involved. Express Training Awards are available to NN/LM SE/A Region members to support health literacy initiatives for underserved populations with older adults as one target audience.[10]

The Miramar Branch Library administration and the Friends of the Miramar Library Board agreed to pursue the funding with DeVry University in October 2012. A proposal was submitted to the NN/LM SE/A Region in early December 2012, and the Express Training Award project was approved on December 18, 2012. Healthy Aging Resources on the Web now had the go-ahead of all the major players with goals, funding and resources in place for the training of older adults served by the Miramar Branch Library.

Provide health literacy programming in the month of October which is "Health Literacy Month."

- Conduct a community assessment of older adults' health information needs.
- Utilize the Centers for Disease Control and Prevention website http://www.cdc.gov for background information on health literacy and on how older adults arrive at important health care decisions.[12]
- Make programming personal—incorporate the older adult's background, knowledge and values into your library communications.
- Design empowering training opportunities—build the older adult's confidence with information that will impact one's life and give him/her a sense of control over one's health.
- Take information from a trusted source—select credible sources from NLM, NIH, CDC or professional association Web sites—using Healthfinder.gov or MedlinePlus.gov.
- Make learning self-directed—offer multi-media resources for older adults to match different learning styles.
- Offer solution-oriented communications—don't bog down seniors with tons of health information. Provide short, concise and easily readable health messages with specific action steps one must take to achieve the desired health goal.
- Stay focused on ehealth literacy skills development.[13]

What Took Place/Who Benefited

The project encompassed three training components with Dr. Howrey serving as the lead trainer: (1) staff training for librarians in South Florida held on January 31 and February 5, 2013, (2) a public program and vendor exposition (Expo) held on February 9, 2013, and (3) hands-on NLM and NIH database training for the public held on February 23 and March 9, 2013. Southeast Florida Library Information Network (SEFLIN) librarians, Broward County librarians, and NN/LM SE/A Region health science librarians participated in the two staff training sessions offered on NLM and NIH online resources. The training enabled the librarians to better assist patrons at their home institutions in locating high quality health information.

Various marketing strategies were used to invite the public to the February 9th program and Expo as well as the follow-up hands-on sessions. Traditional marketing included newspapers, flyers, word of mouth advertising, and library signage. Additional strategies targeted area retirement communities and senior community centers. The partners felt the public training sessions

were beneficial for both seniors and their caregivers.

Program Evaluation

The first component of the project was staff training for area librarians to make them aware of NLM/NIH resources. Two sessions were held with eleven librarians from various institutions in attendance. The sessions were approximately one hour in length, and attendees unanimously felt they acquired useful knowledge and skills in the workshops. When asked what new information they learned to support their daily work, several librarians commented they acquired valuable online resources and handouts from the workshop that were useful. Attendees noted that more hands-on time in the sessions was needed for practice and increased expertise in searching the online services introduced.

The February 9th program and Expo was the second component of the project with the aim of providing an overview of free online ehealth resources available to seniors and caregivers. NLM and NIH resources on the Internet as well as local providers of online services were introduced. There were fifty-five participants and twelve vendors in attendance at this initial program offered to the public. Survey responses from 15 participants (Figure 1) collected at the public program and Expo showed 85% of respondents strongly agreed with the statement that they planned to use NLM/NIH databases in the future.

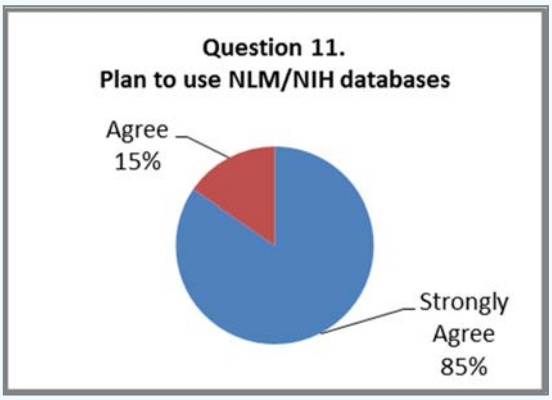

Figure 1. Workshop Feedback on Future Use of NLM/NIH Databases, February 9, 2013 (N=15)

Vendors were also asked to complete feedback surveys. Vendors were asked if they were familiar with services offered by the National Network of Libraries of Medicine and if the Healthy Aging Expo increased their knowledge of free services offered by NLM and NIH. More than 70% of vendors were not familiar with the services, and the same percentage indicated the event did increase their knowledge.

