FIRST QUARTER 2016
VOL. 5, ISSUE 1

Ohio Libraries Quarterly

Meris Mandernach:
Interview with a Librarian

State Library
Library Programs &
Development Services

State Library News
25, 50, &100 years ago

Floyd's Pick
CTRO Advisory Board Selects
Little Tree by Loren Long

STATE LIBRARY OF OHIO

State Librarian Beverly Cain is on medical leave at this time. She will return soon and write the Ohio Libraries Quarterly introduction for our next issue.

This issue of the *Ohio Libraries Quarterly* features our first feature "Interview with a Librarian". Meris Mandernach, Associate Professor/ Head of Research Services, University Libraries at The Ohio State University took time from her busy schedule to answer some questions about her career and academic librarianship. Her responses paint a delightfully complex picture of librarianship in a large academic institution.

Under the leadership of Missy Lodge, Associate State Librarian for Library Development, library consultants assist public libraries throughout Ohio in strategic planning, facilities planning, program development, and digital initiatives. They also manage and coordinate the Ohio LSTA grants program, Guiding Ohio Online, the Ohio Digital Library, Choose to Read Ohio, the national Collaborative Summer Reading Program, and continuing education programs such as ILEAD USA and Library Leadership Ohio. For this issue, Missy and the library consultants were asked to write about their work at the State Library. Although this issue does not cover all of their work, it highlights some of our staff and services to Ohio libraries.

In 2017 the State Library of Ohio will celebrate its 200 year anniversary. The bicentennial marks a significant historical milestone for the State Library of Ohio, libraries of Ohio, the state and its people. Founded just fourteen years after statehood and one year after the seat of state government moved to Columbus, the state library was conceived by Governor Thomas Worthington as a place to consolidate state and federal government records and documents, maps, and journals that were accumulating in different offices. Originally named the Ohio State Library, its origin began indirectly in 1816 when the Ohio General Assembly approved a $3,500 appropriation for a contingency fund for Governor Worthington. That spring he spent $945.67 from the fund to purchase a set of books for a state library that was neither approved nor established. Two hundred years later and the State Library's Special Collections still has a significant portion of that original purchase.

2016 will be a busy year as plans are finalized and set into motion for a bicentennial book, reception, exhibition at the State Library, display at the Ohio Statehouse in the Map Room, and an online digital exhibit. We are fortunate to have an extensive record of our past through reports and other publications in our Ohio government documents collection. Newsletters from the State Library throughout these years provide unique insights into the programs and services of the library, and a snapshot in time of trends and developments in the library profession. In anticipation of our bicentennial, this year the *Ohio Libraries Quarterly* will include examples of our news over time. In this issue we have digitized representations of an *Ohio State Library Monthly Bulletin* from 1916, and sections from *News From the State Library* from 1966 and *State Library of Ohio News* from 1990-91. We hope you will enjoy reading these snippets in time from our past.

Marsha McDevitt-Stredney, Director
Marketing & Communications

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Interview with a Librarian: Meris Mandernach

Meris Mandernach
Photo courtesy of OSU Libraries

Meris Mandernach, Associate Professor/Head of Research Services, University Libraries, The Ohio State University recently sat down with Marsha McDevitt-Stredney at Thompson Library to answer some questions about her career, academic librarianship, and her work at The Ohio State University, University Libraries

Marsha: Thank you for taking time to meet today to discuss your career in academic librarianship and work as Head of Research Services at The Ohio State University. You will be the first Interview with an Ohio Librarian for what we hope will be a new regular feature in the Ohio Libraries Quarterly. I'd like to start with some background information. Tell us about your education and career path, and what led you to a career in academic librarianship.

Meris: I did my undergrad at the College of Wooster here in Ohio, and everyone does a senior thesis. I was a chemistry major and enjoyed lab work, some but not a lot. While working on my thesis I found that I really enjoyed the process of research. My whole study was theoretical on computers which hilariously now would take a half-an-hour to run the whole experiment but at that time it took a semester of working out that research process. Really what I thought I was going to do career-wise was work on impacting curriculum development in schools so that science education could be more robust.

I lived with family friends for a year after undergrad and they were librarians. They would have waffles at their house and invite several librarians over. They say in spite of the fact that I lived with them for that year, I still became a librarian. I applied to graduate programs for both a master's in education as well as librarianship. Then I decided, after looking at both options, that you have to teach for 10 or 15 years before you could actually work on curriculum development that would have broader implications. Instead, if you go to library school, immediately you can start buying books that are going to shape curriculum of science teachers. You can have the conversation with faculty about ways to embed information literacy and library skills into the curriculum earlier and have that awareness at an earlier level. I started as a science librarian at Loyola University in Chicago, did that for a couple of years, then they shut the science library down. So I got to close a library, which was an exciting experience. I was then thrown into a whole different mix and learned a lot about what I looked for in a manager.

Next, I got a job at James Madison University where they were opening a library. So I've closed a library and opened a library, thus restoring balance in the world again. As part of opening the library I spent a lot of time doing collection assessment, deciding how we were going to move and split a collection, and evaluating what should be withdrawn and what should be kept. I enjoyed collection work and shortly thereafter, I applied for the job of the Collection Management Librarian. I did that for several years—collection assessments and helping to put forward dashboards that subject librarians could assess print and online serials as well as monographs, and look at their use. That was in technical services. I liked that part, but I missed interacting with people. So when this job opened, I knew it would do a couple of things – allow me to work with faculty librarians and see if I liked that aspect of supervision, as well as get back into developing front and public service-focused resources. That's sort of a circuitous path on how I got to where I am.

Marsha: In a 2009 *Against the Grain* interview you talk about a cluster approach to decision making. At that time you were evaluating it at James Madison University. Is that approach something you have carried with you to other positions?

Meris: Yeah, clustering subject areas worked really well there. For collections work, it really worked there, as we were bringing people together. Here, we're such a large institution and because we have departmental libraries, it doesn't quite work the same way. We've talked a little bit about it, but it hasn't made sense up until this point. I oversee a department, which is called Research Services, but I also oversee broad research services support from the libraries across the system. We've been trying to figure out – what does that look like, especially when you're coordinating people that you don't supervise? The number of people I supervise continues to ebb and flow, and we're opening new service points. So how does that work balance? Working across the system has been long-standing, and maybe it's a little easier to coordinate from collections. My supervisor and I have talked about what that might look like with the idea of maybe it helping inform reporting lines, but sadly there isn't a one-size-fits-all solution for every institution. If there were, someone would have already figured it out and everyone would do it that way.

You talk to our peers, and they don't have a good system either because you have to take into consideration personalities or building structure limitations. Some places, like Indiana, have tried clusters but it didn't work in the past, and now they're revisiting it again.

Marsha: I attended the opening of the Research Commons and in the opening remarks there were comments about library leadership surveying what other universities were doing before and during the planning process. Earlier in your career, when planning a project, you wrote about visiting other libraries to see what they were doing. Is that something that has continued in your research or your own work in general?

Ohio State University Libraries, Thompson Library - Grand Reading Room
Photo by Marsha McDevitt-Stredney

Meris: It's nice to be able to talk to other people or look at other publications; such is the value of scholarship. If you don't, you just start over every time fresh. The field of librarianship, particularly with research services support is in the process of changing again, particularly for subject librarians. I was just talking about this with colleagues from OU. I said, "It seems funny to me that there's a lot of discussion of the change and responsibility of liaisons right now. That's so silly because 10 or 15, 20 years ago, from the time libraries existed, things have been changing. With the move of everything electronic, things have been changing. I don't understand what the big deal is now." Right? As we were talking, we were saying, "Take subject guides. You've gone from print bibliography in pathfinders to online. That's just format change. You've gone from phone at the desk to phone behind the desk. That's just location. You're adding new things like chat. It's the same service that you would get if would walk in. It's just in a different format." The more we talked about it, what's changing now is a little bit of the fundamentals of how people do their work. Instead of, "I'm going to go to my office, I am going to wait for people to show up," we're asking subject librarians to go out. They, to some degree, have done that already, building relationships and teaching. But it's more of an embedded nature, and it's a different way of thinking about the work—being a lot more proactive in anticipating needs.

There are typically two responses. One of, "That's fine. That's not really what I want to do. It's not why I got into librarianship," and it's a scared response. The other one is, "I'm really excited to do it. It's exciting and quite the adventure, but oh my gosh you're asking me to do this on top of everything else." So the volume is what makes it a little scary. It's not the research from the researcher perspective, it's not as though their knowledge of the library has changed. So you're also dealing with, "Right, you still need access to your book or your journal article." Faculty often don't think of the library as, "Let's ask for a consultation about website layout or usability. Let's talk about learning object development, copyright and managing your data and retaining your rights as an author" They don't always think of the library as having that role, so there's also this constant education process during this already somewhat uncomfortable time. Then, as we (colleague from OU and I) were talking about it I realized, "That does sound different." On the one hand it makes sense. I can step back and look at it from the outside and see, "It's not scary for me, but I can understand why it would be scary for somebody else."

Marsha: Was the Embedded Librarian Framework document, available on the library's website, built on models or examples from other academic libraries? Were you involved in the development of the framework?

Meris: I inherited that since Ohio State University Libraries worked on the framework for two or three years before I got here. To some degree, and in libraries in particular, you spend a lot of time asking, "How does the work that we're trying to do match to what other people are trying to do?" There's this funny mix of wanting to be more innovative and trying things and also knowing, if you're someplace like Ohio State, that other people are going to look at it and hold up as a benchmark. That's been one of the more striking things of coming into this position, as I would feel James Madison University was actually pretty innovative. We were talking about eBook support and open educational resources five years ago. It's only recently come to the national conversation. They did a couple of pilots at James Madison and didn't move those forward necessarily. When I came here I was surprised to learn that the library wasn't sure if they were going to try doing this. I said, "Other people have done this. This isn't new news." People look at someplace like JMU, and they may think "How quaint." I see them as having 20,000 students and they're still doing stuff that really truly is innovative. But JMU can't do it at the scale that Ohio State can. And, if it doesn't go well at JMU, then it might be okay. Whereas if OSU is going to fail, then a lot more people will be paying attention, so you want to make sure you set it up for success. So you try to balance out how that works. With the CIC [Committee on Institutional Cooperation] in particular, there's lots of idea borrowing that gets different nuances based on the location of the institution.

Marsha: What is the CIC?

Meris: It's the Big Ten schools. Plus now Nebraska and Rutgers, and Maryland. It started out as a way to leverage collection resources, but now they also have separate groups of Heads of Reference, Instruction Librarians and Collections that meet quarterly. There are also different groups that larger schools participate in. At ALA Annual and Midwinter the big R1 schools all get together and

Ohio State University Libraries Research Commons
Photo courtesy of OSU Libraries

have conversations around various themes – for both public services and technical services. Small liberal arts college libraries and other university libraries have their own meetings at a national level that are based on the consortia that they're a part of. All together there's a lot of idea-sharing and shaping, and it is part of an evolutionary continuum – which I find it sort of fascinating because there are all kinds of things where I think, "Is it still innovative that we have been doing Engaged Librarian Forum based on the framework for two years now?" Then we go to national meetings, and I think, "You guys aren't even talking to each other. We've been doing this for two years." Since I've been at OSU, we have started an Engaged Librarian Forum that meets every other month to share ideas and hear from internal experts about the work of engagement. We have a planning team to organize the forum consisting of the different coordinators for each of the areas of the Framework—Research Services, Scholarly Communication, Collection Development, Teaching and Learning. Then we also pulled in Heads of Area Studies and Special Collections to get their perspective as well.

