



NEW MEXICO STATE LIBRARY

**Companion Guide for
Library Directors and
Staff**

Updated by the Development Bureau of the New Mexico State Library
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Introduction

The Librarian Certification Study Guide is intended for library directors, others staff currently employed in a library, and others interested in libraries who are preparing to take the New Mexico State Library's Librarian Certification Exams, either Grade I or Grade II.

This Study Guide is focused on six Core Competencies, as identified by the New Mexico State Library. Core competencies are basic skills that enable library directors and staff to serve their communities. These are the Core Competencies.

- 1) Cataloging
- 2) Collection Development
- 3) Information Technologies
- 4) Management (including budgeting, planning, community analysis, personnel, etc.)
- 5) Reference
- 6) Youth Services

It is important to know and understand the Core Competencies. For complete information on the Core Competencies, including definitions, skills, knowledge and abilities, see pages 93-98.

The Study Guide is divided into six sections, each of which focuses on a core competency. In addition to serving as an aid to studying for taking a certification exam, the Study Guide is also designed to be an on-going resource for anyone working in a New Mexico public library.

Public library administration and working in a public library require an understanding and mastery of standardized skills and practices in the organization of information and the provision of information services to the general public. **The Library profession has traditionally embraced a philosophy or core set of values. These values underlie and inform nearly every aspect of our work.**

This Study Guide covers the six core competency areas related to the administration and management of a public library as well as other basic services as listed here.

- 1) Cataloging (including the Dewey Decimal System, MARC records, controlled vocabularies, etc.)
- 2) Collection Development (including acquisitions, weeding, collection care, etc.)
- 3) Information Technologies (including library systems)

- 4) Management (including budgeting, planning, community analysis, personnel, philosophy of public libraries, library administration, etc.)
- 5) Reference (including customer service techniques, etc.)
- 6) Youth Services (including the Summer Reading Program, child development, etc.)

See also: Competency Index for the Library Field, compiled by WebJunction.
<http://www.webjunction.org/competencies>

The New Mexico State Library

Mission Statement: The New Mexico State Library, established in 1929, is committed to providing leadership that promotes effective library services and access to information to all citizens of New Mexico. The State Library provides services that support public libraries as well as delivers direct library services to rural populations, state agencies, the visually impaired and physically disabled, and students and citizens conducting research.

The New Mexico State Library is a division of the Department of Cultural Affairs. The State Library also delivers direct library and information services to those who need them, and supports research, life-long learning, and cultural enrichment for all New Mexicans.

Established by the State Legislature in 1929, the New Mexico State Library has a unique leadership role among the State's various libraries: public, school, tribal, academic, and special. Providing state and federal grants-in-aid, library consulting services, technical and informational backup support, training, and professional development, the State Library encourages local library service. It also extends direct service to those portions of the State's population that require special assistance, such as library service to rural areas and the visually and physically impaired. The State Library holds State and federal documents with information about government and government programs, Southwest resources, collections of materials of special interest to other libraries, state agencies, and the public.

The State Library offers many services to public library directors through the Library Development Bureau. Directors, library staff, and board members can ask the State Library for the following services:

- **Consulting Services** - The Library Development Bureau offers consulting services for public libraries on a wide range of subjects including, but not limited to, technology, youth services, starting a new public library, strategic planning, and board training. The Bureau staff will also research library related questions presented by public libraries.
- **Continuing Education** - Library workshops are offered free of charge to public librarians, library staff, and board members throughout the year. Trainings

include workshops that focus on the Core Competencies, such as cataloging, collection development courses, reference skills training, and book repair workshops.

- [Librarians' Toolkit](#) - The Librarians' Toolkit, a page on the New Mexico State Library website, www.nmstatelibrary.org, provides information on all aspects of public librarianship including guidelines for writing policies and plans, library management, collection development, and laws for libraries. The Print and Online Resources section is a tool for librarians, volunteers, and library board members actively involved in creating the best library for New Mexico's communities.

History of Public Libraries in the United States

The first successful public libraries in the United States opened their doors between 1695 and 1704. Thomas Bray, an Anglican clergyman and philanthropist, is credited as one of the first philanthropists devoted to libraries. During his lifetime, Bray established more than 30 public libraries. Many of these early libraries were parish libraries associated with churches but most of the collections circulated to the public. Funding for these libraries stopped in 1730 after Bray's death.

Benjamin Franklin (1706 -1790) also had an interest in libraries. In 1731, Franklin organized the Library Company of Philadelphia. The company began with fifty members who each purchased stock in the company and paid annual dues. Membership was open to anyone who wished to purchase stock and participate. Franklin used money collected from the subscribers to purchase books and maintain the library, which was highly successful. The Library Company was a fee-based library and not free in the sense of today's public libraries. However, it did serve as a model for the development of public libraries in the United States.

Frustrated in his early years by the lack of free public libraries in the United States, Andrew Carnegie (1835-1919) donated over \$56 million to develop free public libraries around the world. Carnegie's agreement with local communities required that the community fund a small percentage of library construction cost and continue to support the library after construction with tax funds. Before his death in 1919, Carnegie had contributed to the building of more than 2,500 libraries worldwide.

Melvil Dewey (1851-1931) promoted the idea of public libraries, which were tax-supported and available to all, stressing that **a democracy needed to have an informed public to survive.** Dewey contributed greatly to the profession of librarianship. In 1876, he helped organized the American Library Association and the professional magazine, "Library Journal." Dewey was also the inventor of the Dewey Decimal Classification System for library classification.

Public libraries in the United States continue to be free and open to the public. Modern libraries offer a variety of materials, both in print and in digital form. Libraries continue to be of interest to philanthropists. In 1997, the Bill & Melinda Gates Foundation initiated a partnership with libraries and helped 11,000 public

libraries in all United States and U.S. territories become connected to the Internet. The initial Gates Foundation investment was \$325 million in grants and other support. Other grants have helped train thousands of library staff members so they can teach their patrons how to use computers and the Internet.

Section 1 - Cataloging

Section 1.1 Cataloging and Classification

1.1.A What is cataloging?

Cataloging is the process of describing library materials, and creating records for a catalog. Good cataloging ensures access to library materials through “access points” such as author, title, subject, etc. In libraries, the records usually include content and physical description of the item, assignment of subject headings, and assignment of classification (call number). Activities involved in physically preparing the item for the shelf are referred to as processing.

1.1.B What is classification?

Classification is the process of dividing objects or concepts into logical and hierarchical classes, subclasses, and sub-subclasses based on the characteristics they have in common and those that distinguish them.

1.1.C Why do libraries catalog and classify materials?

Cataloging and classification make information in libraries accessible to users by providing descriptive information about titles, subjects, and the location of all library materials. To ensure library users find it easy to locate materials in a library, systematic rules and standards are applied. Cataloging rules and practices make this approach possible.

To thoroughly catalog, a trained cataloger uses the classification schemes, subject headings, and an online electronic database to catalog an item. Library workers can use a bibliographic utility, such as OCLC’s World Cat, or a library automation software program to select and download a record into the local catalog database. During this process, records are customized to fit the library’s needs and standards. Some basic tools for print and online cataloging, are Cutter’s Table, CIP, OCLC and Sears Subject Headings.

The first American cataloging rules were written by Charles Cutter, librarian at the Boston Athenaeum. Cutter’s Rules for a Printed Dictionary Catalog was first published in 1876. It included rules for subject access. In the preface to his rules, Cutter defined his objectives as follows:

- To enable a person to find a book for which author, title or subject is known.
- To show what the library has by a given author, on a given subject, or in a given kind of literature.
- To assist in the choice of a book as to its edition (bibliographically), or as in its character (literary or topical).

In essence, this is why libraries classify library materials. A classification scheme such as the Dewey Decimal System is also another standard that makes access to materials easier because they have continuity. For instance, in any library that uses Dewey, a client knows that various natural science and math material will be in the 500's, art related material will be in the 700's, etc.

1.1.D What is CIP?

Cataloging in Publication (CIP) is a basic catalog record found on the *verso* or back side of a book's title page. In the United States, publishers send galley proofs to the Library of Congress which provides essential information on soon-to-be published books. Because the essential cataloging is created from galley proofs, CIP does not contain information about illustrations or page numbers and can be incomplete because the information may change between the galley proof and the published book. However, keeping those limitations in mind, CIP can be useful in creating catalog records, subject headings, and Dewey classification numbers.

1.1.E What is AACR2?

In 1967, Anglo-American Cataloguing Rules (AACR) was published in two editions: British and North American. It provided general rules for choice of entry, and included non-book formats. By 1981, major libraries implemented **AACR2 (Anglo-American Cataloguing Rules, second edition)**.

Library catalogs, whether online, or on cards, consist of catalog records. Each record contains specific elements, which AACR2 defines and specifies.

AACR2 is divided into two parts. Part 1 is devoted to the physical description of different types of materials: elements such as pagination or illustrations, Headings, Uniform Titles and Reference. Part 2 may be used with any type of material. It provides rules for selecting entries and for developing forms of entries. For example, it suggests that works be entered under the name that appears on the title page, rather than under the author's "real" name. This means that books by Victoria Holt should be listed under Holt, Victoria, rather than under the author's real name, Eleanor Hibbert.

Section 1.2 - Catalog Records

1.2.A What are the elements of a catalog record?

1. **Main Entry (Personal or Corporate)**. If an individual or corporate body is "chiefly responsible for the creation of the intellectual or artistic content of a work", that person or body is listed as the main entry. If there is no individual or corporate body with this responsibility, the title of the work

becomes the main entry. This is referred to as a title main entry. If more than one individual is responsible for the work, the main entry is for the person who is most responsible. If all individuals are equally responsible, and three or fewer individuals are involved, the individual who is named first is listed as the main entry; the others are listed as added entries. If more than three individuals are involved, the title is the main entry.

2. **Title Entry**. The title entry lists the title as it appears on the prescribed source of information for the material. **All catalog records must have a title entry in some form.**
3. **General Material Designation (optional)**. A GMD is a term used to describe the class of material to which an item belongs. Examples are microform, video-recording, sound recording or computer file.
4. **Statement of Responsibility**. This statement lists all persons or corporate bodies who are responsible for the content of the material. It may include authors, illustrators, editors, compilers, translators, and other entries. If there is a personal or corporate main entry, it is listed here; many entries named in the statement of responsibility are also listed as added entries.
5. **Edition Statement**. If the material contains information pertaining to an edition, such as a revised edition, it is listed here.
6. **Publication, Distribution, etc.** Place of publication, publishing agency and date are listed here.
7. **Physical Description**. The information for the physical description is dependent on the type of material.
8. **Series**. A series is defined as “separate and successive publications on a given subject, having a collective series title and uniform format, and usually all issued by the same publisher”.
9. **Notes**. Notes are included in the catalog record to provide important information that cannot be included elsewhere in the record, e.g. award winner - Caldecott Medal.
10. **Subject Headings**. Subject headings are used to provide access to materials according to subject.
11. **Added Entries**. Added entries are listed for individuals or corporate bodies who share in the creation of a work. They are listed at the end of the catalog record; they also appear in the catalog as authors. Added entries may also be made for variant titles, such as a cover title.

1.2.B What kinds of library catalogs exist?

Library catalogs may take several forms. The card catalog format was the primary format from its development through the 1980's. Catalogers dutifully typed each title, author and subject heading card using precise margins and layouts. Creating and maintaining this type of catalog was very time-consuming and offered limited searching capabilities

Many libraries now use online catalogs or computer catalogs. These are often referred to as **Online Public Access Catalogs or OPACs or PACs**. Online catalogs allow sophisticated searches, e.g. by keyword, and are relatively easy to update and maintain. Library public access catalogs are available via the Internet, providing

access to collections from all over the world. Most Internet browsers can find a public library's web page and from there, can be easily led to their online catalog.

1.2.C Are there standards to follow in cataloging?

Standards are important to ensure uniform access to materials. To maximize collection access, all bibliographic records are arranged in a standard format. Likewise, authors should be listed the same way throughout the catalog. Classification schemes should be used consistently. Important standards to use are:

- **MARC records for online or automated catalog records**
- **The Dewey Decimal System, a classification system used in public libraries that puts like materials together on the shelf**
- **Sears and Library of Congress subject headings provide lists of uniform subject headings that can be applied consistently to varying works on a particular subject.**
- **Authority records ensure that author names, uniform titles, and series are noted consistently, follow a common set of standards - a recognized or established form in catalog records.**

1.2.D What is a MARC record?

MARC stands for Machine-Readable Cataloging and is the basis of online catalogs. It was developed by the Library of Congress in the 1960's, and is made up of four main parts: the leader, record directory, variable control fields (often called fixed fields), and variable data fields (often-called variable fields). The leader is the first 24 positions or characters of the MARC record. It contains coded information that may be read by a computer. The record directory follows the leader and lists the tags or fields in the record and their lengths. The leader and record directory are read and used by the computer, but are not usually shown in an OPAC.

The variable control fields contain information that is specific to that particular MARC record and to the item being cataloged. A field is identified by a three digit numeric tag that is a descriptor of the type of information contained in the field.

The variable data fields are what many people think of as the MARC record. They are tags 010 to 999. Each field is identified by a three-digit tag, and then divided into subfields.

Some frequently used MARC field tags are:

- 010 LC number (Library of Congress)
- 020 ISBN (International Standard Book Number)
- 082 Dewey Decimal call number
- 100 Main entry - personal name
- 110 Main entry - corporate name
- 245 Title
- 250 Edition statement
- 260 Publication information (e.g. publisher, place of publication, copyright date)
- 300 Physical description

- 600 Subject added entry - personal name
- 610 Subject added entry - corporate name
- 630 Subject added entry - uniform title
- 650 Subject added entry - topical term
- 651 Subject added entry - geographic name

Creating original MARC records requires cataloging experience and professional training. Smaller libraries can obtain MARC records from several sources to use in their automation systems. Many vendors sell MARC records that can be purchased when the books are purchased. Libraries can also purchase CDs (or electronic files) from vendors that may have one to two million records on the CDs. Libraries can search the CDs, locate the MARC records that match the books in their library, and then download the records into their local library automation system.

