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LOUISIANA LIBRARIES

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on the cover

NOLA Summer
Anonymous

From the Editor



“One Heart, One Voice” is this year’s Louisiana Library Association theme; it is also a trumpeting call to action. LLA President Cathy Smith has invited all librarians and library workers throughout our state to work in concert to promote our institutions as well as the values they represent. Within these pages, you will read about the legacies and the work of our colleagues, work of significant impact and creativity. I hope that their actions and words inspire you to answer Cathy’s call.

During the course of this year, the Louisiana Library Association will be considering changes to our structure. You, as a member, will have the opportunity to raise your voice to guide our organization’s future. You will also have the chance to impact policy makers in the form of Legislative Day, the future of librarianship with scholarship support, and the professional growth of your colleagues (and self) by participation in our conference and awards. I hope that you seize all of these opportunities. They are all crucial to the holistic health of Louisiana libraries. Despite the challenges we face as individual professionals and as an organization, I encourage you: Don’t allow your heart for libraries to stop beating; don’t allow your voice to be shushed.

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From Your President

Welcome to a new year in the Louisiana Library Association, your professional organization. Whether you have been a member so long you can't even recall how many years it has been since you joined, or this is your first year, I am pleased that you have chosen to unite with this fine group of professionals!

“Louisiana Libraries...One Heart, One Voice,” will be the association theme for 2018-2019. There are many ways to interpret this theme. I am writing to share my initial thoughts on why I have chosen this theme.

We live in an era when libraries of all kinds are under attack. With declining budgets at the state, parish, and local levels, administrators and legislators are constantly looking for ways to cut spending and secure more space. Libraries and librarians are easy targets. And of course, with the internet, we have all the information needed right at our fingertips! A recent article in Forbes attacked public libraries and suggested they be replaced with Amazon bookstores. Although the responses to the ridiculous nature of this ludicrous idea were overwhelmingly supportive of public libraries, I wondered, “Are librarians prepared to respond to remarks such as these?” Whether the article was legitimate or a ruse to initiate discussion and promote arguments, the question remains, how would you defend the need for libraries when the topic arises?

School libraries in our state were under attack in 2013 by Superintendent of Education John White who felt that principals should have the autonomy to decide whether or not a school has a library and a certified librarian. Your professional organization and Louisiana librarians of all kinds defended the necessity of school libraries and certified librarians by attending BESE board and committee meetings, speaking at these meetings, and having numerous conversations with Superintendent White. LLA members planned an organized campaign to involve parents, teachers, and students in communities throughout the state to let the BESE board know that libraries are a vital part, and indeed, the “heart,” of their school. While libraries are still not required in schools in Louisiana, because of your professional organization, the need for and love of libraries in our educational communities was made evident.

Would you do the same? Will you help support libraries and librarians of all types when under attack? Let your voice and your heart for libraries be heard! I hope that this year you will unite with colleagues in every area of library work to advocate for libraries and librarians at every opportunity. You will be stronger for it and so will our professional organization. Embrace our theme—Louisiana Libraries...One heart, One voice.



Catherine A. Smith



Lafayette Public Library has appointed **Meredith Crawford** to the newly-created position of children's librarian II at the Main Library. Before joining the Lafayette Public Library System as a children's librarian I in 2014, Crawford held the position of historic document archivist at the J. Porter Shaw Library of San Francisco Maritime National Historical Park. She holds a Bachelor of Arts from the University of Iowa (2003) and a Master of Library and Information Science from San Jose State University (2011).

Sarah Durr has been promoted to youth services librarian III at the Main Library. Durr began her career with the Lafayette Public Library System in 2013 as a library associate I at South Regional Library, then as a children's librarian I at East Regional Library. She holds a Bachelor of Arts in English from UL Lafayette (2011) and a Master of Library and Information Science with a youth services focus from LSU (2014).

Clinton Guillory is the new children's librarian for the North Regional Library. Guillory has previous library experience as a school librarian/media specialist at NP Moss Prep Academy (2012-2014) and a reference specialist for Rapides Parish Library (2001-2007). Guillory holds a Bachelor of Arts in history from UL Lafayette (1998) and a Master of Library and Information Science from Louisiana State University (2009).

Greg Lavergne has been promoted to collections librarian II at the South Regional Library. Lavergne began working for the public library as a library tech assistant I in 2007, then became a library assistant I about a year later. He was promoted to librarian I in 2011. Lavergne holds a Bachelor of Arts in English from UL Lafayette (1990) and a Master of Library and Information Science from Louisiana State University (2010).

Jackie Lopez has retired as the North Regional Library branch manager. Previously, Lopez was a librarian II, then assistant manager at South Regional Library where she worked for five years. Before joining the Lafayette Public Library System, Lopez worked a wide variety of positions over 11 years at the Houston Public Library and was an assistant librarian at Warren Memorial Library in Westbrook, Maine. She holds a Bachelor of Arts from the University of New Orleans and a Master

of Library and Information Science from the University of South Carolina. **Amy Wander** is now the outreach services librarian III. She has served the Main Library in the past in both teen services and children's services before being promoted to youth services manager. Previously, Wander worked in the circulation department and as an intern for teen services at the Austin Public Library. She obtained a Bachelor of Art in Sociology from the University of Pittsburg and a Master of Science in Information Systems from the University of Texas at Austin.

Lacey Webster is the new teen librarian at the South Regional Library. Webster has previous library experience from the Vermilion Parish Library where she started as a library page, then was promoted to assistant branch manager where she remained for four years. She holds a Bachelor of Arts in English Education from Southeastern Louisiana University (2008) and a Master of Library and Information Science with concentrations in Public Libraries and Youth services from LSU (2013).

Jeremy Bolom, assistant director/head of public service of Lincoln Parish Library, was selected as one of 38 mid-career librarians to participate in the American Library Association's Leading to the Future program. This highly competitive program is designed as a four-day immersive leadership development program for future library leaders and Jeremy is in its sixth cohort.

The Nursing and Allied Health Resources Section (NAHRS) of the medical Library Association presented **Paula Craig** of Northwestern State University of Louisiana College of Nursing and School of Allied Health with the NAHRS Award for Professional Excellence in recognition of her long career of service to nursing schools and medical centers, and especially for her work with disaster preparedness.

LSU Libraries named **Gina Costello** associate dean for technology and special collections. Ms. Costello began her career at LSU Libraries in 2004 as the digital services librarian in special collections before becoming head of digital services and reformatting. In this role, she administered several large-scale grant projects in special collections. She then served as associate dean for technology initiatives beginning in May 2015 and was appointed as interim associate dean for special collections in May 2017. In her

latest position Ms. Costello will oversee the strategic direction of the Libraries' website, application and software development, systems and desktop support, digitization, digital scholarship lab, university archives, rare books and manuscripts acquisitions and processing, and special collections public services and outreach.

Hayley Johnson, head of government documents & microforms, and **Sarah Simms**, undergraduate and student success librarian, presented their research on Japanese-American internment during World War II at the Southeast Conference of the Association for Asian Studies Annual Meeting at the University of South Carolina in January 2018. They were part of a panel speaking on "The 'Other': Migrations in and out of Asia."

Cara Key was accepted to the Winter 2018 Association of Research Libraries (ARL) Digital Scholarship Institute (DSI). Part of the ARL Academy, DSI is a cohort-based initiative to train participants in a core set of digital scholarship methodologies and tools.

Nick Skaggs, manuscripts processing archivist in special collections, received the 2018 A. Otis Hebert, Jr. Continuing Education Scholarship from the Society of Southwest Archivists (SSA). Skaggs is using the scholarship to attend the DAS (Digital Archives Specialist) Bootcamp at the University

of Seattle in June to earn credits towards DAS Certificate offered by the Society of American Archivists. The scholarship is named after the first president of SSA, A. Otis Hebert, Jr., and is intended to further professional training of working archivists in the Southwest.

Will Olmstadt was appointed executive director of the library at Louisiana State University Health Sciences Center Shreveport on June 1, 2018. He had been the interim director since February 2017, and the associate director since 2013. Prior to coming to LSU Health Shreveport, he worked for several other academic health sciences libraries, including those at Washington University in St. Louis, Texas A&M University, and UT Southwestern Medical Center.