Marsha: Have annual goals been developed on some of the competencies that are in here [Embedded Librarianship Framework]? If so, is it ongoing?

Meris: It has been ongoing. In our library, when we set annual goals, we spend a lot of time thinking about – how does it support the strategic plan? It really should match to some level of engagement, hitting on one or two areas of those. No one person could possibly do everything in that document. It's the kinds of things that over the course of several years, you look for growth and engagement by doing in multiple steps, and interactions. Really developing relationships and deep engagement should be iterative and build over time. For example, you're not spending time doing a lot of single instruction classes necessarily, if it's not scalable or sustainable. But if you can have conversations with faculty talking about "Let's talk about – how does this fit into your whole curriculum? I'm seeing your students as freshmen and as sophomores and as seniors. Here's what I noticed they know as freshmen, but then by the time they're sophomores, I'm ready to build on that, and they've forgotten a lot of the pieces. Rather than me coming in and talking at them, why don't we build an assignment or, a two-part assignment? So that they take something that they've learned and apply it? That should solidify it enough so that you don't have to review the same information their sophomore year. Then by their senior year, you would hope they'd be able to demonstrate that. The way it could manifest itself is doing that for an entire curriculum. Some folks have been doing that department-by-department with talk of a curriculum map of – where does library instruction fit in? How does it match to the outcomes the department was hoping that they're going to have, too?"

Marsha: There is an autonomy element in academia that many faculties enjoy. Have you had a good reception to those concepts of collaboration on planning projects?

Meris: I've had success with it. Part of that is finding the right folks. We've had a little bit more success, too, building on other structures. Here on this campus, there's the Center for Advancement of Teaching. They regularly do course redesign institutes. A librarian is often invited to present to faculty participating in those institutes. One of the things that I always say at these presentations is, "You see your assignments. If you're on the curriculum committee, you might see new assignments. But you probably don't see assignments from your other colleagues. In the libraries, we see assignments from your whole department, so we see good assignments and we see assignments that could use a lot of work, and we see assignments where we have an understanding of what the assignments do to the work that students produce" in a way that they won't see. One of my favorite examples to share with them is as follows, "It's great. You have a library assignment, and you tell your students, 'You need to find two books and three articles.' Then we see that student come to the desk, saying, 'I need two books and three articles.'" What they actually might need is a video and four articles and two websites and the book and a reference book to make the argument that they're trying to make. But that's not what they're going to end up with because you said two books and three articles or whatever.

Faculty need to reflect on, "Really, what do you want the students to do? Do you want them to make a persuasive argument? You don't want them to go crazy, so you could say five to seven sources would be appropriate." By focusing on learning outcomes with the professors you're not saying, "You're doing it wrong." Instead the conversation focuses on, "Really, let's talk a little bit about what the outcome is that you want." In this way librarians become partners in assignment design and learning outcome development. In academic libraries we spend a lot of time talking about these topics so sharing those approaches with teaching faculty allows them to see us as partners in the process. Rather than just teaching tools, we talk with students about "How can you take the skill and apply it to this tool or that tool? How are you going to evaluate the information that you have?" I think with those conversations, faculty are more willing to have the conversations

if they're already in the midst of a redesign. It's harder to broker a change if you're saying, "Okay, now I know you weren't thinking about redoing this course this time or you are just going to do small changes, but wouldn't it be cool if..." It also plays a little bit into how comfortable the librarian is at having that conversation. So there's some ownership, too, of expertise that librarians bring to that conversation. Not every librarian feels like they're an expert, especially if they're talking with someone who is an expert with deep disciplinary subject knowledge. So I end up having lots of conversations with new librarians and people who are changing assignment areas of saying "It's great. PhDs are fantastic. They have knowledge, but it's deep and maybe not very wide. As a librarian, you have a lot of wide knowledge, but it's not very deep. It may be deeper in some areas than others, but you got to speak to the stuff that you know. Where you have depth, own it."

Marsha: You mentioned assessment earlier. How does assessment fit into your daily work or your planning?

Meris: I have several research projects happening right now. We're just getting ready to launch a study of kinds of feedback we're getting about the Research Commons. Asking what trends are we seeing already based on workshops and walk-ins? And, how does that match to other Research Commons, or as they're called elsewhere, Digital Scholarship Centers? We're planning to do a survey that is both targeted and widely broadcast of Digital Scholarship Centers on both assessment of services and space. We don't think we're the outlier, but as we've been talking about it, Digital Scholarship Centers are new enough that some people are talking about assessment, but very few. Right now, it's just trying to get a baseline of "What are people doing in terms of assessment, and how is that going to shape services?" I've also been trying to play with data, visualizing collection use data in different ways. I worked with another colleague here in the library and two faculty members to visualize JSTOR data logs and project it onto the wall so you could see all these different interactions of stuff that's happening in the library that you could then interact with and see the different areas. It would be awesome to be able to do that with other collections if the data were more robust.

Marsha: In my experience, most data isn't very clean, in fact most of it is pretty messy when you get it.

Ohio State University Libraries, Thompson Library
Photo by Marsha McDevitt-Stredney

Meris: It's amazing. When I was doing collection management at JMU, I had two staff – so fortunate – who looked at all of our COUNTER data. We spent a lot of time cleaning it up and processing and making it so you could actually make decisions based on that data. So my staff would give all of this feedback back to the vendors, and the vendors would give this noncommittal response, saying, "No one else is telling us this." Then they would get really upset and ask, "Why is no one else looking at this data? Why is no one else questioning the validity of the numbers?" I said, "We're lucky. Other people probably don't have this level of support." And it turns out it was just becoming the in-thing to do – data-driven decision-making based on collection use data.

Marsha: But, those numbers can be difficult to get.

Meris: Right, or doesn't tell you quite what you need. The thing about it, too, is that some of that is just having that conversation with the vendor because they have the data. You know they're tracking the data. They're able to use the same numbers. Are we selling the right products to the right people? In business, they have been doing this for a long time, so you know they have it. It's just a matter of "Are they willing to share it?"

Marsha: Part of the contract perhaps?

Meris: Right. We've been talking about that aspect actually right now, of all this data that we're giving to other people, and then the vendors want to sell back to us, because we have researchers who want to mine that. How can we change our contracts that we're negotiating to include – not only do we want the data, but

Ohio State University Libraries Research Commons
Photo courtesy of OSU Libraries

we want data about the data that we can then use to mine? There's a project that David Staley [Associate Professor of History] and Terry Reece [Associate Professor / Head, Digital Initiatives] are presenting soon about what they did with ProQuest Historical Newspapers. They were able to mine it based on keywords. They actually did crawls of that data – not how people were using it. We had the historical newspapers, but we didn't have the indexing, and they didn't have an interface. Now if you were trying to re-create the same thing, ProQuest thinks, "This is something we can charge for" as a one-time cost to get into this high-level data assessment that will allow you to look at trends. They're doing all sorts of scholarly stuff, but it's what I've been calling little-big data. It's not quite big data on that scale. It's small data. They also have the other problem, which is big-little data. So they have huge volumes of tiny little newspaper article clippings, but you can't do a lot with it because you have to crawl all of them and it stalls out the servers because you have too much that has to go through and churn. It's a really good example of how librarians are making use of their expertise to collaborate with faculty and formulate and inform those questions. That's going to be beneficial to both sides.

Marsha: That's really exciting. It's wonderful to hear that OSU is doing things to address it.

Meris: And then Ohio, too – Ohio pays so much less than other places because they've figured out ways to leverage OhioLINK for much, much better deals. It is one of the strengths of OhioLINK that they're able to negotiate such cost savings for the state.

Marsha: Do you have some librarians that work more with undergrads and others working more with faculty? Or, is it an organic thing that goes back and forth?

Meris: In theory, what they should be doing is spending a lot more of their time with grad students and upper-level undergrads. The way they've set it up here is that Teaching and Learning deploys a lot of online tools that support many of our undergraduates. Our English Librarian partnered with our Teaching and Learning Department in the libraries to establish resources for teaching-the-teachers for the basic level English 1100 and 2367 classes. We develop subject guides that are course-specific, and they roll them out. We're working now on articulating more clearly what Teaching and Learning offers to that basic level undergrad. We're also having a conversation of – what tool is the right tool at the right time? For entry-level students, they don't really need the catalog because either it's going to be intuitive, or they should just go to academic search complete because it's going to be broad enough to provide the basic level. If you're doing more in-depth research, yes, you're going to want to start by looking at what other scholars have said. In some disciplines, it's going to end up being books and in other ones it's going to be review articles. So you actually might… This is one of the conversations I was having with Beth Black [Associate Professor, Undergrad Engagement] recently. I'm like, "Maybe it makes sense that upper-level undergrads would spend more time tool-based," so our subject librarians actually spend a lot more time talking about tools than Teaching and Learning department does.

Marsha: Such as stages of readiness?

Meris: Yes. So librarians are spending more time talking about – what's the right tool? Really a tool is just a stand-in for a skill that you want to have, so to demonstrate that skill you often need the tool. Then making sure that it matches to what you need at the graduate level and for the faculty because they will pick it up a lot faster in a lot of cases, but you still hear, "I'm new here. I don't know how your system works." So there is some entry-level behavior you have to address.

Marsha: Do you mean like the early years as a faculty member that just left graduate school?

Meris: They probably know the two or three places that they should go, but then they say, "I don't know how your system works. How do I do interlibrary loan here? How is your website set up? How is it different from where I went to grad school?" You also see a little change at some point of, "Great, now my work is going in a different area. I don't know how to do that. I know how to do biology, but I don't know how to talk about educational biologists or setup outreach to high school students. How do I talk about science education, and who would I talk to about that?" A lot of it recently has been, "That's fine. You can definitely Google that, but here are some tips and tricks. Let's figure out ways to save you time and doing that, too."

Marsha: What's a typical day like? You have a lot of responsibilities.

Meris: Let's see. Today this semester, I'm doing desk hours at the Research Commons. This semester I'm spending a lot more time doing program planning for Research Commons and figuring out what we're going to do for assessment over there. Today I'm writing evaluations of my faculty because it's annual review time. I may end up meeting with a faculty

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Coordinating the Ohio LSTA Grant Program

By Cindy Boyden, Library Consultant – LSTA
State Library of Ohio

At the State Library, we believe that collaboration and information sharing within the library community is essential to building a Smarter Ohio. The State Library of Ohio provides grant opportunities for libraries to collaborate and develop a variety of programs, encompassing every age group, such as makerspaces, literacy kits, healthy eating and living programs, and digitization initiatives.

As LSTA Coordinator, my primary function is to facilitate grant applications and applicants. I bring 10+ years of library experience, including public, academic, and special libraries to this position. Overall, Ohio libraries are exceptionally healthy and collaborative, and I'm thrilled to serve them in this role.

The State Library of Ohio administers the LSTA (Library Services and Technology Act) program, funded through the independent federal agency IMLS (Institute of Museum and Library Services).

