Florida Libraries

THE OFFICIAL JOURNAL OF THE FLORIDA LIBRARY ASSOCIATION

Volume 48, No.2 *Fall 2005*

Focus on Professional Development

SEFLIN Conference Energizes Public Service Librarians

The Dr. Henrietta M. Smith Residency at USF

Developing Leadership Through Mentoring

Learning to Be a Library Leader

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The articles in this issue deal with professional development, both in terms of continuing education and leadership development. Both are critical issues in a profession that is rapidly changing and simultaneously facing challenges in filling positions as many seasoned librarians retire. These articles highlight many of the opportunities that exist for professional development, including FLA's e-Learning and mentoring programs and the Sunshine State Leadership Institute, and feature programs developed by SEFLIN and the University of South Florida in response to needs for professional development. Finally, two articles on a recent controversy in the Tampa-Hillsborough Public Library explore different perspectives of leadership.

Correction:

The spring 2005 issue of Florida Libraries was mistakenly identified as Volume 47, Number 1. The correct volume number is 48.

— Gloria Colvin

FLA Florida Library Association

Florida Libraries

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Leading FLA

By Nancy Pike

Greetings!

What makes a good leader? Although a goal-oriented person may see the path to leadership as a straight ladder of challenges and opportunities, in reality, the path is often more meandering. Throughout our careers, we make choices that will take us one way or another - sometimes toward a chance to lead, but other times into a support role. Remember the story about the flock of geese? And how the head goose drifts back into the flock and a different bird moves up to the point position, with the geese all taking turns being the leader? That is the way our organization works. We take turns leading committees, interest groups, discussion groups, sections; people hold board positions, participate in a program, volunteer for a special task force. That's how the work of the association gets done. We count on each other to play these roles, sometimes as leader and other times as audience, follower, or support person. Each role is important in its way, and I thank you for whichever role you choose to take in the Florida Library Association and encourage you to consider trying a new one this year.

There are many new and exciting things going on in FLA this year. Much of it has been in the planning stages for a while. For some time, hiring an executive director has been an objective. This year we did it! Thanks to the Planning Committee, we hired Ruth O'Donnell as our part-time Executive Director. She has been an active member of FLA for many years. You have already heard from her about various matters related to FLA business.

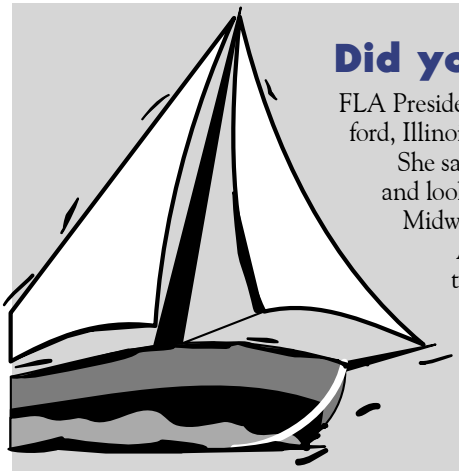
At the end of the last legislative session, our long time legislative lobbyist, Jody Fitzgerald, retired. As a result, the Legislative Committee was also in a search mode and found Mark Maxwell, who has just begun his work and already has accompanied Legislative Committee Chair Charlie Parker and me to visit the Secretary of State. Mark has worked for Governors Chiles and Bush and has significant appropriations experience. We hope he will help us increase State Aid to libraries this year.

We have begun to plan the annual conference at the Wyndham Palace in April. Keynote speaker will be Lew Feldstein, co-author along with Robert Putnam, of the book *Better Together.* The book is a follow up to the Putnam book *Bowling Alone* about the diminished civic involvement in our communities today. I hope the title sounds familiar because "Better Together" is my theme for this year and the 2006 conference.

I am excited about being your President. I bet you could tell! It feels a little like one of those Disney roller-coaster rides like Thunder Mountain: exhilarating, but a little scary, and then all too soon it's over. You will hear from me one more time in the front of this journal before I slip back to my column "Floridiana With a Twist." Head goose for a while!

Please be getting ready to take your turn.

Nancy



Did you know?

FLA President Nancy Pike began her career as the Romper Room teacher on WCEE-TV in Rockford, Illinois and WQAD-TV in Moline.

She sailed to Florida with her husband on their 36-foot sailboat and spent a year living aboard and looking for the best place to live in Florida. Sometime she'd like to make the trip from the Midwest to Florida again via the water to see what has changed in the past 20 years.

An inveterate reader, she usually has several books going at once, one on the bedside table, an audio book on her IPod for listening in the car, and another one in the family room to read during the news.

In addition to reading, she enjoys writing, drawing, swimming, and sailing.

She and her husband, David, have a daughter, Kim, and a son, Chris, both artists, one in Rhode Island and the other in Wisconsin.

Marjorie Kinnan Rawlings and FLA

By Bernadette Storck

In 1936 the President of FLA, a man named Carl Bohnenberger who was Assistant Librarian at Jacksonville, died before completing his term. At the Miami Beach meeting held March 19-20, FLA decided to create a memorial for Mr. Bohnenberger in the form of an award for "an author, who through birth and residence, has achieved by his writing, his first literary production in the geographical area represented by the Southeastern Library Association." The first medal was awarded in 1938 to Margaret Mitchell for her well known work, *Gone with the Wind*. Following that presentation, correspondence between Bertha Aldrich, FLA President in 1940, and author Marjorie Kinnan Rawlings took place. Here are excerpts.

September 23, 1940

Dear Mrs. Rawlings:
I am writing to you as President of the Florida Library Association to ask if you will be one of three judges to pass upon the final author to be awarded the Carl Bohnenberger medal of the Florida Library Association.

September 27, 1940

Dear Miss Aldrich:
Thank you for asking me to serve as one of the judges for the Carl Bohnenberger award, but I'll be damned if I'll have anything more to do with it. As you may know, I contributed $100 toward the medal, so felt a proprietary interest at the beginning. I expected the award to be made according to Carl's own ideas –that is, giving a boost to some young writer whose literary qualities might be submerged in the broad field of profitable commercial writing. When the first medal was given to "Gone With the Wind," I felt there was no integrity left anywhere.

I yield to no one in my admiration for "Gone With the Wind" and my personal affection for Margaret Mitchell, but she no more needed such an award than a dog needs two tails. Incidentally, Carl despised the book, as everyone knew. The purpose of the medal was completely vitiated. I think the Library Association was a bunch of traitors to do such a thing to Carl's known tastes and sympathy for the literary under-dog. So the hell with it!
With all good personal wishes,
Marjorie K. R.

"I think the Library Association was a bunch of traitors to do such a thing to Carl's known tastes and sympathy for the literary under-dog."

Marjorie Kinnan Rawlings. Photo courtesy of the Florida Photographic Archives.

October 1, 1940

Dear Mrs. Rawlings:
Thank you so much for your letter of September 27th. It grieved me to hear that you have reason not to serve on the Bohnenberger award committee. Believe me, I did not know of your connections with the award or your disappointments. Had I known, I would have certainly spared your feelings…Won't you please lay aside your personal feelings and help us? There are so few of Carl's intimates left and we are trying so desperately to bring the award back to its original purpose…[She goes on with her plea and adds the titles of three books being considered.] I feel so like the dog in Mother Hubbard's life "please don't let the cupboard be bare."

October 6, 1940

Dear Miss Aldrich:
My God, woman, but you can put up the most pitiful lament!

Go ahead and put me down for your committee.

As to my vote or reaction to the books under consideration. "Tom Watson" and "Through Embassy Eyes" would be definitely out because of their not being truly creative. I have not read "Blackberry Winter" but will get it and make my choice between that and "Fox in the Cloak." My choice offhand would be most decidedly for "Fox in the Cloak" because the book shows exactly the type of creative promise that Carl always encouraged, and because Harry Lee is a damn hard worker more or less up against it and would profit by such a boost—I mean profit creatively.

Please send me what facts you have on the author of "Blackberry Winter." Has she written before, is she still writing, etc. etc.

I'll be away for about two weeks but imagine there's no hurry on this.
Marjorie Rawlings

October 7, 1940

Dear Mrs. Rawlings:
Thank you most cordially for accepting this unwanted task…

October 16, 1940

Dear Mrs. Rawlings:
The choice of the other two judges is in our hands and if it is convenient for you, will you please send me your choice by October 21st…

I still feel that unknowingly, I pushed you out on a rather fragile limb and I'm awfully sorry about it, but I also feel that your help, along with the help of the other two judges, is going to revive the award…

I do wish you were going to be with us at Southeastern. We'd have such a jolly time.
Sincerely yours,
Bertha Aldrich

October 28, 1940

Dear Miss Aldrich:
I have been away for three weeks, without having mail forwarded, and find your letter of October 16 here…I don't know whether or not I am too late to put in my two-cents' worth.

If the candidates still stand as originally submitted, my vote, after reading "Blackberry Winter," still goes very definitely to "Fox in the Cloak." My reason is that I feel Lee is less dependent on journalistic material than Miss Hanna, and more likely to do further serious creative work.

Hudson Strode of the University of Alabama wrote me, saying that his candidate was "Rachel's Children," which was not on the submitted list. He said that since the author had written the book while his student, he was somewhat on the spot and if it was considered for the award, could not act as one of the judges. He sent me a copy of the book which I have just finished reading.

Much as I am prejudiced in favor of Harry Lee—knowing the terrifically hard work he does, which is almost a guarantee of better work to come—I too feel that "Rachel's Children" should be on the list. If it is, my vote would have to be cast for it. It seems to me infinitely beyond both other books in creative power, sensitivity, promise of important work to come, and general literary quality. Its psychological understanding, its sharp etching of characters, is rich and mature.

How I do hate the award and prize business, anyway! The Pulitzer is bad enough, but these things for beginning writers are a snare and a delusion. Oh well---

Do you want the "Blackberry Winter" back?

Sorry to be such a crab about this, but am sure you understand.
Marjorie K. R.

The *Fox in the Cloak* won that year.

Bernadette Storck is Archivist for the Florida Library Association and also serves as Parliamentarian and as President of the Friends and Trustees Section.

Membership Dues Change Proposed

By Ruth O'Donnell

It's great to be writing a column for FLA as its new Executive Director! I've been busy in the first few months of the job and one of my areas of focus has involved working with the Membership Committee on a proposed change to FLA's dues structure. The Board asked the Membership Committee to review the current dues structure early this year. Barbara Stites, Director of the Southwest Florida Library Network, chairs the Committee for 2005-06 and did a lot of preliminary research on cost-of-living increases and other state association dues structures. She and her Committee members presented their proposal to the Board on August 26, 2005. After much discussion (as you might imagine!), the dues structure below was approved for a full membership vote this Fall.

A couple of things about this proposal – first, FLA has not had any change or increase since 1995; second, there is a new feature for some organizational members that awards them free conference registrations. Also, please note that the first two dues levels for library employees and the first three for organizational members were condensed into one level each.

There are a lot of reasons why the Board believes a dues increase and change in the dues structure is essential for the continued health of the organization, but the major reason is that without an increase, FLA will not be able to continue the services it now provides to members at the same level, much less increase services. Membership dues are the main income earner for associations such as ours; dues support activities from components of the conference to our publications and legislative lobbying efforts. As your new FLA Executive Director I strongly support these changes.

Please carefully consider the proposed changes and make your opinion heard by voting. You will see the results of the membership-wide vote on your renewal form after the first of the year.

Ruth O'Donnell is the Executive Director of FLA.

Proposed membership categories and dues

1. Personal Memberships

A. Library employees with income ranging from:

$0 – 19,999	$ 40
$20,000 – 29,999	$ 60
$30,000 – 44,999	$ 75
$45,000 – 59,999	$100
$60,000 – 79,999	$125
$80,000 and up	$150

B. Student & Retired Librarians **$ 25**

C. Friends, library board members, Individuals **$ 30**

2. Organizational Memberships

A.Libraries, consortia, networks, cooperatives, and library schools/degree programs (based on operating expenses during the previous year). Memerships include free conference registrations as indicated in parentheses.