Betty Tucker, assistant director of technical services, retired from the health sciences library on June 30, 2018, after 30 years of service. She began working with the library in 1988 and became assistant director in 2015 having previously served as head of collection management.

As a member of LLA, Betty served on numerous committees, including several conference planning committees and chair of bylaws.

REMEMBRANCES

Mr. **Desire "Peanut" Alleman** passed on April 10, 2018. Peanut was on the Assumption Parish Library Board for the last 12 years, serving as president for the last few years, and received the James O. Modisette Award for Public Library Trustee in 2016. He was instrumental in getting the most recent Belle Rose branch built and open this past year.

Kathy Bowersox passed away on June 12, 2018 in Baton Rouge, Louisiana, where she was employed as a cataloguer at Southern University. She was born February 28, 1955 in Jackson, Michigan. She received her Bachelor of Music at Western Michigan University and a Master of Library Science at the

University of Michigan. She was a member of LLA for many years. She served in many positions within the organization, including secretary of the Academic section, Technical Services Interest Group Coordinator, 2nd Vice President of LLA, and the 2016 Conference Local Arrangements Sub-Committee. Kathy was a proud member of Sigma Alpha Iota and she loved her church, music, reading and camping.



Please send contributions for the People Column to Montie' Dobbins mdobbi@lsuhsc.edu.

Digitization on a Budget:

By Zachary Stein, Cara Key,
and Cheylon K. Woods

Tips and Tricks for Digital Archives and Digitization

Zachary Stein is the Head of Special Collections at the Edith Garland Dupré Library, University of Louisiana at Lafayette

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Introduction

Libraries continually endeavor to be organic spaces with the flexibility to adapt to the needs of their patrons. As time progresses, patrons expect libraries to reflect the new, innovative, and sometimes fad trends in collections, public programming, and access, both physically and digitally. For access, the Internet has been one of the most significant assets for libraries. It has the potential to increase a library's reach through services such as ebooks, coding workshops, and exciting items in reading rooms simply waiting to be digitized. As the Internet increasingly saturates the information landscape, patrons expect easier access to the plethora of resources offered in all library departments from the comfort of their homes or the convenience of their mobile devices. With regards to reading rooms and special collections, a well-planned digitization program can be the first step to accommodating these expectations.

Digitization has become a widely popular and vital practice in the library and archives field. According to a survey that was completed by DuraSpace and the Bishoff Group (a consulting service for digital library initiatives) in 2014, 145 organizations not a part of the Association of Research Libraries (ARL) were asked about their digital content usage. Around 81% of these organizations reported that they were "currently creating and/or acquiring digital content," while around 52% of the participants without digital programs said they were "planning to in the next one to three years" (Bishoff & Smith, 2015). Two major goals drive the need for digitization: accessibility and preservation. Digitizing archival holdings gives repositories the opportunity to display what they have to offer without long-distance patrons having to make arduous trips. The materials are also given a longer lifetime, which is essential when physical degradation becomes a factor. While most higher education institutions are pushing for digitization programs, it is not always easy to start one up. This article will look at the steps in developing a digitization program and provide suggestions to assist in implementation, no matter the size of the institution.

Research and Advocacy

Like all new programs or ideas, the first step in implementing a digitization program is developing a plan. The plan should include the mission of the program and clearly state how this endeavor will better serve the institution as a whole, what is required to succeed (technology, space, staff, funding, data), and what the projected outcomes will be. It is important to remember that the way in which an idea is presented determines how it will be received and ultimately supported. A clear, concise, and well thought out plan is the key to a successful pitch.

In a perfect world, libraries have the freedom to implement the newest technologies and practices throughout the field without constraints. Unfortunately, every library faces numerous restrictions, such as limited staff and monies that deter new and innovative programs. The most effective tool in libraries' arsenal to combat such hurdles is research. In the book *Getting Started with Digital Collections*, Jane D. Monson outlines three important reasons for repositories to embark on digitization projects: access, preservation, and "added value" (Monson, 2017, 5-6). Researching the needs of the patron base via statistics, such as collection requests and use, will demonstrate that the digitization of popular collections will increase accessibility while providing necessary preservation to protect rare and intellectually valuable materials. In addition, illustrating patron interest in collections can substantiate the need for a digitization program, using documentation such as in-house records, surveys, patron suggestions, collection development reports, collection condition reports, and public outreach participation. Researching the capabilities of a repository's current information technology department will provide valuable information needed to establish parameters for the digitization project.

Research is also vital for explaining how the digitization program will function and how current resources can be utilized -- in other words, determining how it will actually be implemented. This step often feels overwhelming, but digitization has been in practice for decades. A repository interested in establishing a digitization program can explore existing programs at other libraries that are similar in size, staff, and funding to draw inspiration for what can be accomplished. Established programs can be great examples of what a digital archive can achieve, but it is important to remember that local practices must be adjusted to fit the needs of the repository. Well-written case studies outline precisely what procedures were created to execute the

digitization program, including software used, hardware required, and standards applied. With regards to small repositories, Monson defines the process of evaluating the feasibility of large-scale academic digitization projects as scaling down (Monson, 2017, 4). Scaling down entails determining how well the project can be adapted based on the repository's funds, staff availability and skill set, in-house technology, and what type of interdepartmental collaborations can be created. Reading how other libraries, archives, and museums have established their digitization projects may also direct practitioners to consortiums and collectives they might join to supplement limited resources, such as data storage, IT assistance, and access. Consortiums and collaboratives, which provide vital support in what can feel like a daunting undertaking, can also be created and cultivated within the libraries. Researching the needs and missions of different departments throughout a repository and incorporating them into the project proposal will not only garner goodwill but also share ownership of the program itself. The in-house IT department will be a valuable partner for any digitization project. It is important to get buy-in from this department, which can be achieved through transparency about the scope and purpose of the project.

Once all of the research has been completed, the next step is presenting the project to the "powers that be," such as direct supervisors, department heads, college deans and provosts, directors, and community leaders. These people are often busy and unaware of the need for digitization, or what digitization actually entails. Advocacy for a digitization project and a well-prepared elevator speech can be vital to overcoming ignorance in regards to the value of digitization. Both the Society of American Archivists and the American Library Association have created some guides and resources for advocating for support from politicians, but these resources can be adapted to convey the need to establish and support a digitization program. Like any new project, the key to a successful proposal is through research and constant, confident advocacy.

Digitization Strategies

Once digitization projects are approved, the physical work gets put into motion. According to Monson's book, digitization projects rely on three core elements: money, staff, and infrastructure (Monson, 2017, 8). Budgets need to be implemented to pay staff for their work and purchase equipment and storage space. Staff is needed to conduct the digitization operations and workflows. Finally, efficient scanners, servers, and repository platforms are needed to maintain the digital collections. A weakness in any one of these three elements can negatively affect the success of a repository's digitization program (Monson, 2017, 8). Supporting

this hypothesis, the Bishoff Group survey mentioned earlier also analyzed reasons why digital preservation programs were not being implemented. Of the 145 participants, 73% indicated lack of funding, 23% indicated lack of technical expertise, and 21% indicated lack of administrative support (Bishoff & Smith, 2015). These are all significant challenges for smaller institutions, as they tend to lack one or more of the three elements. Quite often, because of these and other factors, a single person may have to take on all digitization tasks. Such an undertaking can be incredibly daunting, as it requires expertise in virtually every aspect of digitization, including knowledge of scanning, preservation formats, metadata creation, copyright, content management systems, and much more (Monson, 2017, 20). While this can seem overwhelming, it is not altogether impossible. Smaller repositories can still jumpstart digitization programs with some patience, frugality, and most importantly, creativity.

For many small repositories, resourcefulness is the key to successful digitization on a budget. The digital archivist needs to have an idea of what is in the collection and what is in need of digitization the most. This decision should be based on the demand for and the condition of the materials. Scanners should be picked based on the formats of the collections (Monson, 2017, 79). For example, flatbed scanners work best for individual papers, photographs, and brittle materials, while overhead scanners are more suitable for maps, posters, and bound books. It may also help to invest in a digital camera, as these are best for 3D objects and artifacts. Digital cameras may also pose as a less expensive alternative to scanners (though not as a replacement), as they can be rigged on stands and can provide high-quality images (Monson, 2017, 80).