LSTA funds are typically used in one of three ways:

1. Supporting in-house initiatives, e.g., the Summer Reading Program
2. Supporting statewide initiatives, e.g., Ohio Libraries Share: MORE, Ohio Library for the Blind and Physically Disabled
3. Competitive grant programs

The Associate State Librarian for Library Programs and Development, Missy Lodge, and I work with the LSTA Advisory Council to determine funding priorities each year. Libraries may apply for either a planning grant or a project grant. Announcement of grant availability is posted on library listservs and application materials as well as the timeline for each grant cycle can be found on the State Library of Ohio website.

Cindy Boyden
Photo by McDevitt-Stredney

All types of libraries (i.e., public, school, academic and special) may apply for LSTA grants. Partnerships with other libraries and organizations are required. One of the most rewarding parts of my job is assisting libraries through the application process. While I can't critique their applications, I offer suggestions on formatting, effective language, and budget appropriations. I am always available for feedback during any stage of the application and/or project process. Typically, though dependent upon availability, I will visit awardees at some point during the contract period of their grant. These visits are a great opportunity for librarians and administrators to brag about their project, introduce staff, show off their library, and ask any questions or voice concerns. I look forward to these visits each and every time.

I believe many potential applicants find grant applications daunting. While any paperwork may seem painful, grant application paperwork is worth it! If for some reason your grant isn't awarded, you are usually able, and certainly encouraged, to re-apply. Between Missy, the LSTA Advisory Council, and me, we will provide feedback whenever we feel it warranted or requested.

OPEN eBOOKS

https://library.ohio.gov/documents/open-ebooks-faq/

Open eBooks is now available to millions of students offering unprecedented access to thousands of digital books.

In February Open eBooks announced a new initiative and e-reader app that makes thousands of popular, top-selling eBooks available to children in need for free . In addition, First Lady Michelle Obama released a video to raise awareness of this new opportunity for children. The initiative is designed to address the challenge of providing digital reading materials to children living in low income households, and offers unprecedented access to quality digital content, including a catalog of eBooks valued at more than $250 million.

Open eBooks is a partnership of Digital Public Library of America, The New York Public Library, and First Book, with content support from Baker & Taylor and book publishers, and funding support provided in part by the Institute of Museum and Library Services and the Alfred P. Sloan Foundation.

Librarians and. other professionals can apply for passcodes for Open eBooks. For instructions and more information **download the Open eBooks FAQs flyer**

Library Technology

By Mandy Knapp, Library Consultant
State Library of Ohio

E-Rate

E-Rate, also known as the Schools and Libraries Program, is a federal program that provides funding in the form of discounts to schools and public libraries to provide internet services. Discounts for support depend on the level of poverty in the library's service area and the urban/rural status of the population served. Discounts range from 20 percent to 90 percent of the costs of eligible services. OPLIN, the Ohio Public Library Information Network, contracts with an expert to provide two trainings a year on updates and the filing of forms. In addition, this outside expert answers inquiries from public libraries on E-Rate questions. Library Consultant Mandy Knapp coordinates these trainings with OPLIN and the outside experts. She is also available to answer basic questions about E-Rate as well as compile reports about Ohio's participation in the E-Rate program.

Technology

The State Library supports the technology needs of the library community in several ways. First, several **LSTA grants** either directly support or incorporate the use of new technology. An excellent example of this is the Television White Space grants (TVWS), which are currently accepting applications. In addition, Library Consultant Mandy Knapp offers a free training on eBooks and other technology for library staff. Depending on availability, she is also able to present on library technology trends.

Guiding Ohio Online

Guiding Ohio Online is an AmeriCorps program that places members in rural Ohio libraries to deliver digital literacy training through computer classes, one-on-one computer assistance, outreach, and volunteer recruitment. The program's vision is for every Ohioan to be able to fully participate in online government, search and apply for jobs online, understand the risks and benefits of internet finance, connect with family online, and protect personal information in the digital age. Library Consultant Mandy Knapp coordinates Guiding Ohio Online with assistance from library consultant Evan Struble.

Mandy Knapp
Photo by Photo Kitchen

Ohio Digital Library

The State Library of Ohio contracts with the vendor Overdrive to provide the Ohio Digital Library, a consortium of digital materials. The Ohio Digital Library provides Ohioans with eBooks, digital audiobooks, digital videos and digital periodicals. Over 175 libraries participate by pledging a percentage of their collection budget to materials in the collection. In 2015, there were over 3 million checkouts from the Ohio Digital Library. State Library staff assists with troubleshooting, material selection, reporting and monitors spending levels to ensure a successful project.

Government Information

By Kirstin Krumsee, Library Consultant
State Library of Ohio

Since 2014, I've served as the State Library's Library Consultant for Government Information. This involves a number of different projects, but much of what I do includes working with the 50 plus depository libraries throughout Ohio. I offer guidance to these libraries and serve as a liaison between them and the US Government Publishing Office. I make visits to the depositories throughout the state and work with them on numerous projects related to their documents collections.

The State Library is the only Regional Depository Library for Ohio. As the regional, we have agreed to receive and retain at least one copy of all publications made available to the Federal Depository Library Program by the Government Publishing Office and to hold those items permanently. My position also includes managing the federal documents collection at the State Library, seeking out volumes that we may have lost or never received and ensuring that people throughout Ohio have access to a close to comprehensive collection of historic and current documents about the United States.

Much like the work with the federal documents, I also manage the state documents collection. The State Library is the only full depository for Ohio government publications. State government agencies are required by regulation (ORC 149.11) to provide the State Library with copies of any document they produce for the general public. We also run the state documents depository program which distributes Ohio government publications to designated libraries throughout the state.

Kirstin Krumsee
Photo by Kirstin Krumsee

In addition to my work with government documents, I have been working on a number of projects related to data and data visualization. In 2014, I created a set of infographics based on the Ohio Public Library Statistics and will be continuing to update and create additional graphics in the future. I've also been presenting on data related topics including how to visualize data and use available data to better serve library patrons.

Youth Services

By Janet Ingraham Dwyer, Library Consultant
State Library of Ohio

As youth services consultant, I'm the State Library staff member dedicated to providing services and resources to support library services for children and teens. My primary clients are public library staff, though I also work closely in support of school librarians and school libraries, primarily in collaboration with OELMA and INFOhio.

All the library consultants in the State Library's Library Programs and Development department work tirelessly to support individual libraries and enhance library services statewide, but only one has a cubicle festooned with summer reading program posters, picture books, puppets, illustrator artwork, blocks, and balloons. Visitors can spot the youth services corner from the moment they walk in the office. I surround myself with the tools of my client group: all the librarians and library specialists who provide services to the children and teens of communities across Ohio.

The roles and responsibilities of the library consultants have shifted and evolved over time with the changing needs of libraries and communities. This is true of the youth services consultant's job as well, but the State Library has long provided staff specifically in support of library children's services. From the mid-1960s, Children's Consultant Eulalie S. Ross provided a regular newsletter announcing book awards, workshops, scholarship opportunities, publishing news, and other timely information for children's librarians. And long before Ohio joined the Collaborative Summer Library Program, the State Library collaborated with Ohio children's librarians to produce our first state summer reading program in 1979.

Things change and stay the same. In 2016, two of the key elements of my job are to gather and disseminate useful, relevant information to youth services librarians, and to coordinate summer program resources available to all Ohio public libraries. But Ms. Ross couldn't have imagined posting news stories about early literacy to Facebook, or participating in webinars about the Summer Food Service Program. Ms. Ross would have been bewildered to know that her successor 50 years later spends a great deal of her time composing and responding to email. But with hope, she'd be heartened to know the Youth Services Consultant still gets out to visit libraries, learn from experts in the field, and share innovations and good practices across Ohio.

As youth services consultant, I also:

- **Manage** Ohio's participation in the nationwide Collaborative Summer Library Program, a librarian-led provider of summer reading program materials for public libraries.
- **Collaborate** with the Ohio Library Council on Ohio Ready to Read, a statewide resource network to support and facilitate early literacy initiatives in libraries and to train library staff in early literacy concepts and tools to share with families.
- **Coordinate** Choose to Read Ohio, a statewide initiative of the State Library, in partnership with the Ohioana Library and Ohio Center for the Book, which promotes Ohio authors and books and encourages people of all ages to read, explore, and enjoy books together.
- **Encourage** and support Ohio library participation in ventures that benefit our children and families, from community partnership building, to Summer Food Service Program involvement, to supporting student learning by keeping informed about education reform and how it impacts teachers and students.
- Provide one-on-one consultation services and answer questions from libraries on everything from unaccompanied adults using children's room computers,

Janet Ingraham Dwyer
Photo by McDevitt-Stredney

to volunteer opportunities for serving Spanish-speaking patrons, to statistics on the impact of school librarians, to grant opportunities for building literacy partnerships.

- **Represent** the Ohio youth services library community and libraries generally on a variety of national, state, and regional committees and task forces. Past and present, some of these include the ALA Interdivisional Task Force on the Common Core, ALA Interdivisional Committee on School/Public Library Cooperation, Buckeye Children's and Teen Book Award Council, INFOhio's Early Literacy Task Force, Ohio Department of Education's Third Grade Reading Guarantee Advisory Workgroup, Ohio ASCD Whole Child Symposium planning team, Ohioana Partners, and Working Together to Support Ohio's Libraries. I also serve as ex officio liaison to the Ohio Library Council's Children's Services Division and actively support its projects and goals.

Learn more and take advantage of state-level support for youth services. Join the Library Youth Services mailing list, a discussion list that also provides weekly updates on continuing education opportunities, statewide programs, grant opportunities, and other new information related to youth services. Explore the programs mentioned above on the Library Programs & Development: Youth Services section of the State Library website: **http://library.ohio.gov/youth-services.**

Strategic Planning Services at the State Library

By Library Consultants Cindy Boyden, Katy Klettlinger, and Evan T. Struble
State Library of Ohio

Assisting libraries with strategic planning is just one of the services provided by the State Library of Ohio. Strategic plans announce institutional goals, collection initiatives, community focus, and staff objectives. In short, strategic plans are useful tools for libraries because they identify library programs and services, and assist in maintaining a library's trajectory. With three strategic planning consultants on staff possessing a combined term of 45 years in libraries, we will work with you and your library to determine the needs and goals of your community, your library, and your staff.

> "Strategic planning is such an integral part of running a library," said Chauncey Montgomery, director of the Community Library in Sunbury, Ohio. "It provides a road map for the board, staff and community, making everyone aware of what goals the library is trying to accomplish. It keeps the library focused on activities that will have the most meaningful impact on the community."

So, how do we start? Once a consultant has been assigned to you, an initial intake conversation occurs. During this conversation, a preliminary timeline is established.

If you choose, the consultant may provide Community and Library Fact Sheets. These helpful visual tools will assist you in "selling" the strategic planning process to patrons, staff and Board members. Data collected from the United States Census and Public Library Statistics are compiled and a unique, tailor-made graphic is created for your community and library.

The next step is creating a community survey. At this point, a two to three page community survey is drafted by you, your staff, and your Board (if applicable). Questions may include patron input on current services provided, opinions on the collection, library as space, programming, etc.

The consultants will brainstorm with you to determine the most effective way for you to reach library users and library non-users; one of the primary functions of the community survey is to reach the underserved populations.