Retrospective conversion is a library term that describes the process a library follows to migrate or convert its paper card catalog into MARC format. This is a time consuming task that, if done correctly, only needs to be done once. Besides using the CDs or electronic records supported by vendors, libraries also send their shelf list to a company that will research and match the records, and send the MARC records back to the library on CD or electronic file. Local automation systems also offer a simplified method of creating MARC records by typing information about each book into the computer and having the software place the information into proper MARC format. Libraries planning to automate should investigate all of these options, estimate the cost and time required for each, and then make the best decision for their own library.

Section 1.3 - the Dewey Decimal System

1.3.A *What is important to know about the Dewey Decimal System?*

The Dewey Decimal Classification (DDC) was developed by Melvil Dewey who took elements of several classification schemes being used by libraries in the late 1880's and put them together into one coherent system. Since 1885, DDC has become the most widely used classification system in the United States.

One of the most useful aspects of DDC is its flexibility. DDC is designed so that areas of knowledge can be revised, added to or deleted as necessary. The ten basic Dewey classes are:

- 000 General Works
- 100 Philosophy and Psychology
- 200 Religion
- 300 Social Sciences
- 400 Languages
- 500 Natural Sciences
- 600 Technology
- 700 Arts
- 800 Literature
- 900 Geography and History

DDC is arranged in hierarchical fashion, from general aspects of each subject area to specifics. As classification numbers become more specific, they become longer. The DDC hierarchy for the Super Bowl is:

700	Arts
790	Recreational and performing arts
796	Sports
796.3	Ball games
796.33	Inflated ball driven by foot
796.332	American football
796.3326	Specific types of American football
796.33264	Professional and semiprofessional football
796.332648	Super Bowl

There is a logical progression from the classification for sports through ball games to football and on to professional football and the Super Bowl. A library user browsing the shelves can easily follow this same progression.

A library has the option of terminating a number at any point in the hierarchy when the number is sufficient to meet the needs of the library. Thus, a book about the Super Bowl might be classified in 796.332648 or in 796.332 or even in 796.3 in a very small library.

Another advantage of DDC is that it allows a subject to appear in many different areas. For example, works dealing with death might be found in any of the following classifications:

155.937	Psychological reactions to death
179.7	Ethics of death
236.1	Christianity and death
291.23	Religion and death
306.88	Family reactions to death (sociology)
363.75	Social services regarding death (disposal of dead)
393	Customs (etiquette) dealing with death
571.936	Biology of death
616.78	Death as part of medicine

Section 1.4 Controlled Vocabularies

1.4.A What is controlled vocabulary?

“Controlled vocabulary” is employed to standardize the subject headings used in library catalogs. Library of Congress or Sears Subject Headings are examples of controlled vocabulary systems.

It is a benefit that libraries throughout the country use the same terms to locate materials. For example, people in some parts of the United States drink “pop” while people in other states drink “soda” even though they are all drinking the same cola. In order to keep subject headings consistent, a subject-heading list is used. These

lists are made up of controlled vocabularies that use the same terms to refer to all aspects of a given subject. The most commonly used subject heading lists are the Library of Congress Subject Headings (LCSH) and Sears List of Subject Headings (Sears).

In designing subject headings, it is necessary that the terms used to describe a subject are consistent within the catalog. This ensures that all holdings in a particular subject can be found easily and economically when searching the catalog.

Since subject headings are created from a controlled vocabulary, library users may not be certain what term to look up in the catalog to find materials on a given subject. To help solve this problem, cross references may be created. There are two types of cross references - "See" references and "See also" references. See references point the way from an incorrect term to a correct one. See also references suggest to the user that additional information can be found under other subject headings.

The following information on the Hundred Divisions of the Dewey Decimal Classification System is included for your general awareness.

Dewey Decimal Classification:

The Hundred Divisions

Taken from *Dewey Decimal Classification Summaries*,
DDC 20 (Albany, N.Y., Forest Press, 1989)

000 General Works

- 010 Bibliography
- 020 Library and information sciences
- 030 General encyclopedic works
- 040 (not assigned)
- 050 General serials and their indexes
- 060 General organizations and museology
- 070 News media, journalism, publishing
- 080 General collections
- 090 Manuscripts and rare books

Philosophy and Psychology

- 110 Metaphysics
- 120 Epistemology, causation, humankind
- 130 Paranormal phenomena
- 140 Specific philosophical schools
- 150 Psychology
- 160 Logic
- 170 Ethics
- 180 Ancient, medieval, Oriental philosophy
- 190 Modern Western philosophy

<p>Religion</p> <p>210 Natural theology</p> <p>220 Bible</p> <p>230 Christian theology</p> <p>240 Christian moral and devotional theology</p> <p>250 Christian orders and local church</p> <p>260 Christian social theology</p> <p>270 Christian church history</p> <p>280 Christian denominations and sects</p> <p>290 Other and comparative religions</p>
<p>Social Sciences</p> <p>310 General statistics</p> <p>320 Political science</p> <p>330 Economics</p> <p>340 Law</p> <p>350 Public administration</p> <p>360 Social services, association</p> <p>370 Education</p> <p>380 Commerce, communications, transport</p> <p>390 Customs, etiquette, folklore</p>
<p>Languages</p> <p>410 Linguistics</p> <p>420 English and Old English</p> <p>430 Germanic languages</p> <p>440 Romance languages, French</p> <p>450 Italian, Rumanian, Rhaeto-Romanic</p> <p>460 Spanish and Portuguese languages</p> <p>470 Italic languages; Latin</p> <p>480 Hellenic languages; classical Greek</p> <p>490 Other languages</p>
<p>Natural Sciences and Mathematics</p> <p>510 Mathematics</p> <p>520 Astronomy and allied sciences</p> <p>530 Physics</p> <p>540 Chemistry and allied sciences</p> <p>550 Earth sciences</p> <p>560 Paleontology, paleozoology</p> <p>570 Life sciences</p> <p>580 Botanical sciences</p> <p>590 Zoological sciences</p>
<p>600 Technology and Applied Sciences</p> <p>610 Medical sciences; medicine</p> <p>620 Engineering and allied operations</p> <p>630 Agriculture</p> <p>640 Home economics and family living</p> <p>650 Management and auxiliary services</p>

660 Chemical engineering 670 Manufacturing 680 Manufacture for specific uses 690 Buildings
700 The Arts 710 Civic and landscape art 720 Architecture 730 Plastic arts; sculpture 740 Drawing and decorative arts 750 Painting and paintings 760 Graphic arts; printmaking and prints 770 Photography and photographs 780 Music 790 Recreational and performing arts
800 Literature and Rhetoric 810 American literature in English 820 English and Old English literature 830 Literatures of Germanic languages 840 Literatures of Romance languages 850 Italian, Rumanian, Rhaeto-Romanic literatures 860 Spanish and Portuguese literatures 870 Italic literatures; Latin 880 Hellenic literatures; classical Greek 890 Literatures of other languages
900 Geography and History 910 Geography and travel 920 Biography, genealogy; insignia 930 History of the ancient world 940 General history of Europe 950 General history of Asia 960 General history of Africa 970 General history of North America 980 General history of South America 990 General history of other areas

1.4.B What is OCLC?

Founded in 1967, OCLC (Online Computer Library Center) is a nonprofit, membership, computer library service and research organization dedicated to the purposes of furthering access to the world's information and reducing information costs. More than 71,000 libraries in 112 countries and territories use OCLC services to locate, acquire, catalog, lend and preserve library materials. OCLC and its member libraries cooperatively produce and maintain WorldCat—the OCLC Online Union Catalog.

Section 2 - Collection Development

Section 2.1 Collection Development Policy

2.1.A Why does the library need a collection development policy?

Every public library must have a collection development policy that is reviewed and updated on a regular basis. [NMAC 4.5.2.9.C-8] The policy should clearly state the criteria for adding and deleting materials from the collection, who has the responsibility for the collection, and the philosophical guidelines the collection follows.

2.1.B Who creates the collection development policy?

Each public library defines its own procedure for developing, adopting and implementing library policies. A common procedure is for the director, with input from other staff members, to develop a sample policy. Often the director looks at policies developed by other libraries, usually serving the same size and type of community, to get ideas, sample concepts, and wording to use. After the director has written the policy and the staff has added their ideas, the board considers the policy, making any recommended changes before adoption of the policy. If the city council or county board governs the library, then that board should also approve the policy.

2.1.C How does the director write the collection development policy?

- The director can start by looking at what the library currently has - the types of materials, areas of concentration and age of collection.
- He or she should also look at how much money is available in the budget for the collection.
- The director can then analyze the community that the library serves - looking at demographic information and statistics that describe the community, who the library serves, who does not use the library, what demands can or could the collection meet.
- What will the collection look like in the next five years: will it grow or stay the same; will it include new formats or expand certain subject areas; will it still be reasonably up-to-date or outdated and worn?

Having analyzed the collection and the needs placed upon it, the director then starts writing the policy by making decisions such as:

- ✓ the criteria for how materials will be selected,
- ✓ the priorities for purchase,
- ✓ who the collection is designed to serve, and
- ✓ what formats will be purchased.

2.1.D What is in the collection development policy?

A typical policy includes the following:

1. Mission Statement
2. Description of Community and Service Area
3. The Library Bill of Rights
4. General Subject Boundaries
5. Gift Policy

6. Weeding Materials
7. Request for Reconsideration of a Book or Other Library Materials
8. Conclusion

(1) Mission Statement:

The mission statement is the same statement that is included in the long-range plan.

(2) Description of Community and Service Area:

Collections reflect the communities they serve. New Mexico public libraries are encouraged to assess their communities on a regular basis, usually every five years. In two to four paragraphs summarize the basic characteristics of the community - the population by age, race, education, profession, or interests. Describe the major industries and other features that have a strong effect on the services offered by the library.

(3) The Library Bill of Rights:

The sample policy, on the New Mexico State Library website, incorporates major points in the Library Bill of Rights that define the basic philosophical guidelines underlying how the collection is developed - service to all people in the community, materials representing all points of view, challenging all forms of censorship, and fair and equitable service to all people regardless of their age, ethnicity, beliefs, etc. Most libraries formally incorporate the Library Bill of Rights and ALA's Freedom to Read statement in their collection development policies.

(4) General Subject Boundaries: This section spells out the criteria for selecting materials for the collection. The collection development policy should define the guidelines for each major portion of the collection. It explains why some materials will be purchased, and others will not. Libraries purchase materials in many formats other than print, such as DVDs, audio books, and computer software. Guidelines for those formats should also be included in this section. Describe how these selections are made, who is involved, and who is responsible for selection decisions. Usually, the director orders the materials or delegates all or part of that responsibility to specific staff members. Ultimately, the library board has final responsibility for collection development decisions.

(5) Gift Policy:

All libraries receive gifts of books and other donated materials. Some are valuable additions to the collections, but many are not. All collection development policies should state the criteria for accepting donations and the library's right to dispose of gift materials that do not meet the criteria. Steps taken and procedures followed in disposing of donated materials should be outlined as well.

(6) Deselection of Materials:

Deselection, or weeding, is an essential part of collection development that is often not understood nor appreciated by the public. Include a statement on why and how the library deselected materials.

(7) Request for Reconsideration of a Book or Other Library Materials:

What if a library user complains about an item in the library?

A community member may object to an item in the collection. Most libraries have policies and procedures to follow and typically offer the person a form to complete called “Request for Reconsideration of Library Resources.” The basis of this form is ALA’s “[Workbook for Selection Policy Writing](#).” A copy of your library’s “Request” form should be readily available on all public service desks. All library staff members should be aware of this request form, should understand the procedure for challenges, and should be trained in dealing with users who complain or are concerned about specific materials. Many libraries have the director review all complaints and respond by letter explaining the director’s decision. People who are dissatisfied with the director’s decision can appeal to the library board. The board will consider the complaint and make the final decision.

(8) Conclusion:

This short paragraph should restate the purpose of the policy, and may state that the policy will be evaluated and revised on a regular schedule.

2.1.E Is the collection development policy a static policy?

The short answer is no. The community changes and new formats become available. The director and board should review the policy every two to four years to be sure that it reflects community needs. Even if the policy is not changed, the review serves the valuable purpose of acquainting new board members and reminding existing members of the concepts and procedures used by the library to develop the collection.

Section 2.2 - Selection of Library Materials

2.2.A How much money should the library spend on materials each year?

Eligibility for state aid requires that the local government of a full public library spend at least \$1.50 per capita to purchase library materials each year. For example, a full public library with a legal service area of 1,000 must have a materials budget of at least \$1,500 each year.

2.2.B How do libraries know what to buy?

A good place to start is book and materials reviews in professional library journals, which include:

[Booklist](#)

[Bulletin from the Center for Children’s Books \(BCCB\)](#)

[Hornbook](#)

[Kirkus Reviews](#)

[Library Journal](#)

[Publishers Weekly](#)

[School Library Journal](#)

[VOYA](#)

Many libraries also use standing orders for specific titles or authors in order to receive new items as fast as possible. For example, if the library orders a new World Almanac every year or orders every new Danielle Steel or Stephen King book that is published, designating these as standing or recurring orders eliminates the need to place individual orders, and allows the library to receive the item quickly.

Sales representatives and publisher's catalogs are also sources for orders. Libraries often use jobbers, which are companies that order books from many publishers and then sell them to libraries at a discount. The benefit to libraries is that they only have to place one order, rather than ordering directly from each separate publisher. Major jobbers for libraries are:

[Baker & Taylor](#)

[Follett Library Resources](#)

[Ingram](#)

[EBSCO](#) (periodicals)

[Brodart](#)

Specialty, academic, or local publishers are often not represented by book jobbers, so libraries should identify (specialty) publishers of materials in subjects necessary to the collection. For example, the library may collect all local history and genealogy materials, which are generally published by small publishers.

Library users also suggest purchases. The collection policy should state how the library considers these suggestions - does the library buy anything suggested (even if it is only likely to be used by one or two people) or does the suggested item have to meet the same criteria as other purchases?

When materials are in demand, libraries should purchase older titles to replace or supplement what is already in the collection. For example, classic picture books, such as Goodnight Moon or books by Dr. Seuss, never go out of style. After several years of enthusiastic use, the library's copies may look very shabby and should be replaced. The community may also change, and library users may demand materials in new subjects. Books commonly called the "Wilson indexes" are a good source to locate titles on most topics. The most useful are: Public Library Catalog, Children's Catalog and the Fiction Catalog.