The two subsequent hands-on database training sessions were scheduled to provide a more in-depth review of NLM/NIH databases. These represented the third project component. Fifteen seniors came to these two sessions, and attendees were evenly distributed between three age groups (60-69, 70-79 and 80+) and between males and females.

In Figure 2, 93% percent of attendees strongly agreed when surveyed on: whether they learned about the benefits of using the NLM/NIH databases to locate online health information; if they

Figure 4. Healthy Aging Resources PC Workshop Class on February 23, 2013, Miramar Branch Library

would tell their friends and families of these databases; and if they planned to use these resources in the future. One positive outcome was that all respondents expected to search online more effectively using the Healthfinder.gov search engine. Prior to this training, only 50% percent of the seniors had searched online for health information.

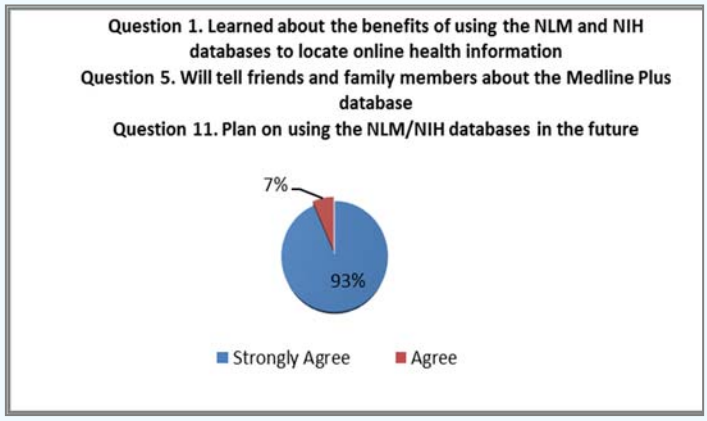

Figure 2. PC Workshop Survey Feedback, February 23 and March 9, 2013 (N= 15)

Furthermore, attendees felt they were better able to evaluate the quality of health information they located when searching online due to the skills and knowledge they gained from the hands-on PC workshop. Figure 3 shows that 93 percent of the seniors strongly agreed or agreed they could evaluate the quality of health information better as a result of the training sessions.

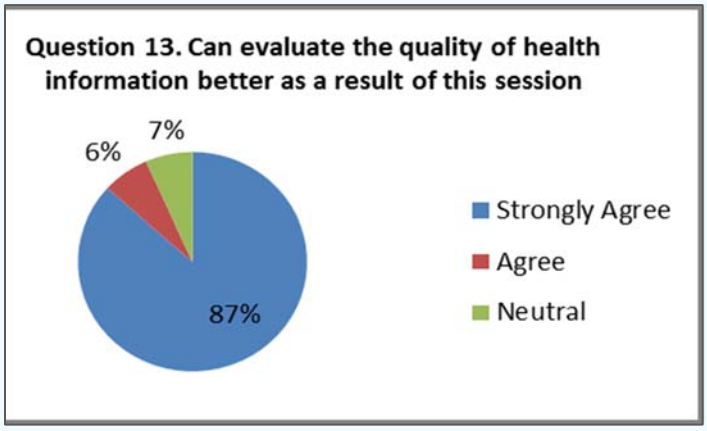

Figure 3. PC Workshop Feedback on Evaluation of Health Information Resources, February 23 and March 9, 2013(N=15)

Based on this data analysis of Healthy Aging Resources on the web program participant responses, the training sessions conducted were considered a success. Participants in all three components of the training project increased their awareness of and skills in searching NLM and NIH ehealth resources.