As part of the survey, community members may volunteer to participate in Focus Groups. Typically, one to two community focus groups are sufficient. If you and the consultant decide a staff or Board focus group would be useful to the process, then those may be scheduled as well. Focus groups can be facilitated by the consultant (with an assistant to take notes, also from the State Library) or the consultant may provide a "train the trainer" experience for your staff. This would enable library staff to facilitate community focus groups. Staff-facilitated focus groups are useful especially during the winter months if the library is far away, or if several community focus groups are to be scheduled.

As survey results come in, State Library staff members compile the data and create a comprehensive report for you. This report reveals the results, including graphics, from the surveys. This report will help determine questions for your focus groups.

Upon completion of the focus groups, State Library staff members compile the notes from all the sessions and create a comprehensive report for you. This report will include the consultant's recommended service responses taken from Strategic Planning for Results by Sandra Nelson. These service responses include such topics as: Celebrate Diversity: Cultural Awareness (Residents will have programs and services that promote appreciation and understanding of their personal heritage and the heritage of others in the community); Get Facts Fast: Ready Reference (Residents will have someone to answer their questions on a wide array of topics of personal interest); Make Informed Decisions: Health, Wealth, and Other Life Choices (Residents will have the resources they need to identify and analyze risks, benefits, and alternatives before making decisions that affect their lives); Succeed in School: Homework Help (Students will have the resources they need to

Cindy Boyden

Katy Klettlinger

Evan T. Struble

Cindy's and Evan's photos are by Photo Kitchen

succeed in school).

But it's not enough just to name these service responses. You, your staff, and your Board should determine the pathways toward achieving them. Perhaps you will Celebrate Diversity by inviting an African American Literature professor to speak to a book club. Maybe you will assess your current database holdings to determine if your community-area students are able to complete the research projects they are assigned in their AP History course. A Board member might offer to speak on estate planning. Perhaps developing a partnership with the elementary school librarian would improve students' chances of successfully completing the 3rd Grade Reading Guarantee.

> "If a library has never completed a strategic plan, or perhaps a plan is extremely outdated, I suggest going through the process," Montgomery said. "Community Library in Sunbury has worked with the State Library on our past two plans and has found their assistance to be outstanding. The consultants break planning down into manageable pieces."

At this point, you, your staff, and your Board write your strategic plan. Your consultant is available for editing and advice, but you know your community. You know your patrons. You know your staff, your Board members. Your strategic plan must be written by you.

When it was time for Lorain Public Library to start writing their strategic plan, Director Joanne Eldridge realized that they collected a large amount of information. "More than 400 surveys were returned and over a dozen focus group sessions were conducted throughout our service district with both adults and teens," Eldridge said. "Staff and trustees also made their voices heard. The State Library of Ohio excelled in analyzing the data that we received and helping us wrap our hands around all of the input that was gathered." As a result, the library's new strategic plan continues their focus on early literacy, but also placed a new direction for facilities and outreach services.

A strategic plan is a living document. It requires assessment and adjustment. "It is…an effective tool for measuring progress, equipping decision-makers with feedback to cut under-performing programs or to expand successful services," Montgomery said. "Likewise, it can serve as an excellent communication tool, providing a framework for sharing the value of the local library." To that end, the State Library of Ohio will always be here to support you in your endeavors to strengthen your community, your library, and all you serve. ■

Ohio LSTA Competitive Grants Available for Next Year

The State Library of Ohio is pleased to announce the availability of LSTA competitive grants. Applications are being accepted in four categories:

- Data Management and Analytics: Create strong libraries and communities by defining outcomes, developing assessments, drawing conclusions from data, data visualizations, and/or managing and using data to make better decisions.

- Literacy: Supports the library role in the learning experience where literacy is defined as the ability to read, write and interact across a range of platforms and tools, and it encompasses early literacy, digital literacy, functional literacy, and others.

- Outreach and Partnerships: Assist libraries in providing new and innovative ways of providing services to users and potential users and in reaching individuals at a range of locations and through a variety of methods.

- STEM (or STEAM): Provides for innovative and adaptable projects which will include creative, educational, programmatic and/or instructional elements designed to increase skills and knowledge for student success.

INSTITUTE of Museum and Library SERVICES

All types of Ohio libraries are eligible to apply for LSTA funds. Applicants may request up to $50,000 in federal funds and all projects must include a 25% local cash match of the total project cost. Applications must be received at the State Library by 11:59 p.m. September 1, 2016. A total proposal package should be submitted electronically to lsta@library.ohio.gov. Information on the competitive grant program can be found at: https://library.ohio.gov/services-for-libraries/lsta-grants/. The Request for Proposal is located under the "Available Grants" tab and Application Guidelines and other application materials are located under the "Apply" tab.

Recommended applications will be presented to the State Library Board for funding in December, 2016 and the implementation period is January 1 – September 30, 2017. Questions may be addressed to Cindy Boyden at cboyden@library.ohio.gov , lsta@library.ohio.gov or 800-686-1532.

Ohio Heritage Initiative

By Missy Lodge
Associate State Librarian for Library Development
State Library of Ohio

In 2008, the then Deputy State Librarian and the then Director for Collections and Outreach at the Ohio Historical Society met after an Ohio Historical Records Advisory Board (OHRAB) meeting to discuss the possibility of applying for an Institute of Museum and Library Services (IMLS) Connecting to Collections planning grant. Missy Lodge was given the responsibility of writing the proposal and since being awarded the grant, she has been the administrator for the Ohio Connecting to Collections project.

The **Ohio Connecting to Collections** project is being officially called "Ohio Heritage Initiative." The Steering Committee for the project includes (or has included) organizational representatives from the State Library, the Ohio History Connection, the Ohio Museums Association, Ohio Preservation Council, and InterMuseum Conservation Association. Practitioner representatives include individuals from Public Library of Cincinnati & Hamilton County, Follett House Museum, Kennedy Art Museum, and Ohio University Libraries' Digital Initiatives. Tom Clareson, Senior Consultant for Digital & Preservation Services at LYRASIS, has acted as project consultant. Connecting to Collections has included the two year planning grant and a three year implementation grant. Unfortunately the first attempt at an implementation grant was unsuccessful. In the intervening time while restructuring and resubmitting the implementation application, the partners continued to work together and held two workshops using organizational funds.

Over the course of the project, 469 individuals representing over 200 cultural heritage institutions of all types and sizes participated in one or more of the project activities. These were:

- Planning Summit and regional meetings
- Outta Space workshops
- Preservation Boot Camp
- Site Surveys
- Sustainable Preservation Practices workshop
- Regional workshops "A Question of Balance: How to Maintain Your Collection & What to Do if Something Goes Wrong"

The implementation grant concluded on September 30, 2015. Does that mean that the Ohio Heritage Initiative has ended? Absolutely not!

One of the tangible outcomes of the grant project is the three circulating environmental monitoring kits. Each kit contains:

- Elsec Environmental Monitor 765 to provide instant readings of UV light, visible light, temperature and relative humidity
- PEM2 Environmental Monitor to provide long-term environmental readings on temperature and relative humidity (you will need to provide your own USB drive)
- Educational Resources: IPI Guide to Sustainable Preservation Practices

Field Guide to Emergency Response
Heritage Preservation Disaster Wheel
Tip Sheets for use of the Elsec and PEM2

Kits may be borrowed by any cultural heritage organization for a one-month loan period. For information or to reserve a kit, contact Missy Lodge at mlodge@library.ohio.gov.

Another tangible benefit is the Model Policy Page, available at Ohio Memory: http://www.ohiomemory.org/cdm/landingpage/collection/p16007coll7. Here institutions can find policies for "best practices" in preservation that they can then use to develop policies for their own collections.

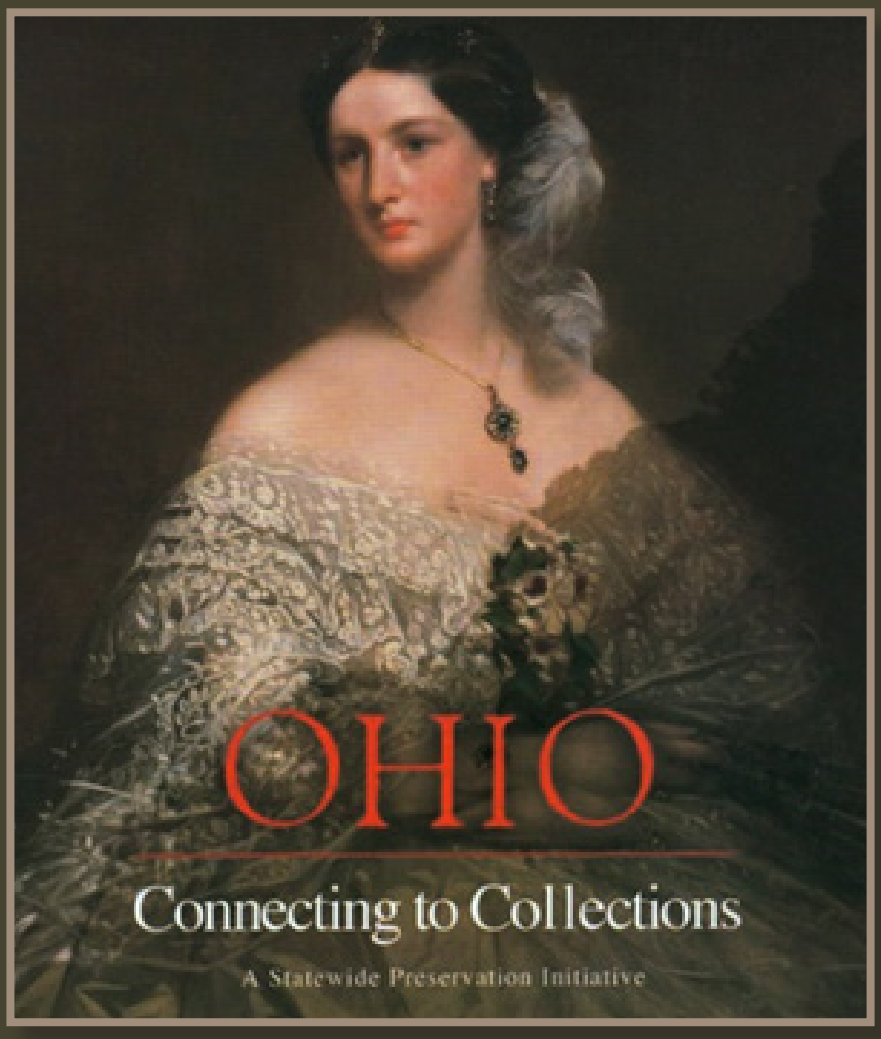
An ongoing benefit of the Ohio Connecting to Collections grant awards is the partnerships that have developed. Staff from the State Library of Ohio, Ohio Museums Association, Ohio History Connection, and Ohio Preservation Council now regularly communicate, promote and market each other's events and continue to look for new ways to collaborate. In the short-term, be on the lookout in Spring 2016 for an Ohio Preservation Council workshop entitled "Special Collections Conservation." This partnership between the State Library and the OPC will allow attendees the opportunity to apply for a special LSTA grant to conserve a cultural artefact (book, paper, object or artwork). The long-term goal of the Connecting to Collections partners is to provide digital preservation training to Ohio's cultural heritage institutions that is both timely and affordable.