Libraries often use remainder companies or online catalogs to fill in small gaps in the collection. Libraries can also use local bookstores, especially for a very popular title with a long waiting list; local bookstores generally cannot match the discounts offered by major publishers or jobbers.

2.2.C What is the procedure to follow?

Every library follows city or county procedures for purchasing materials for the library. Some specific tips for purchasing library materials are:

- Each year determine approximately how much of the materials budget will be spent to replace items, for standing orders or reorders. For new titles, determine

how much will be allocated for adult books, children's, young adults, large print and in what formats? These allocations may change during the year.

- Many new titles are published in September and October (for Christmas sales) and in May (for summer reading). Libraries may spend proportionately more of the budget in those months than in other months. However, libraries should budget so that some money is spent on new materials throughout the year
- Negotiate the best discount. Talk to sales representatives; go to library conferences and talk with the exhibitors; ask other libraries how they order books and what discounts they receive. Sometimes asking results in a slightly larger discount or a waiver of some costs such as shipping or handling fees.
- Keep track of discounts and backorders. If the city or county requires that the library spend all funds by the end of the fiscal year, the library may want to place the last new book order sometime in April, and then in May or the beginning of June spend any remaining funds from discounts or unfilled backorders to be sure that all of the materials budget is spent by June.

2.2.D Is there a rule of thumb for how much of the budget should be allocated to re-orders?

One rule of thumb is that a library replaces 10% of the collection every year so that nothing in the collection is more than 10 years old. Of course, literary classics and other standards will have copyright dates much older than 10 years and certainly should be in libraries. But editions of classics, such as Shakespeare's plays, should be replaced periodically to ensure that the copy is attractive and appealing to readers.

Often the library must replace nonfiction books because the book is outdated. If the elementary school covers a unit on dinosaurs each fall, the library will certainly want a selection of dinosaur books in the children's area. As these books wear out, they will need to be withdrawn, but should be replaced by newer titles on dinosaurs. Most of the reference, medical and science books should be replaced with newer editions every five years because the knowledge in these fields changes so rapidly. In most years, allocating about 10% of the materials budget to buy newer editions of standard works, or newer works as needed. Some years, when the library replaces very expensive books such as a set of encyclopedias, it will spend more than 10% of the budget on replacements.

2.2.E Should the collection be "quality driven" or "demand driven"?

"Quality driven" collections are based on favorable critical reviews, literary merit, standard works and well-respected publishers. In short (and a little unfairly characterized), these are deemed books that people "should read." On the other hand, "demand driven" can be summed up as books people want to read. They are popular titles and authors, best sellers, current trends or "hot issues" of the moment. Every library has to find some balance between these two approaches because their users will want both types of materials. "Quality" ensures that students with homework assignments and adults researching topics of interest will find accurate and

useful information. “Demand” will increase the circulation because people will find the titles they want to read, and make the library up-to-date. There is no magical formula or percentage to follow. Each collection will be different because of the influence of the community, the needs placed on the collection, and the philosophy of the librarian and the board.

2.2.F How does a library maintain the collection?

The collection changes constantly, and the library director and staff should regularly evaluate it to be sure that the collection is still meeting the needs of the community. Rely on the collection development policy for general direction, but regularly consider these questions in making a “shopping list” for the coming year:

- What homework demands did the library struggle to meet this year? What would help?
- Which items were lost this year?
- What three areas were in the most demand?
- What specific topics lack materials?
- What were the “mistakes” made this year?
- If the circulation records permit, what areas had the highest circulation? If some areas did not circulate well, would displays and more marketing help, or is the area not of interest in the community?
- Which areas always look messy? What areas look untouched? What areas look especially shabby or worn?

Section 2.3 - Weeding or Deselection

Weeding

Please see the 2008 revised CREW manual published by the Texas State Library at <http://www.tsl.state.tx.us/ld/pubs/crew/> and this website, <http://www.perma-bound.com/Weeding>, both of which have useful tips and weeding strategies.

2.3.A What is weeding?

Weeding, or deselection, is the process of examining items in a library collection, title by title, to identify for permanent withdrawal those items that have low circulation, are shelf-worn, or are out of date. Weeding is especially necessary when shelf space is limited. Weeding should be part of the library’s routine collection development activities.

2.3.B Why is weeding important?

- **Weeding saves space.** By eliminating unread, unsightly, or outdated material, the library does not need to purchase extra shelves, fill up the bottom rows or stack books on the top shelves.
- **Weeding saves time.** Library workers and users do not have to search through crowded shelves to find items.
- **Weeding makes the collection more appealing,** as ragged, dirty and unattractive books are replaced with new and appealing items.

- **Weeding increases circulation.** Invariably, circulation increases after major weeding projects especially when the library had not been weeded for several years. Users can finally see interesting items to read after the clutter is removed.
- **Weeding enhances the library's reputation.** Users will see the library as having reliable, accurate and up-to-date information. Conversely, when users see obsolete materials on library shelves, they form a negative opinion that the library is out-of-date.
- **Weeding is useful in evaluating the collection.** The process of weeding will show library staff which areas of the collection are used the most, which areas are underutilized or showing signs of age, and which areas are in such demand that additional items should be purchased.

2.3.C *When should a library weed?*

A library should weed constantly! If library staff members neglect weeding, the collection will deteriorate. Many libraries adopt a yearly schedule. As a rule of thumb, libraries should discard approximately the same number of items each year that are added to the collection. If a library adds 100 new titles, then the library should weed and discard about 100 items.

2.3.D *What to weed?*

Four basic criteria to use when evaluating items to weed are:

1. **Poor appearance:** to include items that are worn out, soiled, tattered, damaged, written in, with small print or poor quality pictures or torn, yellowed or missing pages.
2. **Poor content:** information that is outdated or obsolete, inaccurate or false, superseded editions, duplicate series, or unsolicited and unwanted gifts.
3. **Unused materials:** to include items that have not circulated in three to five years, unused duplicates, titles in little-used subject areas, or on topics that were "hot" several years ago but not of interest.
4. **No longer within the collection priorities:** Books of limited use that are readily available elsewhere in the community or subject areas no longer relevant to the changing community.

Keep local history and genealogy, works by local authors, and materials with local settings. You may want to keep old quotation books in case the newer editions supplement, but do not replace, the quotations found in the older editions. As an alternative to weeding, try marketing subject areas to improve their circulation, rather than weeding books just because they have not circulated in several years. If circulation in these areas does not improve, weeding is advisable.

When weeding, consider:

- **Copyright date.** How old is the book?
- **Author and publisher.** Are these reputable, knowledgeable sources?
- **Physical condition.** The item should be in good or excellent condition. If not, consider replacing it with a new edition or another title on the same subject.

- **Additional copies.** Is this the only copy of this title? If not, do you still need more than one copy?
- **Other books on the same subject in the collection.** How many titles does the library need on that subject, and if you are still buying new titles, which of the older titles should be discarded to make room? (A good example in many public libraries is recipe books - how many do you need? Are you sure you do not have too many?)
- **Last circulation.** When was the last time this item circulated?
- **Relevance of the subject to the community.** Is this a subject that people are interested in?

For children and young adult materials, also consider:

- **Classics.** If it is a classic children's book (e.g. Dr. Seuss, Goodnight Moon, etc.), you probably want to keep the title, but may have to regularly replace it because of constant use.
- **Current interest in the subject matter.** Is this still a regular school assignment? A popular author?
- **Artwork.** Does it still appeal to children or youth or is it old fashioned?

For periodicals, consider:

- **Current use.** How often is this title used in the library or checked out?
- **Indexing available.** If the periodical is not in a standard index, are older copies ever used? If the indexes only go back five years, is there any reason to keep the periodical more than five years?
- **Space available.** How many shelves are you willing to allocate?
- **Other formats available.** Do you have microform copies available? Access to an online database?

2.3.E What are the practical aspects of weeding?

- Decide who will weed. Will all staff weed? Is each staff member responsible for a specific part of the collection? The director always has the ultimate authority to decide what is weeded and what stays in the collection. Volunteers can be used to select potential items for weeding, but a staff member should always review their work and make the final decision of what is kept and what to discard.
- If you are going to do a major weeding project or the library has not been weeded in a while, explain to the library board that you will be weeding the collection and why this must be done. **If users notice this process, be ready to explain to them in positive terms why weeding is a necessary part of maintaining the collection.**
- Read the shelves selected for evaluating to be sure they are in order.
- Gather the following supplies: the appropriate shelf list, a computer printout of the section, blank note cards, marking pen, shelf marker, and a book truck.
- Examine each item in terms of the criteria listed here. Keep working only as long as concentration and good judgment last.
- If you are unsure of the quality or literary merit of a book, check it against the standard indexes (e.g. Fiction Catalog, Public Library Catalog, or Children's Catalog).

- Mark each book pulled with a note designating whether the book is to be mended, discarded, replaced or recycled. Sort the books into these four categories. Have the director or another staff person check the pulled items if that is part of the local policy.
- Delete the weeded items from the automated catalog or pull all of the catalog cards. Order replacement copies after weeding each major Dewey classification. Follow the library's procedure for discarding items.
- You can dispose of the weeded items by selling them at a book sale or auction, giving them to other libraries, prisons, hospitals, (but only if the items are in good condition and the other library really wants them), recycling, or throwing them away. If you discard them, you may need to rip out pages stamped with the library's name, put them in boxes taped shut, or even cut them in half to prevent well-meaning patrons from returning them to the library.

The following information about the CREW Method's "MUSTIE" guidelines is included for your general awareness. You will NOT be tested on the specific details regarding each Dewey Decimal class.

These more detailed weeding guidelines are taken from the Texas State Library's [The CREW Method: A weeding guide for modern libraries](#) , 2008.

The criteria listed above can be summarized by the acronym, **MUSTIE**:

M = Misleading (and/or factually inaccurate)

U = Ugly (worn and beyond mending or repair)

S = Superseded (by a purchased new edition or by a better book on the subject)

T = Trivial (no discernible literary or scientific merit)

I = Irrelevant (to the needs and interests of the community)

E = Material that can be obtained Elsewhere (through ILL or reciprocal borrowing)

When weeding, evaluate each item by the **MUSTIE** guidelines and by the following criteria by Dewey Decimal class.

Class	Discard if copyright date is older than	Years from last checkout
000 Generalities		
004	3	See below
030	5	See below
Other 000s	5	Depends on subject
Computer works kept longer if strong community demand. Stagger replacement of sets every five years.		
100 Philosophy and Psychology		
150	10	3
Other 100s	10	3

Try to keep up with popular topics in 150s. Value is determined by use in other 100s.		
200 Religion		
200s	10	3
Try to have something up to date on each religion represented in the community. Use 5 and 3 on areas of rapid change.		
300 Social Sciences		
310	2	See below
320	5	3
340	10	See below
350	10	3
360	5	See below
370	10	3
394	5	3
398	10	3
Controversial issues should be represented from all views that are current, accurate and fair. 310 - add one, discard one; keep only last 3 years in collection. 320 - above is for topical books; historical are judged on basis of use. 340 - never keep superseded editions, replace when the current edition becomes available. 360 - weed career materials after 5 years, replace test book with newer editions. 370 - keep historical if used, discard outdated, check with teachers/principals. 394 - keep only basic, up to date etiquette titles.		
400 Linguistics and Languages		
400	10	3
Discard textbooks and school grammars. Need to stock language dictionaries studied or spoken in community.		
500 Pure Science		
510	10	3
550	See below	3
570	10	3
580	10	3
Keep basic works of significant historical or literary value (e.g. Darwin's Origin of Species). 550 - field guides and geology of the region can be kept indefinitely.		
600 Applied Science		
610	5	3
630	5	3
640	5	3
690	10	3
Other 600s	5	3

Technology is changing rapidly; materials over 5 years should be looked at carefully. Repair manuals for older cars and appliances should be kept as long as useful.		
610 - anatomy & physiology changes little, keep longer or replace with newer editions.		
630 - keep up to date on latest trends, hybrids, techniques.		
640 - styles change, keep old cookbooks if used.		
690 - keep books on old clocks, guns, toys, and other collectibles.		
700 Arts and Recreation		
745	Varies	3
770	5	3
Other 700s	Varies	See below
Keep all basic materials, especially histories of art / music / theater.		
745 - keep basic technique books if well illustrated.		
770 - check for outdated techniques / equipment.		
800 Literature		
800s	Varies	See below
Keep basic materials, especially criticisms of classic writers. Discard minor writers no longer read in schools unless demanded by public.		
900 History and Geography		
910	5	3
Other 900s	15	3
910 - do not keep travel guides older than 5 years and travel narratives no older than 10 unless of literary or historical value.		
Demand, accuracy of facts, and fairness of interpretation should guide selection of other 900s.		
Discard dated viewpoints.		
Biography		
B	See below	3
Discard as soon as demand lessens unless person is of permanent interest or importance (e.g. U.S. presidents).		
Replace major figures biographies of poor quality with better when funds allow.		
Fiction		
F	See below	2
Discard if no longer popular, especially second and third copies of old bestsellers. Retain works of durable authors in demand and/or high literary merit.		
YA Juvenile, Easy Fiction		
J	See below	3
Discard if format and reading level is not appropriate to current interest level of book.		
Discard topical fiction on dated subjects.		
Discard abridged or simplified classics in favor of the original.		
Retain award books and those on school reading lists and replace if necessary.		
YA Juvenile Easy Non-Fiction		
J	See below	3
Use adult criteria; look for inaccuracy and triviality.		

Periodicals		
	3	See below
Is it indexed? If yes, keep (if not indexed in full text). If no, discard. With new online full-text databases, can consider discarding those in full text.		
Local History		
The library is the archives of the community or county. Retain ALL books on history, geography, newspapers, memoirs of local figures, local city directories, etc. If local history materials, particularly unique or rare items, begin to wear or become soiled, make them non-circulating.		
Non-Print Media		
Discard if worn, out of date, rarely used, trivial/faddish, or if somewhere else can supply.		
Video Cassettes		
	2	1
Most tapes wear out after 250 to 350 viewings. Apply NonPrint media criteria.		
Reference		
Almanacs - 2 years depending on community need. Dictionaries - unabridged can be retained indefinitely, others need to be updated regularly. Directories - discard as new edition arrives; keep city directories, local phone books. Atlases - 5 years and older can be kept but put in separate location. Handbooks - science every 5 years, social science every 10 years, humanities (art, literature, music) indefinitely. Indexes - keep as long as library houses materials indexed.		