In addition to the equipment needed for scanning, digital archivists need to be mindful of technical specifications, which includes being knowledgeable of preservation-level resolutions and file types. Resolution often differs with the type and size of materials, but the most common recommended range for the highest quality is usually somewhere between 300-600dpi (Bogus, Blood, Dale, Leech & Matthews, 2013). TIFF files are best for master archival copies, and JPEG or JPEG2000 is often recommended for access copies. Both copies are vital to a digitization project, which consequently can make storage space problematic. TIFF files are very large, and master copies should never be compressed. Institutions will often have local server space available, and getting more may be fairly inexpensive; however, as more digital files are created, more space is required. Cloud-based systems are another option for storage and may be more beneficial for institutions with small IT departments (Monson, 2017, 14). However, the same factors for local servers exist for the cloud, not to mention that

issues with the cloud server are beyond the institution's control and could severely impact accessibility (Monson, 2017, 14).

Choosing a DAMS Platform

The size of an institution can also affect what platform is adopted for a digital asset management system (DAMS), which is needed to make digital materials available. While it is possible to create a DAMS from scratch, it is often not ideal due to lack of sufficient and necessary resources (Monson, 2017, 112). Most repositories will adopt existing software solutions. There are two general kinds of solutions: open-source and proprietary. Both have their strengths and their weaknesses, and decisions need to be made depending on the same factors that affect the digitization program in general.

Proprietary solutions, such as CONTENTdm of OCLC and Digital Commons of Bepress, are useful for repositories with limited access to or no IT department to maintain a DAMS. The vendors do all of the work, from interface set-up to software upgrades (Monson, 2017, 113). While these allow repositories to focus on ingesting content, design choices are limited and repositories do not have control of the source codes. Proprietary solutions may also be problematic when it comes to annual fees. At one point, the University of Louisiana at Lafayette (UL Lafayette) was considering adopting a proprietary platform for its institutional repository. While it offered attractive features, the annual fee was substantially more than the university was willing to pay. These are common risks with proprietary solutions, but for small repositories who are just starting their digitization programs, the initial investment may be worth it, as they can quickly make their digital collection more accessible without the technical investment.

Open-source platforms, such as DSpace and Islandora, are another DAMS option. These kinds of solutions are attractive because they are free to download and allow repositories the freedom to control the source code, providing flexibility to design a digital repository interface in any desired way. That being said, open-source should not be thought of as free. These types of DAMS require IT professionals to maintain servers, back up files, update the systems, design interfaces, among many other tasks (Monson, 2017, 125). Also, if there is a problem with the institution's server, be it a virus or a simple glitch, the DAMS can be inaccessible, with the burden being placed on the institution. Since full-time technicians are needed for these solutions, it can be a hindrance for institutions with small budgets.

Interestingly, there is a compromise to deciding between open-source and proprietary. There are open-source solutions that offer hosting services (e.g., Islandora OnDemand from DiscoveryGarden) and may cost less than some proprietary solutions. Such offer-

ings allow repositories to use an open-source platform without having to worry about the technical aspects. Whichever solution is decided on, repositories need to keep in mind the stability of Monson's three elements: funds, staff, and infrastructure. These will ultimately act as guides for singling out the most appropriate platform.

Metadata Strategies

In addition to advocacy, digitization implementation, and software selection, a practical metadata strategy is an essential component of a successful digital archive regardless of its budget. The term *metadata* is concisely defined by the National Information Standards Organization (NISO) as "structured information associated with an object for purposes of discovery, description, use, management, and preservation" (NISO, 2007, 58). The nature of the materials held in digital libraries and archives is that they are most often unique primary source materials -- as opposed to the published content collected elsewhere in libraries, whose descriptive records may be transmitted by the publisher or imported from a subscription bibliographic service. If metadata for a unique cultural heritage object are never recorded, or become separated from the object, corrupted, or otherwise lost, then the functionality of that object in the digital landscape is greatly diminished. Without metadata, the informational aspects of the object are at risk of being not just undiscoverable or unidentifiable by users, but obscured or forgotten by the owners of that object as well.

Formulating a strategy for metadata creation can be a challenge for smaller repositories, especially when just getting a digital projects initiative off the ground. The biggest expense for metadata production is inevitably that of staff time, with a direct proportion between time spent and quality of output (Zeng et al., 2009, 185). The initial expenses for a new metadata production workflow are likely to involve either hiring staff with metadata expertise or training existing staff to acquire that expertise. When it is not feasible to bring new staff on board already in possession of metadata skills, many high-quality learning resources are available at low or no cost. The metadata resources listed at the end of this article - all of them available online - can serve in the development of a robust skill set. To be clear: it is not necessary that every (or even *any*) person entering descriptive information about the objects in a digital archive must be a dedicated metadata professional; local circumstances will dictate the necessity and practicality of such staffing. However, time set aside for understanding metadata fundamentals will be well spent, especially by anyone implementing policies and overseeing the work.

With fundamental knowledge in place, a repository may begin to address policies and workflows. If the lit-

erature on metadata best practices agrees on any central tenet, it is that there is no one solution to the metadata problem. The approach to any metadata initiative, then, must fit the context. When determining a local strategy, the key is to articulate the goals that the metadata should accomplish and to balance those goals with the resources that are available. For example, the desirability of high detail in a descriptive record or the inclusion of authorized headings must be considered against the time investment of the research involved. Some repositories may be more tolerant of a brief description; others may want to emphasize certain access points or strive for the interoperability that controlled vocabularies enable.

The metadata goals of a new digital program must be aligned with the mission of the repository. Goals must also take into account the nature and the intended use of the digital objects in terms of audience, access, distribution, reuse, and preservation. The usage statistics and other collection records that served to justify the development of the digital program may again be referenced when articulating metadata goals. There may be logistical constraints such as software specifications or limitations. If materials are intended for submission to an aggregator such as DPLA or an inter-institutional digital library, then additional requirements will likely need to be met. Measuring the feasibility of goals entails a careful assessment of existing institutional resources, including guidelines and policies, legacy metadata, software, staff time, and staff skill level.

After determining the purposes its metadata will serve, a repository may begin to define the way in which metadata is recorded. There are decisions to make about the granularity or depth of description: whether records will be created at the level of the individual item or a higher aggregate level, be it folder, series, or only top-level collection (NISO, 2007, 63). While it may be desirable for accessibility on the web, item-level description may not be practical for many repositories. Additionally, repositories should consider whether metadata records will describe the physical format of the original materials versus only the digital files, or a mix of both. The goals that have been established as well as the available resources are critical factors for making these types of decisions. Articulating and capturing these decisions, preferably in a written policy or a data model, will promote consistency throughout the repository's digital collections, as well as allow for more accurate cost estimates per project (FADGI, 2016, 74).

The selection of metadata standards -- the determination of one or more element sets, encoding schemes, and allowable data values -- is a fundamental task. An enormous number of markup languages and descriptive

standards exist in the "metadata universe" (Riley, 2010). The types of objects, goals of the repository, depth of description, skills of staff, and other factors affect the choice that a repository makes. In some cases, either legacy metadata, software capabilities, or aggregator guidelines dictate a specific schema and/or standard for description. Use of an entirely custom element set or a completely uncontrolled vocabulary, while possible, will inhibit the usability of digital objects within the larger information landscape. Upkeep of a fully custom local standard will ultimately have high time and intellectual costs, as well. However, existing standards often do not perfectly fit the unique needs of individual repositories. Repositories are strongly encouraged to develop a *metadata application profile* (MAP; also sometimes described as a "data dictionary"), which FADGI defines as "metadata sets that consist of data elements drawn from different metadata schemes, which are combined, customized, and optimized for a particular local application or project" (FADGI, 2016, 74). An application profile, in other words, is a tool for integrating fields from one or more existing schemas; documenting the fields that will be used, their definitions, mappings, obligations, etc.; the authorities and vocabularies that will dictate the values for those fields; and other local usage notes as applicable. The Digital Library Federation Assessment Interest Group's "Metadata Application Profile Clearinghouse Project" offers a platform for repositories to publicly share metadata application profiles, which can serve as templates to those just starting out (DLF AIG, 2018).

Even when using only a single schema, crafting a metadata application profile achieves several aims. Records built following a profile can adhere to shared industry standards, while also reflecting local interpretations. Standardization of the metadata will improve the usability of the DAMS. Decisions about description are made before the description work is begun, which helps the work to proceed more quickly. A repository's projects will be more consistent because they follow the same set of guidelines - though adjustments can be made for the particulars of individual projects. The structured application profile document helps to clearly communicate requirements to all staff contributing to metadata creation. Ultimately, it can result in a reduction in revisions needing to be made to metadata records midway through a project.