Were the Ohio Connecting to Collections grants and the

Ohio Heritage Initiative successful? Absolutely! It's not only because of the the number of events held and the number of attendees. More important are the successes that have occurred because someone attended an event. Examples include a library and historical society that used information learned at the Boot Camp to write and receive an OHRAB grant to conserve local history documents; a historical society that used knowledge from the Preservation Boot Camp and the Model Policies to create an Archives Manual; institutions indicting they purchased environmental monitoring equipment after either learning about options at the Question of Balance workshop or testing equipment using the circulating environmental kit; and one institution who unfortunately was able to use firsthand the skills learned at the Question of Balance workshop when a flood occurred at their institution.

A key success of Connecting to Collections has been the bringing together of libraries, archives, museums and history organizations in order to understand each other better, to communicate and to work together to achieve the common goal of preserving Ohio's history and cultural heritage. With this infrastructure for cooperation and partnership in place, Ohio organizational partners will continue to develop and support programs to help all types and sizes of cultural heritage institutions deal with their preservation and conservation concerns. The large and rich cultural collections of the State deserve nothing less. ■

Missy Lodge



OHIO STATE LIBRARY

MONTHLY BULLETIN

Vol. 12 DECEMBER, 1916 No. 9

BOARD OF LIBRARY COMMISSIONERS

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STATE LIBRARY SERVICE IN OHIO

In an address before the Ohio Library Association at the annual meeting in Cincinnati, October 3, 1916, Professor Clyde W. Park of the University of Cincinnati outlined the policy and activities of the Ohio Board of Library Commissioners, of which he is president. Professor Park spoke in part as follows:

"I am glad of this opportunity to say a few things about the work and plans of the Ohio Library Commissioners, because I realize that whatever we may be able to accomplish depends largely on your co-operation and your moral support.

"Just what is the function of the State Library? You will pardon me, I am sure, if in answering this question I remind you of some rather elementary facts not always understood by persons who have criticized the library and have questioned its right to exist as a separate state department.

"The state library is primarily an educational institution—distinct in its scope and function from other state educational agencies, yet supplementing them in their work toward a more enlightened and a more efficient citizenship. Through its reference and book-lending service and through the publication and distribution of documents, the library reaches people directly in every part of Ohio. Indirectly, it influences every section of the state through the assistance given the smaller libraries by the Library Organization Department. Through the Traveling Library Department, it supplies small shipments of books to individual borrowers and larger collections to schools, clubs, and other organizations. In this way direct library service is extended to those communities which have not the advantages of even the smallest tax-supported libraries. The Legislative Reference Department compiles and distributes information on matters of current political interest, answers inquiries from citizens and public officials, and maintains a special reference and bill-drafting service for members of the state legislature. As a clearing house for library information, the state library is at the service of all the libraries in Ohio, and I believe it is with this phase of its usefulness that the members of this association are most directly concerned.

"Possibly a somewhat more detailed reference to the work of the several departments may be of interest. The main library, consisting of over one hundred thousand volumes, is the administrative center for the other departments. The resources of this central library are utilized by many investigators from over the state, who either visit the library or send questions to the reference division. Our collection of history, genealogy, travel, and general literature is among the best, and the library is particularly rich in newspaper files and in public documents. Although the new printing law has made it difficult for us to issue book lists and special bulletins, we are trying to perform an equivalent service in other ways. For example, last year in the early Christmas shopping season we purchased and distributed to schools and libraries five hundred reprints of the Wilson list of books for girls and boys.

"We have also distributed copies of such publications as the Drama League's 'List of selected plays for amateurs'. Last year we resumed the shipment of public documents to the various libraries. We have distributed various other publications of general interest from time to time and we expect to develop further this and similar service for which our central position gives opportunity.

"From the Traveling Library Department, for the year ending June 30, 1916, we sent out 1340 traveling libraries, comprising 61,871 volumes, and 3,075 volumes in small packages of from three to five books each to individual patrons. This service extended to every county in the state, except Hamilton, which operates a traveling library system of its own from the Cincinnati Public Library.

"Each year the demand for traveling library service is increasing, and we are receiving substantial evidence of appreciation in the form of numerous 'repeat orders'.

as business houses would call them. Since most of these collections are sent to public schools and to women's clubs, the heaviest demand comes between September and June. I should like to see the formation of summer reading clubs which would bring good literature into small communities during the vacation period and would thus further utilize the resources of the Traveling

besides text books. Evidently this economic want had been carefully studied for commercial exploitation, for I was visited by a representative of a philanthropic association which agreed to furnish through a central repository all the books we desired on any conceivable subject. Along with many other inexperienced teachers I 'bit' and became a member of this teach-

Distribution of traveling libraries from the Traveling Library Department of Ohio State Library, June 30, 1915 to June 30, 1916—1340 traveling libraries, 61,871 volumes. Each dot indicates a traveling library and the point to which it was sent. Within the year 3075 volumes were loaned to individual patrons, making a total issue of 64,946 volumes.

Library. I believe that the organization of such clubs is entirely feasible, and that this is only one of many directions in which the work of this department may be extended.

"Perhaps a bit of personal reminiscence will explain why I am particularly interested in the Traveling Library. Some years ago while teaching a country school in southeastern Ohio, I felt the need of library advantages, not only for my pupils but also for myself. We wanted something to read

ers' library association. We paid ten dollars apiece, I believe, and were given an engraved certificate and an enameled badge. We also received the loan of some books, but to say that they were disappointing both in quality and quantity is to state the case very charitably. Most of my ten dollars I charged to experience, and we started our school library that year by methods commonly used in raising money for the church.

"A little later, as principal of a small high school, I again had occasion to investigate the library question. This time I learned that the state of Ohio, in the vanguard of library progress, had recently inaugurated what was known as 'traveling library service'. There was no initiation fee, badge, or certificate, but every teacher was a member by virtue of his citizenship. I sent for one of these libraries, indicating the kind of books I preferred, and I believe I enjoyed distributing those books as much as the literature-hungry pupils enjoyed reading them. We soon used up one shipment and sent for another. As a result of the interest thus aroused, we held a successful public entertainment at which we raised money for the nucleus of a permanent school library. You will understand from this digression that my faith in the Traveling Library is not based entirely on theory.

"Much remains to be done before our plans for the Traveling Library department are fully realized. At the last session of the General Assembly an unfavorable report by the Budget Commissioner, on conditions for which, I am glad to say, we were not responsible, resulted in a curtailed appropriation for this department. We have therefore been hampered in carrying out our plans for the reorganization of this particular branch of the state library. It is our policy, however, to extend the Traveling Library service as rapidly as future appropriations will permit, for it is obvious that the greatest opportunity for state service lies in those communities which have not adequate local library facilities. I am certain that when the possibilities of this department are realized, members of the state legislature will be disposed to look with special favor on this branch of the service.

"The Legislative Reference Department, in addition to collecting and cataloguing general information on current issues, has been compiling special data on municipal finance, old-age pensions, inheritance taxes, election laws, and other matters of special interest to members of the next General Assembly. The department has edited and issued a digest of each of the following: Road Laws of Ohio; Agricultural Laws of Ohio; and The Ohio Civil Service Law. Assistance has been given in the preparation of two other bulletins, one on Legal Advertising and one on laws relating to Public Works. The preliminary drafting of measures to be considered by the Eighty-second General Assembly has already begun and provision has been made for a temporary increase of the staff during the legislative session.

"During several months of last year the Department of Library Organization was without a head. We were fortunate, however, in having a very efficient Field Assistant, so that visits were regularly made to the small libraries of the state and assistance was given in cataloguing and in other work connected with these libraries. The number of requests for aid and the appreciation and interest shown, particularly by school libraries, was most encouraging. The department is now fully organized and is co-operating actively with the libraries over the state. The spread of the county library idea is one of the principal aims of this department and considerable progress has been made in this direction within the past year. With the help of some new laws, which with the assistance of the legislative committee of this association we hope to get through the next General Assembly, the development of county libraries in Ohio will be greatly facilitated.

"Emphasis on this work among the more remote districts of the state is only another phase of our policy to give special attention to what may be called 'all-Ohio' service. To this end, the efforts of the Traveling and the Organization departments are being more and more closely co-ordinated.

"During the past few months the Board has had a rather embarrassing duty to perform through the Library Organization Department. It is now pretty generally known that a considerable proportion of the Carnegie libraries in Ohio have fallen short of their pledged annual income for maintenance. This condition is usually explained by citing the general stringency in municipal finance under the Smith one per cent law, and for this reason a hasty judgment might be that the delinquency of libraries is a necessary evil, however regrettable. A moment's reflection, however, will show that the appropriation for the maintenance of Carnegie libraries is on a different basis from most other appropriations, and should not be subject to paring by the budget commissioners. The pledge is a definite, fixed obligation to provide annually a stated sum, (ten per cent of the donation received from Mr. Carnegie) for maintaining the library. This obligation is as sacred as that of interest on bonds and its payment in full is a matter of civic honor. I do not believe that any municipality in Ohio would intentionally and deliberately evade such an obligation, and I am certain that since the matter has been presented in its true light, the budget commissions will see to it that these pledges are fully met.

"Apart from its interest in the welfare of existing Ohio libraries, the Board of Library Commissioners had a special reason for urging the payment of the annual Carnegie pledges. When we learned from the Carnegie Foundation that twenty-seven out of eighty-two Carnegie libraries in Ohio

library.ohio.gov

had either failed to respond or were reported as deficient, we were informed at the same time that no more applications for Carnegie buildings in this state would be considered until the record of Ohio was clear. It is true that other states were cited which were also behind, but it would obviously be false consolation to take comfort in that fact. Now the progressive cities of Ohio who are asking for buildings and are willing to pay their pledges should not be allowed to suffer because of the delinquency of other cities. It is a matter not only of local pride ,but of state pride to see that the slate is wiped clean. It was in this spirit that we took up the matter with the libraries that had been unfavorably mentioned, and to forestall the possibility of others getting on the delinquent list, we sent a general letter to all the libraries of the state, suggesting that particular care be taken to safeguard library appropriations during the budget-making (and budget-paring) period in August.

"I am glad to say that our appeal to the twenty-seven cities has met with a cordial and almost universally favorable response. The latest information is that twenty of these cities are back in the right column as the result of increased appropriations allowed in August. All have now reported, and from data we have on hand, we feel confident that within the coming year all the Carnegie libraries of Ohio will be meeting their annual pledges. In view of the returns from our investigation we are glad that we took steps to protect these cities from unfavorable publicity until they should be given an opportunity to improve conditions. Their explanations have also vindicated our earlier judgment that the deficiencies were not intentional but were the result of oversight or of confusion in the assignment of library appropriations.

"By far the most important question of general policy that the Board has had to consider is that of standards for employees. The Ohio State Library is not under civil service and this fact seems to have given rise to the impression on the part of some applicants, that employment would be indiscriminate. One man, for example, seeking a position of responsibility, gave as the chief reason why he should be chosen the fact that he was "no longer able for active business". Such a purely negative reason might conceivably be urged as an argument for retaining an old employee, grown decrepit in the service — and I am aware that most libraries have their share of quasi-pensioners — but as for new appointees, this seemed a rather surprising form of recommendation. As a matter of fact, there are many positive qualifications to be desired in a library assistant. I believe that only the man, or more often, the woman, who possesses natural aptitude for library service and who finds genuine pleasure in such work, has any business in a library. You will hardly find a more lamentable spectacle than that of an unqualified person enduring voluntary imprisonment in a library on a basis of revenue only.