Section 3 - Information Technology

Section 3.1 - Planning for Technology & the Technology Plan

3.1.A *Must the library adopt a technology plan?*

Libraries that apply for E-Rate funds to help pay for telecommunications and Internet service charges are required by the federal government are no longer required to have a technology plan.

While the July 1, 2009, revision of NMAC 5.4.2 no longer requires a technology plan, a technology plan is useful for other reasons.

- Technology is expensive and short-lived, and
- a library must plan for technology upgrades and replacement of older technology.
- Because technology constantly changes, libraries have to be prepared to replace computer hardware and software every three to five years.

In addition to the costs, technology puts demands on library staff. Trouble-shooting computer problems and helping patrons use software all add to the staff's workload. Finding the time to learn new computer skills is essential, but often hard for librarians to do. The myriad of information available on the Internet greatly expands the information resources available in libraries, but it also requires time and effort to learn efficient searching strategies, plus skill in evaluating the quality of information found.

Technology plans can be comprehensive, or as simple as a statement asserting what the library requires for performing its work and meeting the needs of the community. A technology plan, like any plan for a library, is carefully developed and used as a strategy to identify, evaluate, acquire and implement technology systems and services that will fulfill the library's mission and outline a way to optimally serve the needs of the library community, usually over a multi-year period. Library technology plans emerge from the community assessment, service responses, and long-range planning, including mission and goals. A technology plan should:

1. Establish clear goals and a realistic strategy for using telecommunications and information technology to improve library services. To formulate the technology plan goals, examine each goal in the long-range plan and determine if telecommunications and information technology can be used to meet each goal. Describe the library's use of telecommunications or technology, the service provided, and the strategies that will be used to provide the services.
 - What is the library trying to do for the community with electronic resources?
 - What services does the library wish to offer that require technology?
 - How is the library planning to provide these services?
2. Have a professional development plan to ensure that staff knows how to use these new technologies to improve library services. Base this plan on the goals, strategies, and new technologies, services, hardware, and software.
3. Include an assessment of the telecommunications services, hardware, software, and other services needed to improve library services.
 - What does the library offer now and what is its use?
 - What does the library need to acquire to provide the services described in #1?
4. Provide a sufficient budget to acquire and support the plan including the hardware, software, professional development, and other services needed to

implement the plan.

- How is the library prepared to supply any funding not covered by discounts from the E-rate program?
- How will the library pay for these products and services and the maintenance of them?

5. **Include an evaluation process that enables the library to monitor progress toward the specified goals** and make mid-course corrections in response to new developments should they arise.

- When and how will the library re-examine this plan to see if it is still on track with the stated goals?

3.1.B Sample technology plan

The following grid offers an outline for writing a technology plan that follows much the same planning process set forth by the Public Library Association.

Writing a Technology Plan			
Parts of Plan	Definition	Example	Corresponding “Thought” Questions
Vision or Mission Statement	1 or 2 sentences stating how technology will improve the library’s service to the community.	The role of technology in the Any Town library is to provide the community will reliable and fast access to online information resources.	How will this new technology benefit the community?
Goals and Objectives	Each goal states a specific way that technology will improve library service and is supported by 1 to 10 sentences listing steps necessary to achieve this goal. For each year, list one or several goals. Each goal for the current year must be supported by the specific steps required to meet that goal. Goals for future years may include fewer	In five years, the library will have two computers available to the public to access the internet. Apply to Gates Library Foundation for one computer. Install new phone line in library. Arrange for Internet access with ISP. Apply for universal service discounts on phone and Internet. Send staff to Internet training. Review Internet policy. Publicize new Internet access in local newspaper.	What technology must the library add in the next year? Exactly what technology (hardware and software) will the library purchase this year? Who is responsible for installing the technology? What technology must the library add in the next three years?

	or more general steps to support them.		
Funding	Explain how new hardware, software, and other information services will be paid for, and identify the funding source (city, county, state, grants, discounts, gifts, etc.) This can be a list.	With the Board and Friends raise funds to purchase second computer.	How will the library pay for this new technology, including maintenance and repairs?
Staff	In one paragraph state which staff will be responsible for acquiring and maintaining the technology. In another paragraph state how staff will be trained to use this new technology.	In March, the director will attend a “New Technologies” workshop at the community college.	Who will be responsible for installing the technology? Who will be responsible for maintaining the new system? What training will the staff need to use this technology? Who will be responsible for training the staff and the community to use this technology?
Evaluation	1 to 3 sentences explaining how the library will evaluate the plan.	In January, the library director will report to the board on the status of the plan, listing what has been accomplished, what still needs to be done, and what new goals and objectives should be added.	

Section 3.2 - Computers, Networks, Software and Internet Tools

3.2.A - Computers in Libraries

Computers and the internet have changed the face of library business and services. We now manage information through computer systems, commonly called an integrated library system (ILS) or a library management system (LMS). These library systems have an integrated set of applications which are designed to carry out the business aspects and technical functions of libraries. These functions usually include circulation and cataloging, as well as acquisitions and public access to the library's online catalog. Most integrated library systems also produce various statistical reports, for instance for circulation statistics, acquisitions reports, and lists for library inventory purposes.

Information management is “the skillful exercise of control over the acquisition, organization, storage, security, retrieval and dissemination of the information resources essential to the successful operation...of the organization.” [ODLIS http://lu.com/odlis/odlis_1.cfm#infomanagement]

Section 3.2.B - Web or Internet Browsers

“A web browser or Internet browser is a software application for retrieving, presenting, and traversing information resources on the World Wide Web.”

http://en.wikipedia.org/wiki/Web_browser

Some examples of web browsers are Microsoft's Internet Explorer, Mozilla's Firefox, and Google's Chrome.

Section 3.2.C - Security Measures for Computers in Libraries

Along with other plans and policies, libraries should have a computer security policy, even though much of this information can be covered in the computer use policy. For computer security in libraries, topics such as information related to Internet access, theft, damages, viruses, and the use of portable storage devices such as flash drives and CD-ROMs should be addressed.

Generally computer security is technology that is designed to prevent unauthorized persons, commonly called hackers or crackers, from entering protected systems and files. Ways security is achieved are through various means such as data encryption, firewalls, virus protection and firewalls.

Antivirus software is particularly important. It is used to prevent, detect and remove computer viruses as well as worms and Trojan horses and other kinds of malware. Antivirus software can be purchased or downloaded free from various websites. Some examples of antivirus software for computers running Windows operating systems are: Norton, McAfee, Microsoft Essentials, AVG, and TrendMicro. Some of these programs also prevent adware and spyware. See also:

http://en.wikipedia.org/wiki/Antivirus_software

Section 3.2.D - Computer Software and Hardware

Computer software, or just **software**, is the collection of computer programs and related data that provide the instructions telling a computer what to do. We can also say software refers to one or more computer programs and data held in the storage of the computer for some purposes. Program software performs the function of the program it implements, either by directly providing instructions to the computer hardware or by serving as input to another piece of software. The term was coined to contrast to the old term **hardware** (meaning tangible physical devices such as the physical components of a computer, the computer itself [CPU], server, mouse or keyboard). In contrast to hardware, software is intangible, meaning it "cannot be touched." Software is also sometimes used in a more narrow sense, meaning application software only.

Examples of computer software include:

- Application software includes end-user applications of computers such as word processors or video games. Some examples of software are Microsoft Office, which includes Word, Excel, PowerPoint, etc.
- System software includes operating systems, which govern computing resources. Some examples of operating systems are: Microsoft Windows, Unix, Mac OS, and Linux.
- Device drivers control parts of computers such as disk drives, printers, CD drives, digital cameras, image scanners or computer monitors.

Adapted from: <http://en.wikipedia.org/wiki/Software>

Section 3.2.E - Computer Networks

A computer network, often simply referred to as a network, is a group of computers and devices interconnected by communications channels that facilitate communications among users and allows users to share resources. Networks may be classified according to a wide variety of characteristics. A computer network allows sharing of resources and information among interconnected devices.

From: http://en.wikipedia.org/wiki/Computer_network

Network firewalls prevent unknown programs and Internet processes from accessing the system protected. However, they are not antivirus systems as such and thus make no attempt to identify or remove anything. They may protect against infection from outside the protected computer or LAN, and limit the activity of any malicious software which is present by blocking incoming or outgoing requests on certain TCP/IP ports. A firewall is designed to deal with broader system threats that come from

network connections into the system and is not an alternative to a virus protection system.

From: [http://en.wikipedia.org/wiki/Firewall_\(computing\)](http://en.wikipedia.org/wiki/Firewall_(computing))

Wireless network

A wireless network is similar to a wired network, but instead of using cables, it communicates using radio frequency signals. There are dozens of different flavors of wireless networking: cell phones, satellites and radios all communicate wirelessly. What's being referred to here is a technique for interconnecting computers wirelessly at the building level. This kind of wireless network is sometimes referred to as wi-fi, an 802.11 network, or a "wireless local access network (LAN or WLAN).

At a minimum there are three pieces to a wireless network.

1. **The wireless access point.** The center of a wireless network acts like the hub, or switch, of the wired network, though it also has many of the features of a standard router. On one side it connects to the Internet, usually through a standard Ethernet cable, and on the other side, it broadcasts a wireless signal.
2. There are **wireless devices.** These are the computers and gadgets that use the access point in order to hook in to your network and your Internet connection. A common wireless device is a laptop computer. Others are cell phones, smartphones, personal digital assistants (PDAs), personal gaming devices (like Playstation) and more that connect themselves to wireless networks.
3. Each wireless device has a **wireless network adapter**, which is a specific piece of hardware that connects a computer to a WLAN. Wireless adapters come in all shapes and sizes. Some are built into the computer. Others need to be purchased separately and then plugged into the Universal Serial Bus (USB) port or PC Card port.

from: The Joy of Computing – Recipes for a 5-Star Library

A wireless network (in a library) is comprised of physically discrete computers that are interconnected in order to allow resources to be shared (e.g., the online card catalog) and data to be transmitted and exchanged.

A wireless local area network (WLAN) links two or more devices using a wireless distribution method (typically spread-spectrum or OFDM radio), and usually providing a connection through an access point to the wider internet. This gives users the mobility to move around within a local coverage area and still be connected to the network.

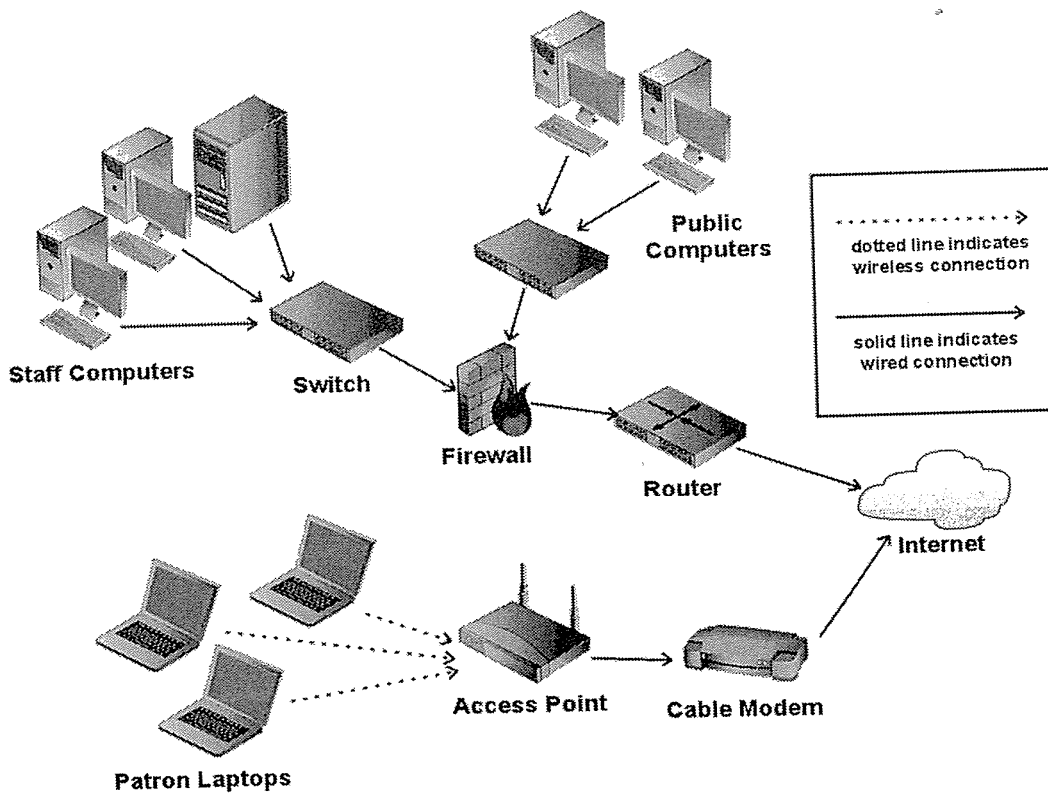
- Wi-Fi is increasingly used as a synonym for WLANs, although it is technically a certification of interoperability between 802.11 devices.
- Fixed Wireless Data: This implements point to point links between computers or networks at two locations, often using dedicated microwave or laser beams

over line of sight paths. It is often used in cities to connect networks in two or more buildings without physically wiring the buildings together.

Adapted from: http://en.wikipedia.org/wiki/Wireless_network

A basic network with wireless capability in a library might look like this.

One type of network design for library-owned equipment, including a wireless network for patron laptops.



Network Design from: The Joy of Computing – Recipes for a 5-Star Library

Section 4 - Management of Public Libraries

Section 4.1 - Philosophy of Public Libraries

As with other professions, librarians are guided by a shared set of values and beliefs. These values and beliefs are captured in documents adopted by the American Library Association (ALA). Founded in 1876 in Philadelphia, the ALA has over 65,000 members worldwide and is the oldest library association in the world. The ALA Constitution states the purpose of ALA as, “The object of the American Library Association shall be to promote library service and librarianship.” The stated mission is, “To provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.”