Program Outcomes

Networking with community agencies, healthcare providers, insurance companies, the Broward County Health Department, the ADRC of Broward County, and area universities was essential for the February 9th workshop and Expo event. Additional contacts at Broward County senior centers and senior residential communities such as Century Village and Hollybrook were identified during this process that will prove beneficial for increasing turnout at future events.

A highlights video which runs 4:40 minutes was produced from the 90-minute February 9th workshop and Expo by Dr. Mary Howrey at DeVry University and a local Davie, FL video production company, Videography by Cristina (Godshall). The highlights video is available on Viveo https://vimeo.com/61124662 and You Tube http://youtu.be/ychD__BJ72c.

Having workshop and Expo attendees from Century Village, a Pembroke Pines retirement community, provided an inroad for Dr. Howrey to conduct a condensed version of the training program to their computer club members on May 20. A total of 65 club members were in attendance. Resources introduced to the seniors at Century Village included: MedlinePlus.gov, NIH Senior Health, Healthfinder.gov, and the Administration on Aging's Eldercare Locator.

Important Lessons Learned

Our Healthy Aging Resources on the Web partners discovered that word of mouth marketing was highly effective as were the free community service display ads in the monthly Century Village *COOPPA Guardian* newsletter with a circulation of 12,000 senior residents. Involving more Friends members in recruiting Expo exhibitors is critical to generating greater awareness of events and increased attendance at future workshops and the Expo. It was also important that our library partnership established a working relationship with the Broward County Health Department's Outreach Planning Group (OPG), an office that coordinates all

community health fairs and maintains a vendor e-mail list.

Finally, future feedback surveys need to be concise and focused on ehealth literacy outcomes. Deploying pre- and post-assessments to evaluate attendees' computer knowledge and searching skills are recommended for future library training programs to measure the outcomes of training offered. Using standard tools such as eHEALS contributes to valid program assessment.[11]

Conclusion

This project demonstrated a need and desire for health information and ehealth literacy training for seniors served by the Miramar Branch Library. Florida public and academic libraries will want to implement similar programs for seniors in the local Florida communities they serve.

Dr. Mary Howrey is the Library Director at DeVry University South Florida, Miramar, FL.

Chris Marhenke is the Branch Manager of the Miramar Branch of Broward County Library.

As library professionals, we can stay current and active in promoting ehealth literacy by utilizing these online resources:

• Visit the Health Literacy Blog to stay current with developments in the field—http://blogs.cdc.gov/healthliteracy/

• Listen to podcasts on the Health Literacy Out Loud website-- http://www.healthliteracyoutloud.com

• Create displays and programs tied to the National Health Observances identified on the National Health Information Center website, Healthfinder.gov-- http://healthfinder.gov/nho/Default.aspx

• Join the Medical Library Association for continuing professional development in health sciences librarianship http://www.mlanet.org/resources/healthlit/

• Look for free training workshops offered by the National Network of Libraries of Medicine's Training Center http://nnlm.gov/ntc/ and NN/LM SE/A Region http://nnlm.gov/sea/training/.

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Florida Reads:

Heather Graham's Ghosts

By Joyce Sparrow

True confession: in the nearly 17 years I've been writing about Florida fiction, I've never read any novels written by Heather Graham. Why? I don't know. I accumulated a stack of the Graham's mass market paperbacks, but never opened one, until recently.

My reading adventure began with *Unhallowed Ground* (2009) set in St. Augustine. I continued to The Bone Island Trilogy (2010): *Ghost Shadow*, *Ghost Night* and *Ghost Moon* set in Key West.

These menacing stories had me looking over my shoulder and sheepishly (or courageously, if I were a character in one of Graham's novels) investigating the noise in the garage at 5 a.m.

Graham's Florida's novels span from the a six book, multigenerational saga, the Florida Series, that begins with *Runaway*, (1995) featuring Florida during the Civil War, to murder mysteries in Miami and paranormal tales in St. Augustine and then, her most recent release *The Cursed, Krewe of Hunters #12* (2014) set at a haunted bed & breakfast, bringing readers back to modern day Key West.