"The Board decided that its exemption from civil service only imposed upon it greater responsibility in the selection of a staff. It held that the essential thing considered should be fitness, as determined by standards which only trained librarians could meet. Application blanks were printed, indicating the qualifications desired, and these blanks have discouraged most of the hopelessly unprepared. Every person added to the staff has had not only adequate general education, but also special library training, and is able to give the state the highest grade of service. We believe that the people of the state want efficient service and not favoritism or philanthropy to be the basis of employment. Recently my attention was called to the fact that even a librarian had suggested that our standards, although commendable, were rather rigorously high. Nothing has given me more satisfaction than this bit of complimentary fault-finding.

"The Ohio State Library has on the whole a distinguished history, which places it well to the fore among the state libraries of the nation. There is no need for me to review its history or to make comparisons between one period of its past and another. The record is written large and any one not familiar with it may investigate with profit. We are concerned, I take it, not with the past of this department, but with its present and future. We should be recreant to our duty if we did not extend and improve the service year by year to meet the growing needs of a progressive state. We should be false to our own ideals and to the spirit of the times if we did not emphasize merit and efficiency in selecting our staff. We shall continue our policy of developing the all-state interests of the library and of employing trained assistants whose fitness cannot be questioned. But more important than the personnel of the staff or the Commission at any given time is the maintenance of a continuous policy — of a tradition of distinterested educational service. Since the standing of the state library is taken, whether rightly or not, as an index of library conditions throughout the state, the members of this association have a special reason for united effort to assist us in making Ohio's State Library a vital, dignified, and efficient educational institution."

NEWS — FROM THE — State Library

No. 55, April 15, 1966

NATIONAL LIBRARY WEEK

This year a proclamation has come from Governor James Rhodes' office officially designating the week of April 17-23 as National Library Week in Ohio.

As this Newsletter reaches you, your library's special plans and celebrations observing NLW will be in full swing. We hope that the suggestions and promotional ideas that have come from the OLA-NLW Committee for Ohio have been put to good use. The attractive brochure prepared by this committee merits wide distribution -- not only during NLW but also throughout the year. It is free, available in quantity from OLA. Its message is timeless.

The program and emphasis of National Library Week is on-going, extending to 52 weeks in the year. We hope this is true in your library!

IMPORTANT NOTICE

May 6 District Meeting

Atwood Lake Lodge which has been reserved for the May 6 meeting of the Northeast District is located 8 miles WEST of Carrollton (not east as indicated in the OLA-OLTA announcement). We repeat: 8 miles West of Carrollton outside Dellroy, Ohio. There should be signs directing you to the lodge as you approach Dellroy, either from New Philadelphia or from Canton.

NEW ELEMENTARY SCHOOL LIBRARY SUPERVISOR

Mr. Robert Case, State Supervisor of School Libraries, now has an assistant for elementary schools -- Miss Mirjam Soukkonen. She has been appointed to the newly-created position of Elementary School Library Supervisor. Librarians can pass this information on to school boards and school librarians, so that contacts can be made with Miss Soukkonen, 3201 Alberta St., Columbus,Ohio,43204.

COOPERATIVE MOVEMENTS

Two County Effort: New Mogadore Library

The new Mogadore Library, the result of several months' joint planning by the AKRON PUBLIC LIBRARY and the PORTAGE COUNTY LIBRARY BOARD, marks a "first" in the state. Until now all libraries have been within a single county; this library will be the first to cross county boundaries.

The branch will be set up in a rented building in downtown Mogadore. Operating and administrative costs will be met with federal and state assistance, as well as with funds from the PORTAGE COUNTY DISTRICT and AKRON PUBLIC LIBRARY Boards. The library will serve as a pilot program to see if the set-up is flexible, workable and solves the problems of communities straddling county lines.

(over)

COOPERATIVE MOVEMENTS (continued)

Southwestern Ohio Rural Library Council

Two years ago the librarians in BROWN, ADAMS, CLINTON, HIGHLAND, WAYNE, FAYETTE and CLERMONT COUNTIES developed an informal organization, the Southwestern Ohio Rural Library Council, designed to improve library service to all people in the area. The most ambitious project to date has been a plan to make available in the libraries in the area all the magazines indexed in the Reader's Guide. The libraries decided that each library in the group would keep back files of assigned magazines, so that it would not be necessary for the other libraries to keep these same files. Articles would be exchanged between the libraries on request. With assistance from the State Library, each library now has dry-process copying machines which permit the library to send a copy of the original article to the requesting library, rather than the magazine itself. Other cooperative programs between these same libraries are planned for the near future.

ALA NEWS

A new radio spot announcement recording is being sold and distributed to libraries by the ALA. The series range from 10-second station identifications to one-minute spots covering library services. Three spots are left as open end spots for the inclusion of local public library information which the announcer can read as "voice over" material, and suggested copy for local use is included with the package. The recordings are priced at $8.50 each, available from the ALA Public Relations Office, 50 E. Huron St.,Chicago,Illinois,60611.

The ALA has received a grant for the study of public library systems from the Council on Library Resources. The proposed study is designed to test the validity of the library systems concept, a basic recommendation of Public Library Service: A Guide to Evaluation with Minimum Standards (the public library standards developed by the Public Library Association of ALA), a concept which has shown a substantial rate of growth. The standards were adopted by ALA in 1956.

"There is some evidence that as systems grow," says Miss Alta Parks, president of the Public Library Association, "they experience serious difficulties which may be due to fundamental weakness in the system structure. Some apparently well-established systems are threatened with the withdrawal of the larger communities to establish independent libraries."

The study will cover approximately a year and a half; although sponsored by ALA, administrative responsibility is assigned to the Public Library Association.

Federal legislation affecting libraries was the topic of a special issue of the ALA Bulletin published in Febraary. This issue, intended as a guide for libraries and librarians, reports on federal legislation, federal assistance and on library-related programs. Single copies are available from the Library Services Branch, U.S.Office of Education, Washington,D.C., 20202, or from the ALA Washington Office, The Coronet, 200 C St.,S.E., Washington,D.C.,20003. Quantities available from the ALA Chicago office are priced at 25 copies, $2.50; 100 copies, $9.50.

NEWS — FROM THE — State Library

No. 57, May 23, 1966

MR. JOSEPH F. SHUBERT NEW STATE LIBRARIAN

The State Library Board, in a special news release on Wednesday, May 18, 1966, announced the appointment of Joseph F. Shubert as State Librarian of the Ohio State Library, effective September 1,1966. Mr. Shubert is now Assistant Director, International Relations Office, American Library Association, Chicago, Illinois.

Mr. Shubert has a fine background of experience to bring to his new position. He has been located in Chicago with the American Library Association since January, 1962. During this time he has represented the ALA at conferences in Nigeria and Rhodesia and has made three trips to Africa.

He served the Nevada State Library in Carson City for over ten years, starting as reference and extension librarian in 1951. In January, 1959, he was appointed State Librarian of Nevada and held that position for three years before moving to ALA. During his tenure as State Librarian, Nevada passed its first regional library law and the state's first multi-county library system was created.

He has taught courses at the University of Nevada and conducted workshops for state libraries of Colorado, Wyoming and Illinois. He has been active in the ALA, Nevada Library Association, and the Mountain Plains Library Association, and as an ALA Councillor.

Miss Ruth Hess, who has been Acting State Librarian since Mr. Walter Brahm's resignation in 1964, will continue with the State Library as head of the Library Services and Construction Act program.

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Issue 5
December/
January
1990-91
65 South Front Street, Columbus, Ohio 43266-0334

Notes on the Ohio White House Conference on Democracy

A democratic society demands that its citizens be informed. On December 5, 1990 over 200 elected officials, lawmakers, business people, educators and librarians met in Columbus at the Ohio White Conference on Library and Information Services for Democracy to examine how libraries can ensure that citizens can access the information needed to make informed decisions.

Dr. E. Gordon Gee, president of the Ohio State University, discussed dealing with the "Information Explosion" during the keynote address. He based his talk on three main points: the need for free access to ideas and information, the role of information in our lives, and the idea that knowledge is power.

Gee said if we are to meet democrary's demand for informed citizens, we must focus on information access, management, and analysis. Currently there are over 100 proposed bills in Congress concerning citizens' right to information. Gee said we could drown in the amount of current information, producing "Information Anxiety" defined as the gap between what we understand and what we think we should understand. He said, at this point, it is alright to say I don't know. For information analysis, we must focus on "thoughtware", critical thinking skills. We should ask questions and not accept information at face value. Using examples, Gee showed how much information is spun out of control, with too much information based on random, isolated events.

Gee closed with a quote from Winston Churchill, "Empires of the future will be empires of the mind."

The six panelists discussed the coop-

(continued on page 2)

Board Report - December

The State Library Board awarded $711,568 in Library Services and Construction Act (LSCA) Title II and Title III grants at the December meeting in Columbus.

- Andover Public Library was awarded $250,924 in LSCA Title II grants to fund an addition to the Main Library.
- East Palestine Public Library was awarded $270,000 in LSCA Title II grants to fund the addition and renovation of the Main Library.
- The State Library of Ohio was awarded $155,400 in LSCA Title II grant to buy the building currently being leased by the Southeast Ohio Bookmobile Center.
- Toledo-Lucas County Public Library was awarded $35,244 in LSCA Title III grants to serve the reference and interlibrary loan needs of the libraries that are members of or contract for services with the Northwest Library District (NORWELD) from January 1, 1991 to June 30, 1991.

Due to a program amendment submitted by Cuyahoga County Public Library to delete the telefacsimile component from the project, the Board approved a reduction of $20,700 in LSCA Title III grants awarded to Cuyahoga County Public Library for the Cleveland Area Metropolitan Library System (CAMLS).

The State Library Board approved *The Ohio Long Range Program for Improvement of Library Services, 1991 - 1995*, accepted the report "Allocating Library Funds Within Counties" and adopted the Fiscal Year 1991 LSCA Annual Program.

During the State Librarian's report, 1990 - 1991 State Library budget cuts of 4.1% were discussed. To comply with an executive order signed by the Governor, the Board also approved a 4.1% reduction in General Revenue Funds granted to:

- Ohio Valley Libraries (OVAL) for FY 1991 operations
- Cleveland Public Library and the Public Library of Cincinnati and Hamilton County for operation of the Regional Libraries for the Blind and Physically Handicapped.

The next meeting of the State Library Board will be held Tuesday, March 12, 1991.

Democracy Conference Resolutions

The Ohio White House Conference on Library and Information Services for Democracy produced thirty-three detailed resolutions. Following is a brief summary of the topics covered by those resolutions. There will be a later mailing, listing all resolutions.

The major focus for most of the resolutions was funding. Resolutions called for either the creation of funds, the continuation of existing funds or increased funding for agencies such as the National Endowment of the Humanities and the Ohio Historical Society for preservation activities; to ensure access to federal information regardless of format; for out-reach services such as bookmobiles and books-by-mail; and for the development of services for young adults and prison libraries.

A resolution commended the U.S. Government Printing Office (GPO) and OCLC for their work in cataloging government documents. Another commended the President and Congress for funding the Library of Congress which provides high quality, low cost library services to libraries across the nation.

(continued on page 2)

Conference on Democracy *(continued)*

eration and responsibilities of information providers and government.