The following documents, a) “The Library Bill of Rights”, b) “Freedom to Read”, and c) “Code of Ethics” set forth such concepts as:

- The right of every member of the community to freely use library resources;
- The importance of including all ideas, cultures and beliefs in the library;
- The commitment of librarians to help all users find information, knowledge, and ideas that the users themselves deem necessary and important; and
- The responsibility of librarians to challenge censorship in all forms.

The statements in the documents are complex, and librarians have and will continue to struggle to understand and support these beliefs. Libraries are similar throughout the US because library staff share this core set of beliefs and values. Applying these values make public libraries strong and represent the profession’s rich heritage of committed, intelligent service to communities.

4.1.A. Library Bill of Rights:

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybilrights.cfm>

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed

- or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
 - IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
 - V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
 - VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

4.1.B. [The ALA Freedom to Read Statement](http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomreadstatement.cfm)

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomreadstatement.cfm>

The ALA Freedom to Read Statement

The **freedom to read is essential to our democracy**. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome

scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, **reading is among our greatest freedoms.** The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution, as covered in the First Amendment. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

- 1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.**

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the

democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their

thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference

of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

4.1.C. [The Code of Ethics of the American Library Association](http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm)

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees, and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.
- IV. We recognize and respect intellectual property rights.

- V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We **distinguish between our personal convictions and professional duties** and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted by ALA Council on June 28, 1995.

Section 4.2 Library Administration

See a listing of Library Laws of New Mexico on the New Mexico State Library web site at:

http://www.nmstatelibrary.org/index.php?option=com_content&view=article&id=242&Itemid=614

Section 4.2.A. Laws Affecting Libraries

Libraries must follow applicable local, state, and federal laws. The State Library has consolidated state laws that pertain to New Mexico libraries in a document called [Library Laws of New Mexico](#). The State Library also offers help in understanding these laws through its consulting staff and publications.

When faced with a legal question, the library director should turn for help to the experts: attorneys working for the city, county, or the library. However, an **understanding of the basics of important laws** will help the library director communicate with the board and staff members, legal counsel, and the public about the library's duties under the law.

1. New Mexico Library Laws

Establishing Public Libraries

How can public libraries be established in New Mexico?

State law allows several methods for communities to establish public libraries, including:

1. A municipality, such as a city or town or county, may establish and maintain a free public library by means of a municipal ordinance.
2. Municipalities establishing public libraries may contract with the county, local school boards, post-secondary education institutions, adjoining counties or the State Library to furnish library services.
3. Regional libraries serving more than one county may be established through a contract with the counties involved. The State Librarian must approve these regional libraries.
4. Non-profit corporations in New Mexico may use their 501(c)3 as a document of establishment.
5. Tribal public libraries are established through tribal council resolution.

4.2.B Certification of Librarians in New Mexico

The New Mexico Statutes Annotated [NMSA 18.2.8] requires that the chief librarian or director of public libraries be certified. The type of certification required depends upon the population size of the library's legal service area.

4.2.B.1 What kinds of certification are required?

Permanent Professional Certification: A permanent professional librarian's certificate is required for the chief librarian of any library: supported in whole or in part by public funds, and serving a municipality or other political subdivision having a population in excess of fifteen thousand persons as shown by the last federal decennial census; or of any state agency or state-supported institution. A permanent professional librarian's certificate shall be issued without examination to an applicant, otherwise qualified under the rules and regulations of the State Librarian, who is a graduate of a library school accredited by the American Library Association. Requirements: an American Library Association accredited Master's Degree in Library Science.

Grade II Certification: A grade II librarian's certificate is required for the chief librarian of any library, supported in whole or in part by public funds, serving a municipality or other political subdivision having a population of at least ten thousand and one, but not more than fifteen thousand persons, as shown by the last federal decennial census.

Requirements: A) a graduate of an accredited college or university, and has a major in library science or has completed twenty-one (21) semester hours of library science courses beyond the requirements of a Grade I certificate, or
B) successfully passed the examination given by the State Librarian.

Grade I Certification: A grade I librarian's certificate is required for the chief librarian of any library, supported in whole or in part by public funds, serving a municipality or other political subdivision having a population of at least three thousand, but not more than ten thousand persons, as shown by the last federal decennial census.

Requirements: A) has completed two (2) years of undergraduate work plus nine (9) semester hours of library science courses in an accredited college or university, or B) successfully passed the examination given by the State Librarian.

The Librarian Certification Exam is offered on request with the completion of an application and a \$10 fee. The exam consists of multiple choice, short answer and essay questions.

4.2.B.2 Why is certification of library directors required by the New Mexico State Library ?

Per state statute, “the state librarian is hereby authorized to issue certificates to librarians. He shall have authority to prescribe and hold examinations, or require submission of credentials to establish the qualifications of those seeking certificates as librarians, and to issue certificates of librarianship to qualified persons, in accordance with such reasonable rules and regulations as he may provide.”
[18.2.8 NMSA]

Who may apply for certification?

Any person who is actively engaged in, or who expects to engage actively in library service may apply for a certificate, either with or without examination, and if found competent and qualified shall be granted the certificate so applied for, in the manner and upon the payment of the fees provided for in this act [18-2-8, 18-2-14, 18-2-17, 18-2-18 NMSA 1978].

4.3 - Library Boards and Library Directors

4.3.A What is the role of the library board?

Depending on the ordinance or contract under which the library is established, the library board may have sole responsibility for the following tasks or share these responsibilities with a city council or county board. In New Mexico, the library board is usually advisory with the city or county reserving final authority for the budget, the personnel, and policymaking. A governing library board may receive local, county, state, federal and other funds and be accountable for their expenditure on library services. The board hires and evaluates the library director and ensures that appropriate materials, equipment, furniture and supplies are in the library. Governing and advisory boards monitor library services and plan for the future information needs of the community. Board members also actively represent the library in the community and bring the concerns of the community back to the full board to be addressed.

4.3.B What is the role of the library director?

The library director oversees the day-to-day operations of the library. The director operates the library within the budget and using the long-range plan and policies adopted by the board. The director hires and evaluates staff, purchases materials, equipment, furniture and supplies, and keeps the library functioning effectively.

4.3.C How can a library director be most effective?

Library directors must be aware of conditions that are set forth in the ordinance, contract, or resolution that established their libraries. They must know how city or county policies and procedures affect the library. Directors must be aware of the goals and priorities of the city or county government, and make sure that government officials know how the library contributes to the community's progress. Library directors should know how to use the political power of the library board and supporters to advocate for the library. **Directors who understand library policies and practices and how things are done in their communities are the most effective.**

4.4. State Grants in Aid to Public Libraries

Information in this section is taken from **NMAC 4.5.2, effective July 1, 2009**, available at <http://www.nmcpr.state.nm.us/NMAC/parts/title04/04.005.0002.htm>.

4.4.A What are state aid grants?

Formally called State Grants in Aid to Public Libraries, this program is more commonly called the "state aid program" or "state aid grants." An administrative rule, [NMAC 4.5.2](#), which was revised effective July 1, 2009, sets forth the standards and rules for public libraries to receive state grants-in-aid.

4.4.B What is the purpose of the library grants program?

"The purpose of the program is to provide financial assistance that encourages and supports public library service by public libraries and developing public libraries. The library grants program is intended to supplement and encourage local effort in providing local library service." [NMAC 4.5.2.6]

4.4.C What kinds of grants are available?

There are two state grants available to public libraries - 1) Developing Library Grants and 2) Public Library Grants.

4.4.D What is the source of funds for the library grants program?

The state legislature is the sole source for the state grants-in-aid to public libraries money. From NMAC 4.5.2.10, "The state library, in its appropriation request to the New Mexico state legislature each year, shall request an amount of money for distribution through the fund known as the state grants-in-aid to public libraries." The amount received and distributed may vary each year depending on the allocation of the state legislature.

4.4.E How is the money allocated?

"Eligible **developing libraries** will receive a minimum grant of \$1,500. The remaining funds are divided equally among all eligible **public libraries**, branches, and bookmobiles according to the following formula: each public library shall receive one (1) share in the allocation of funds; each branch or bookmobile shall receive one-half (0.5) share in the allocation of funds." [NMAC 4.5.2.11.C]

4.4.F Does receiving grant money affect the amount a library receives from its governing body?

The “library’s local budget shall not be reduced by its governing body as a result of eligibility for the library grants program. Upon demonstrated evidence that such a reduction has occurred, the library shall be ineligible to receive funds from the library grants award for one year after the reduction has occurred.” [NMAC 4.5.2.11.D]

4.4.G What are basic public library services?

Basic public library services means “free services provided by a public library to its legal service area that include circulating collections; basic reference collection and services; educational programs; interlibrary loan services; and public access computers connected to the internet.” [NMAC 4.5.2.7-D]

4.4.H How does a library qualify for the *Public Library Grant*?

The library must certify that the following requirements set forth in NMAC 4.5.2 are met. From 4.5.2.9, these criteria are:

1. The “library shall be a public library.” [This means a New Mexico organization that offers basic public library services within its legal service area. Establishment of a public library can be: **legally established** by an ordinance or legal resolution of a subdivision of state government, by a contract between a private entity and a subdivision of state government, by an Indian Nation, or as a non-profit corporation. from NMAC 4.5.2.7.Q1&2]
2. The “library shall have filed an annual report with the State Library.” **The annual report is submitted each year** to the State Library, using software provided by the State Library.
3. The “library shall have been in **continuous existence and operation for at least ONE year**” to be eligible for the Grant.
4. The “library shall demonstrate financial support from sources other than state funding. **Library shall have a minimum annual local acquisitions expenditure [funds spent on library collections] of \$1.50 per capita of the legal service area population.**”
5. **The “library shall keep adequate financial and other records to support its eligibility for receiving library grants.** At the sole discretion of the State Library, such records may be audited annually, or as needed, by the State Library or its designated representative.”
6. The “library shall be in compliance with all relevant state statutes affecting public libraries.”
7. The “library will have met all requirements for public library grants in the required timeframes.”

8. The “library shall have a community analysis and assessment, a long range plan and a collection development policy that are reviewed and updated on a regular basis as determined by the library.”
9. “A public library shall have a library board that meets at least two times a year. The meetings will be held in accordance with the state open meetings law.”

The purpose of the **Public Library Grant** is to supplement an eligible library’s budget. The funds can be used for library collections; library staff salaries; library staff training; library equipment; or other operational expenditures associated with delivery of library services. [NMAC 4.5.2.9-B]

“A **public library** is open a minimum of 25 hours per week on an annual basis” and “clearly posts the hours of operation on or near the library.” [NMAC 4.5.2.7-Q-2a&b]

4.4.1 How does a library qualify for the *Developing Library Grant*?

The library must certify that the following requirements set forth in NMAC 4.5.2 are met. From NMAC 4.5.2.8, these criteria are:

1. The “library shall be a developing library.” [This means a New Mexico organization that offers basic developing library services within its legal service area. Establishment of a developing library can be: **legally established** by an ordinance or legal resolution of a subdivision of state government, by a contract between a private entity and a subdivision of state government, by an Indian Nation, or as a non-profit corporation. from NMAC 4.5.2.7.H1&2]]
2. The “library will have filed an annual report with the state library.”
3. The “library will have received no more than five developing library grants.”
4. The “library shall demonstrate financial support from sources other than state funding. A library shall have a **minimum annual local acquisitions expenditure [funds spent on library collections] based upon a per capita amount expended per legal service area population. The schedule of local acquisitions expenditures for a **developing library** is: \$0.25 per capita in its first year of participation; \$0.50 per capita in its second year; \$0.75 per capita in its third year; \$1.00 per capita in its fourth year; and \$1.25 per capita in its fifth year.**”
5. The “library will keep adequate financial and other records to support its **eligibility for receiving library grants.** At the sole discretion of the State Library, such records may be audited annually, or as needed, by the State Library or its designated representative.”
6. The “library shall **be in compliance with all relevant state statutes** affecting public libraries.”

7. The “library will have met all requirements for developing library grants in the required timeframes.”
8. “A developing library will have a designated director.”
9. “A developing library will have a library board that meets at least two times a year. The meetings shall be held in accordance with the state open meetings law.”

The purpose of the **Developing Library Grant** is to supplement an eligible developing library’s budget for up to five years until it meets the minimum requirements for a public library grant. The grant awards a minimum of \$1,500 to each eligible developing library. The grant funds can be used for library collections; library staff salaries; library staff training; library equipment; or other operational expenditures associated with delivery of library services.

A **developing library** is open a minimum of fifteen hours per week on an annual basis; open a minimum of two days each week on an annual basis; and clearly posts the hours of operation on or near the library. [NMAC 4.5.2.7.H.2a-c]

4.5 - Open Meeting Act

The Open Meeting Act (OMA) and other related information is found at:

<http://www.nmag.gov/office/Divisions/Civ/OMAIPRA/Default.aspx>

For an OMA Compliance Checklist see: <http://www.nmag.gov/pdf/OMAChecklist.pdf>

See also: The New Mexico Foundation for Open Government, <http://www.nmfog.org/>

The “Open Meetings Act,” NMSA 1978, Sections 10-15-1 to 10-15-4, is known as a “sunshine law.” All states have such laws, which are essentially motivated by the belief that the democratic ideal is best served by a well-informed public. Sunshine laws generally require that public business be conducted in full public view, that the actions of public bodies be taken openly, and that the deliberations of public bodies be open to the public. The [New Mexico] Attorney General is authorized by Section 10-15-3(B) of the Act to enforce its provisions.

4.5.A Does this law apply to libraries?

The Open Meeting Act governs all meetings of all library boards - including regularly scheduled meetings, continued or reconvened meetings, emergency and special meetings. Library boards are subject to the Open Meeting Law any time a majority of members [a quorum] discuss, no matter how briefly, library business.

4.5.B What notice must be given?

Public meetings must be preceded by a public notice of the time, date and place of the meetings, before the meeting. At least once a year in a public meeting, the library board “must determine what notice for a public meeting is reasonable when applied to that body” [the library board]. Reasonable notice should be given for board

meetings. If television and radio stations and newspapers ask in writing for notice of the meetings, they must also be notified.