Just as metadata goals and schemas differ between repositories, so too will the workflows themselves. The principle is to establish a functional metadata pipeline, adhere to it, and seek to improve upon it with each project. Creating records incrementally and implementing automated processes can help a repository to simplify its metadata production without sacrificing quality. Metadata production may be best thought of as iterative.

When beginning with physical objects, legacy metadata often exists which can be crosswalked and enhanced for conversion to DAMS records. For new, uncataloged, or unprocessed materials, distributing the recording of metadata across units to any staff interacting with the materials will cut time costs. With explicit guidance mutually understood throughout the repository, rights metadata may be recorded during the negotiation of donor agreements, administrative metadata may be recorded during acquisition, and a core placeholder record may be created during digitization.

Often, DAMS software includes built-in tools for completing metadata processes, and staff working within those systems should receive training to utilize the full potential of their services. Occasionally, though, it can be undesirable for a metadata production workflow to be restricted to or dependent on the software. In that case, a repository may investigate whether there are portions of the workflow that can be accomplished outside of the software. Many successful repositories create metadata records using a familiar spreadsheet software such as Microsoft Excel, use a data cleanup tool such as OpenRefine to edit controlled vocabularies and transform the records into Dublin Core or other XML schema, and batch upload the fully formed records into their access platform. Repositories should engage in a continuous evaluation process, seeking to identify opportunities to improve the production of metadata (Baca, 2016). Bottlenecks may be solvable by replacing manual methods with automated tools; the time investment to research and implement automation is often worth the savings gained through streamlining workflows.

Collaborations

Even in repositories with limited staff, it is still possible to collaborate and bring in outside help. For example, it is possible for other departments within the library to lend a hand. One such case study comes from University of Northern Colorado (UNC) Libraries. Their archives joined forces with the technical services department to increase the flow and efficiency of digitization projects. Catalogers were able to “create metadata for digital objects” and other technicians were able to take on scanning and even uploading to the university’s repository (Hayden, Monson & Trask, 2016, 7). With this collaboration and an efficient workflow, UNC Libraries’ digital program increased, from around 1000 objects uploaded by the end of 2012 to a little over 2500 objects uploaded by the end of 2014 (Hayden et al., 2016, 9). This kind of collaboration is extraordinarily helpful, as it frees up time for other duties while keeping a consistent digital workflow.

Collaboration can even go beyond the technical services department. At UL Lafayette, the Digitization Archivist is in charge of a Digital Archives Committee, which includes the Head of Special Collections, the Assistant Dean of Technical Services, the Heads of the Ernest J. Gaines Center and Cajun and Creole Music Collections, the Head of Cataloging, the IT Coordinator, and the IT Systems Specialist. Each of these individuals is an expert in their respective fields and can bring his and her knowledge together to comprehensively develop plans to better improve digital practices. This committee has been informative in discussions and promotions of institutional repository platforms and the development of the library’s digitization and photoduplication policies.

There is also the option to collaborate with outside consortium. Digitization partnerships, such as the Digital Public Library of America (DPLA) and the HathiTrust Digital Library, usually require memberships, but they may end up being more cost-efficient compared to existing solutions or starting from scratch (Monson, 2017, 61). Digitization partnerships act as another way to provide accessibility and spread awareness of a repository’s digital collection. UL Lafayette and Louisiana State University (LSU) are both members of the Louisiana Digital Consortium, a group of Louisiana cultural and higher education institutions who contribute materials to the Louisiana Digital Library (LDL). The LDL is a space that allows Louisiana institutions to showcase digital materials without a local DAMS. The LDL Development team at LSU Libraries in Baton Rouge controls all the technical aspects and management. Many institutions also partner with the organization LYRASIS, which provides digitization services and resources, hosting, and vendor partners with discounts on services.

Conclusion

As technology continues to progress and demand for accessible library collections increases, digitization will continue to be an essential practice. While the budgets, number of resources and staff, and stability of infrastructure can be factors that affect efficient digitization projects, none of these are crippling. There are many ways to get around hurdles, and it starts by knowing the collection, understanding options, developing sound policies, and advocating for support. This work may seem like an overwhelming task, but with hard work and diligence, the digitization program will flourish. These tips are merely starting points in thinking about how to proceed with a digital program. Once these are applied, digital programs will evolve, and more options will be made available regarding the three major elements that make up a program.

Further Reading and Additional Resources

- Advocacy

Advocacy Within Your Institution Resources and Toolkits. Society of American Archivists. 2017. <https://www2.archivists.org/advocacy/withinyourinstitution/resourcesandtoolkits>

Public Library Association Digital Collections General Guidelines <http://www.ala.org/pla/resources/tools/circulation-technical-services/digital-collections>

- Digitization and Repositories

- Corbett, H., Ghaphery, J., Work, L., Byrd, S. “Choosing a Repository Platform: Open Source vs. Hosted Solutions.” *Making Institutional Repositories Work (Charleston Insights in Library, Archival, and Information Sciences)*, Burton B. Callicott, David Scherer, Andrew Wesolek (eds), Purdue University Press: 2016.

“Guiding Digital Success.” OCLC. https://www.oclc.org/content/dam/oclc/contentdm/guiding_digital_success_handout.pdf

“Library of Congress Recommended Format Statement.” *Library of Congress*. 2017-2018. <https://www.loc.gov/preservation/resources/rfs/RFS%202017-2018.pdf>

OpenDOAR: Open Access Repositories: <http://www.opendoar.org/>

Research Libraries Group. 2002. Trusted digital repositories: Attributes and responsibilities. RLG-OCLC. Mountain View, CA. <http://www.oclc.org/content/dam/research/activities/trustedrep/repositories.pdf>

- Metadata Fundamentals

Baca, M., 2016. *Introduction to Metadata*. <http://www.getty.edu/publications/intrometadata/>. Particularly, “Practical Principles for Metadata Creation and Maintenance.”

Riley, J., 2017. *Understanding Metadata: What Is Metadata, and What Is It For?: A Primer*. <http://www.niso.org/publications/understanding-metadata-what-metadata-and-what-it-primer>

- Metadata Best Practices and Recommendations

NISO, 2007, *A Framework of Guidance for Building Good Digital Collections*. <https://www.niso.org/publications/framework-guidance-building-good-digital-collections>, especially “Metadata,” pp. 63-85.

FADGI, 2016, *Technical Guidelines for Digitizing Cultural Heritage Materials*. <http://www.digitizationguidelines.gov/guidelines/digitize-technical.html>, especially “Metadata,” pp. 74-83.

NARA, 2004, *Guidelines for Digitizing Archival Materials for Electronic Access*. <https://www.archives.gov/preservation/technical/guidelines.html>, especially “Metadata,” pp. 5-21.

- Metadata Technical Standards and Schema Documentation

DPLA Metadata Application Profile: <https://dp.la/info/developers/map/>

Europeana Data Model Documentation: <https://pro.europeana.eu/resources/standardization-tools/edm-documentation>

Dublin Core: <http://dublincore.org/documents/>

MODS: <http://www.loc.gov/standards/mods/userguide/>

EAD: <http://www.loc.gov/ead/>

For additional standards and schemas, see:

ALCTS’s Minimum Digitization Capture Recommendations, Appendix II: Metadata, <http://www.ala.org/alcts/resources/preserv/minimum-digitization-capture-recommendations>.

SAA’s External Digitization Standards, <https://www2.archivists.org/standards/external/123>

Jenn Riley’s “Seeing Standards: A Visualization of the Metadata Universe”, <http://jennriley.com/metadatamap/>.

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Bishoff, Liz, and Smith Carissa. “Managing Digital Collections Survey Results.” *D-Lib Magazine*. Volume 21, Number 3 / 4, 2015. <http://www.dilb.org/dlib/march15/bishoff/03bishoff.html>.

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Digital Library Federation (DLF) Assessment Interest Group (AIG) Metadata Working Group. “DLF AIG Metadata Application Profile Clearinghouse Project.” Accessed May 20, 2018. <https://dlfmetadataassessment.github.io/MetadataSpecsClearinghouse/>.