$0 – 499,999	$ 300	(1)
$500,000 – 999,999	$ 750	(2)
$1M – 4.9M	$1,000	(3)
$5M – 9.9M	$1,500	(4)
$10M – 19.99M	$2,500	(10)
$20M – 29.99M	$4,000	(15)
$30M – 39.99M	$5,000	(20)
$40M and above	$6,000	(25)

B. Friends groups and other non-profits **$ 100 (NA)**

C. For-profit groups **$ 200 (NA)**

FLA e-Learning: Continuous Learning for Florida Librarians

By Jeannette Smithee

In an environment in which the workplace is constantly changing, opportunities for continuous learning are critical. A variety of classes, conferences, staff development days, and online learning experiences can help individuals develop new skills and prepare them for new roles and leadership responsibilities. Among this array of formal and informal continuing education opportunities, online learning, or e-Learning, is becoming an increasingly popular choice for individuals and organizations.

Recognizing this need for continuing education and the opportunities made possible by online learning, the Florida Library Association (FLA) introduced the FLA e-Learning[1] program at its annual conference in April 2005. This new service provides Florida Library Association members the opportunity to participate in online-learning courses to improve skills in software, networking, and management. These courses are offered to FLA members through Element K®, a company that offers a wide range of technology, business, and other types of online training. Librarians in some parts of Florida are familiar with the Element K® courses available through their Multi-type Library Cooperative (MLC).[2] The FLA e-Learning Service provides any FLA member access to Element K® courses at discounted prices.

This article provides an introduction to the features and benefits of online learning to help FLA members decide if FLA e-Learning is for them. It will explore online learning, show how other professional organizations are incorporating e-Learning, and suggest ways in which FLA members can get the most out of FLA e-Learning.

History of Online Learning

Online learning is an outgrowth of traditions that began with correspondence courses in the 1800s. For many years, correspondence and distance education relied on printed materials for learners and faculty. Over the years audiovisual media were added. Online e-Learning is the newest tool for educating and training adult independent learners.

The University of Denver, which has an extensive online program, offers a short history of online learning on its Web site. In "What is Online Learning," it states that "the twentieth century saw an amazing expansion of electronic media, which were easily adapted to the needs of distance education students and teachers."[3] In the 1920s radio programming was used to assist in the learning process. In the 1950s educational television programs were used to support both classroom learning and distance education. Other twentieth century technology used to support distance learning included records, audio tapes, CDs, videotapes, and DVDs. The most dramatic change in distance education came with personal computers and the development of the Internet. Students use the computer to receive and respond to lessons and to communicate with teachers and other students. Teach-

"This [online learning] allows members to choose the enhanced learning opportunity and skill development that have traditionally been available only to large corporate and government employers"

http://www.LibraryeLearning.org/FLA

FLA e-Learning with Element K

Follow these steps to enroll in and complete Element K® e-Learning Courses.

- Skim the Element K® curriculum catalog to select a Learning Library. <http://www.elementk.com/>
- Purchase the Access Key with a credit card or by invoice at FLA e-Learning <https://www.libraryelearning.org/fla>.
- Use the Access Key to enroll as a new student at the Element K® login page. Select a username and password. Use the Access Key only once to enroll as a new student. Use the username and password to return to e-Learning courses.
- Login to the Element K® site. From the Welcome page, use the Catalog menu or the search box to locate and begin a course. Return to the course as often as needed. Use the My Content menu to select the My Training page list of active courses.
- Forgot your Password? Simply enter your e-mail address and your username and password will be sent to you.
- At the end of the course print the certificate.

The FLA e-Learning access is for a full year from purchase. Take as many courses as you wish during that time.

ers use the computer to present learning materials, communicate with students, and manage student progress.

Successful Online Learning

Online learning makes it possible to reach a wide range of students. The Online Education Resources Web page "How Online Learning Works" declares that "online education allows working adults to enhance their professional skill sets without giving up their current jobs. Increasing numbers of corporations are also looking to the Web to meet basic employee-training needs."[4] Educators agree with the University of Denver that for online learning to work, learners must have regular access to a computer connected to the Internet in order to participate in the online lessons. For online courses that require interaction with the instructor, learners should also be comfortable using e-mail, an Internet browser, and a word processing program.[5]

The University of Denver identifies some characteristics of successful online learners.[6] Online learners are not able to interact with an instructor and other students in a classroom, so they should be comfortable working independently. They need to take the initiative to contact the teacher and participate in online activities. For self-paced courses, there is no set class time and there are no deadlines imposed by the instructor. The learner must manage his or her time to make sure that the online course fits in with other parts of the learner's life. The successful online learner can set goals and work through the course to reach those goals. The skills developed for successful online learning, along with course content, enable the learner to cultivate workplace leadership skills.

Benefits of Online Learning

Employees are discovering that online education has advantages over traditional face-to face delivery. The benefits of well designed online education include

- Delivery of courses anytime and anywhere,
- An increased level of student-to-instructor and student-to-student interaction by otherwise isolated student populations, and
- Cost effectiveness of distance programs for students, instructors, and institutions.[7]

Employers, as well as learners, see advantages to online learning. "The cost efficiencies of e-learning are becoming more apparent every day. In fact, e-learning is a leading cost saver among training options," according to results of a recent Institute of Management and Administration survey published in *HR Focus*.[8] Employers see many ways of using e-Learning, but no matter what method is used, the cost savings come primarily from eliminating travel costs and reducing time away from work to attend training courses. With cost-effective e-Learning as part of continuous educational development, employers are more likely to encourage staff to participate.

Professional Organizations Adopt e-Learning

The Florida Library Association is not the only library organization to announce support for e-Learning as a benefit for members. A number of professional associations and organizations are offering discounts for online learning as a membership benefit. This allows members to choose the enhanced learning opportunity and skill development that have traditionally been available only to large corporate and government employers.

WebJunction

WebJunction began in 2002 with a grant from the Bill and Melinda Gates Foundation. The WebJunction Portal provides a community for librarians who offer computers and technology services to their customers. One of the most successful areas of the WebJunction site is the Learning Center, which has online courses, downloadable lessons, training tips, and other tools to enhance the technical and policy knowledge of librarians offering these new services.[9]

SOLINET

The Southeastern Library Network (SOLINET) reported in a 2005 Educational Services Survey that 83 percent of respondents indicated that they would be willing to take a Web-based course.[10] SOLINET offers a variety of Web-based courses through their "E-cademy." These include OCLC-specific courses, as well as topics in preservation and technology.

SLA

The Special Libraries Association (SLA) announced Click University at its June 2005 Conference and in the June issue of *Information Outlook*.[11] Click University is a membership benefit for SLA members. It provides discounts to members for enrollment in courses to enable both professional and personal development through office application, professional development, and business fundamental libraries. Click University will also offer university- sponsored online education through a collaboration with the Web-Enabled Information Science Education (WISE) consortium. WISE is a consortium of twelve universities that share online courses, instructors, and students. It is the product of an Institute of Museum and Library Services (IMLS) grant through Syracuse University and the University of Illinois at Champaign-Urbana that is charged with developing a collaborative model for online education. The model will allow students to select online courses offered by any consortium member and receive credit at their home institution.[12]

ALA

The American Library Association is actively seeking to offer online courses through its Divisions. ALA is encouraging instructors of successful face-to-face work-

continues on page 8

FLA e-Learning: *continues from page 7*

shops to adapt the content for wider accessibility through online learning. In the next year, ALA will also announce the availability of the same Element K® e-Learning currently available to FLA members as a membership benefit for all ALA members.

Getting the Most from FLA e-Learning

When a Florida Library Association member decides to use the FLA e-Learning Service, there are several steps to begin a successful online learning experience. (See the sidebar for specific steps to enrolling for FLA e-Learning Courses through Element K®.) To get the most from FLA e-Learning, the learner should skim the Element K® Course Catalog and determine which "learning library" has the courses of interest. The FLA e-Learning Service includes courses for staff at all levels that use computers in their jobs through the "Office Productivity" courses. IT staff can use the "Computer Professional" courses for learning specialized software, network design and improving the library Web site. The "Business Fundamentals" courses can be valuable for supervisors and managers.

Element K® Learning Libraries:

Office Productivity
- **Microsoft Office**
- **Word Processing**
- **Spreadsheets**
- **Databases and Reports**
- **Presentations**
- **Web and E-mail**

Computer Professional
- **Networking**
- **Operating Systems**
- **Programming**
- **Web Development**
- **Design and Media**

Business Fundamentals
- **Motivating Employees**
- **Managing Projects**
- **Leading Effective Meetings**
- **Time Management**

The "Office Productivity" learning library includes about 340 courses such as Word, Excel, Outlook, PowerPoint, Access, Publisher, and FrontPage, as well as other general office software such as Acrobat, FileMaker Pro, GroupWise, Microsoft Project, and WordPerfect. The "Computer Professional" learning library includes over 1,100 technology courses, which range from Microsoft certification courses to Linux, from Java to SQL, and from Flash and Photoshop to Dreamweaver. The "Business Fundamentals" learning library includes courses on topics such as motivating employees, conducting performance reviews, facilitating conflict intervention, and leading effective meetings.

FLA e-Learning students use an access key to self-enroll at the Element K® student site <http://www.elementk.com/>. The student sees the FLA Welcome Page after he or she registers and completes the login. The welcome page allows the learner to search for courses, view his or her progress and obtain help and support. Courses may include online instructor-led classes with regular meeting times; self-paced learning that includes text, audio, and media clips, or vlabs for technology topics. Reviews and quizzes are part of each course and help reinforce the material. When the student completes the course and receives a passing score on the final assessment, a certificate of completion is presented for the student to print out. The FLA e-Learning Services subscription includes one year of unlimited access to the courses in the My Content Menu. The student may take many courses using the one subscription. All of this learning can be done at the convenience of the student, not at a preset time and place. The courses can be completed without ever leaving the library.

Students and their employers appreciate the convenience and flexibility of e-Learning. Students also report that that e-Learning is put to practical use in the library. In a recent E- Learning Survey[13] conducted by the Southeast Florida Library Information Network (SEFLIN), preliminary results indicate that 75 percent of the students had a course or subject in mind when registering for Element K® e-learning. In the same survey, over 75 percent agreed or strongly agreed with the statement that "I enhanced knowledge or skills through Element K e-learning that helped improve the services at my library." Examples cited in the survey included the following.

- "The more I have learned to do on the computer, the more I've been able to teach our customers."
- "I am now better able to assist with computer classes."
- "I feel I have enhanced my customer service skills."
- "I'm still trying to be a better manager, every little bit helps!"

Results such as this indicate that e-Learning is a valuable complement to other classes, conferences, and staff-development learning opportunities.

Jeannette Smithee is SEFLIN Associate Director for Community of Learning.

Notes

1 "FLA e-Learning Services," Florida Library Association and SEFLIN (Southeast Florida Library Information Network), https://www.libraryelearning.org/fla (accessed May 30, 2005).

2 "Multitype Library Cooperatives in Florida," Florida Department of State, State Library and Archives of Florida, http://dlis.dos.state.fl.us/fgils/mlcs.html (accessed May 30, 2005).

3 "What is Online Learning," University of Denver University College, http://www.universitycollege.du.edu/program/online/onlinelearning/page3.asp (accessed May 30, 2005).

4 "How Online Learning Works," Online Education Resources, 2005. http://www.online-education-resources.com/how-it-works.html (accessed May 30, 2005).

5 "Computer Access and Comfort," University of Denver University College, http://www.universitycollege.du.edu/program/online/onlinelearning/page5.asp (accessed May 30, 2005).