According to the OMA, NMSA 1978, chapter 10, Article 15 Section D-Notice Requirements, “each public body should adopt an annual resolution or other announcement at a regularly scheduled open meeting stating its procedure for giving notice of meetings. The Act does not impose any specific maximum or minimum requirements, and what constitutes reasonable notice may vary according to the type of meeting or public body. In general, however, a reasonable notice must adequately, accurately, and sufficiently in advance inform the public of the meeting’s time, place and date, and should be published or posted in a place and manner accessible to the public. ...

In most circumstances, the Attorney General will consider reasonable a notice procedure providing ten (10) days advance notice for regular meetings, three (3) days prior notice for special meetings and 24 hours advance notice for emergency meetings. If a public body meets regularly on a specific date, time and place ..., the public body need not provide ten (10) days advance notice for each individual meeting but can comply with the reasonable notice requirements of the OMA by setting for the requisite information in the public body’s notice resolution and making and making the resolution available to the public.” [See an example resolution in NMSA 1978, chapter 10, Article 15 Section D-Notice Requirements]

4.5.C What should be in the agenda?

The Law

Meeting notices shall include an agenda containing a list of specific items of business to be discussed or transacted at the meeting or information on how the public may obtain a copy of such an agenda. Except in the case of an emergency, the agenda shall be available to the public at least twenty-four hours prior to the meeting.

Except for emergency matters, a public body shall take action only on items appearing on the agenda. For purposes of this Subsection, an “emergency” refers to unforeseen circumstances that, if not addressed immediately by the public body, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

The agenda should include a list of specific items to be discussed or transacted. Agendas that are vague and likely to mislead the public are illegal. Word the agenda in plain language, directly stating the purpose of the meeting in terms that are comprehensible to one of ordinary education and intelligence. In many libraries, the director is responsible for developing the agenda with input from the board. [NMSA 1978, chapter 10, Article 15 Section F-Agenda]

4.5.D Can the board discuss items not on the agenda?

“At the meeting, the public body may discuss, but cannot take action on, matters that are not listed as specific items of business on the agenda. Action on items outside the agenda must be taken at a subsequent special or regular meeting.” [NMSA 1978, chapter 10, Article 15 Section F-Agenda]

Except for emergency matters, the library board must take action only on items on the agenda. Emergency means unforeseen circumstances that if not addressed, will likely result in injury, financial loss, or damage to persons or property.

4.5.E How does the board consider new business?

Working with the board members or chair, the library director can identify topics that the board will discuss and list these topics on the agenda.

4.5.F When can the board go into a closed meeting?

The Law:

If [a motion for a closed meeting is] made in an open meeting, [the request] shall be approved by a majority vote of a quorum of the policymaking body; the authority for the closure and the subject to be discussed shall be stated with reasonable specificity in the motion calling for the vote on a closed meeting; the vote shall be taken in an open meeting; and the vote of each individual member shall be recorded in the minutes. Only those subjects announced or voted upon prior to closure by the policymaking body may be discussed in a closed meeting. [NMSA 1978, chapter 10, Article 15 Section I-Closed Meetings]

A closed session is only permissible to discuss an individual employee of the library, pending litigation, collective bargaining strategy, and some purchases or sales of property. Proposed closed sessions must be listed on the agenda.

The board must publicly vote to go into closed session by a majority vote. The board can take no action in closed session; instead, the board must reconvene in public to take action.

4.5.G What minutes should be taken?

The Law:

Meeting notices shall include an agenda containing a list of specific items of business to be discussed or transacted at the meeting or information on how the public may obtain a copy of such an agenda. Except in the case of an emergency, the agenda shall be available to the public at least twenty-four hours prior to the meeting.

Except for emergency matters, a public body shall take action only on items appearing on the agenda. For purposes of this Subsection, an “emergency” refers to unforeseen circumstances that, if not addressed immediately by the public body, will likely result in injury or damage to persons or property or substantial financial loss to the public body. [NMSA 1978, chapter 10, Article 15 Section G-Minutes]

Minutes must include at least the following.

- a) Time and date, and place of the meeting
- b) Name of members attending and those absent
- c) A statement of what proposals were considered
- d) Records of any decisions made and how each member voted

This means that minutes must contain a description of the subject of all discussions, even if no action is taken or considered. Minutes must also be approved by the board and official minutes are open to public inspection.

4.5.H Does the library board have to comply with this law?

Yes, noncompliance makes the board subject to embarrassing and costly invalidations of actions taken and possible fines of not more than \$500 for each offense.

Aside from these possible penalties, every library board should comply with this law simply because it is the right thing to do. Public libraries are supported with public funds, and citizens have the right to know how public money is spent. Library boards will find that treating members of their community with respect and handling their business with fairness and openness will result in increased confidence in and support of the library. [see also NMSA Section 1–15-3 Invalid Actions]

4.6 Library Privacy Act - New Mexico

The purpose of the Library Privacy Act [18-9-1 to 18-9-6 NMSA 1978] is to preserve the intellectual freedom guaranteed by Sections 4 and 17 of Article 2 of the constitution of New Mexico by providing privacy for users of the public libraries of the state with respect to the library materials that they wish to use.

4.6.A What libraries does this apply to?

This law applies to “any library receiving public funds, any library that is a state agency, and any library established by the state, an instrumentality of the state, a local government, district or authority, whether or not that library is regularly open to the public.” In short, all public libraries must comply with this law.

4.6.B What privacy does it guarantee?

The library may not disclose any documents, records or other stored information that identifies someone as a patron of the library or identifies what materials a person used or requested, without a court order or the written consent of the person identified in the record. All library users have the right to keep their registration, circulation and other library records private.

4.6.C Are there any exceptions?

The law permits these exceptions:

- Library workers have access only when needed to perform their work duties, such as preparing overdue notices.
- An individual may authorize anyone to inspect or access that individual’s record. The authorization must be in writing.
- A court may order the library to allow inspection of specific records. See the discussion of the Patriot Act below.
- School libraries may release library records of minors to the children’s legal guardians.

4.6.D In practical terms, what does this law mean?

Although preserving user confidentiality seems like an easy law to follow, some everyday situations can challenge library staff. Some examples of these situations are:

- Library staff cannot release information to parents about what materials their children have borrowed. However, the law allows school libraries to release the children's records.
- Library staff cannot release information to a husband who wants to know if his wife has any books that need to be returned.
- Library staff cannot talk about the reading preference of users in a public area, where they can be overheard.

The board should be aware of this law and discuss how library policies, such as circulation, will adhere to the law. The director should be sure that all library staff members understand the law and provide training to ensure that all staff members comply. Some libraries display a notice such as the one shown below to make users aware of the law.

**New Mexico State Law
Protects the Privacy
of Library Users' Records**

State law requires that the records of library materials you borrow or use cannot be disclosed to anyone except:

- Library staff when needed to perform their duties;
- Persons authorized in writing by the individual to inspect the individual's records; or
- By court order issued to the library.

Section 9-4, Chapter 18, applies to any library receiving public funds. 18-9-1 - 18-9-6 NMSA 1978

Section 4.7 Federal Laws Affecting Libraries

4.7.A. E-Rate

<http://www.universalservice.org/sl/about/overview-program.aspx>

The Schools and Libraries Program of the Universal Service Fund, commonly known as "E-Rate", is administered by the Universal Service Administrative Company (USAC). USAC operates under the direction of the Federal Communications Commission (FCC). The E-rate program provides discounts, to assist schools and libraries in the United States, enabling them obtain affordable telecommunications and Internet access. It is one of four support programs funded through a Universal Service fee charged to companies that provide interstate and/or international telecommunications services. The Schools and Libraries Program supports connectivity - the conduit or pipeline for communications using telecommunications services and/or the Internet. Funding is requested under four categories of service: telecommunications services, Internet access, internal connections, and basic maintenance of internal connections. Discounts for support depend on the level of poverty and the urban/rural status of the population served and range from 20% to 90% of the costs of eligible services. Eligible schools, school districts and libraries may apply individually or as part of a

consortium.

Applicants must provide additional resources including end-user equipment (e.g., computers, telephones, etc.), software, professional development, and the other elements that are necessary to utilize the connectivity funded by the Schools and Libraries Program. Applicants must understand the requirements of CIPA, discussed below, and how CIPA pertains to their applications.

4.7.B. [CPPA, COPA, & CIPA](http://www.ala.org/ala/aboutala/offices/oif/ifissues/issuesrelatedlinks/cppacopaci.pa.cfm)

<http://www.ala.org/ala/aboutala/offices/oif/ifissues/issuesrelatedlinks/cppacopaci.pa.cfm>

4.7.B.1 *What's the difference?*

Congress passed **The Child Online Protection Act (COPA)** to replace the Communications Decency Act. COPA prohibits the transmission of any material over the Internet deemed “harmful to minors”, if the communication was made for a commercial purpose. Because COPA addresses only material sent over the Internet for commercial purposes, this law does not directly affect libraries.

The **Child Pornography Prevention Act (CPPA)** expanded the definition of child pornography. CPPA criminalized the creation of what is called “virtual child pornography”, or “morphed” child pornography. Under CPPA images that appear to depict children but do not, including images of youthful-looking adults or images that are computer-generated would be illegal. Because CPPA affects only those who create films and images, the law does not affect libraries.

Congress passed the **Children’s Internet Protection Act (CIPA)** in 2000 with the intent of protecting minors from visual depictions that are obscene or material considered harmful to minors. **CIPA required schools and public libraries to filter all computers that access the Internet if the library accepts certain federal funds.** In June 2003, the Supreme Court upheld the constitutionality of CIPA and public libraries are required to consider the budgetary, policy, and technological impact of their decisions on filtering.

CIPA requirements only apply to libraries that receive E-Rate discounts for Internet Access or Internal Connections from the Schools and Libraries Division (SLD) of the Universal Service Fund. A library must also follow CIPA requirements if it receives Library Service and Technology Act (LSTA) funds to pay for a computer to access the Internet or to pay for direct costs to access the Internet.

4.7.C. [E-Rate and CIPA](http://www.usac.org/sl/applicants/step10/cipa.aspx)

<http://www.usac.org/sl/applicants/step10/cipa.aspx>

Only libraries receiving discounts on Internet Access or Internal Connections must comply with CIPA. Libraries receiving discounts on telecommunications only are not required to be CIPA compliant. The SLD or the State Library’s E-Rate Coordinator will answer questions about a library’s specific situation. Libraries will not receive E-Rate discounts unless they enforce a policy of Internet safety, which includes the use of a

"technology protection measure" including filtering software. Libraries must certify that they are complying with CIPA on Form 486: Receipt of Service Confirmation Form.

4.7.D. E-Rate and LSTA

<http://www.ala.org/ala/aboutala/offices/wo/woissues/civil liberties/cipaweb/advice/resources/lsta.cfm>

The Institute of Museum and Library Services (IMLS), which administers LSTA funds, requires each State Library to assure the Federal Government "that no funds will be made available for public libraries and public elementary and secondary school libraries, that do not receive E-rate discounts, to purchase computers to access the Internet or pay for the direct costs of accessing the Internet unless the libraries have certified that they have Internet safety policies and technology protection measures, e.g., software filtering technology, in place."

Therefore, IMLS certification is only required if a library uses LSTA funds to purchase computers to access the Internet or pay for the direct costs of accessing the Internet. If public or school libraries already certify under E-rate, no additional certification is required. If a library uses grant funds only for material, staff and supplies they are not required to comply with CIPA.

4.7.D.1 *What Does CIPA Require?*

In order to be **CIPA compliant**, libraries must install a technology protection measure (filter) on all computers in the library with access to the Internet - including staff computers. Libraries must make a good faith effort to block visual depictions that are obscene or that are harmful to minors, defined as those below the age of 17. Only images, not text, need to be filtered. In addition, library staff must disable the filtering software at the request of an adult for "bona fide research or other lawful purpose". The library must do so in a timely manner and must not question the adult about their reasons for their request. Libraries may post a sign at their public access stations advising patrons of their right to request unfiltered access. Under LSTA rules, a minor may also request that the filter be disabled. If a library receives funds through both E-Rate and LSTA, the E-Rate requirements take precedence.

CIPA also requires the library to implement an Internet Safety Policy that addresses access by minors to inappropriate matter on the Internet, safety of minors when using email, unauthorized access, unlawful activities by minors, unauthorized disclosure of personal information about minors and measures to restrict minors' access to harmful materials. The library and its board decide the standard of what constitutes material harmful to minors based on local community standards. Libraries must hold a public hearing on their Internet Safety Policy before it is implemented.

4.7.E. USA PATRIOT ACT

The full title is: Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT ACT) Act of 2001.

See also: <http://epic.org/privacy/terrorism/hr3162.html>

For information on the USA PATRIOT ACT in the Library, see the ALA web site:
<http://www.ala.org/ala/aboutala/offices/oif/ifissues/usapatriotactlibrary.cfm>

4.7.E.1 What is the USA PATRIOT ACT?

The USA PATRIOT ACT became law on October 26, 2001. The legislation originated with Attorney General John Ashcroft, who asked Congress for additional powers that he claimed were needed to fight terrorism in the wake of the events of September 11, 2001. Congress made few amendments to the initial proposal to Congress, and the bill became law without any hearings or markup by a Congressional committee.

The USA PATRIOT ACT amended over 15 federal statutes, including the laws governing criminal procedure, computer fraud and abuse, foreign intelligence, wiretapping, immigration, and the laws governing the privacy of student records. These amendments expanded the authority of the Federal Bureau of Investigation and law enforcement to gain access to business records, medical records, educational records and library records, including stored electronic data and communications. It also expanded the laws governing wiretaps and “trap and trace” phone devices to Internet and electronic communications.

4.7.E.2 How does the Patriot Act affect libraries?

A core value of libraries is to protect the privacy of library users. This value is expressed in New Mexico’s Library Confidentiality Act. The Patriot Act does not change the library’s responsibility to protect confidential information in certain situations. Instead, the Patriot Act changes the library’s procedures when it receives a certain type of court order.