Moderator Marilyn Shearer, the president of the League of Woman Voters, emphasized the need for an educated electorate and led the discussion by asking incisive questions of the panelists. In their opening remarks Susan D. Scott, member of the Southwest Licking Local Board of Education, suggested we reward the people who both use and provide information. Mary Prophet, president of Ohio Government Documents Roundtable (GODORT), said documents should be selected with the local community in mind. Marilyn Byers, Ashland County Commissioner, felt a library was an indication of the pride in a community. Barry Bennett, office manager of Ohio Data Users Center, emphasized the duality of the statement, "Knowledge is power." If knowledge is power, he said, why do information service areas feel powerless? Nancy Hollister, mayor of Marietta, feels libraries and government must form a partnership, or people will go to TV for information receiving sound bites with no depth or research.

Discussion questions focused on free access to information; is it a right, who pays for access to information, and government's responsibilities to ensure this access.

Dr. E. Gordon Gee, president of the Ohio State University, delivering the keynote address.

The panelists agreed that free access to information is every citizen's right, but no one had a firm idea as to who pays. User fees were mentioned, but does that mean information is available only to those who can pay for it? Government could pay for it, but as was pointed out, *we* are the government and would pay the bill in the form of increased taxes.

Questions and discussion from the floor included suggestions that library boards be elected not appointed, allowing examination of candidates' backgrounds; and that proceeds from the state lottery be used to fund access.

Conference attendees produced thirty-three resolutions to be taken to Washington, DC during the national White House Conference in July 1991. The resolutions included funding for various programs, acid-free paper for official documents, voter registration at libraries, and the inclusion of electronic formats under the definition of government documents.

As the meeting ended, Chair of the conference, Oliver Ocasek congratulated the participants for their input and vision. However Ocasek also cautioned that in this time of budgetary cut-backs, trying to keep funding at current levels would be more feasible than requesting funds for additional programming.

Democracy Resolutions *(continued)*

Several resolutions called for the establishment of standards for school libraries and media centers, and the development of out-put oriented standards for school library service.

Some resolutions focused on the Federal Depository Library Program, calling for access to federal, state and local government documents through expansion of the program and for strict enforcement of government agency obligations to distribute their publications.

A number of resolutions focused on libraries themselves, calling for the formation of Friends of the Libraries groups, the inclusion of marketing campaigns to inform citizens into library budget requirements, voter registration at libraries, and the provision of information and meeting rooms for citizens to meet candidates and discuss issues. A resolution about Ohio libraries called for the strengthening of existing coalitions and the establishment of new ones.

On the national level, resolutions called for the inclusion of electronic formats in the definition of "government documents," the implementation of a national information policy, the continued development of the National Research and Education Network (NREN), access to international information through cooperative agreements, recognition by the government of libraries through funding, and a national policy of support for intellectual freedom and access to information to be implemented.

Individual resolutions called for the use of alkaline paper in the printing of government documents, and the development of programs for the homeless.

Members of the Resolutions Subcommittee, Ted Despres, A. Chapman Parsons, chair, Carol Bertholf, and Robert W. Schirmer. Not pictured: John Lacey and Clyde Scoles.

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Legislative Day

Richard M. Cheski, State Librarian, with eight representatives from the Ohio Library Association (OLA) and the Ohio Library Trustees Association (OLTA) met with Ohio's Congressional legislators on April 16 to discuss current concerns of the library community.

One of the major concerns expressed to Ohio's legislators was President Bush's FY 1992 budget proposal which is viewed as an attempt to eliminate the Federal Library Program. The budget requests a cut of more than 75% in Department of Education library programs, from the $143 million appropriated last year to $35 million.

This $35 million would be available for only one program, the Library Services and Construction Act Title I for public library services. But LSCA I is found to be too flexible, and the $35 million would be available for only one of the several authorized LSCA I purposes - adult literacy activities (requiring a change in the law). However, a program which is targeted solely to library literacy programs, LSCA VI, is zeroed out, as are all other LSCA and Higher Education Act Title II library programs.

This $35 million under LSCA I would then be combined with $15-20 billion in other programs for turnover to the governors. In this proposed new block grant, governors would have greater flexibility to spend the funds for such big ticket items as community development funding and administrative expenses for welfare programs, giving the small library program practically no chance for survival.

The ALA and library supporters oppose this proposal and recommend that LSCA and other library programs be funded as currently structured.

The State Library prepared documents for each Legislator detailing how the LSCA has funded vital projects in Ohio and in each of their Congressional districts.

Overall reaction from Ohio's delegation was very positive about supporting the library programs as currently structured and most will support the continued funding of LSCA. Last year, all the legislators helped support the reauthorization of the program.

Ohio's attendees at Legislative Day were:

- Cynthia Klinck, Director, Washington Twp. Public Library,
- Don Barlow, Director, Westerville Public Library,
- Bonnie Mitchell, Executive Director, OLA,
- Judith Coleman, Cuyahoga County Public Library,
- Garnett McDonough, Trustee, Clark County Public Library,
- John Dolibois, Trustee, Lane Public Library,
- Marilyn Mason, Director, Cleveland Public Library,
- Tom Corrigan, Trustee, Cuyahoga County Public Library.

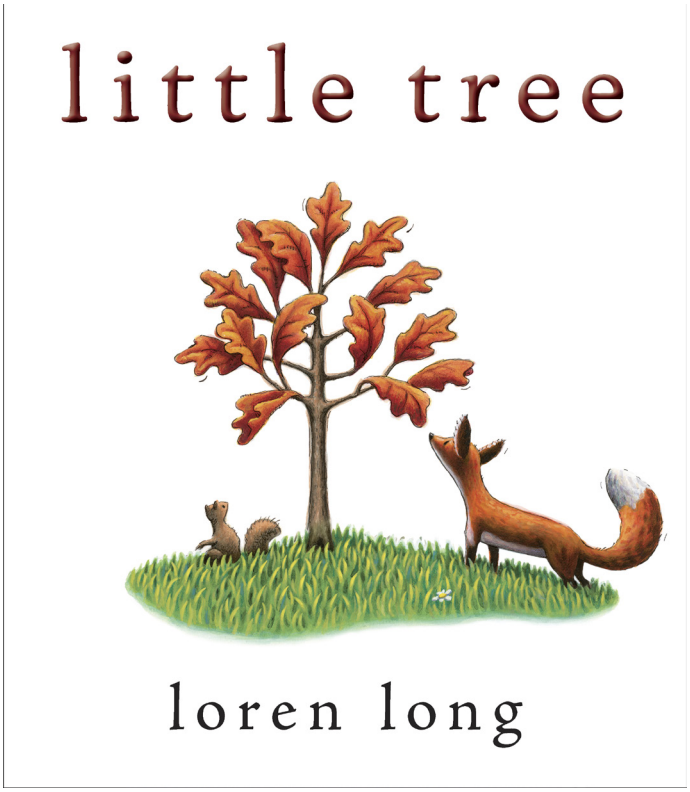
Little Tree by Loren Long Selected as Choose to Read Ohio Floyd's Pick

The State Library of Ohio and the Choose to Read Ohio Advisory Board are pleased to announce that Little Tree by Loren Long has been selected as the inaugural Choose to Read Ohio (CTRO) "Floyd's Pick" title, in memory of children's literature expert, advocate, and librarian Floyd Dickman.

The CTRO Advisory Board established Floyd's Pick in December 2015 with a proclamation by Beverly Cain, State Librarian of Ohio. The proclamation recognized Floyd as a founding member of the CTRO Advisory Board, who served from 2008 to 2015, and praised Floyd as a beloved state and national expert and advocate for children's literature. For more on the proclamation, go to: https://library.ohio.gov/news/6012/.

Each year the CTRO Advisory Board will select an outstanding book in Ohio children's literature to be Floyd's Pick. This selection will be in addition to the 20 titles featured in the biennial CTRO booklist.

Little Tree is a modern fable about a little tree "who loves his life and the splendid leaves that keep him cool in the heat of long summer days. Life is perfect just the way it is. Autumn arrives, and with it the cool winds that ruffle Little Tree's leaves. One by one the other trees drop their leaves, facing the cold of winter head on. But not Little Tree—he hugs his leaves as tightly as he can. Year after year Little Tree remains unchanged, despite words of encouragement from a squirrel, a fawn, and a fox, his leaves having long since turned brown and withered. As Little Tree sits in the shadow of the other trees, now grown sturdy and tall as though to touch the sun, he remembers when they were all the same size. And he knows he has an important decision to make." (description from publisher's website). Click here to visit Loren Long's website or here to visit Penguin Random House website for more information about Little Tree by Loren Long.

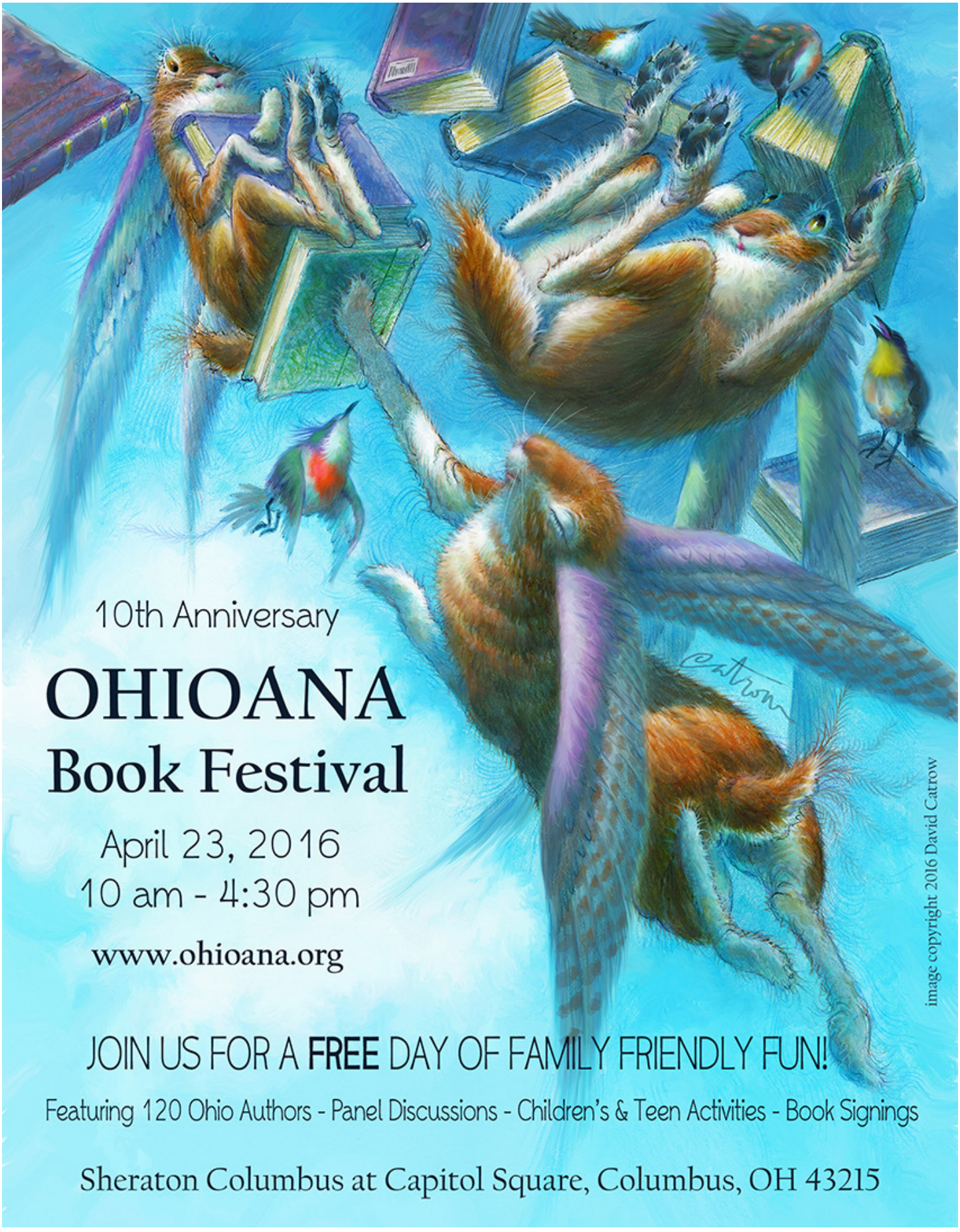


Floyd Dickman passed away in June 2015. He was a Library Consultant at the State Library and retired in 1999 after 23 years of service. Floyd's legacy is an enduring imprint upon library and literacy services in Ohio and across the country. The State Library of Ohio Board's retirement resolution at that time recognized Floyd's leadership, commitment, and passion for library services, children's literature and family literacy. He also received praise for his dedication and compelling enthusiasm to teaching and mentoring librarians and library science students. During his career he was awarded the Ohio Library Council Librarian of the Year and Outstanding Friend from the Ohio Family Literacy Task Force.