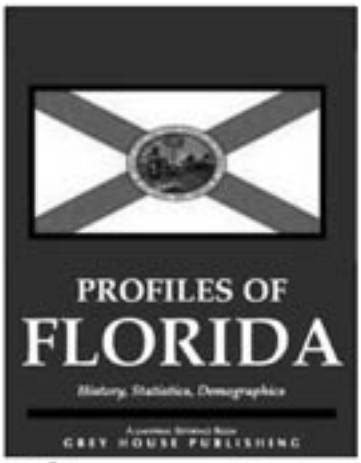
6 "Characteristics of Successful Online Learners," University of Denver University College, http://www.universitycollege.du.edu/program/online/onlinelearning/page6.asp -- page8.asp (accessed May 30, 2005).

continues on page 20

Available for the first time, Grey House is proud to announce a ground-breaking new statistical manual covering the State of Florida

Profiles of Florida

Its Towns, Counties and Cities



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SEFLIN Conference Energizes Public Service Librarians

By Christianne Casper and Edward Erazo

The idea for a one-day, biannual conference for the Southeast Florida Library Information Network (SEFLIN) grew from a call for both leadership and continuing education opportunities for library staff in 1996. It was developed to provide an opportunity for public service librarians from South Florida to network, participate in roundtables, and learn about the latest in information services. While most of the participants could travel to the Florida Library Association Annual Conference, it is increasingly difficult and expensive to get to an American Library Association Annual Conference. Therefore, this conference focused on those librarians who do not routinely have an opportunity to attend national professional programs. Initial funding for the program came from a Library Services and Technology Act (LSTA) grant written by SEFLIN, and LSTA funds continue to support the conference.

Ten years ago, the planning committee did a survey looking for issues of most concern to local librarians. Some topics included: "Internet Access for the Public," "Future of Reference Librarians," and "Coping with Difficult Patrons." These topics were then set up as discussion roundtables in the morning and repeated in the afternoon to give participants the chance to attend two discussions. Over the years, and four conferences later, attendance has grown (from 120 to 165) and the topics and format have changed.

5th Energize Conference

Sponsored by SEFLIN, the 5th Energize Conference was held at the Florida International University Biscayne Bay Campus for library staff in southeast Florida libraries. The conference drew 164 attendees, including thirty-eight librarians with five years or less professional experience and forty-five librarians who had been in the profession over ten years. This year, the theme was "Staying Connected: Balancing Technology in the Library Community." In addition to the general sessions, participants had an opportunity to participate in two breakout sessions. This year's keynote speaker was Dr. Richard Madaus, Executive Director, College Center for Library Automation, who spoke on "Staying Ahead of the Technology Curve: The 'Hurrieder' We Go, the 'Behinder' We Get."

Workshops and panels were held on e-Learning and marketing library services, radio resumes and portfolios, roving reference, and radio frequency identification (RFID) technology. The e-learning and marketing session showcased an online video produced by three Nova Southeastern University librarians that markets the most important library services to Nova's distance students. Methods of documenting professional experience through a curriculum vitae, résumé, or teaching portfolio were explored in a program titled "Energize Your Career." Panel presentations about the use of roving reference and Radio Frequency Identification Devices (RFID) in libraries rounded out the program.

Continuing Education Opportunities

The SEFLIN Energize Conference has become an event for learning about and discussing topics related to innovative library services. Over the past ten years, presenters and participants have discussed the future of reference, as well as emerging trends in reference. The topics of discussion have changed, as has the focus on technology. Survey results have reflected this. Librarians want to hear more on how the use of technology has changed reference services and how to adapt to these changes. Conference participants have discussed e-mail reference, chat reference, roving reference,

The SEFLIN Energize Conference offers opportunities for networking and discussing issues related to public services.

Public services librarians from southeastern Florida libraries listen to a speaker at the years 5th SEFLIN Energize Conference.

"The SEFLIN Energize Conference has become an event for learning about and discussing topics related to innovative library services."

word processing in reference, games in reference, downloading to CDs, decreasing numbers of reference questions, increasing numbers of in-depth reference questions, information desks, library instruction, and cross-training in public services — in short, most of the topics that have emerged as issues in information services in the past ten years have been discussed.

Networking Opportunities

The SEFLIN Energize Conference has also provided an opportunity to network with colleagues from southeast Florida and allowed participants to celebrate the changes in the lives of colleagues, both personal and professional. This informal, support network has been an important factor in what has made these conferences so successful over the years. A good number of the participants have been new librarians or those new to the region.

Vendor Participation

The Energize Conference also includes the opportunity for vendors and exhibitors to participate. Library vendors have been strong supporters of the event over the years, always bringing their latest releases and offering free trials to participants. One year, when the Energize Conference lost its usual funding, vendors were asked for additional support, and sure enough, many of them from our region came through. The planning committee contacts local vendor representatives serving both academic and public libraries. The vendors can choose their level of support, for which they are acknowledged in the program, set up an exhibit table, and/or schedule a demonstration of their latest software.

Conference Schedule

Keynote speakers are selected to spark the audience and get them thinking. Past keynote speakers have included Anne Lipow, Kathleen de la Peña McCook, Patricia Iannuzzi, and Nancy Maxwell. The keynote sets the tone for the day, while the breakout sessions provide opportunities for librarians to learn more about specific issues in public services. Four sessions are offered twice, allowing the participants the chance to attend their two top choices. After lunch, a guest speaker from the local library community provides an opportunity to invigorate the librarians with discussion on local library issues, demonstrations of current projects and best practices. Traditionally the afternoon closes with a wrap-up session. This year a panel of three library directors discussed their views of the future of reference services.

Program Evaluations

Just as the surveys conducted in the beginning of the planning process are very important, the evaluations collected at the end of the conference are also of great value. Evaluators have suggested new ideas for speakers and topics, as well as addressing small changes that allow the conference to flow more smoothly. Participants are asked to rate each session as well as the overall conference. The responses this year were overwhelmingly "very good" or "excellent," with comments such as "Clearly set the tone for sessions to follow, exciting delivery, and most appropriate content" and "One of the best presentations on RFID I have heard with very specific and useful information that will help my library make a decision about the technology," Throughout the years the evaluations have praised the conference with comments such as "extremely valuable conference," "Let's do this every year," and "Overall, the conference stirred up a lot of thoughts and ideas."

The process of presenting the Energize Conference provides the planning committee members with the opportunity to develop their leadership skills. The Conference itself is a great opportunity for public service librarians, both those new to the profession, as well as seasoned librarians needing to re-energize.

Christianne Casper and Edward Erazo are instruction librarians at Broward Community College Libraries.

10+ Points to Stronger Leadership: An Upcoming Librarian's Perception

By M. Jean Williams Adams

These are some of the core values that have contributed to the development of strong leadership skills and advancements in my professional career.

1. **Communicate effectively** – Listen attentively in order to respond positively. It is wise to disseminate information before responding with a yes or no answer. Keep the lines of communication open. Practice an open-door policy.
2. **Understand the needs of users, staff members, and colleagues** – Customer satisfaction is the goal of most service-oriented organizations. It does not matter in what capacity you are serving, as a manager/leader you should make every attempt to understand and satisfy those you serve.
3. **Be honest with yourself and others** – Keep transactions fair

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Changing the Faces of Librarianship: The Dr. Henrietta M. Smith Residency at USF

By Tomaro Taylor

The name Henrietta Smith often brings a smile of familiarity to faces, as many people have known the prominent scholar as author, professor, colleague or friend. However, few know that a fellowship program has been established in Dr. Smith's honor at the University of South Florida Tampa Library. The Dr. Henrietta M. Smith Residency[1] is a two-year visiting faculty appointment developed to create opportunities in academic librarianship for new librarians from underrepresented ethnic and minority populations.

Developing a Diverse Workforce

The idea of a residency program at the USF Tampa Library was conceived by the library's Diversity Committee[2], which was established in 1995 to "create a positive work environment by encouraging and promoting a workforce of individuals with differing backgrounds, with special attention to respecting each individual."[3] At the time, it consisted of nine people representing different departments and levels of classification within the library.

As part of their efforts to fulfill the committee's charge, members conducted a SWOT (strengths, weaknesses, opportunities and threats) analysis to determine the areas most in need of change. They evaluated the library's staff, services, collections and facilities for what would become the Diversity 2000 Strategic Plan.[4]

Using the library's goals[5] to create a framework for the plan, the document contained statements regarding the committee's leadership initiatives and gave overall profile reviews in such areas as "diversity climate" and "diversity representation". Diversity representation was deemed a priority, due to the significant lack of racial and ethnic diversity among library faculty and staff members. In Diversity 2000, committee members attributed the "low availability" of minority candidates for certain types of positions, especially faculty positions, to the small number of people from underrepresented ethnic and minority groups being in those jobs.

To counter the apparent problems of recruitment efforts and to effectively increase the number of library faculty members from diverse populations, the committee recommended that a task force be appointed to "explore the establishment of a Minority Fellowship Program in conjunction with the USF School of Library & Information Science." The first meeting of the task force was set for June 1996; and so, with the development of the new team, the framework for the Dr. Henrietta M. Smith Residency was established.

Creating the Residency

Approximately two years after their initial meeting, the Minority Librarian Residency Program Task Force submitted a proposal to the Library's Director. As a result, a fellowship was established for persons of African-American, Asian-American, Hispanic-American and Native-American descent who were recent graduates of library and information science Master's programs accredited by the American Library Association. Named in honor of Dr. Smith, USF Professor Emerita and the first African-American to hold a faculty position in the School of Library and Information Science, this new initiative to recruit graduates into a professional position in an academic library would directly effect the representation of ethnic and racial minorities in faculty positions at the USF Tampa Library and create opportunities for these new librarians to grow professionally and establish leadership positions in their respective fields.

Selection of Residents

As with many new initiatives, the first few years of the Residency were a struggle to match qualified candidates with the library's needs and available, professional opportunities. After a reevaluation of the program and a decision to make the fellowship a two-year commitment that would include departmental rotation,[6] library administration chose to look internally for their first two candidates. I was the first Resident, appointed after an interview

Henrietta Smith, for whom the Residency is named, is USF Professor Emerita and the first African-American to hold a faculty position in the USF School of Library and Information Science. USF Libraries' Residents Tomaro Taylor and John Abresch with Dr. Henrietta Smith. (right).

"Mentors create leaders wthin the field by encouraging Residents to forge ahead in their careers, establishing a solid path that will help them reach their professional goals."

and application review conducted by the Library's Dean, Derrie Perez, and Director, Phyllis Ruscella. Up until then, I'd been working as a graduate assistant in the Reference Department as I completed my library degree. My tenure as Resident began in spring 2003 and ended in summer 2004 with an appointment as a Special Collections Librarian. The second and current Resident, John Abresch, was selected from a pool of candidates after a more formal process[7] that utilized a review committee partly comprised of me, my mentor, and the librarian designated to be the new Resident's mentor. John's appointment began Fall 2004 and will end in 2006.

Turning the focus inward to search for and select Residents has been beneficial to the library in a number of ways. First, by creating a stronger partnership between the library and library school, it provides opportunities to recent graduates for both in-depth and broad experiences in a familiar, welcoming environment. Secondly, the Residents have been familiar with the overall functionality of the library and its staff; we have a proven, vested interest in the institution and are knowledgeable about its mission and goals. As both new, in terms of status, and continuing employees, John and I had the advantage of maintaining workplace relationships, completing previously established projects, and being able to provide the unique perspective of multiple roles within a single institution. Even though the position is a new one, with many new ideas to be tested and a few kinks to be worked out in the process, both John and I transitioned smoothly into the Residency. A significant component of the easy transition was the direct result of the guidance and leadership provided by our respective mentors.