The pleasure in Graham's books is that she knows Florida, from the local color to the tourist trade. She successfully portrays the mood and feel of Duval Street in the Keys and St. Augustine's historic district and the ghosts she creates, whether they are boons or enemies, enable her to

draw upon Florida's history. In the Bone Trilogy, the main characters have Bartholomew, a ghostly privateer, who not only protects and guides them through the mysteries and histories. Graham also adds 3D plots: Drama equals desire plus danger, a technique Janet Burroway, 2014 winner of the Florida Humanities Council's Lifetime Achievement Award, identifies in *Writing Fiction a Guide to Narrative Craft*, 9th edition (2014).

In recent correspondence I asked Heather about her connection to Florida. She responded: "Florida is my home, where I grew up. I love my state--all of it. We're as diverse as can be; we offer the melting pot of this generation and unique and wonderful history with cities such as Key West, the "Conch Republic," and St. Augustine—the oldest city in the US continually inhabited by European settlers. And I dive! Impossible for me not to love my state, my home." Graham grew up in Miami-Dade County and attended the University of South Florida in Tampa. She worked in dinner theater and as a bartender before becoming a full-time writer.

Graham engages tourists as a means to advance the plots. The visitors, who frequent Florida's museums, participate in festivals and join the ghost tours, are often witnesses to horrific discoveries. In *Unhallowed Ground*, Graham combines St. Augustine's contemporary celebration of history with its gruesome past under Spanish rule when executions were carried out by guillotine in town squares that are still visited by tourists today. In *Ghost Shadow*, one casualty is hidden in plain site during Key West's Fantasy Fest. Bones are also unearthed on public beaches in *Ghost Night*. And what would a Florida mystery be without at least one body in the water which happens in *Ghost Moon*.

The complete list of Graham's novels that include romance, history, mystery and suspense, and her works published as Heather Graham Pozzessere and Shannon Drake, is available at

http://www.theoriginalheathergraham.com/#!books/cvc5

Joyce can be reached at
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Message from the Executive Director

Summer 2014: Library Leadership in Action

Where did the summer go? I don't know! What I do know is that we've accomplished a lot and FLA is working hard for you.

The FLA Conference committee is in full swing, evaluating over 100 proposals to find the perfect 50 to 60 that will make the cut for the 2015 Conference. Chairman, Steven Grubb is taking a great deal of care to assure that there will presentations for all constituents and that they meet a high standard in terms of educational value.

And – we're already looking at locations for 2016, hint, it won't be Orlando.

The Legislative committee, led by Charlie Parker, held a day-long meeting to strategize for the 2015 session and legislative day. As part of their on-going work, they've delivered the 2014 awards to key legislators, engaged our lobbyist, created the platform and talking points, and, of course, fielded calls from legislators about internet filtering devices.

The Awards committee, chaired by Patricia Carr, has added two new awards to the program; one to recognize excellence in research and one to recognize a library paraprofessional or support staff member who has made a significant contribution to their library. Start thinking about who you might want to nominate!

I'm also happy to announce that the Florida Library Association has given the go ahead to the Standards Committee to begin an update and revision of the Florida Library Association's Public Library Standards. Librarians of all types can look forward to receiving this important document next spring.

Those are just a few of the many, many activities going on in the foreground, in the background a little less obvious, we're continuing to make the Tallahassee office you base of operations and support, and the point of contact for entities interested in collaborating with libraries. Over the summer, vendors, civic groups, legislative offices, and businesses have called our office, knocked on our door or emailed us to learn more about how libraries operate, who they serve, what they need, and what they can do. While the evolution of libraries is old news to librarians and others involved with libraries, that message is still new to much of the public and private sector, so we're here to help facilitate communication and foster opportunities.

FLA's collective work is a fusion of activities for good of the whole and for the good of individual, innovative and traditional, some of it lasting, some of it ephemeral, but always for librarians, libraries and the people who support them, need them and love them.