A law enforcement agent or officer must have a court order, either a subpoena or search warrant, asking for the production of library records. The library director should take the order and refer it to their legal counsel for review. If the order is a subpoena, legal counsel has the responsibility to examine the subpoena for any legal defect. If a defect exists, counsel will advise the library on the best method to resist the subpoena. If no defect exists, the library director must release the information. However, the library may ask the court to keep the information confidential by limiting its use to the particular case or restricted to those persons working directly on the case.

If the court order is in the form of a search warrant, the library director should request that counsel examine the search warrant and to assure that the search conform to its terms. If counsel is not readily available, the library must cooperate fully with the search.

If the court order is a search warrant issued from the FISA (Foreign Intelligence Surveillance Act), the library director should first attempt to contact legal counsel. If legal counsel is not available, the library must cooperate fully with the search and a “gag order” is attached. This means that no person, including library staff, can reveal that the warrant was served or that the library produced the records.

However, this “gag order” does not preclude telling a supervisor or legal counsel about the search warrant.

4.7.F. [Copyright Law of the United States](#)

See also the Copyright act of 1976, which is Appendix A of the US Copyright Law http://en.wikipedia.org/wiki/Copyright_Act_of_1976.

4.7.F.1 What is it?

The Copyright Law exists to balance the ownership rights of the producer and publisher of the material with the rights of others to use the materials. **The Copyright Act of 1976 grants fair or reasonable use of copyrighted materials.** Criteria for determining fair use include:

1. the purpose of the use (is it a commercial purpose or a nonprofit educational purpose?)
2. the nature of the copyrighted work
3. the amount of the portion used compared to the size of the complete work
4. the effect of the use on the potential market or value of the copyrighted work.

Sections of the Copyright Law and the National Commission on New Technological Uses of Copyrighted Works (CONTU) guidelines deal with **interlibrary loan**.

4.7.F.2 Can a library borrow a copy of an article from another library?

Yes, but the requesting library must follow the following guidelines:

1. **The copy must become the property of the user;**
2. The library should have no notice that the user will use the copy for a purpose other than private study, scholarship or research;
3. The library should display and print on its ILL order form a “Warning of Copyright”.
4. The library must not be aware of or have substantial reason to believe it is engaging in related or concerted reproduction or distribution of multiple copies of the same material;
5. The CONTU Guidelines apply to periodicals and small parts of other works. The library must include with its ILL request a statement that the library has complied with copyright law and the Guidelines;
6. The library will pay royalties on any copy of a periodical article that exceeds the **“suggestion of five”**; which is a request of five articles from each periodical title within a calendar year.
7. The library will maintain its **records of requests for three years**.
8. Copies obtained through interlibrary loan will become the sole property of the user and should not be retained by the library or added to the library’s vertical file.

4.7.F.3 How should the library notify users of the copyright law?

The library should post signs near the photocopy machine and at the desk in the library where users make interlibrary loan requests. Users should copy their own materials. A sample sign follows.

PHOTOCOPY WARNING

NOTICE CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship, or research”. If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of “fair use”, that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

37 C.F.R. § 201.14

4.7.G Americans with Disabilities Act

4.7.G.1 *When was it enacted?*

It was enacted on July 26, 1990, as Public Law 101-336 of the United States of America. <http://www.ada.gov/>

4.7.G.2 *What is the purpose of this law?*

1. To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;
2. To provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;
3. To ensure that the federal government plays a central role in enforcing the standards established in their Act on behalf of individuals with disabilities; and
4. To invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities.

4.7.G.3 *What parts of the law apply to libraries?*

Employment

Libraries cannot discriminate against a qualified individual with a disability in job application procedures, the hiring, advancement, or discharge of

employees, employee compensation, job training, and other terms, conditions, and privileges of employment.

Public Services

Libraries cannot exclude or deny services to any individual with a disability. To ensure such access, libraries must provide adjustments to regular services that meet the needs of the individual with a disability. For example, if a person could not come to the library to borrow books, the library should deliver materials to that person.

The Building

The ADA requires that architectural and communication barriers be removed as long as such removal is easily accomplished and able to be carried out without much difficulty or expense. For example, a library might easily achieve accessible parking or clear paths of travel in the building. A library might also remove barriers to communication by making print materials available in large types, recording or electronic formats.

The [Librarians' Toolkit](#), located on the State Library's website, gives more details about ensuring that the library building, services and furnishings meet the needs of people with disabilities.

The intent of this law, that people with disabilities should not be “denied the benefits of the services, programs or activities of a public entity” (such as a public library), is fundamental. Public libraries strive to serve all of the people in their communities. The key to complying with the ADA is to understand what the law requires and to create solutions to meet the needs of individuals with a disability.

Section 4.8 Planning for Results

4.8.A *What is long range planning?*

Planning is the process by which an organization envisions its future and develops the necessary procedures and operations to achieve that future. Planning establishes goals, policies and procedures for an organization.

Some common elements of a library's strategic or long-range plan should include:

- Community and library profiles
- Community needs assessment
- Vision and Mission statements
- Goals and Objectives
- Activities

4.8.B *Why should libraries plan?*

There are many reasons why libraries find it extremely useful to plan. Some of the reasons are to:

- Communicate the library's goals and objectives to the community

- Ensure that the most effective use is made of the library's resources by focusing them on the key priorities
- Provide a base from which progress can be measured
- Establish a mechanism for informed change
- Build a consensus about where the library is going
- Build bridges between staff and board
- Build strong teams
- Produce satisfaction among planners around a common vision

4.8.C Is there a planning process that libraries should follow?

Until about thirty years ago, librarians who wanted to evaluate the quality of their libraries relied on a set of measurable criteria. These standards set forth what should go into a good library - how many librarians, how large a collection, how big of a budget, etc.

However, in the late 1970's librarians began to question the effectiveness of these "input" measures. For example, a large collection is useless if no one uses the materials and having a large staff who is not interested in helping library users is not good service. Librarians began to look for better ways to achieve good library service.

The Public Library Association (PLA), proposed a new way of planning. Some of the underlying concepts included tailoring library services to communities, basing planning on local rather than national standards, and measuring the outcomes of services instead of the counting the resources. PLA developed a manual to help libraries; the newest edition is called The New Planning for Results (American Library Association, 2001).

This model includes the following steps:

- Planning to Plan
 - Who will be involved?
 - What are the responsibilities of the participants?
 - Organizing and training the planning committee
- Looking Around
 - Identifying information needed
 - Gathering information about the community and the library
 - Studying what impact the information has on planning
- Developing Roles and Missions
 - Selecting the primary, and perhaps secondary role(s) of the library
 - Writing the mission statement to reflect the chosen role(s) and to communicate the library's service focus
- Writing Goals and Objectives
 - Translating the role and mission into measurable targets to be achieved
 - Developing the framework for implementing the plan
- Taking Action

Identifying activities that implement the goals and objectives
 Selecting and implementing appropriate activities
 Monitoring and evaluating the effectiveness of the activities

- **Reviewing Results**

After three to five years, the plan is reviewed to see how effective the activities were and which goals and objectives were achieved
 Recommendations are developed for a new planning committee

Many librarians have used all or parts of this planning process to develop three to five year plans for their libraries.

4.8.D What steps should the library take to develop a plan?

The first step is to decide who is going to participate in developing the plan, in addition to the library director. Often library board members and other key library staff are included. Because the fundamental reason for planning is to better serve the community, getting input from as many different groups or stakeholders in the community as possible is very important. These groups could include representatives from local government, businesses, schools, ethnic and cultural groups, community service groups, churches, and interest groups. However, having representatives from all of these groups might create a large, unwieldy planning committee, and committee size might have to be limited. Planners ensure that the views and needs of unrepresented groups can be heard using discussion and focus groups.

After the planning committee is selected, the committee analyzes the community and library. New Mexico public libraries should do a community assessment that is reviewed and updated on a regular basis as determined by the library [NMAC 4.5.2.9.C-8]. All communities are constantly changing, some very fast and some at a slower rate. The community assessment helps librarians:

- Replace random impressions with facts
- Develop a picture of community lifestyles
- Build relationships with the community
- Base services on community needs
- Be accountable
- Communicate funding needs
- Highlight the visibility of the library; and
- Anticipate change

After the assessment is complete, the planning committee should discuss and agree on an overall vision for the community. Some communities have already formed a community vision statement that the library can use. If not, the planning committee should try to envision what their community will be like in five or ten years and what the community needs to accomplish this vision. Once the planning committee has formed a community vision, then it can develop a vision for the library compatible with the community vision.

With a clear vision of the community and the library, the planning committee can then review the thirteen service responses defined in The New Planning for Results. These service responses represent areas of special focus. All libraries offer basic services, a circulating collection, reference, and children's services, which use the majority of the library's resources. The service responses are areas of special need in which the library will focus extra funds, staff time, and resources. A one-person library open twenty hours a week may only have the time and resources to choose one or two areas of special need. A larger library with more staff and resources may select from two to five service responses. Few libraries have enough resources to select more than five or six service responses and adequately fill those needs

The service responses selected by the planning committee will shape the library's mission statement. Mission statements are usually short, succinct, focused, and durable. They clearly define what a library does and is, but in an insightful and lasting way. A good statement is easy to understand by anyone reading it, and it does not contain a lot of detail. For example, if the library selected Basic Literacy and Formal Learning Support as the two service responses, the mission statement might be:

The Our Town Public Library is dedicated to ensuring that all of our citizens have access to the materials and resources needed to become effective readers and to continue their educational development.

Writing goals and objectives for the service responses selected is the next task. A good rule of thumb is that each service response should have from two to four goals with no more than eight goals in the complete plan. Goals state the outcomes that will happen because a specific service response was selected. Goals focus on the library's programs and services such as outreach, collection development, young adult and children's services, For example, if the library selected Local History and Genealogy as one of the library's service responses, the library's goals might be:

- Library users can find all local history materials published about our city and our county.
- Library users have current equipment to read, print and copy all formats of local history and genealogy information.
- Library users are served by staff knowledgeable in genealogical and historical research methods.

Goals are broad, general outcome statements, such as: "The Successful Public Library's resources and services are easily accessed and meet the diverse and changing information needs of our customers."

Once the library's goals are written, then objectives should be written for each goal that shows how the library will measure its progress toward reaching the goal. Objectives should be SMART - that is, Specific, Measurable, Attainable, Realistic and Time-framed. Objectives state measurement in one of three ways: the number of people served, how well the service meets the needs of the people served, and the total units of service provided by the library. For example, objectives for the goal to

actively find and collect all local history materials published about the city and county might be:

- The number of people using the library's local history and genealogy collection will increase by 5% in the next three years.
- 75% of the people using the library's local history and genealogy collections will find the information they need as measured in an annual survey of users.
- The size of the local history and genealogy collection will increase by 10% in the next two years.

Objectives are SMART- precise time-based, measureable actions that support the completion of a goal, such as: "During the current fiscal year the library will increase programming by 100% to help people in tough economic times."

The library director and staff should then define **activities** to meet the objectives. If the objective is to increase the size of the local history and genealogy collection by 10% in three years, how much money should be allocated each year to purchase the materials? Which staff person will find these special materials? Does this staff person need additional training to select the appropriate materials? Is there room on the shelves for 10% more materials or will extra shelving be necessary?

Sometimes thinking at this very practical level leads the director and staff to realize that they must modify the plan. Perhaps the library's resources can only realistically accomplish three service responses instead of the five that were selected. Maybe there is no staff person with the expertise necessary to accomplish one of the goals. At this point, the planning committee and the director decide what the plan can realistically accomplish and what may need to be eliminated.

Another important step in the planning progress is to plan for a review of the plan. At least once a year, the board and the director should review the library's progress at meeting its objectives. The board and director must plan to thoroughly review the whole plan every three years.

After the plan is finalized, the library board and city or county officials must approve it. Publicizing the plan through the local newspaper or a flyer is another good way to let the community know about the services the library will offer.

4.8.E How do plans work?

The plan should guide the every day work of the library. The director relies on the plan to guide all library activities. Using a long-range plan can give the library director, the board, and library staff a great sense of accomplishment as planning requires that progress be measured.

Section 4.9 - Budgeting and Finance

4.9.A How are public libraries funded?

Local funds from either the city or the county are the principal means of funding public libraries. State grants-in-aid also contribute to the library's budget. Libraries must meet requirements set forth by the State Library and must file an Annual Report to qualify for these grants [see also NMAC 4.5.2]. Other sources of revenue include fines, fees, donations, gifts, fundraising proceeds, friends' group donations, private grants and library trusts.

4.9.B What is in a library budget?

Understanding the library budget is extremely important for any library director. Without money, a library cannot purchase materials or hire staff to present programs or serve customers. Some basic points to remember about budgets include:

- **Revenue and expenditures:** Revenue is all the money available to support the library. Revenue can come from many sources - city, school board or county funds, state grants-in-aid, gifts, endowments and library trusts. Every director should know exactly where the money comes from to support the library and who controls the allocation of those funds. Expenditures are all the funds spent on the library. Library money can be spent for staff, staff benefits, books and materials, supplies, utilities, travel, continuing education, furniture, computer hardware and software, telecommunications and internet service, programming, and anything else that the library needs to serve its community.
- **Fiscal years:** The State of New Mexico, and most city or county fiscal years, start on July 1 and end on June 30. For almost all libraries, this means that their budgets start on July 1 and end on June 30. All funds must be spent by June 30. Any unspent funds are typically returned to the city or county government. No library is allowed to spend more than the funds allocated to the library within that fiscal year.
- **Capital versus operating:** Capital outlay funds are those spent on non-recurring or one-time purchases, such as buildings and equipment. Many cities and counties consider books and other library materials to be capital outlays because, once purchased, the materials become the property of the library. However, the library must purchase additional books and materials annually, so capital outlay funds must be appropriated each year for materials. Operating funds are those expenditures that recur year-to-year such as, staff salaries and benefits, utility bills and supplies.
- **Keeping track:** The director must be aware of the receipt of revenues and the payment of expenditures. The city or county clerk will keep the official records, and provides a monthly statement showing the status of library funds. The director should keep his or her own record and each month reconcile that

record with the statement from the clerk. If the director notices any discrepancies, the clerk can explain and adjust the budget, if necessary. Practically speaking, library directors should make every effort to establish and maintain a friendly, supportive relationship with local officials who control the budget. Having this reservoir of goodwill will help greatly should problems occur.