Mentoring Relationship

The Henrietta M. Smith Residency program ensures that program participants receive one-on-one mentoring from a peer librarian at the USF Tampa Library who shares the departmental interest(s) of the Resident. Even though Residents will have numerous opportunities to work with and learn from other professionals in the field, both internal and external to the Library, a mentor affords Residents the support often needed by new professionals. The mentor becomes a "buddy," accompanying the Resident to state and national conferences, encouraging professional development, and often seeking out prospective endeavors (i.e., committee involvement, publishing opportunities, etc.) that will aid in the advancement of the Resident's career. The mentor also acts as a liaison for the Resident, assisting in the development of position assignments and helping the Resident create a job that matches his or her identified goals. The mentor is there to provide direction for the Resident and also to make certain that he or she is engaged in a number of career-related experiences that will facilitate professional growth and development over the course of the Residency. According to Dean Perez: "The mentor-mentee relationship is a model of cooperation — one that gives opportunities to and develops the experiences of both participants."

Mentors also benefit from the mentoring process. For librarian Carol Ann Borchert, the most rewarding aspect of mentoring the library's first Resident was "orienting a new librarian to the library's culture and to the profession in general [and] passing along opportunities to get involved." She also found it rewarding to be able to give someone else what she had needed as a new librarian — guidance for getting involved in the profession, knowledge about publishing, and that extra little push to keep from "stagnating," as new professionals sometimes do.

Without a mentor to facilitate the move to a faculty position, and to understand what it takes to maintain and succeed as a professional, Residents may not have the solid footing needed to continue developing as librarians throughout and after their tenure in the program. And, in a profession typically lacking in significant representation of persons from underrepresented groups, it is imperative that peers, and especially those peers in mentoring roles, reach out to new librarians to further enhance the experiences and opportunities afforded new professionals. In this regard, the Henrietta M. Smith Residency has succeeded in establishing and continuing to offer its participants the positive reinforcement needed to achieve within the field.

Regular interactions with our mentors helped me and current Resident John Abresch establish objectives, develop peer relationships and cultivate skills invaluable to our growth as librarians. Abresch says that the program, with its emphasis on mentoring relationships, has given him a sense of focus. In the short time that he has been the Resident, he has acquired proficiency in reference, instruction, collection development and management; researched library outreach activities; collaborated with other faculty members on grant projects; and engaged in numerous opportunities for professional development through both conference and workshop attendance. "Receiving this Residency has enabled me to gain experience that, otherwise, would have taken years," says Abresch.

As the former Resident, I agree. Had it not been for the guidance of my mentor and

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Dr. Henrietta M. Smith Residency: *continues from page 13*

her role in shaping my Residency program, I would not have learned as much about librarianship nor had as many personal accomplishments in the field in such a brief period. With Carol Ann Borchert's direction, I became more involved in FLA, eventually succeeding her as editor of the FLA News Digest; more knowledgeable about the collection development process, taking over her role as the Latin American and Caribbean Studies Librarian when she took a different position; and better able to serve in my current role as a mentor for students in the library's Graduate Assistantship program, having learned from Carol Ann what it takes to be a leader and role model.

Being appointed as the Resident is a significant accomplishment; being able to sustain a viable career and knowing that you are impacting the profession directly outside of the appointment is an even greater accomplishment. As such, mentors create leaders within the field by encouraging Residents to forge ahead in their careers, establishing a solid path that will help them reach their professional goals. Whether as colleagues or friends, mentors give Residents the necessary support to attain personal and professional achievement. Mentors provide the time, counsel, and insight Residents need to advance and succeed as librarians.

Other Minority Recruitment Efforts

A number of academic libraries have established residency and fellowship programs for new librarians from minority populations.[8] Of these, there are seemingly few that include formal mentoring as part of the residency. A quick Internet search uncovers two programs that are somewhat similar to USF's in terms of basic structure and focus on mentoring. One such program, the University of Tennessee Libraries' Minority Residency Program, pairs new fellows with one or two librarians who will guide the Resident through the program.[9] Another, the Post MLS-Residency Program at Kansas State University Libraries also affords Residents the opportunity to work with a mentor during their term.[10] Neither of these Web sites outlines specific details regarding the amount or type of involvement mentors will have with Residents. One can surmise, however, that, similar to USF's Henrietta M. Smith Residency program, the mentor is seen as an important factor in the development of each program and that their involvement directly impacts the growth potential of each Resident.

The Dr. Henrietta M. Smith Residency is in its third, full year of having someone in the Resident position. Although the program is still "coming into its own," noted advancements in the Tampa Library and the profession as a whole have been made. Both John and I are contributors to the scholarly record of our fields and are actively involved in professional committees and activities. We are engaged in our profession and, as such, can provide a face for the USF Tampa Library. But, not only do we provide faces for the Library, we provide different faces — ones representing current trends in librarianship and the steps forward that are being undertaken to stay in concert with those trends. The Residency, and, henceforth the Library, is a part of these trends and works toward effecting positive change within the profession. It's not always about seeing someone like you; it's also about seeing someone unlike you that promotes diversity ideals and creates progress. It is within this realm that the Dr. Henrietta M. Smith Residency functions, and it is how we are changing the faces of librarianship, one person at a time.

Tomaro Taylor is Assistant University Librarian, Special Collections/ Latin American & Caribbean Studies University of South Florida Libraries and the editor of the FLA News Digest.

Notes

1 USF Tampa Library and Library Central Services. Dr. Henrietta M. Smith Residency Program: About the Program. 2004. http://www.lib.usf.edu/residency/residency_info.html. (Accessed July 15, 2005)

2 Members of the Diversity Committee, appointed by the Library's Dean, serve library administration in an advisory capacity, making suggestions to improve the overall climate of the library, especially as related to diversity. Although committee members are not able to establish policies and procedures, they are able to recommend changes and/or the necessary actions needed to implement such changes.

3 University of South Florida Tampa Library Diversity Committee. Diversity Committee Charge. 2002. http://www.lib.usf.edu/diversity/charge.html (Accessed July 15, 2005)

4 University of South Florida Tampa Library Diversity Committee. Diversity 2000 Strategic Plan, http://www.lib.usf.edu/diversity/dstratplan.html (Accessed July 15, 2005)

5 In 1995, the "Tampa Campus Library Goals" were listed as follows: To foster value of, and respect for, all gender, ethnic groups and the handicapped; to assume a proactive position in matters of diversity as it relates to service, collection development and physical access; to increase representation of underrepresented racial and ethnic groups among the library faculty by 10%; to promote ongoing dialogue among the library staff; and to increase the library staff's awareness, education, appreciation and essentiality of diversity. (Diversity 2000 Strategic Plan, http://www.lib.usf.edu/diversity/dstratplan.html) (Accessed July 15, 2005)

6 At first, the Residency was a one-year, Reference-based program that gave participants the option of continuing in the program for a second year. Now, Residents have the opportunity to select their "home" department from Reference, Access Services, Technical Services or Special Collections, as befitting the library's needs.

7 Please refer to the following for more information about the current application procedures for the Dr. Henrietta M. Smith Residency Program: USF Tampa Library and Library Central Services. Dr. Henrietta M. Smith Residency Program- Qualifications. 2004. http://www.lib.usf.edu/residency/ (Accessed July 15, 2005)

8 The University of Pittsburgh (http://www.sis.pitt.edu/%7Edlis/academics/minority_fellowship.html), the University of Iowa (http://www.lib.uiowa.edu/hr/librarianresidencyprogram.htm), and the University of Delaware (http://www2.lib.udel.edu/personnel/brochure.htm) are a few examples of academic libraries with residency programs for persons from underrepresented ethnic and minority groups.

9 University of Tennessee University Libraries Diversity Committee. Minority Residency Program. 2004-2005. http://www.lib.utk.edu/diversity/activities/minorityresidency.html (Accessed August 24, 2005)

10 Kansas State University Libraries. Post MLS-Residency Program. 2005. http://www.lib.ksu.edu/news/residency.html) (Accessed August 24, 2005)

Developing Leadership Through Mentoring

By Amed Demirhan

In 2001, I started to work as a reference librarian in the Broward County Library System and in the same year became a member of FLA. Being an immigrant and having moved from country to country (Kurdistan, Turkey, Sweden, Mexico, and USA) and from state to state (Mississippi, Washington, Michigan, and Florida), I learned that the best way to become part of a new community is to join community and professional organizations. In every new place and work environment there are many things to learn, not just to survive, but also to become a very productive member of one's profession and new community.

"Florida libraries have a great number of distinguished leaders who are willing to share their knowledge and experience with emerging and aspiring libary leaders"

Becoming a Mentee

I attended my first FLA annual conference and joined the Minority Recruitment Committee the following year. When I heard about FLA's mentoring program, I immediately asked to apply to this program. To me, this was a golden opportunity to have a chance to learn from an experienced leader how I could contribute more to my profession and my new community.

A few months later, I received a phone call from Mercedes Clement, chair of FLA's Leadership Development Committee, saying that my application was accepted. She sent the address and phone number of my mentor, Dr. Donald E. Riggs, Vice President for Information Services and University Librarian at Nova Southeastern University. After contacting Dr. Riggs, we set up a meeting in his office. In the meeting, Dr. Riggs explained the process and set ground rules and expectations for the mentoring process.

He said three things could happen: firstly, this could be our first and last meeting; secondly, we might meet a few more times; and thirdly, we might continue to meet and develop a good relationship for a long time. He wanted to know what my expectations from this program were, and then he would know if he could accommodate them. Despite my nervousness, the first meeting was very good and in a friendly environment, but nothing was guaranteed. All three possibilities still were there.

Goals & Expectations

A few days later, I sent Dr. Riggs my goals and expectations for this program:

1. How to overcome obstacles in the implementation of new ideas: For example, expanding certain services, changing certain routines in the workplace to improve efficiency;
2. Best method(s) to improve international cooperation among libraries, especially in developing countries, for example, Iraq;
3. Improving the image of librarianship in the community;
4. How to publish articles in academic and library journals.

Dr. Riggs very generously accepted and offered his mentorship. We set up a monthly appointment for the next seven months, and he sent a reading list of six books about leadership for me to read prior to our next meeting. This was the start.

Focus of Mentorship

In the context of my goals, we discussed many issues, both for academic and public libraries: vision for libraries, mission of libraries, strategic planning, marketing, outreach, staff hiring, professional development, community, professional involvement, publishing, international cooperation, and a potential relationship between Nova Southeastern University Library and Iraqi/Kurdish Universities libraries.

During the discussions, the Nova Southeastern University Libraries "Strategic plan for 2004-2007"[1] was used as an example of how one identifies a vision and mission, as well as how to lay-out a strategic plan. The differences between vision and mission were discussed at length. In the marketing and outreach issues, the importance of reaching to every community, to find new ways to bring people to libraries, and extending library services to those who may not be able to come to the library were discussed. Opening an academic library to the general public and taking academic libraries to the public was another very interesting discussion topic. Nova Southeastern University is a leader in this. Despite being a private university, it opened its doors to the general public by creating a partnership with Broward County.

In library leadership issues, Dr. Riggs' books and articles were most helpful because they dealt specifically with libraries. Therefore, I tried to read as many books by Dr. Riggs as possible. This helped me to ask him more informed questions during our meetings. This was an exceptional situation, and I was very fortunate to have this published and distinguished library leader as my mentor.

Lessons Learned

What did I learn from this program? As one can see, I had the opportunity to explore and learn about most issues related to libraries. I think I not only reached most

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Developing Leadership Through Mentoring: *continues from page 15*

of my goals, but learned more. The readings and discussions about leadership were eye-opening for me. They gave me an opportunity to discuss my ideas about librarianship, professional development, and ways to expand library services. This program strengthened my vision for expanding library services and my commitment to librarianship, and I learned more about my strengths and weaknesses. My mentor recommended me to become a member of the FLA Leadership Development Committee. Since than, I have been more involved in FLA activities and this year, I was appointed as Minority Recruitment Committee chair. Now I am a mentor, too.

10+ points to Stronger Leadership

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and honest. You will gain the respect of your colleagues by keeping the lines of communication open and honest, and you will feel good about your accomplishments.