Martina Brawer

Executive Director

If you work at an academic, public, or special library, there's a good chance you know a winner! Nominate a deserving colleague, yourself, or your library for a Florida Library Association award! Winners will be recognized at the 2015 Florida Library Association Annual Conference

May 13 – 15, 2015

Caribe Royale All-Suite Hotel and Convention Center

Florida Libraries: Inspiring Innovation

Innovation is not a singular process it's a constant evolution of library services and practices.

FLA President Linda McCarthy says, "Libraries in Florida play important roles in helping people get jobs, start businesses, vote, get an education, invent something new, satisfy intellectual curiosity, or fulfill a lifelong dream. Florida libraries have the place, the people, and the heart to help Floridians achieve their aspirations…we need to make this a year to highlight what's going on in our libraries."

Librarians and staff at academic, public, and special libraries throughout the State of Florida value innovation, because innovators, whether successful individuals or organizations, reflect winning attitudes, excellent service, and strategies for success.

Simply look to the winner of the 2014 Library Innovation Award as an example of this type of excellence. Library Director Christy Keyes says: "The Doreen Gauthier Lighthouse Point Library is a small, municipal, city-funded library in Broward County. For nearly 50 years we have served the 10,000 residents of Lighthouse Point, Florida, with their work, academic, and leisure interests. Having the opportunity to reach beyond our hometown borders to touch the lives of elementary school children throughout the county has been an incredible and enriching journey. By looking at what the library was already doing for in-house story times and field trips, discussing the programming needs of elementary teachers with Broward Public Schools, and coordinating technologies with BECON (Broward Education Communications Network) in the 2012 -2014 school years, the library has been able to present 12 Virtual Global Story Times to over 2,800 K-2nd grade students at 38 public schools. Remember many of these at-risk students have never set foot in a library."

"Although knowing the library is doing a great job is its own reward, winning the FLA Innovation Award has been the icing on the cake. It is unfortunate, but many libraries and librarians, including us, still have to fight the 'they just have books' or 'they just read all day' misnomers. So having other library professionals say 'Great job!' has meant so, so much to us. FLA members know what it is like to be in the library hot seat, so getting a pat on the back from people, who also work in the trenches, has been the bright spot of our year. Outside of our profession, the Innovation Award has been both a publicity and programming jumping-off point which opens dialogue with individuals and businesses that had no idea all our little library does and offers. Showing the community that we can *think outside the book* by developing award-winning, innovative programming, at no additional costs, has been a boon for library usage and circulation."

“We are truly grateful and honored to win the 2014 Florida Library Association Innovation Award. And we thank FLA for making this State recognition possible."

Could an award from the Florida Library Association help you tell your story?

Nominate yourself, your colleagues or your library for one of the FLA awards!

FLA awards recognize …

- Overall achievement (Library of the Year, Librarian of the Year, Lifetime Achievement, and FLA Leader of the Year)
- Excellence in a specific field of endeavor (Youth Services, Web Presence, Instructional Programs, and Business Support/Workforce Development, Excellence in Marketing and Public Relations)
- Embodiment of values and ideals (Intellectual Freedom, Innovation, Changing Lives)
- Contributions by library supporters (Friends, Foundation or Board Members, Citizens, Business or Media Partners)

What’s new? We’ve updated some criteria and added new awards, so academic, public, and special libraries have even more opportunities for recognition:

- **New!** Library Research Award
- **Updated!** Exemplary Instructional Programs or Services Award
- **New!** Outstanding New Librarian Award
- **New!** Outstanding Paraprofessional Award

Learn all you need to know at the FLA Awards page. There are five additional awards granted by FLA’s Friends, Foundation and Boards section too.

Nominations can be submitted November 1, 2014 through February 2, 2015 via the online form on the FLA website’s awards page. For more information on the awards, past recipients, and how to submit nominations, please visit the awards page.

Florida Libraries
Inspiring Innovation