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Monson, Jane D. *Getting Started with Digital Collections: Scaling to Fit Your Organization*. N.p.: ALA Editions, an Imprint of the American Library Association, 2017. Print.

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Riley, Jenn. “Seeing Standards: A Visualization of the Metadata Universe.” ©2010. <http://jennriley.com/metadatamap/>.

Zeng, Marcia Lei, Jaesun Lee, and Allene F. Hayes. 2009. “Metadata Decisions for Digital Libraries: A Survey Report.” *Journal Of Library Metadata* 9, no. 3/4: 173-193. DOI: 10.1080/19386380903405074.

Campanella, Richard. *Cityscapes of New Orleans*. LSU Press, 2017. ISBN: 978-0-8071-6833-2. \$29.95. (hard cover).

One of the best things about this book is the way the author permits you to know New Orleans. This wonderful monograph excellently shares the formation of New Orleans, establishment of infrastructure, and types of building designs used. People who moved to New Orleans from Haiti started the shotgun house design. During the Victorian period, shotgun houses became more ornate with Victorian Décor. One characteristic of Victorian houses in New Orleans is surrounding porches. Greek Revival architecture of the glorious New Orleans mansions and buildings features Corinthian columns, Doric columns, and Ionic columns. New Orleans City Hall and the United States Capitol, both Greek Revival style, resemble each other. A splendid part of this brilliant volume is a tale of the beautiful New Orleans' hotels. The St. Charles Hotel, constructed in the late nineteenth century, is currently a Sheraton Hotel. Other magnificently luxurious hotels and their histories include the Roosevelt Hotel, the Omni Royal Orleans Hotel, Le Pavillon Hotel, and the Hotel Monteleone. A narrative of catastrophes in New Orleans brings to light the Great Storm of 1915, Great Algiers Fire of 1895, bubonic plague, Hurricane Katrina, and the fires that destroyed buildings and hotels.

Cityscapes is a collection of essays based on Campanella's contributions to three publications over the past several years: *NOLA.com/The Times-Picayune*, *Preservation in Print* and *Louisiana Cultural Vistas*. Previous works by the author, a geographer with the Tulane School of Architecture, include *Geographies of New Orleans*, *Time and Place in New Orleans*, *Lost New Orleans*, *New Orleans Then and Now*, *Bourbon Street: A History*, *Lincoln in New Orleans*, and *Bienville's Dilemma: A Historical Geography of New Orleans*. The successful book includes Contents, Preface, and the following sections: People, Patterns, and Place; Architectural Geographies and the Built Environment; Urban Geographies; Regional Geographies; and Disaster and Recovery. The volume concludes with a comprehensive Source Notes and an accurate seventeen-page index. The interesting monograph

contains sixteen excellent maps. Sixty-three good quality illustrations help reveal a remarkably intriguing story of the history of New Orleans.

The book is easy to read and difficult to forget, leaving readers with a great deal to think about. I would highly recommend the book to anyone, especially individuals interested in New Orleans. It is perfect for academic and public libraries.

Melinda F. Matthews, University Library, University of Louisiana at Monroe

Dwyer, Jeff. **Ghost Hunter's Guide to New Orleans: Revised Edition**. Gretna: Pelican Publishing Company, 2017. ISBN: 9781455621583. \$18.95 (paperback). \$18.95 (e-book).

In this revised edition of *Ghost Hunter's Guide to New Orleans*, paranormal investigator Jeff Dwyer provides a guide for local residents and visitors seeking encounters with ghostly apparitions in the Crescent City and nearby locations. Dwyer describes the historical background for nearly one hundred locations haunted by victims whose lives were disrupted by tragic events (i.e., yellow-fever epidemics, catastrophic fires, murders). For each historic location, Dwyer lists the street addresses, phone numbers, and web sites (when available). In Chapter One, "How to Hunt for Ghosts," Dwyer introduces his ghost hunting methods that include use of audio and video recording equipment and techniques for still-photography.

Among the suggested stops on Dwyer's tour are the St. Louis and Lafayette Cemeteries, pirate Jean Lafitte's Blacksmith Shop, and the Beaugard-Keyes House (named for author Francis Parkinson Keyes). In the French Quarter, visitors who browse through the Faulkner House Books may detect the lingering odor of William Faulkner's pipe smoke. At Antoine's Restaurant, which opened in 1868, diners may feel the presence of the restaurant's founder watching over them. A short drive upriver from New Orleans will take travelers to such places as the Oak Alley Plantation, the Old State Capitol in Baton Rouge, and the Myrtles Plantation, believed to be one of "America's Most Haunted Homes."

Since his boyhood days in California, Dwyer has been fascinated by history and ghost lore. Dwyer

stays active with his paranormal investigating, radio and television show appearances, and his job as a clinical specialist in a medical center. His other titles in the *Ghost Hunter's Guide Series* include the *Ghost Hunter's Guide to Los Angeles* and the *Ghost Hunter's Guide to the San Francisco Bay Area*. Visit his website at www.jeffdwyer.com.

This guide contains black-and-white photographs of most of the haunted sites, and appendices that include a sighting report form, a bibliography of books, articles, and films, special tours and events, Internet resources, and historical societies and museums. Due to its Louisiana history content, this book would be of interest to either ghost enthusiast or non-believer readers in a public or academic library.

Lila Jefferson, UL Monroe Library

Barnett Jr., James F. **Beyond Control: The Mississippi River's New Channel to the Gulf of Mexico**. University Press of Mississippi, 2017. ISBN 978-1-4968-1113-4. \$21.27 (hard cover).

Throughout history, it has been in the Mississippi River's nature to change its course periodically. When the Lower Mississippi River Region was settled a couple hundred years ago, it became in the local areas' best interest to initiate Mississippi River flood control efforts in order to protect property, livelihoods, and the surrounding economy. Despite various flood control attempts from the concerted efforts of multiple national and regional organizations such as the Army Corps of Engineers and the Mississippi River Commission, the river flooding issue has persisted and worsened. The author contextualized these historical control attempts and the movers and shakers behind them into a neat cause and effect timeline where the consequences have resulted in the issue today.

Although not an authority on the hydrological aspects that drive flooding conditions of the Mississippi,

Barnett is no stranger to the inner workings of the organizations that spearheaded control projects which inconceivably impacted the future of the great river. The historian in Barnett shines through as he details the sequence of these organizations' documents that reveal the motives and sheer oversights when enacting such critical decisions.

Bottom-line, the longer the flood control issue is allowed to worsen, the greater the chance the Mississippi will divert into the Atchafalaya River. Local and national readers alike may find this particularly distressing as Barnett lines out the potential world-wide impacts if such a thing were to inevitably happen. Unfortunately, this is a matter that residents and businesses cannot simply move away from nor elevate themselves above amid a catastrophic flood. This is a nuanced problem that even Albert Einstein's son, Hans Albert Einstein, who dedicated his life to studying hydraulic engineering, was unable to fully predict. The severity of the issue cannot be missed through the book's foreboding tone. Although flood control is a continual subject of interest in the academic field, Barnett appeals to the casual reader by carefully articulating the history of the problem with references and notes to all his points.

Upon finishing the book, the urgency of the issue will not be lost on its readers. With this knowledge, they can better understand the politics around the current flood control issue and vote accordingly. Also, readers will see which organizations are actively working towards a solution, and they can help contribute to the cause by supporting, donating, or volunteering with these groups. So that interest may be introduced and an effective solution may be had, *Beyond Control* is recommended for interested patrons in academic and public libraries throughout the United States.

Elaine Harris, Edith Garland Dupré Library, UL Lafayette



If We Let Them Build It, They Will Come:

By Blair Stapleton

Academic Library Collaborative Efforts

Blair Stapleton is the Assistant Dean of Public Services/Assistant Professor of Library Science at Edith Garland Dupré Library, University of Louisiana at Lafayette

Introduction

Librarians collaborate with each other, with other members of their universities and campuses, with other faculty and staff, and with members and organizations in their communities to create new services and resources. On college and university campuses, collaborations are a way for librarians to more fully participate in their institutions. The results of these collaborative efforts include new library projects, initiatives, services, spaces, and resources. Collaborations do not have to consist of participation only among library staff, all campus departments and organizations should be considered as possible contributors and partners. For the library to keep its status as the heart of the campus and remain a main source of information for its users, librarians need to take advantage of all of the partnerships that can be made. These partnerships allow librarians create a wide network of library supporters and help to increase the use of services and spaces by involving its own users in creating and implementing new projects and processes. This article will discuss the information available on collaborative efforts libraries are making across university and college campuses and comment on how these partnerships will help academic libraries to remain the heart of campus.