4. **Share information freely with colleagues** – After the completion of a workshop, seminar, or conference, share the information with staff and colleagues. This will motivate and inspire others to develop their personal leadership skills and abilities.
5. **Network** – Networking with outside entities builds lasting relationships. Network globally to keep abreast of current trends and operations. Network in various formats – listservs, email lists, blogs, etc.
6. **Make decisions and follow through** – Don't procrastinate when a decision needs to be made. Carefully think through the process, but follow through.
7. **Seek and seize opportunities** – Seek and seize opportunities for professional development. Continuing education is ongoing and is essential for strong leadership. Professional development opportunities will enhance your leadership skills and keep you abreast of new trends in the market place.
8. **Perform an honest day's work** – You will feel good about yourself and the tasks you perform when you render an honest day's work. Manage your time well and stay within the boundaries of your work day/week.
9. **Know when to say "Yes," and when to say "No"** – Set Boundaries at work – Take full responsibility for the decisions you make. Let your job description or assignment serve as a guideline for staying within the boundaries of the tasks that have been delegated to you.
10. **Keep an open mind** – Develop and keep an open mind to suggestions and concerns. Follow up and implement suggestions from staff and colleagues.
11. **Accept criticism constructively** – Accepting constructive criticism will enhance your leadership abilities and make for a stronger leader. Remember, you can not be offended, unless you take offense. Take criticisms as building blocks for stronger future relationships.
12. **Learn the art of initiating, delegating, and coordinating** – As a new manager it will take some time to master and develop this art of leadership. As you encounter these processes you will learn how to incorporate them in your management style.

M. Jean Williams Adams is Systems Librarian at Florida A&M University Libraries.

Background of FLA Program

The FLA mentoring program started in 2003–2004 with six mentors and increased to eighteen mentors for 2005 - 2006, according to Mercedes Clement, who helped develop the program. The program's mission statement reads, "The mentor/mentee program provides the opportunity to help librarians and future librarians develop their leadership potential and abilities, while learning from an experienced leader."[2]

This program now is working with the newly founded State Library-sponsored Leadership Development Institute by giving Institute participants an additional leadership development opportunity. Another important aspect of this program is that every one interested in professional development can apply to this program without having to go through library bureaucracy, and it is free. It gives an additional opportunity to the library community for leadership development.

The FLA mentorship program is truly a great opportunity for potential librarians, new librarians, and aspiring library leaders for professional development and networking. Florida libraries have a great numbers of distinguished leaders who are willing to share their knowledge and experience with emerging and aspiring library leaders. This is really a golden opportunity for mentees and the library community.

Amed Demirhan is a Reference Librarian/ Literacy Coordinator II in Broward County Library SR/BCC.

Notes

1 Nova South Eastern University Libraries, "NSU Libraries' Strategic Plan for 2004-2007," Nova Southeastern University Libraries, http://www.nova.edu/library/about/StrategicPlan2004-2007-06-16-04.pdf (accessed August 2005).

2 Florida Library Association Leadership Development Committee, "Florida Library Association Mentoring and Shadowing Guide," Florida Library Association, http://www.flalib.org/committees/shadow.pdf (accessed August 2005).

Leadership Development and Staff Recruitment ….. Florida Style

By Janine Golden

Leadership development and staff recruitment encompass only two areas of concentration for the State Library and Archives of Florida, but both are key components in its efforts to assist Florida libraries in providing improved services. Focusing on talent management, the State Library and Archives is attracting, developing, and keeping valued library employees by using workforce planning, talent-gap analysis, recruiting, staffing, employment education and development, retention, and succession planning.

Currently, in the library field within the state of Florida, there are two challenges that illustrate the need for the State Library and Archives to actively focus on these elements of talent management. The first is the graying of the workforce. The second is a resultant shift in organizational memory and experience. Nationally, because of the departure of the older baby boomers, a serious collective loss in terms of experience and expertise is imminent.

Local Florida libraries are patterning the national scene in that they are facing impending retirements, leaving many organizations with a potential for a shortage of organizational memory. In addition, spurred by the growth of Florida's population in recent years, a public library construction boom is occurring in Florida, meaning that more staff will be needed in the upcoming years.

However, there exists not only a need for increasing staff numbers, but a need for increasing talented staff within Florida libraries because of the demands of a changing workplace for improved efficiency. In all types of libraries, rapid technological change is creating a shift of responsibility for decisions; work environments are facing downsizing; organizations are flattening; and external conditions and trends are creating an increased focus on the consumer. In order to ensure that the remaining talent and the new recruits are high-performing and well-suited to the strategic needs of the library organization, the State Library and Archives acknowledges the need to have the right people in the right jobs at the right time to deliver improved business results.

Meeting the challenge

Responding to statewide challenges presented by impending librarian retirement and the growth of Florida's population in recent years, the State Library and Archives conducted a series of focus groups and gathered data from a survey in spring of 2002. Included in these activities were participants of all types of libraries within the state. Findings indicate that "Florida libraries need a formal plan and system for efficient and effective library recruitment and placement addressing (among other areas) increasing career development activities, studying other professions recruiting efforts, having a presence at other state and national recruitment events, and initiating a one-stop Florida library personnel placement shop."[1]

Recognizing both recruitment and leadership development needs in the profession within the state of Florida and responding to urgent requests from library staff in Florida for assistance in these areas, the State Library and Archives has developed strategies which created the Florida Library Leadership Plan Developing a Statewide Approach 2004-2009. The State Library and Archives visualizes the need for a program that continues to focus specifically on these two integral components.

Florida's strategic plan, Gateway to Information through Florida Libraries, an Outcomes Plan, 2003-2007, supports the plan describing this Statewide Leadership Program. Indicated in goal three of the strategic plan is the outcome that libraries have well trained staff to provide exceptional service to the public. To achieve these results, the State Library and Archives focuses on two objectives: (1) to partner with libraries and multi-type library cooperatives in order to develop a leadership program and (2) to work with multi-type library cooperatives in the coordination of library staff training. It is also the role of the State Library and Archives to provide consulting and technical assistance to support adaptable statewide initiatives that meet local needs and to encourage leadership development.

The Florida Library Leadership Plan targets leadership and recruitment within Florida's libraries. The planning for the document began during a needs-assessment evaluation by the State Library and Archives as it collected input from various sources in addition to the focus groups: (1) a Leadership Task Force formed to develop an Institute of Museum and Library Services (IMLS) grant proposal in 2003, (2) interviews and brainstorming sessions with executive directors and continuing-education coordinators of multi-type library cooperatives in 2003-2004, (3) a pilot

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Participants in the Sunshine State Library Leadership Institute

Leadership Development and Staff Recruitment: *continues from page 17*

survey of attendees at the 2004 Florida Library Association Conference program on leadership development, and (4) informal feedback from the library field after an announcement of the recruitment and leadership project.

The State Library and Archives of Florida is currently using this leadership plan as the framework in establishing federal Library Services and Technology Act (LSTA) funding priorities for statewide talent management. The plan provides an outline of how the state is accommodating diverse approaches by addressing identifiable needs. The plan is located on the State Library and Archives Web site at http://dlis.dos.state.fl.us/index_Librarians.cfm.

Leadership Development

Today in the library field, there exists a call for leadership renewal because of a "potential erosion of leadership stability in the information community over the next five to 10 years."[2] Research literature shows that nationally there has been a lack of growth of succession-management systems over the past fifteen years. In *The Leadership Forecast: A Benchmarking Study*, Bernthal reports that in 1984, 68 percent of organizations reported having a formal succession plan in place, and in 1999 this has dropped to 61 percent.[3] Noted also by Bernthal in the Development Dimensions International (DDI) study, there exists a real leadership shortage,[4] and organizations need to emphasize succession management by focusing on developing tomorrow's leaders from today's workforce.

Relative to the leadership issue, graduate schools of business are now emphasizing these skills, but those same skills were and are still being neglected in the schools teaching library and information science. "Many in the mainstream profession of library and information science education believe that such a topic has little place and importance for the LIS student and thus there is no room in or outside the curriculum."[5] Formal library education courses have attempted to provide skills needed to manage libraries. But the leadership factor has been viewed primarily as an innate personality characteristic and as such, not generally incorporated into the LIS curriculum. Instead librarians have been viewed as gateways to sources of information for other career fields studying the leadership concept.[6]

"Through the use of leadership development and recruitment efforts as talent-management strategies, the State Library and Archives is able to assist Florida public libraries in providing improved services."

In order to help strengthen and expand the future leadership pool within an organization, what is needed is the establishment of stronger methods of effective training and development; programs built to identify potential leadership candidates since not all individuals may choose to move into a more senior leadership position; and indicators to assist these potential leaders, which include methods necessary to pursue a successful career developmental path.[7] In all cases the recognition of a need for career professional development strategies exists.

With the creation of its library leadership plan, the State Library and Archives of Florida incorporates a broad range of strategies over the next three to five years to address the identification, assistance, and methods of training potential leaders. These include the Sunshine State Library Leadership Institute, a pilot mentoring program, and symposiums for the middle-level manager. Priorities, staffing, funding, and local interest determine the feasibility of implementing these different strategies.

Three tiers of individuals are identified as those whom leadership programs could assist with the enhancement /development: emergent leaders, mid-management professional staff, and individuals at the chief level. Subsequent feedback from the Florida library community in 2004 indicated a need for a fourth tier, paraprofessionals.

Sunshine State Library Leadership Institute

As a major component of the Florida Library Leadership Program, the first Sunshine State Library Leadership Institute began in August 2004. The Institute was and continues to be open to individuals from all types of libraries (public, academic, school, and special) who exhibit leadership potential, including the ability to share with others their enthusiasm, optimism, and vision for the library services of tomorrow. It is designed for professional librarians as well as those in management positions without a Master's in Library Science degree. The State Library and Archives contracts with the Northeast Florida Library Information Network (NEFLIN) for the facilitation of the Institute, which is made possible by an LSTA grant.

Goals of the plan include preparing library leaders to provide the highest quality library services to the citizens of Florida; developing a program that will provide a variety of leadership opportunities for individuals to become better prepared; developing leaders who can serve in leadership roles at local, regional, state, and national levels; retaining staff currently working in the library and information management profession; and developing leaders who will have the skills to replace those who will retire.

In the first year, thirty-seven participants, representing public (43 percent), academic (41 percent), special (8 percent) and school (8 percent) libraries, were chosen by a representative statewide task force from eighty-one applicants. Participants

met in the Tampa and Jacksonville areas over a ten-month period from September 2004 through July of 2005.

As an added bonus to this first year, Florida library leaders, including State Librarian Judi Ring, joined the Institute participants to give their "personal reflections" on leadership and provided them with a representative sampling of a wide variety of leadership styles and ideas.

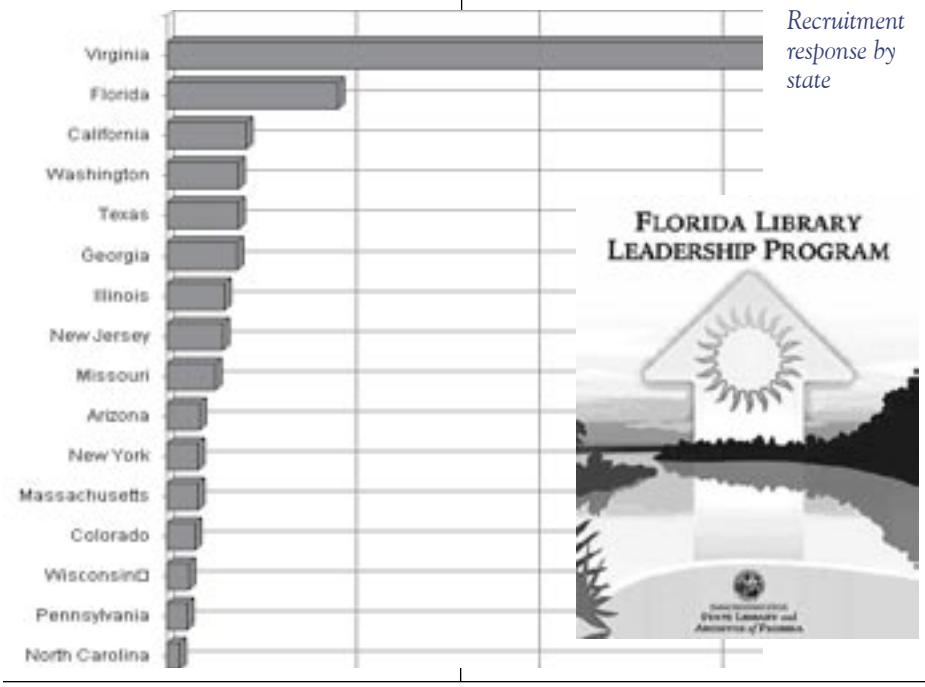
Positive feedback from participants has encouraged the decision to proceed with the continuance of the program by initiating a second year. Using results from the survey data, year two of the Sunshine State Library Leadership Institute is currently in progress. New elements suggested by library directors, State Library and Archives consultants, and the FLA Leadership Development Committee have been added to the program to further enhance its success. Incorporated into year two are concepts that tie together leadership and enneagrams (a personality inventory that identifies underlying motivations), the mentoring process, diversity, and the future of leadership.