Information about Floyd's Pick, and a running list of titles as they are selected, will reside on the CTRO web page: http://library.ohio.gov/ctro.

Choose to Read Ohio (CTRO), a project of the State Library of Ohio, Ohioana Library, and Ohio Center for the Book, encourages public libraries, schools, families, and others to build a community of readers and an appreciation of Ohio authors, illustrators, and literature. The CTRO Advisory Board makes recommendations on statewide implementation of CTRO including marketing, toolkit development, title selection, program sustainability and future growth. Explore the Choose to Read Ohio webpages for resources and toolkits.

The 2017 & 2018 CTRO booklist will be announced at the 2016 Ohioana Book Festival on Saturday, April 23, 2016. Free for attendees of all ages, the Ohioana Book Festival gives readers the opportunity to connect with their favorite Ohio writers, with over 100 authors in attendance, plus discussion panels, a children's activity area, a teen space (new this year!), early childhood space (new this year!), a bookstore, and much more. Outreach programs and the Cbus LitCamp, a day of literature appreciation and information for educators, will also take place in conjunction with the Ohioana Book Festival. Click here to learn more about the Ohioana Book Festival. ■


10th Anniversary
OHIOANA
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www.ohioana.org
JOIN US FOR A FREE DAY OF FAMILY FRIENDLY FUN!
Featuring 120 Ohio Authors - Panel Discussions - Children's & Teen Activities - Book Signings
Sheraton Columbus at Capitol Square, Columbus, OH 43215
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Ohio State University Libraries, Thompson Library
Photo by Marsha McDevitt-Stredney

INTERVIEW continued

member or other support services, such as folks from the Office of Research or Industry Liaison Office to talk about services they offer or how we can highlight them, change and modify what's going on. Today I got to answer a couple of email inquiries related to the kinds of equipment we have for visiting scholars that they could check out on extended loan. That came as a referral from one of our subject librarians.

Marsha: So they essentially have to know everything that's happening and available on campus, or where to find out, to be able to answer questions.

Meris: To some degree, subject librarians won't know all of that. I don't know that typically I would know that either, except we've been doing so much discussion recently about services and where they're available because one of our big ethos is not to duplicate services across campus. For example I, in my head, have a lot of information about 3-D printing on this campus and trying to figure out who does it and where it's available. So I really see my job as a connector to other services and resources available on campus. The trouble I have to make sure I share it when and where it's needed. We talked about that at some length when we opened the Research Commons. My colleagues warned me, "Be very careful walking across the street because everything that's in your head nobody else knows." Even just this morning in a meeting there was discussion about standing desks. I had looked into that a year and half ago. I was thinking "It's tangential. It's not really relevant, but you all shouldn't take your time researching it again. I have an online folder with pictures of other standing desks around campus and I can add you to the online tool and save you guys time." This relates to one of your earlier questions, I'm very people-focused, so I care a lot about my department and want them to do well and offer the best services for our campus, but I'm also very efficiency-driven. So one of the ways I feel like I help people is by saving them time. I know that's one of my core values.

Marsha: It's also a difficult balance for me because I think, "Everyone knows that" and then realizing, "Wait a minute. They don't."

Meris: Which is one of the mantras I used when teaching I always say, "Okay, you should interrupt me because everything I'm going to say I know already because I'm going to say it. I forget that since I know it that you don't know it. So if I gloss over something because I know how to do it and it's confusing to you, you need to stop me." But the same thing happens when I supervise people. I spend a lot of time thinking, "Is it something I know, or is it something that everybody knows?" To some degree, there are times where my employees use me as a sounding board and they share that, "I made this great contact." When we move onto the next topic which they don't see as related, there are times where I point out the similarities of the interactions or connect the dots for how they can solve a problem They sit and think about it, and they're like, "They are related. I know who to talk to." I feel like that's sort of one of my strengths is I can see big picture, but I can also see details of how those two details are related. It's one of the skills that I'm trying to impart to the people I supervise, too, of "You see your thing, but can you step back and see how your work relates to other people?" They sometimes get it, and sometimes they're like, "It doesn't." It's the aspect of my job I like the most, is being able to help other people push themselves and see what sort of capacity they have.

Marsha: How do you find the balance between being in a faculty position and doing your own research, and then committee work and all of the things that are associated with that, and then on top of that all the work going into things that are going to lead to better services?

Meris: Hopefully they will align in more than one area. For example, if you look at stuff that I've published, it's sort of a scattershot. Some of it has to do with collections. Some of it has to do with chemistry education. Some of it has to do with reference collection and discovery. Recently it's been talking about exhibits and using collection data. Next week I'm presenting about hack-a-thons as a learning environment. It's a little all over the place, but I tend to do

research on what I'm doing in my primary job responsibilities. For me, it's easiest if you just write about the stuff that you're working on. That's not how everybody works, but it so far has served me pretty well. Plus, I always find this a little easier if you find a co-author. For very few of my publications, am I the single author. Some of that has been intentional. I found a couple of really good co-authors, and then we just bounce back and forth for first authorship. At Ohio State scholarship is supported really well because 20 percent of your time is for service and scholarship, so usually that translates itself into one day a week to be used for research. Going to conferences also counts into that 20 percent.

Marsha: Is that an area in terms of mentorship that you find yourself helping your staff in faculty positions find the balance?

Meris: A little bit. I have a whole bunch of overachievers right now. It's not a bad problem. Each one is a little different on what they need. I have some folks that just want to come in and talk about "Here's what my research idea is. Let's talk through it." Other people I only find out about their research when things are published. But they've all been really high producers. I have folks who have been in their positions for quite a while, and it's not an area of their strength so they do struggle a little bit more on finding topics that would be of interest. So I usually end up spending time going, "See all of that work that you just developed? That would make a nice article, and no one is really writing about it yet." Again, Ohio State, I think, is maybe more atypical because we have stronger mentorship programs for new faculty.

Marsha: It seems like that would lend itself to really understanding how the faculty and researchers that you're helping – what their processes are and the challenges that they're facing.

Meris: To some degree. My departmental faculty spend a lot of their time getting grants, so a lot of their research is done at the very last minute. They put in for conference proposals within the last hour that they're accepted. They put in for grant proposals within the last half day that they're accepted – which I feel is a little bit different from librarians, but librarians are also little bit more planners, so they might turn it in the week before. They might turn it in the day before, too, but it's not the same level of stress. In the libraries we have different expectations for annual evaluations. So when I've talked with departmental faculty about their evaluation processes, I've realized that in some ways librarians are evaluated in the same ways and in a lot of other ways it feels very different.

Marsha: I was looking over your room reservations for the Research Commons and it looks like it has been pretty busy. Are you finding that people are aware of the space?

Meris: I feel like we've done a really good job at reaching out to the graduate students, some who still aren't sure that they're welcome and that they're the target audience. There was a meeting from grad council that met in the space yesterday or the end of last week – sometime recently. Josh is really expecting, "Okay, this is really going to pick up." But because we've been open for a month and it's open after hours for studying, we're also seeing an increase of undergrads in the space. So we still engage with everyone who is entering the space and we're encouraging those not involved with research to find a different study space. But changing work behaviors is a little tricky. So we're seeing some of our spaces get more use than the word is getting out. I feel like there probably are people who still don't know about it or why they would go there.

Marsha: Is it for anyone on campus that wants to work together on a research or scholarly project?

Meris: The idea really is that the space is to support research at this university. We're focusing on graduate students and faculty or undergraduates working on research projects. We've been having a lot of folks from research support units on campus who are really excited about the space. The industry liaison office, the discovery themes – they've been having meetings there. They're not research meetings, but they are meetings that bring people together who provide support for research. As the space gets busier, we will probably be selective and how often people are able to reserve different spaces.

Marsha: Let's talk about library and information science education and what differences you've seen in recent graduates and over the years, and if it's different than your own experience.

Meris: That's hard to answer. I feel like I was such a typical student. I got to this point during my undergrad, where I was realized "What do you mean professors don't know everything?" and this epiphany moment of "I can contribute. I have something to add. My voice is valuable." Then going to library school, where you read all these foundational studies of how things have happened. Then you go and talk about it, like, "Does everybody do this? No, that's not how it works? Okay." On the job learning is so important, I had an assistantship while I was in grad school, and that was useful for providing a practical balance and pairing with the theory I was getting in class. How to talk about research interest with faculty would have been a useful skill for people who don't feel comfortable. It's funny because I think "Just talk to them." It's a skill I possess, so I forget that other people don't always have it to the same degree. It's hard to remember what it's like to be novice once you've been doing something for a long while. It's going to change no matter what it is. I remember taking classes about specific tools in college or in grad school, which is fine. I took it on how to edit HTML, which is not a skill I needed for years after because everything has a WYSIWYG editor. But then there are other skills I wish I had. I wish I had some basic programming skills that I know would make my life easier. We did an Excel tips and tricks at my last job of "Here are the things that you can do in Excel that are going to make your life a little easier". Even simple sort functions not everybody knows how to do. I feel like having a good solid understanding of basic principles of librarianship has helped probably in ways that I don't even think about of "Right, collections are meant to be used. Let's talk about that. Privacy is of the utmost importance." Those things I talk about with folks who haven't been to library school. "Here are some of the value you get of that part of the education," which you kind of forget because they're just part of how we do our work.

Marsha: Which leads back to what you are talking about before… The tool you're using might be different, but that foundation is going to carry through no matter how things change.

Meris: Yeah, because they're going to change and you have to be okay with change. What's become even more important is clear and concise writing. That is probably even more true when people move up in organizations. It's a skill to condense and distill. Let's talk about a five-minute elevator pitch. I don't know that I would have thought about that much when I was in library school. Overall, I feel like it's a nice stable job, which I like. It could transition to lots of different areas, which is one of the appeals when I first went into library. ■