When considering collaborative partners for library projects, university faculty are an obvious choice. Embedding in courses is a great way for librarians to share library resources with students and faculty as well as providing a perfect opportunity for library staff members to provide one-on-one research assistance to students taking those courses. This type of collaboration also helps librarians to keep up-to-date on the most recent assignments and topics that are trending across campus.

Although embedded librarianship is not a new concept in universities, it is a collaborative partnership that should be included in library

services. Historically, libraries were not always standalone departments. According to Barbara L. Dewey, libraries originated in academic departments, “Libraries originally sprung up in academic departments, often built by individual book-loving faculty. In this context the library was embedded in the department, created by faculty, and operated on their own terms, typically until it became too large for the department or the faculty member to operate effectively.”¹ When libraries moved from academic departments to their own standalone spaces, it made it more difficult for librarians to continue making connections with faculty in those departments and across campus. This move began the isolation of libraries from other parts of university campuses. Embedded librarianship is an excellent way for librarians to reform relationships with other departments and faculty across campus. Traditionally, embedded librarianship has been implemented in the form of a specific librarian being included as a part of a particular class, or several classes. Librarians serve as research assistants for the students enrolled in those courses, providing one-on-one assistances as needed in-person or online. Through embedded librarianship, librarians connect students directly to library resources and services that will be most beneficial to the completion of their work for those specific courses. What if librarians looked at embedded librarianship from a different angle? There are a multitude of departments across campuses that academic librarians can embed themselves in, and all of the potential partnerships will be extremely beneficial to all parties involved.

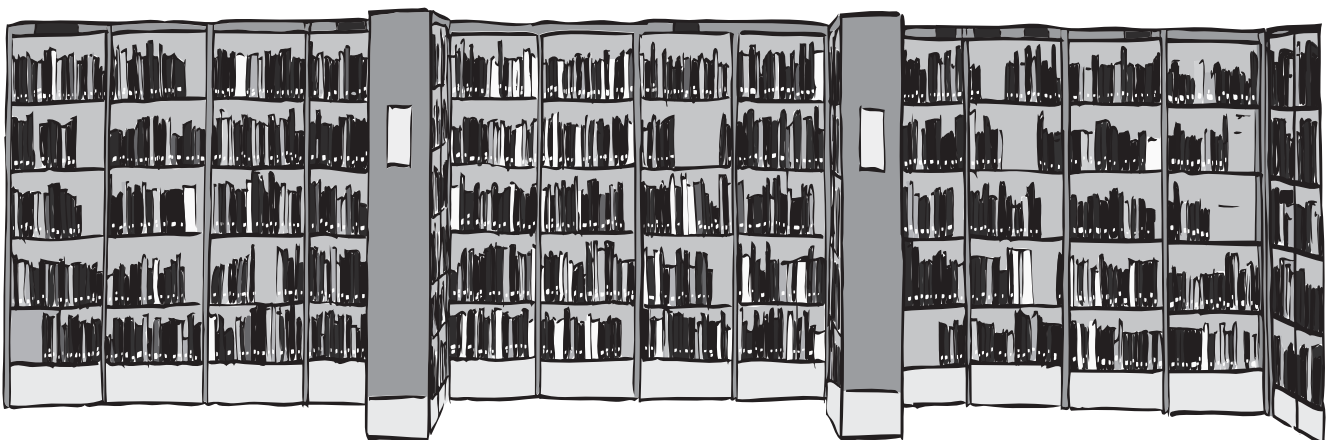
Collaborative partnerships can be made between librarians and several campus entities. “Collaboration with research centers and institutes is another important avenue for fruitful partnerships.”² Potential projects through these partnerships include grant writing opportunities and providing research assistance to participants working in the institutes on individual research projects. Librarians embed themselves in departments such as this to provide assistance with faculty research or to collaborate on a research project for the library. “A strategic effort to make consistent contact with specialized

research centers ensures that researchers have the most thorough and current information resources and accompanying expertise to support their work.”³³ Creating successful connections like these help to promote the use of library services and resources through word-of-mouth and acknowledgements made by researchers about the amount of support that the library provides.

Partnerships with university centers that support research are also important. Many university and college libraries now partner with campus writing and tutoring centers to provide satellite locations for these support services in library facilities. Edith Garland Dupré Library at the University of Louisiana at Lafayette maintains a partnership with the university’s Writing Center and tutoring program, Mentoring Matters, to provide spaces for student-led assistance in the evening hours. Though students are using the library specifically for those services, having them in the building presents the library staff with an opportunity to promote other library services and resources to them while they are in the building. Connections that are made via various embedded librarianship avenues provide opportunities for doors to open to librarians on projects that can allow students and faculty to have input on library services and spaces.

There is a lot of literature about collaborations between professors and librarians that allow students in for-credit courses to complete projects that will benefit the library. These projects include the creation of LibGuides, implementation of new marketing strategies, and updating strategic plans among several other things. The Ames Library at Illinois Wesleyan University worked with a professor in the Business Administration Department on a two-class series aimed at improving and marketing the library’s reference services. This provided an

opportunity for experiential learning for students in the class and the experience “proved to be highly instructive for learning what students think about the library and reference services, what types of sources they use to complete their assignments, and what they believe would be most effective in marketing reference services to their peers.”³⁴ The Ames Library also benefited from having students in the courses complete all of the work for this project. Most librarians are already strapped for time, so collaborating with professors on projects of this nature give librarians the opportunity to create and rejuvenate their library spaces and services without having to dedicate a lot of time to those projects. Similar success was found in a collaboration between the Donald B. Watt Library at the School for International Training Graduate Institute and the professor of a Practitioner Inquiry course. The students in the class were required to create a LibGuide in conjunction with their literature review papers. “The project was intended to teach information literacy skills and engage students with the library.”³⁵ The professor and librarians were successful in achieving this goal. Throughout the course, collaborators learned that, “the assignment also fostered an engagement with the library and its resources that some students may have not had otherwise,” and that, “this assignment proved to students how library resources can enhance their research without discounting the other relevant information they might find on the internet.”³⁶ At the end of the project, the library had four new research guides that would provide assistance to future students. Collaborations on for-credit courses with projects aimed at improving library services are mutually beneficial to librarians and students. Student input should be considered when planning library projects, and luckily, for-credit courses are not the only avenue for this type of collaboration.



“Twenty-first century students are no passive consumers of information; rather their learning experiences must involve active participation.”⁷ This statement is very accurate and should be taken into consideration when gathering possible campus partners for collaboration. Margeaux Johnson, Melissa J. Clapp, Stacey R. Ewing, and Amy G. Buhler take it even further by saying:

Librarians want to reach as many students as possible and large numbers of students can be found within student organizations. Direct collaboration with student led organizations increases student turnout while reducing planning time for librarians. The key is to identify student-led organizations that have information needs aligned with the library’s mission – a process that requires out-of-the-box thinking and an entrepreneurial spirit.⁸

A number of student led organizations on university and college campuses serve as potential collaborative partners on projects for the library. If there is an improv troop on campus, librarians can work with them to make instruction sessions more lively and interactive. Gaming organizations can work with the library to create spaces for students to play board games. Campus Activities groups can include libraries in campus-wide Alternative Reality Games, such as Humans vs. Zombies games that are commonly played across university and college campuses. “As informal learning environments, libraries should be primary testing grounds for new informal ways of learning such as play, transmedia navigation, and networking.”⁹ At Auburn University, librarians at Ralph Brown Draughon Library joined forces with the Human vs. Zombies group of Auburn University to host an event that their staff proposed might “positively affect students’ feelings about the library.”¹⁰ An event was created for a Humans vs. Zombies game to be hosted in the library for one night as opposed to the usually week-long event. The event was held after hours on a Friday evening. During the week prior, members of the Humans vs. Zombies group registered more than 200 students. 150 students showed up for the event and faculty and staff volunteered to help moderate the event.¹¹ “Despite the success of the first game, the library decided to let students determine if the event should be held again.”¹² When contacted by the Human vs. Zombies group to host the event a second time, the library surveyed student participants

immediately following the event. “Participating in the game increased students’ comfort level when using the library.”¹³ “Students also indicated they were more likely to use the library for studying and research than they did before the event, and more likely to ask faculty and staff for help.”¹⁴ The overwhelming number of positive responses from this event at Auburn University is a wonderful example of how collaborations with student led organizations can improve student perceptions about the library and boost student use of the facilities and resources. There are so many opportunities out there for libraries to expand the reach of their services. Thinking outside the box and connecting with various student-led groups, will provide librarians opportunities to market the library in unique ways.