Since the State Library and Archives uses an outcomes process, the evaluation of this program relies on the outcomes and indicators submitted within the plan. Goal three of the strategic plan addresses the critical need of providing continuing education opportunities so that "librarians are well positioned for leadership in the 21st century." Outcome two of Goal three directs the State Library and Archives to partner with libraries and the multi-type library cooperatives to develop a leadership program and to coordinate training for library staff.

The Leadership Task Force also recommended establishing an alumni program to foster continued networking and mentoring and to facilitate tracking participants' career paths. Plans are in the works to assess this component and its usefulness in assessing the impact of leadership development strategies. The possibility exists that this longitudinal evaluation can enable the State Library and Archives to assess the true outcome of the program and the strategic plan and would serve as benchmarks for any similar program in the future.

Pilot Mentoring Program

As a segment of the Sunshine State Library Leadership Institute year two, participants agree to take part in a pilot formal mentoring program which initiates at the Institute sites in September. Partners are voluntarily matched by the State Library and Archives coordinator using participant-suggested mentors and based on geographical location and career-development interests of both mentor and protégé. A pilot handbook with these guidelines is in preparation. To attempt a favorable outcome, plans have been implemented to: monitor the program in order to make adjustments if necessary; require use of techniques and forms from proven successful mentoring programs; and ensure regular communication between the State Library and Archives' coordinator with the mentoring pairs.



Recruitment response by state

Middle-level Manager Symposia

Two leadership symposiums will be offered for middle-level managers at varied sites in the state of Florida. Topics will include the leadership aspects involving the manager's role in the community as well as within the library itself.

Recruitment

In a 2000 study, the University of South Carolina School of Library and Information Science examined selected journal and online advertised professional librarian positions. Surveys sent to contact persons identified in job advertisements revealed that in order to advertise or seek applicants to fill library vacancies, 85 percent of the respondents used an online jobs bulletin board, 80 percent used a print journal, and over half (56 percent) used an electronic discussion list (i.e., listserv). Forty-one percent used a regional newspaper to advertise, and 36 percent sent flyers to graduate MLIS programs and/or used the programs' placement services. Only 3 percent used a career fair.[8] Keeping this in mind, the State Library and Archives' strategy has been to create a one-stop, Web-based Florida library placement service. The State Library and Archives contracts with the Southeast Florida Library Information Network (SEFLIN) to create, facilitate and maintain Florida Library Jobs, the State Library and Archives' recruitment Web site (http://FloridaLibraryJobs.org). This

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Leadership Development and Staff Recruitment: *continues from page 19*

site provides both job posting and résumé delivery services for professional vacancies, and soon will expand to include paraprofessional positions.

Statistics are gathered to assist with the evaluation of the job-search site. As an example of its use, data shows that from October 2003 through September 2004 154,830 job searches were performed, 256 job descriptions were posted, 3555 résumé views occurred, and 211 résumés were posted.

Updated numbers for October 1, 2004 through June 30, 2005 indicate that the most active countries other than the U.S. are Canada, UK, Puerto Rico, Italy, and Australia. From within the United States, Virginia registered the most visits at 79,989 over the same time period (see chart on page 19). Data also reflects 3,226,674 total hits and 194,777 total visits, averaging 713 per day.

Collaborative Efforts

Through the use of leadership development and recruitment efforts as talent-management strategies, the State Library and Archives is able to assist Florida public libraries in providing improved services. However, critical to the success of its program, the State Library and Archives places a strong emphasis on its strategic collaborations. The multi-type library cooperatives, Florida Library Association, Florida State University, and the University of South Florida are all current leadership partners.

Using a variety of communication methods with its partners, as well as the entire library community, information is disseminated and messages are targeted to appropriate groups including the online Web site. As a result, appropriate fliers, brochures and other media have been developed to assist in publicizing the leadership development and recruitment efforts.

Florida Library Jobs, the Library Leadership Institute, and the leadership symposiums all use the following additional communication tools to assist Florida public libraries:

- E-mail to the desktop of every Florida library director
- E-mail lists that reach a broad cross-section of library staff
- *Florida Libraries* and electronic lists of the Florida Library Association
- Newsletters of multi-type library cooperatives
- Direct personal contact between State Library and Archives consultants, the multi-type library cooperative staff and the library community

End Result

It is the State Library and Archives' vision that these efforts at talent management help build and expand leadership capacity for library organizations and serve as a catalyst for the field to explore and develop innovative approaches to recruitment efforts. The idea is to become part of a strategic initiative that will have a major impact on libraries within the state of Florida.

The State Library and Archives continues to strive to reach its goal of ensuring that librarians are well positioned for leadership in the 21st century. Through the use of statewide recruitment and an awareness program to address needs for staffing, this will occur. What is the outcome being produced? Ultimately, it's libraries having well trained staff to provide exceptional service to the public.

Dr. Janine Golden is Library Program Specialist for Community Development in the State Library and Archives of Florida.

Notes

1 Joe Ryan, Charles R. McClure and John Carlo Bertot. "Creating a Five Year Strategic Plan for Library Development in the State of Florida: Summary of Needs Assessment." Information Use Management and Policy Institute, School of Information Studies, Tallahassee, Florida. Report done for the Florida Department of State, Division of Library and Information Services. May 13, 2002.

2 Richard N. Katz and Gail S. Salaway, "Information Technology Leadership in Higher Education: The Condition of the Community," Key Findings of a study for EDUCAUSE Center for Applied Research (ECAR), 2003: 8. Report available via www.educause.edu/ecar/.

3 Paul R. Bernthal, et al. "The Leadership Forecast: A Benchmarking Study," HR Benchmark Group, Bridgeville, PA. 2004:1, http://www.ddiworld.com/pdf/cpgn53.pdf.

4 Ibid.

5 Brooke E. Sheldon, *Leaders in Libraries: Styles and Strategies for Success*. (Chicago: American Library Association, 1991), 69.

6 Ibid.

7 Katz and Salaway.

8 Stephen T. Bajjaly, "Contemporary Recruitment in Traditional Libraries," *Journal of Education for Library and Information Science*, 46 no. 1, (Winter 2005): 54.

FLA e-Learning: *continues from page 8*

7 John Lowery, "For Professional Development, Click University" *Information Outlook* 9, no. 6 (June 2005): 9.

8 "And the cost-savings winner is … e-learning, (Training)," *HR Focus* 80, no.3 (March 2003):4 Florida Electronic Library Expanded Academic ASAP, http://www.flelibrary.org/ (accessed May 30, 2005).

9 "Learning Center," WebJunction, OCLC Online Computer Library Center. http://www.webjunction.org/do/Navigation?category=372 (accessed July 7, 2005).

10 Sandy Nyberg, "Results from the 2005 Educational Services Survey," SOLINET Solutions 2, no.3 (May 2005): 13.

11 John Lowery, "For Professional Development," 9.

12 Lowery, "For Professional Development," 11.

13 "E Learning Survey (2005)" (preliminary results), Southeast Florida Library Information Network, My Library Service, CLP Resources, Research and Reports. http://clp.mylibraryservice.org/index.cfm?fuseaction=CLPResources.researchandrpts (accessed August 26, 2005).

A Wealth of New Florida Books

By Joyce Sparrow

There have been times when I search for months for new titles. This time, however, I found many books that deserve space in this column and on library shelves.

Leveen, Steve.
The Little Guide to Your Well-Read Life: How to Get More Books in Your Life and More Life From Your Books. Delray Beach, FL: Levenger Press, 2005. 123 pages. ISBN: 1-929154-17-8. $17.50.

Leveen, CEO and co-founder of Levenger Press, the Florida company that sells tools for serious readers, has written a guide for frustrated bibliophiles who want to fit more reading into their lives. Leveen praises readers' advisory librarians who have the knowledge and tools to match readers with just the right title. Much of the advice, though, is for book buyers and offers suggestions for identifying and purchasing "reading candidates" and arranging home and office library shelves. Other points offer practical ways to retain more of what is read by spending time with a book after it has been finished. Leveen encourages using marginalia and notes to better remember what is read. There are some humorous points about the difference between the "Footprint Leavers" who write in books and "Preservationists" who just can't do so. Listening to audio books in the car and while doing chores is encouraged as probably the best way to get through more books each year. Any book lover will appreciate these suggestions for organizing reading and becoming a more engaged and active reader. The book includes a bibliography, index, and, of course, a notes section.

Lindgren, Glenn, Musibay, Raul, and Castillo, Jorge.
Three Guys From Miami™ Cook Cuban: 100 Great Cuban Recipes with a Touch of Miami Spice. Layton, Utah: Gibbs Smith, Publisher, 2004. 224 pgs.
ISBN: 1-58685-433-X $29.95. Includes glossary and photographs.

The creators of iCuban.com have published one hundred family recipes representing the ingredients and cooking methods developed by Cuban exiles who came to the United States. The bonus of this book is the personal accounts and humorous stories offered along side of the recipes to entertain and educate the reader about Cuban culture. Lindgren, Musibay, and Castillo are brothers-in-law who have spent the last twenty years refining their recipes, which resulted in lots of cooking and eating. They debate regional variations in recipes for Cuban sandwiches: some are served with Genoa salami, others include tomato and lettuce. For people who wonder just how to create their own pressed Cuban sandwiches (a friend tells me the secret is butter, not mayonnaise) or those who want to mix their own Cuba Libre, this book makes a fine addition to the cookery sections.

Fiore, Carol D.
Fiore's Summer Library Reading Program Handbook. New York: Neal-Schuman Publishers, 2005. 312 pgs.
ISBN: 1-55570-513-8 $65.00.

Anyone who has been involved with summer reading programs in Florida libraries should recognize Carole D. Fiore's name – for many years she directed the Florida Library Youth Program through her position as a library program specialist/youth services consultant with the State Library and Archives of Florida. Aside from offering practical guidance on the basics, Fiore explains how library programs can focus on the outcomes of school reading instruction by encouraging youth to think, learn, and share experiences with literature. The book further emphasizes how summer reading programs combine the solitary activity of reading with the social aspects of literacy. Sample forms for recruiting volunteers, examples of media releases, and guidelines for serving children with disabilities are included. State-by-state reviews of model programs show readers how other libraries carry out their programs. Fiore emphasizes the importance of outcomes and evaluation of summer reading programs. More than counting the number of people who participated and how many books they checked out to read, she offers ideas for tools that can measure a program's success and then explains how to use the documented success to tell the story of the program to grantors, administrators, and the media. A great, well-rounded manual that ties literacy into the sometimes-crazy days of library summer reading programs.

Gray, G. William.
Holding Hands at Midnight. Frederick, MD: Publish America, 2004.
ISBN: 1-4137-4307-2 $19.95.

This reminiscent novel that begins in the 1940s is about Mark Williams, a public relations executive who defines his life through his relationships with five "extraordinary women." After his Navy career, Mark earns his livelihood as a newspaper reporter in Birmingham and finds himself relocating to Florida where he opens his own firm that manages the media campaign for a governor's race. Chapters include many lines from Ira Gershwin lyrics that set the mood for this autobiographic novel. As a memory piece that captures the loves, careers, and history of a postwar generation, it will be a great selection for book clubs.

Dimock, A. W.
The Book of the Tarpon. Far Hills, NJ: Meadow Run Press, 2004. 256 pages.
ISBN: 1-886967-15-6. $75.00.

One of the most overlooked publishing events is the republication of A.W. Dimock's 1911 classic, *The Book of the Tarpon*, detailing the author's pursuit of the magnificent silver game fish from his canoe in the waters off the western Gulf coast. With all the money spent today on boats, engines, and fishing gear, it is amazing to see the photographs of Dimock catching huge tarpon from a canoe with a simple bamboo fishing pole. Written in a clear, simple style, readers will learn about fishing in old Florida. This edition includes a new introduction by Tosh Brown. Even libraries that are lucky enough to own the original will benefit from adding another copy to the circulating collection.

Joyce Sparrow is the librarian at the Juvenile Welfare Board of Pinellas County, FL. She can be reached at jsparrow@jwbpinellas.org.

Learning to Be a Library Leader:

Leadership Development Opportunities in Florida and Beyond

By Robin Kear

Learning to become a library leader in Florida can be easy if you know where to look. Leadership classes and institutes offer a way to step out of your daily routine and think about the ideas and techniques that will make you a leader and help advance your career. Another important benefit of in-person training is meeting other potential library leaders with whom you can collaborate in the future. Listed below are leadership development opportunities in Florida and beyond.

Florida Leadership Opportunities

Florida Library Leadership Program

An exciting program called the Sunshine State Library Leadership Institute (SSLLI) is currently offered through the State Library and Archives of Florida. This program is the second yearlong leadership learning opportunity funded by a Library Services and Technology Act (LSTA) grant and administered through Northeast Florida Library Information Network (NEFLIN). The application deadline is June 1st for an August start. The program meets ten times over the year in two locations. Each year, the locations will change.

Participants are selected from all types of libraries and join together for ten sessions spread out from August to July. The 2004-05 institute was held in Jacksonville and Plant City (Tampa area.) This year SSLLI will take place in Tallahassee and Sanford. You must be a professional librarian with an MLS or without an MLS in a management position. The program is free, but participants must arrange and pay for their own travel.

Florida Library Association

The Leadership Development Committee of the Florida Library Association (FLA) offers a leadership mentoring program. Interested FLA members who want to serve as a mentor or be a mentee fill out a mentoring application available on the FLA Web site. Suited members are then matched together. The goal of the program is to cultivate new leaders for the association and the Florida library community. The committee also plans programs related to leadership for FLA annual conferences.

Multi-Type Library Cooperatives

Florida's six library cooperatives offer leadership classes, seminars, and institutes to their members. Check with the cooperative for details on dates, time, and length of training, Costs are usually minimal or absorbed through a library's membership fees.

CFLC

Serving Brevard, Indian River, Lake, Orange, Osceola, Seminole, St. Lucie, and Volusia Counties. The Central Florida Library Cooperative (CFLC) offers classes that touch on leadership issues such as *Change Management in Libraries*, *Managing for Results*, *New Planning for Results*, and *The Accidental Manager.*

NEFLIN

Serving Madison, Bradford, Alachua, Hamilton, Nassau, Putnam, Lafayette, Duval, Flagler, Suwannee, Clay, Levy, Columbia, St. Johns, Marion, Baker, Dixie, Sumter, Union, and Gilchrist Counties. The Northeast Florida Library Information Network (NEFLIN) offers leadership-related classes such as *New Planning for Results* and *Risk Management for Libraries*.

PLAN

Serving Bay, Calhoun, Escambia, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Okaloosa, Santa Rosa, Taylor, Wakulla, Walton and Washington Counties. The Panhandle Library Access Network (PLAN) offers classes such as *New Planning for Results* and *Management 101: Leadership*. PLAN also makes a video collection that includes *A Basic Toolkit: Good Manager and Good Employee Skills* and *A Professional Toolkit: Skills for Advancement* (available to members).

SELFIN

Serving Martin, Palm Beach, Broward, Miami-Dade, as well as portions of Monroe Counties. With varying availability, SEFLIN offers four types of leadership institutes called Sun Seekers, Middle Management, Senior Leaders, and Chief Leaders. The Sun Seekers institute is offered for up-and-coming leaders with at least three years of professional experience. Held every other year, enrollment is limited and a library director of a SEFLIN member institution must nominate the candidate. Members are mentored and encouraged to shadow a current library leader. The latter three institutes offer one-day or two-day seminars periodically. The Community of Learning Program offers Web-based courses that are available anytime such as *National Leadership Grant Project Planning*, *Creating a Strong Leadership Team*, *Leading Effective Teams,* and *Applying Leadership Basics* through an agreement with Element K. In-person classes that deal with leadership are also periodically offered.

SWFLN

Serving Charlotte, Collier, DeSoto, Glades, Hendry, Lee, as well as portions of Monroe Counties. The Southwest Florida Library Network (SWFLN) is offering a leadership class as part of the SOLINET training series Management 101 held from December 2005 to April of 2006. The management track is for current or prospective managers, both professional and paraprofessional. SWFLN also facilitates a mentoring program open to all staff of member libraries. Self-paced online leadership courses such as *Applying Leadership Basics*, *What is a Leader?*, and *Leadership Transitions*, are offered through Element K and are available anytime.

TBLC

Serving Citrus, DeSoto, Hardee, Hernando, Highlands, Hillsborough, Manatee, Okeechobee, Pasco, Pinellas, Polk and Sarasota Counties. The Tampa Bay Library Consortium (TBLC) offers workshops such as *How to Be a Facilitator*, *Management 101: Leadership*, and *Learning to Lead*.

Regional and National Leadership Opportunities

SOLINET

The Southeastern Library Network (SOLINET), a not-for-profit library cooperative serving libraries in southeastern states, offers leadership courses, such as *Learning to Lead*, *Leadership in a Changing Environment*, and *Management 101: Leadership*, on a periodic basis in different locations. Some courses are offered through Florida's multitype library cooperatives.

ACRL/HARVARD LEADERSHIP INSTITUTE

The Association of College and Research Libraries (ACRL) in conjunction with the Harvard Leadership Institute offers a week-long immersion of library leadership for academic librarians. Held in Cambridge, Massachusetts, the institute is designed for library directors and other librarians in prominent positions. The cost of the institute is $1500, excluding other expenses such as travel and lodging. Going into its seventh year, the program is usually held in August with the application deadline in May.

LIVING THE FUTURE

Held every two years, the Living the Future conference is held in Tucson and co-sponsored by the University of Arizona, the Association of College and Research Libraries (ACRL), and the Association of Research Libraries (ARL), Office of Leadership and Management Services. Started in 1996, this conference focuses firmly on future trends and how to plan and develop them. The next conference is in April of 2006.

FRYE LEADERSHIP INSTITUTE

The Frye Leadership Institute is for academic faculty, librarians, information technologists, and administrators to gather and learn about leadership as it applies to higher education. Participants must be nominated by an institution's senior leadership and are selected competitively from all applicants. The institute is an intensive two-week experience at Emory University in Georgia with a required year-long practicum commitment. The total cost to attend the institute can be as high as $5,000 and several scholarships are available.

Robin Kear is a reference librarian at Nova Southeastern University and happily participated in the 2004-05 Sunshine State Library Leadership Institute.

Useful Links:

State Library and Archives of Florida. Florida Library Leadership Program: Developing a Statewide Approach 2004-2009. http://dlis.dos.state.fl.us/bld/Leadership/Florida_Library_Leadership_%20Plan_0405.doc

Florida Library Leadership Program. Sunshine State Library Leadership Institute. http://www.neflin.org/leadership/index.html

Florida Library Association: http://www.flalib.org

Central Florida Library Cooperative: http://www.cflc.net/

Northeast Florida Library Information Network: http://www.neflin.org

Panhandle Library Access Network: http://www.plan.lib.fl.us/

Southeast Florida Library Information Network: http://clp.mylibraryservice.org

Southwest Florida Library Network: http://www.swfln.org

Tampa Bay Library Consortium: http://www.tblc.org/

Southeastern Library Network: http://www.solinet.net/

ACRL/Harvard Leadership Institute: http://www.ala.org/ala/acrl/acrlevents/upcomingevents/harvardinstitute.htm

Living the Future Conference: http://www.library.arizona.edu/conference/

Center for Creative Leadership: http://www.ccl.org

Greenleaf Center for Servant-Leadership: http://www.greenleaf.org/

Gay Display Controversy:

A Threat to Intellectual Freedom

By Linda Alexander

For the past year, I have taught an online course in "Materials for Multicultural and Special Populations for Young Adults and Children" at the University of South Florida School of Library and Information Sciences (USF SLIS). Since Florida is growing more diverse every year, this course helps students develop knowledge and skills toward serving patrons from various groups in our culture. The course covers literature by and about more than fourteen groups in our nation, including Hispanic Americans, African Americans, Asian Americans, Jewish Americans, Americans with disabilities, Native Americans, and gay/ lesbian Americans. The end-of-semester project requires students to develop a library program for a culture studied in the course or any other special population in the U.S.

Gay Pride Month Display

Since many of the students taking the class already work in library settings, more than a few students developed programs they could actually use in their jobs. Meagan Albright, an employee of the Tampa-Hillsborough County Library System's West Gate Library and a student in the class, had been doing the displays at the library and chose to develop a program on Gay Pride Month, gay-themed young adult (YA) books for June. Her display consisted of twenty books and a bibliography of quality books on gay themes for teens. The display included a pamphlet listing GLBTQ (Gay Lesbian Bisexual Transgender Questioning) support organizations and a poster showing famous GLBTQ American figures throughout history. When June arrived, with her library manager's approval, Meagan positioned her display near the front of the library.

"Personal leadership skills must be developed among library professionals. We must be confident to speak out when our freedoms are threatened."

Reactions to Display

When a patron complained about the display, the person was told to call the library offices downtown to file an official complaint. A second person complained about the display, but did not file an official complaint.

At left, display of gay and lesbian fiction removed from the West Gate Library.

Above, the display was posted at Tampa-Hillsborough County's West Gate Library.

On the following Monday, June 6, the chief librarian for the Tampa-Hillsborough County Library System made a visit to the library to evaluate the display and informed the staff that the display must be taken down. While there, a third patron complained about the subject matter, saying that while it was acceptable for the library to have these books, it was unacceptable to display them. She cited the presence of children in the library and indicated that adult patrons should have to request that type of material.

After speaking with the director of the library system, the chief librarian said it was not her decision, but that due to the current political climate, the decision was for the best. When later questioned, the director indicated that quality of the display was the issue. The original display was dismantled and another one was put in the back of the library out of the view of patrons entering the library. However, the new display was no longer showcasing materials for YAs; it was now located near the adult fiction and displayed the gay theme in books for adults. The new display for adult gay-themed books was a distinct change in content and audience.

Two other gay-themed displays were removed in the downtown John F. Germany Library without much ado. On June 15, the Hillsborough Board of County Commissioners (BOCC) met, with the gay pride issue as an agenda item. They voted 6-1 for the "adoption of a policy that Hillsborough County government abstains from promoting, acknowledging and participating in gay pride recognition and events, little 'g', little 'p'."[1]

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A Management Issue

By Joe Stines

On behalf of the dedicated staff of the Hillsborough County Public Library, I wish to express our thanks and gratitude to the Florida Library Association for the opportunity to respond and clarify recent events surrounding Library management's decision to remove portions of a gay and lesbian display.