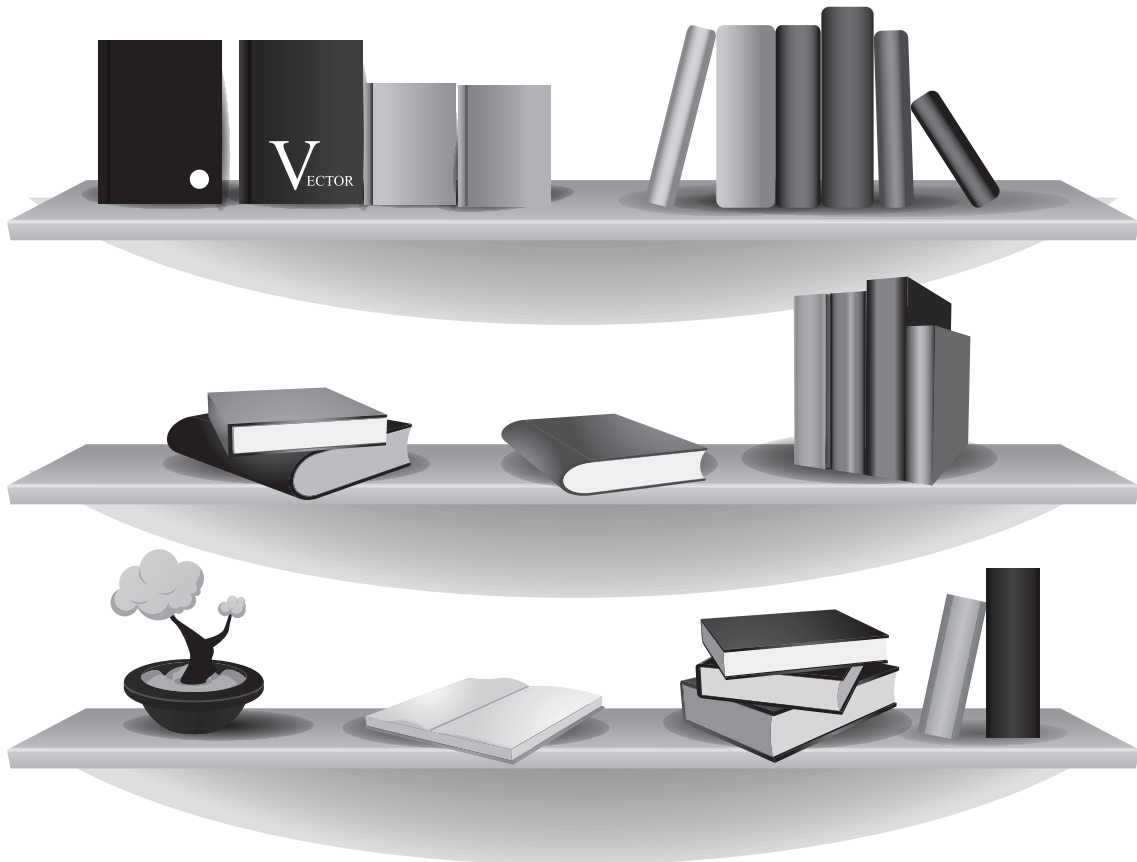
When considering collaborative partnerships, it is important for librarians to open themselves up for several different types of projects and opportunities. Librarians can promote services and spaces even if specific library services and spaces are not the highlight of collaborative projects. By creating connections with faculty, staff, and students outside of the library, librarians begin the promotion of the library simply by contacting possible partners with new ideas for collaboration. The ultimate goal is to create collaborative partnerships with a variety of campus entities, but if contact is made with a potential partner and a partnership is not formed, the library still succeeds in making that faculty, staff, student, or organization aware of what services are available. This allows an opportunity for librarians to show the efforts that are being made to improve the library. Creating collaborative partnerships outside of the library will go a long way in keeping the library at the heart of campus.

Librarians that involve faculty, staff, and students in decision-making and creative processes have the opportunity to build and improve their library environments using information that is gathered directly from those who use the library the most. In turn, allowing the benefactors of library services and spaces to have direct input in library initiatives and projects will afford the library a chance to market all that it offers in a different way. Those who participate and benefit from library collaborations will have a sense of pride in their accomplishments and spread the news about the projects and initiatives that they helped to create and implement.

Endnotes

- 1 Barbara Dewey, "The Embedded Librarian: Strategic Campus Collaborations," *Libraries Within Their Institutions: Creative Collaborations Resource Sharing & Information Networks* 17, no. 1-2 (2004): 6.
- 2 Ibid, 9.
- 3 Ibid, 9.
- 4 Lynda M. Duke, Jean B. MacDonald, & Carrie S. Trimble, "Collaboration between Marketing Students and the Library: An Experiential Learning Project to Promote Reference Services," *College & Research Libraries* 70, no.2 (2009): 119.
- 5 Amanda Scull, "Fostering Student Engagement and Collaboration with the Library: Student Creation of LibGuides as a Research Assignment," *The Reference Librarian* 55, no.4 (2014): 324.
- 6 Ibid, 324.

- 7 Margeaux Johnson, Melissa J. Clapp, Stacey R. Ewing, "Building a Participatory Culture: Collaborating with Student Organizations for Twenty-first Century Library Instruction," *Collaborative Leadership* 3, no.1 (2011): 2.
- 8 Ibid, 4.
- 9 Ibid, 6.
- 10 Cate Calhoun Oravet, "Humans vs. Zombies at the Library: Gauging the Impact of a Live Action Gaming Event on Students' Library Use and Perceptions," *Journal of Library Innovation* 5, no.1 (2014): 130.
- 11 Ibid, 130.
- 12 Ibid, 131.
- 13 Ibid, 132.
- 14 Ibid, 132-3.



Search to Find, Browse to Discover

by Erin Berry

Erin Berry is the Librarian at Caddo Magnet High School in Shreveport, Louisiana.

Recent attempts to teach searching strategies to high school students have caused me to re-examine my philosophy and techniques of research instruction. Because students are so accustomed to what I call the “open water” Google search, their strategies in a more structured library catalog or database search interface are nearly non-existent. They give up easily when they have a wrong or misspelled word. They tend not to see the difference in scope of different resources, often choosing items that are either too specialized or too elementary for their needs. They definitely balk at changing their search focus when presented with new information about their topic. Simply put, most students do not want to take the time to browse, meander, and discover. Given the emphasis placed on standardized testing and target scores, it’s hard to fault them for being so adverse to the risk of becoming just a little bit lost before they find their true purpose.

While my background focuses on education, I feel that all librarians might be wondering why we are losing patrons to Google. Perhaps patrons feel as if they can circumvent the unpredictability of browsing by asking the computer a well structured question. Unfortunately, this assumes that we know enough about what we don’t know that we can formulate such a query. Can we have the best of both worlds: precision of modern day search tools and an old-fashioned notion of rambling through the stacks? My own memory of entering a library is quite pleasant and probably set the foundation that browsing the shelves would magically result in the perfect book to entertain me or help answer a question. Of course, that exploration was made possible by a hardworking staff who invisibly curated a collection that allowed for such discovery.

Because my own library science students do not know what they don’t know, they sometimes get stuck in the echo chamber of searching for and learning about subjects that are already in their comfort zone. Put simply, they do not know what

they do not know. Additionally, the texts that they read contain only what they were looking for. No accidental stumbling over a related article in the same journal or even the sidebar of an advertisement in a newspaper. Remember the microfilm machine? Even the print card catalog might allow a side track to a related subject heading or book title. I began to work with students on completing meta-research before they began collecting individual sources for their topics. With the help of an online community college course, my students collected vocabulary and jargon for their topics, as well as identified current experts to help guide later research (Walls 2012). However, I wanted to know more so I began my own browsing of the literature on this topic.