Response to Gay & Lesbian Display

The West Gate Library situation was and remains a supervisory/management issue.

Following up on a citizen complaint during early June 2005, Linda Gillon, Manager of Programming, and Jean Peters, Chief Librarian, learned of a large, hand-produced poster and brochures/handouts from a gay and lesbian book display located at the West Gate Library that were in contravention of Hillsborough County's Library Facilities Appearance and Maintenance Policy. Specifically, the handouts had not been approved in advance by the Library's Public Relations and Partnership section, as required; and the poster had not been approved by the Chief Librarian prior to use, as required. Furthermore, the lettering style and the construction paper design of the poster were not professionally done using standard computer graphics. The location of the display exhibited no sensitivity to the fact that small children could not approach the children's area without directly passing this display. Based on this review, Library management decided to remove the poster and the brochures/handouts until these could be properly reviewed.

Due to a miscommunication, the entire display was inadvertently dismantled. When that error was discovered, the adult fiction display previously designed for system-wide use, with accompanying bibliography, for Gay and Lesbian Month was placed in the adult section of the West Gate Library. These materials had been developed and offered to all branch locations by the system-wide programming committee. Two such book displays were in use at the John F. Germany Library.

Classroom Ideal vs. Practical Reality

There was no intent to compromise the public's right to intellectual freedom. The fact that management's review was prompted by citizen complaint does not make the findings any less actionable. Yes, the gay and lesbian theme is a sensitive one. But dozens of other topics handled by staff in the same manner would have resulted in a similar action. Have there been other library displays anywhere in the Hillsborough County system which failed to meet the expectation of the January 2004 Facilities Appearance and Maintenance policy? Very probably. We have an outstanding staff comprised of ALA-degreed librarians and highly skilled support staff. But we all make mistakes.

"There was no intent to compromise the public's right to intellectual freedom."

I sincerely believe that, had middle management and frontline staff met, discussed, and planned prior to the erecting of the West Gate display, a workable solution could have been fashioned. All staff involved meant well.

Later, when the Manager of Reference and Administrative Services and I met with the West Gate staff involved with the display, I realized that our situation was the classic classroom ideal of "what" versus the practical, real world of "how." It became clear to me that the intent of the display was to help gay or lesbian teens who might be in need and even be suicidal. Thoughts of librarians being retrained as crisis counselors entered my mind. I commented on the excellent list of Young Adult literature included in the display bibliography (by this time I had been able to obtain a copy of the list from a newspaper article). I confirmed what I suspected to be true—that the staff who created the display knew of no library policy governing library displays or facilities appearance.

I ended my visit with the following comment, "Having been a librarian for over 30 years, I have learned the following observation: No matter how great or perfect one may design a display or craft a project in a classroom setting, once you begin to implement that display in the real world, you will need to do more homework—such as: 1) beyond your intended audience, based on location, you will need to anticipate the effect of your display on the total viewing audience; 2) you will need to be aware of and adhere to existing policy (I have yet to work anywhere that did not have such a policy.); and finally, 3) in my opinion, no display that hurts or drives away as many viewers as it attracts or benefits is worthy of the public library and certainly does not serve the community as a whole."

County Action

I regret that failure by the Library Services Department to successfully manage displays opened the door to controversy. Later the Hillsborough County Board of County Commissioners (BOCC) adopted a policy providing that Hillsborough County government abstain from acknowledging, promoting, and participating in gay-pride recognition and events. Once that action was taken, I directed staff to take down our book displays that referenced gay pride so as to adhere to the new policy, as Chapter 84-443, Laws of Florida, clearly provides that the library is a department of Hillsborough County Government.

Maintaining Intellectual Freedom

An article by Allyson Gonzalez published in the *Tampa Weekly Planet*, June 29 — July 5, makes it clear that the BOCC action has no effect on library book selection. There is no indication of interference in the professional decision-making regarding book selection. This collection remains the key to intellectual freedom.

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A threat to intellectual freedom: *continues from page 24*

After someone contacted the local newspapers, the incidents about the gay display ban at West Gate Library became the news of the month on television news programs, local papers, and even an article in the *New York Times*. Internet users voiced their opinions of displeasure to commissioners via more than 700 e-mails apiece from as far away as Britain and Holland, most expressing opposition to the BOCC's stance.[2]

The Presence of Leadership

Individual and Local Level

The BOCC was getting bad press, while Tampa's Mayor and City Council were openly supportive of respect for diversity. Mayor Pam Iorio was quoted as publicly saying, "We are a community built on many strengths. Education is one cornerstone of a strong community — access to information-to books-to exposure to different ideas — should be uninhibited. We should build on tolerance, not intolerance. We should build on inclusiveness, not exclusivity." [3] It seems that the City Council had become concerned about how the BOCC's actions could negatively impact economic growth in the area. If Tampa became known as a locale that did not welcome and embrace diverse groups, specifically gays, potential businesses relocations may be turned off.

Librarians were not speaking up except for one retired librarian, Eunice Fisher, a former Tampa public librarian. Practicing public librarians, also public employees, are not allowed to express personal opinions due to workplace rules. Two very outspoken students in the USF SLIS graduate program, Bart Birdsall and John Perry, were extremely active in contacting the local newspapers and in attending as many meetings as possible. They also wrote letters and e-mails to the BOCC and to supporting library organizations.

As the professor of the course, I believed I must support my student, as well as stand up for First Amendment rights, so I wrote numerous e-mails to organizations such as the American Library Association Intellectual Freedom Committee, Florida Library Association (FLA), and Florida Association for Media in Education (FAME) to inform the officers of the events. I attended the BOCC meeting on the day of the vote, a local ACLU meeting, and an Equality Florida protest gathering at a local church. I was in continuous communication with Dr. Kathleen de la Peña McCook, a USF Distinguished Professor from USF's SLIS, who was attending ALA's conference in Chicago. As the inaugural recipient of ALA's Award for Diversity Research, McCook suggested that the Council's passage of the resolution, "Threats to Library Materials Related to Sex, Gender Identity, or Sexual Orientation" provided support for the display. Supporting documentation including a .pdf of the poster are on the Equality Florida Web site found at http://www.eqfl.org/active/prideback.html#.

State Level

Kathy Hoeth, head of the Intellectual Freedom committee of the Florida Library Association (FLA), made the statement that "librarians have an ethical responsibility to represent all sides of the issues in the collections. Public libraries in particular are the open university of our country. Anyone can go and be an independent learner." [4]

FLA President Nancy Pike sent a letter on June 23 to the Hillsborough BOCC. Mrs. Pike wrote, expressing the deep concern of FLA regarding the Commission's decision to adopt a policy requiring Hillsborough County government to abstain from participating in gay-pride recognition and events and urging it to reconsider the decision. "We are ethically committed to representing multiple points of view and we firmly believe that representing all of the diverse expressions of life in our communities is our responsibility and is protected by the First Amendment. Public libraries are a particularly American institution, intended to ensure an informed electorate and to serve as a forum for the free exchange of ideas that is required in a democracy. The Florida Library Association is committed to continuing that tradition and providing library services to all Floridians."[5] The letter was recommended by the FLA Intellectual Freedom Committee and endorsed by the FLA Board in a vote.

National Level

The ALA Council supported the display through the "Threats to Library Materials" resolution described by Dr. McCook. A recent quote from Carolyn Caywood, ALA Councilor for the Intellectual Freedom Round Table, reflects a philosophy that might be worth heeding. She said, "I believe that librarians do much better in political negotiations when we take a firm stand on our principles . . . it gives our supporters a rallying point and makes them visible." [6] When her library had a complainant going to City Council and the newspaper this past spring, the issue went nowhere because the library didn't back down. The complaint was at a library in Virginia. Caywood's sentiments in fact directly parallel the beliefs voiced in the ALA Bill of Rights, the Code of Ethics of the ALA, and the interpretation for Exhibits, Spaces, and Bulletin Boards.

Be Prepared!

The new policy in Hillsborough County could prevent libraries and librarians from making professional decisions about what to display in their libraries. It begins the policing of our libraries. There is also an issue in Congress in which Representative Walter B. Jones, Jr. (NC) wants to pass a bill stating that parental committees will do the selecting of books for school libraries.

Intellectual Freedom is the foundation of librarianship. When that is taken away, our jobs are denigrated and we've accepted a position of being less than professionals. I agree with Dr. McCook that once we give up our professional decision making (selection of materials) then we might as well be replaced by secretaries and aides. The issue in Hillsborough County is not over yet. It remains to be seen how long the new policy will be in force and whether it will, in fact, be enforced.

Personal leadership skills must be developed among library professionals. We must be confident to speak out when our freedoms are threatened. In the recent Hillsborough County case, Dr. McCook asserted that "It is not acceptable for a gov-

A management issue: *continues from page 25*

ernment to disenfranchise an entire category of people."[7]

Library professionals have no lack of resources for learning how to develop leadership skills to fight for our freedoms. The ALA and YALSA Web sites and the ALA Web sites for the Intellectual Freedom Committee and GLBTQ are laden with resources to help librarians educate themselves and develop needed skills. The "Young Adults Deserve the Best" site identifies Professional Development Competencies that those who work with young patrons should adopt to increase public value to the communities we serve. (http://www.ala.org/ala/yalsa/profdev/youngadultsdeserve.htm)

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Notes

1 Hillsborough County Board of County Commissioners, Unofficial transcript from June 15, 2005 BOCC meeting, Afternoon session, Item F-9.

2 *Tampa Bay Times*, June 22, 2005.

3 *St. Petersburg Times*, June 17, 2005.

4 Gretchen Parker, "Librarians Find Fault in Gay Pride Stance," *Tampa Tribune Online*, July 7, 2005. http://news.tbo.com/news/MGBULR1HUAE.html accessed on July 14, 2005.

5 FLA member e-mail from Gloria Colvin, June 28, 2005.

6 ALA Council.

7 Gretchen Parker, "Librarians Find Fault in Gay Pride Stance," *Tampa Tribune*, July 7, 2005.

A display of gay and lesbian literature is permissible as long as the display focuses on the books rather than a promotion of lifestyle or gay pride. In fact, existing Library policy states that, "Materials displayed should promote the library or tie in with its resources or services."

Following requests from the public made at recent Library Board meetings, the Board reviewed its authority as stated in Chapter 84-443, Laws of Florida, and existing policies and concluded that its role is one of advisory to the Director of Libraries, the County Administrator and the BOCC.

In a recent meeting of the Hillsborough County Public Library Cooperative, members voted to reaffirm their commitment to the Library Bill of Rights.

All books and material selection decisions for inclusion in the library collection are made by library staff pursuant to policies recommended by the Hillsborough County Library Board, in accordance with Chapter 84-443, Laws of Florida. The staff and leadership of the Hillsborough County Public Library remain committed to the principles of the American Library Association Code of Ethics — all eight of them.

Joe Stines is Director of Libraries for the Hillsborough County Public Library.

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2006 FLA Conference

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WANTED: Library Stars

The FLA Citations & Awards Committee is looking for individuals and groups who are making outstanding contributions to libraries in Florida.

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In addition to the awards traditionally presented at the annual conference, new awards will be given in a number of categories, including Librarian of the Year, Paraprofessional of the Year, and Library Administrator of the Year.

TO RESPOND:

Begin thinking of people who deserve to be recognized for their outstanding leadership, creativity, or accomplishments. Stay tuned for more details or contact Ilene Vegazo, Chair of the Citations & Awards Committee, at the following address to find out more about "reporting" a Library Star.

ivegazo@northmiamifl.gov

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Scenes from the 2005 Conference

◀*Left, dressed in period costume, storyteller, at Jacksonville's Ritz Theater.*

▶*Right, a silent auction raised over $3,000 for FLA scholarships.*

▼*Below left, hard-hat tours provided a look at the new Jacksonville Public Library and raised money for FLA scholarships.*

▼*Below right, folklorist William Ferris plays the guitar during his keynote speech.*