The articles I found address mostly issues of browsing in academic and school libraries. Perhaps this is because public libraries have mastered the art already! Academic pundits generally regard the activity with deep disdain or admiration. Not much middle ground can currently be found. School librarians recognize it as an activity which helps keep young readers and researchers interested and unintimidated by the collection. In either case, the consensus is that browsing can lead to chance discovery which moves research in more interesting directions than the simple grind of searching, citing, and summarizing.

A somewhat heated debate unfolded in *American Libraries* regarding the actual existence of browsing in the academic setting. Donald Barclay tore down the assumption that a large academic library could provide the “serendipity” of finding that just right book. He described the process as “the equivalent of hitting the sale tables on day three of a three-day sale” and equated the positive influence of a large, readily available collection on intellectual breakthroughs to the “ancient notion that piles of old rags cause the spontaneous generation of mice” (2010) Such colorful language inspired equally passionate responses in the letters to the editor section. Vaver spoke out about the need to make unpopular books and ideas available (2010). Mott

pointed out the cooperation between online tools and the subsequent focused browsing that can happen once the electronic catalog has identified relevant call numbers (2010). Ultimately, the philosophy of maintaining access to unpopular or forgotten ideas should inform the development of our modern libraries. Digitizing is not a magical process that immediately grants access to all of human knowledge. At various points, we are making decisions about what materials will be digitized, how they will be catalogued, etc. Companies that deal in information are making decisions about the value of access to that curated information. Many invisible fences are being thrown up around information which could preclude browsing. Not to mention the actual search interfaces. We may assign these interfaces the qualities of ancient oracles but ultimately, they only echo our original questions back to us. How can we introduce productive uncertainty into the electronic infrastructure growing up around information sources? Finally, how can we train patrons to combine online search engines with some undirected browsing that might lead to unexpected discovery and outcomes? Even Google sometimes asks if we are feeling lucky.

Robert Kieft provides some practical solutions for academic libraries (2006). He acknowledges patrons' faith in the "serendipitous efficacy of shelf browsing" and seeks to reconcile that with the practical needs of libraries to house an ever expanding print collection. His solutions borrow heavily from strategies made popular by online shopping, especially Amazon's marketing of books. While he foresees legal issues with digitizing key elements of print material (table of contents, index), the addition of such data to the library records would add a new level to shelf browsing not as readily available at the physical level. Patrons could electronically search through this information and perhaps delve into more books than would be possible by simply walking the stacks. Libraries could then make

use of technologies to more efficiently store physical collections using robotic retrieval (UMKC Libraries 2014).

Perhaps due to the smaller scale of school libraries, browsing is a more welcome and productive activity. On a personal level, I recently experienced a perfect library moment when a patron asked me for a book on World War II. After a brief tour of the online catalog and an even briefer mention of Dewey, we found the magic number for his topic. While he didn't seem thrilled with the first book I found (the volume was in the 300's and he was in more of a 900's mood), we persisted and found the 940's. Of course, in a high school library of our size, the proximity and size of our stacks makes browsing easy. He returned almost immediately with a book that clearly pleased him. Even in a small college library, just walking to the stacks might have required an elevator ride.

Barbara Montgomery makes it clear that browsing is not a goal-oriented research strategy, and, of course, that is what makes it so wonderful



(2014). Again, in my own experience as a school librarian, students receive far too much analytical training which ultimately cripples their research. Expansive thinking, brainstorming, and creativity are what make research not only fun, but useful. Otherwise, we are just cranking out dry little research widgets. She states that students who browse “are not always purposeful in their information search; nevertheless, any information found may be useful and informed” (E6-7). Beth Morrissey provides excellent justifications for browsing in her advice to parents on introducing young children to information seeking (2012). She defines “purposeful browsing” as “remaining interested in and open to whatever is available.” Basically, she is describing a balance between “narrowing down the options slightly” and “providing diverse options to explore.” Maintaining fluidity helps students feel confident in revising thesis statements and other assumptions that are guiding their information searches. Explicitly teaching browsing helps with learning such dispositions as the emotional and mental resilience needed for successful and sustained research (AASL 2009).

Jennifer Coleman provides several ideas for teaching these skills which can be applied from elementary to high school (2007). She has created several activities that are focused on the physical shelves. Many of these depend on having the smaller scale of the school library, such as reading titles aloud from the whole shelf in order to figure out why those books are grouped together. The traditional scavenger hunt makes an appearance here, but let’s be honest, we all completed some version of this even in our graduate level courses, so it can’t be all bad? My favorite activity is having students imagine they have written a book, maybe even design the cover and a table of contents, and then let them determine where to shelve it in the library. This lets students discover why browsing works in a physical library when it might not work as efficiently on the internet with a Google search. She reminds us to teach browsing techniques when searching electronically. After all, Boolean searches are not written in stone and they can be revised until the searcher is satisfied.

Joyce Saricks’s article is a paean to browsing (2014). Although she doesn’t explicitly state her purpose, her words clearly address the current

success of public libraries. Without the dour admonition solely to educate patrons, public libraries have the freedom to revel in browsing. What is a display but a curated invitation to browse? While academic and school librarians know their collections just as well, we don’t always have the time to indulge in displays and programs to promote our sources. We know we will be needed for a research paper or a literature assignment, so we may think we have the freedom to wait to be asked. Saricks further recommends that library staff make time to browse as well. This allows them to see the collection from the patron’s point-of-view, but also opens up the social aspect of browsing. Patrons will model our behavior as they see us examining the shelves, and it never hurts to strike up a conversation with those we serve. Our constant care and curation of our sources allows us to overcome an obstacle she identifies: “many [library users] become overwhelmed when there are too many titles.”

Displays and education are strategies accessible by individual librarians, but what about the larger context of searching? Kieft mentions additions to the catalog, such as digitized table of contents, for existing print materials. However, we might need a more comprehensive plan. “Next-gen” catalogs which more closely emulate a Google style interface may be the solution that we need organizationally (Weare et al. 2011). Such a catalog includes “an intuitive interface [with] features such as visually rich displays, virtual shelf browsing, a spell-check function, auto-completion options, and search-term suggestions, as well as social features that encourage patron participation, such as tagging, ranking, and reviews” (56). The design elements mentioned here pick up on all the things we already accomplish in the physical layout of our library: visually attractive displays and signage, librarians willing to guide and correct, and an overall atmosphere which is community-oriented. As always, some, especially those of us in education, will complain that we are coddling the patron, but if we can engender a comfort with libraries, we might be able to maintain the relationship long enough to show off our more complex and subtle research strategies. Having success at browsing may fulfill an emotional need in information seeking that simply cannot be satisfied

with controlled vocabulary and Boolean logic.

Learning browsing strategies reinforces resiliency and fluidity which are a key components to sustained and successful research. Straightforward analytical skills are easier to impart and apply to small research projects, but the ability to move between expansive thinking and analytical reflection is the skill that will allow patrons of any library to answer complex questions.

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Mississippi Library Association conference
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October 16-19, 2018

Louisiana Archives & Manuscripts Association
Ruston, LA
October 26, 2018

South Carolina Library Association/SELA Joint Conference
Greenville, SC
October 31- November 2, 2018

Young Adult Services Symposium (YALSA)
Salt Lake City, UT
November 2-4, 2018

Charleston Conference
November 5-10, 2018

Louisiana Book Festival
Baton Rouge, LA
November 10, 2018

2019

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Alexandria, LA
February 17-18, 2019

Music Library Association Annual Meeting
St. Louis, Missouri
February 20-24, 2019

Teen Tech Week
March 3-9, 2019

Louisiana Library Association Conference
Baton Rouge, LA
March 13-15, 2019

National Library week
April 7-13, 2019

ACRL Annual National Conference
Cleveland, Ohio
April 10-13, 2019

National Bookmobile Day
April 10, 2019

Texas Library Association Conference
Austin, Texas
April 15-18, 2019

Preservation Week
April 21-27, 2019

Medical Library Association Annual Meeting
Chicago, Illinois
May 3-8, 2019

Special Library Association Annual Conference
Cleveland, OH
Jun 13-18, 2019

American Library Association Annual Conference
Washington, D.C.
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American Association of Law Libraries Annual Meeting
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