- **Projecting next year's budget:** Although not specifically mentioned, computer hardware, software and telecommunications costs are taking increasing amounts of library funds. Projecting these costs is also important.
- **Selling the budget:** Communicating about the library's needs with funding sources is the joint responsibility of the director and the library board. The director with library board members should attend meetings of their library's governing agency, city, county, or tribal council on a regular basis to report on the library's achievements and to become aware of the governing boards priorities. The director's reports should be short, interesting, and stress how the library serves the community. These reports are intended to educate decision makers who can then use this information to properly budget for the library.

4.9.C What does a library budget look like?

The following sample budget includes the major categories used in many libraries. The library budget may be more complicated, and should conform to local procedures. However, because this sample budget is easy to understand, it might be useful in planning for future needs or explaining the library's current finances to the board or community.

BUDGET _____ Public Library Fiscal Year 20__		
Operating Income		
City and/or County Funds		
State Grants in Aid		
Other Grants		
Other Income		
SUBTOTAL (Operating Income)		
Capital Income		
City and/or County Funds		
State Grants in Aid		

Other Grants		
Other Income		
SUBTOTAL (Capital Income)		
SUBTOTALS (Operating and Capital Income)		
PLUS Carryover from last fiscal year		
TOTAL FUNDS AVAILABLE		
Operating Expenses		
Personnel		
Salaries and Wages		
Benefits		
Staff Development & Training		
SUBTOTAL (Personnel)		
Materials		
Subscriptions & Standing Orders		
Subscriptions & Standing Orders		
All other New Books and Materials		
SUBTOTAL (Materials)		
Other Expenditures		
Utilities		
Telephone		
Postage		
Insurance (on building & contents)		
Supplies		
Maintenance and Repairs		
Furniture & Equipment		
SUBTOTAL (Other Expenditures)		
Capital Expenses		
Books and Materials		
Furniture & Equipment		
Building Repairs and Construction		
Other Capital Expenditures		
SUBTOTAL (Capital Expenditures)		
TOTAL EXPENDITURES (Operating and Capital)		
SUMMARY		
Total Funds Available		
MINUS Total Expenditures		
Anticipated Carryover to Next Fiscal Year		

Here is a sample calendar that may be used to monitor the library's budget. This calendar may be modified to meet an individual library's needs.

The Budget Year	
July 1	New fiscal year begins Library budget adopted
August - September	The State Library mails grant checks to libraries
September 1	Annual Report, necessary to file for grants-in-aid, filed with the State Library
Fall	Prepare a condensed version of the Annual Report for the board, city council or county board, and local newspaper
November 1	Cooperative, outreach and development grant proposals due
December 15	File notice of library board meetings for coming year with city or county clerk. The board must have regularly scheduled meetings in accordance with the Open Meetings Law
January - March	Develop the budget needs for next fiscal year and discuss with the board. Submit the budget request to the governing board. Attend budget hearing with board members.
March 31	State Library notifies libraries of grant awards
April - June	Monitor expenditures to be sure that all accounts are spent, but not overspent, by June 30.
June 30	End of fiscal year.

4.9.D What financial records and procedures must be followed?

Public libraries operate under the purchasing and financial procedures of their city or county government. Library directors should understand these procedures thoroughly to ensure that they accurately follow the required procedure. Although the city or county clerk will maintain the library's bookkeeping records, it is always a good idea for the library director to keep his or her own record of income and expenditures.

In the fall, after the fiscal year ends, all public libraries must electronically file an Annual Report with the New Mexico State Library. This Annual Report includes many statistics and is a comprehensive picture of the current state of each library. Because

collecting these statistics is a lengthy process, directors may want to use some statistics in a report to the library board, the city council or county board, and the community to communicate the library's story.

When the library receives a state grant, the contract will state what reports and timelines to follow. **The library should keep the records of any state grants received for at least five years.** These records include the grant application, copies of the reports, purchase orders, invoices, cancelled checks, etc. The only **exception** to the five-year requirement is for any one piece of equipment that costs more than \$5,000. Records for these grants should be kept for at least twenty years.

If the library receives grants from other federal or state agencies or from private foundations, the grantor may have different recording and reporting requirements.

Section 4.10 - Library Policies

Policy statements should reflect local conditions and needs, and express a true commitment to service and leadership.

4.10.A What is a policy?

- A broadly stated **guideline for actions and decisions**
- Any governing document which describes a principle or plan
- A general statement of supporting library operations, rules, regulations and use
- The **basis for procedures**, but not a detailed course of action
- A statement in accordance with the purpose and legal structure of the library

It is recommended that legal counsel review your policy for legal language and compliance with local and state laws.

from: *Massachusetts Public Library Trustees Handbook, Massachusetts Board of Library Commissioners, October 2000* http://www.cmrls.org/policies/policy_definition.html

4.10.B What are the functions of library policies?

- Library policies provide a **mechanism for library managers and staff to translate the library's service priorities into actions.**
- Library policies serve as the primary tool for ensuring that all staff have the information they need to do their jobs effectively.
- Library policies provide a way to **ensure that all members of the public know what they can expect from the library and that they are treated equitably.**
- Library policies provide **support for the library staff and members of the library's governing body in the event of legal action.**

from *Creating Policies for Results* by Sandra Nelson

<http://www.metrowestce.org/Materials/cepolicies4results2004.pdf>

4.10.C What are the characteristics of effective policy manuals?

- Effective policy manuals **define current practice.**

- Effective policy manuals reflect the library's priorities.
- Effective policy manuals are current, comprehensive, and consistent.
- Effective policy manuals can be accessed easily by all staff and are user-friendly.
- Effective policy manuals are in compliance with all local, state, and federal regulations.
- Effective policy manuals are developed and reviewed by all staff who will be affected by the policy statements, regulations, procedures, and guidelines.

from Creating Policies for Results by Sandra Nelson

<http://www.metrowestce.org/Materials/cepolicies4results2004.pdf>

4.10.D What are typical library policies?

The following list includes policies common to many public libraries. Not every library needs to adopt each of these policies. For example, if the library does not have exhibit space or a meeting room, the library board would not need to adopt a policy concerning those services. As a rule of thumb, it is better to have a policy in place for any library service that concerns use of the building, use of technology resources, collections, decisions, etc. Having policies in place first, before a questionable situation arises is good business. In developing a policy, the director and the board go through a process of studying these issues, developing guidelines, and adopting procedures. If a problem develops without a policy to follow, the director and library staff should do their best to mediate the situation, and then develop a policy if one is needed to ensure quality ongoing operations.

4.10.E Typical library policies include:

Collection Development (or Materials Selection) Policy including:

- A role or mission statement that explains the library's purpose and who it serves
- A responsibility statement defining the roles of the director, board, and staff
- Criteria for selection - factors that are considered for selecting or not selecting materials
- Selection tools used
- What kinds of materials the library will collect and what it will not
- Gift policy
- Procedure to suggest materials for purchase
- Procedure to challenge materials
- Weeding policy
- Freedom to Read Statement
- ALA's Library Bill of Rights

Circulation Policy including:

- Who may have a card and what information is required
- Rules for circulating materials - e.g. time periods, confidentiality of records, exceptions, fines
- Overdue procedures

- Interlibrary loan, reserves, etc.

Exhibits Policy:

- Who may exhibit?
- How exhibits are scheduled
- Approval process
- Where will items be exhibited?

Internet Policy including:

- Who may access the internet?
- Restrictions on use
- Procedures - e.g. fees, time limit, etc.
- The library's position on filtering

Meeting Room Policy including:

- Who may use the room?
- What are the conditions?
- What are the rules for using the room?

Patron Behavior or Safety Policies including:

- To whom it applies
- Rules
- Disciplinary actions

Photocopy Policy including:

- Rules for use
- Copyright law compliance notices
- Fees

Staff Development Policy including:

- Compliance with state certification requirements
- Priorities for Staff Training Grants
- Identification of needs for future training

Sample policies are available on the New Mexico State Library [website](#).

4.10.F How are policies developed?

In the collection development section of this study guide the procedure for developing the collection development policy is explained in detail. The same procedure can be used to establish any policy.

- Identify the need for a specific policy.
- Then gather sample policies or ideas from other libraries and discuss possible guidelines with the staff.
- After research and discussion, create a draft policy.
- Present the draft to the library's board, and make necessary changes based on their feedback.

- After board approval, the library director presents the policy to the city or county governing agency for final approval.

The policy is only official after this last step. At that time, the director should ensure that all staff understand the policy and train the staff to implement and enforce the policy. As a general rule, at least every three to five years the board should review all library policies to ensure that they still reflect the wishes and needs of the library and the community.

4.10.G What is a Procedure Manual?

Procedures and policies differ in several general ways.

POLICY

Broad, general terms
Widespread application
Changes infrequently
Often states “what” or “why”
Addresses major operational issues
More philosophical in nature

PROCEDURE

Narrow, more detailed terms
Specific application
Can change often
Often states “how,” and “when”
Describes processes
More practical in nature

Policies state the way the way the library wants to do things and reflect the principles and standards of the organization. Procedures spell out how those things are to be done and describe how a policy or operational function is implemented, managed and carried out.

Generally procedure manuals document tasks involved in a specific job, sometimes even including a detailed or step-by-step description of how those tasks are to be performed. A good procedure manual should enable someone to pick it up, read it, and follow the instructions without having performed the task before and with little or no assistance. An example would be a procedure manual for closing the library, which might include, shutting down computers, setting a building alarm or other such functions required to close the library for the day. Other examples for procedures might be steps for ordering materials, steps to reserve a meeting room or receiving and processing new materials.

Section 5 - Reference and Library Customer Service

Section 5.1.A - Reference service and the Reference Interview

Reference service is providing information to meet the needs of your library’s community. Good reference service anticipates as well as meets user needs.

Reference involves a four-step process.

1. Encourage the patron to contact the library or use the library web site when there is an information need

2. Determine what the real information need is
3. Find the information that will meet the need
4. Make sure the need has been met

What is step one?

Step one of the reference process is getting people to the library, or to your library web site.

A new member of the community wants to know what New Mexico's state flower is. Your library has an outstanding book about New Mexico. How do you get the book and the user together? Promote your services - in the library, in your community, and on your web site. Your most significant contribution to the library's promotion campaign may be to smile and let visitors know you are willing to help.

What is step two?

Step two is determining the exact information need.

A question about the state flower has a simple answer. It is more difficult to answer a question for the user who wants to find a better job. Does she want to know where to find job ads locally, what job training is available, what the requirements are for a new career, where to get another degree, what local companies have to offer, what careers pay the most, or all of the above? The latest all-purpose "How to Get a Killer Job" book will not help if the exact information needed is local college information or the web site address for the local newspaper. A good reference interview is essential. Techniques for performing a good reference interview are discussed below.

More about step two - What's at the core of the reference interview?

In the reference process, knowing how to get to the question is a critical step to finding the right answer. The reference interview is a discussion between you and your customer. It involves asking the right questions and listening carefully to the answers.

More about step two - What is an effective reference interview?

[ALA's Guidelines for Reference and Information Services](#) categorize the reference interview as the heart of the reference transaction, requiring skills in listening and inquiry:

- Communicate in a receptive, cordial, and encouraging manner.
- Use a tone of voice and/or written language appropriate to the nature of the transaction.
- Allow the patrons to state fully their information need in their own words before responding.
- Identify the goals or objectives of the user's research, when appropriate.
- Rephrase the question or request and ask for confirmation to ensure that it is understood.
- Clarify confusing terminology and avoid excessive jargon.
- Use open-ended questioning techniques to encourage the patron to expand on the request or present additional information.
- Use closed and/or clarifying questions to refine the search query.

- Maintain objectivity and do not interject value judgments about subject matter or the nature of the question into the transaction.

The results of the reference interview are affected by the things that you do, not just what you say or hear. The ALA Guidelines identify and recommend the following categories of model behaviors for effective reference service:

- approachability
- interest
- listening/inquiring
- searching and
- follow-up activities

More about step two - What are the six pieces of evidence?

During the reference interview, you are seeking the answers to these questions.

1. Purpose
2. Deadline
3. Type and Amount
4. Who
5. Where
6. The Basic Question

Purpose: Why is the information needed? What does the patron plan to do with it? Material needed for a term paper is very different from material needed for a web page.

Deadline: For the homework question, when is the assignment due, or when does the user need it in order to work with it for the assignment.

Type and Amount: How much information is needed? In what form will it be most useful, for example: citation or whole article, book, online book, a web site, photograph or pamphlet?

Who: How knowledgeable is the user about the subject, an expert or a beginner? What sources have already been checked and what information does the user already have?

Where: Where did the patron hear about this? What is the source? What prompted the question?

The Basic Question: What does the user really want to know? If you do not understand, ask, then listen, and use your reference interviewing skills to get to the basic question.

What is step three?

Step three is getting the information.

One source may work for the state flower question. The job question may require books from the circulating collection, reference books about college programs, a list of appropriate Internet sites for job hunting, referral to the Chamber of Commerce for local company information, or today's newspaper! Techniques for making a search strategy are below.

More about Step Three - Where do I find the information?

The search strategy depends on the question. Will you need one source or many? In print or online? Reference or circulating collection? A brief overview, or a detailed account? Is the need urgent or do you have some time to "plumb around." If you do a good reference interview, gather the six pieces of evidence, and get the basic question right, the search will be easier.

What are your library's special resources for finding quick answers to simple questions? Is there a favorite almanac, dictionary or encyclopedia at the reference desk? Do you have vertical (pamphlet) files, a directory of local organizations, area phone books, local maps, local experts, school assignments, or a source of local FAQs (frequently asked questions)? Do you anticipate questions from news events and save material that was hard to find? Search strategies begin with your knowledge of these resources.

For simple questions, consider your almanac or encyclopedia. If the topic is unknown to you, start with the catalog or a quick Internet search.

For complicated questions, develop a strategy before you get up and start walking.

- If necessary, break the question into parts, based on the results of your reference interview. Work on one piece at a time.
- Stay on track by using the six pieces of evidence to help refine your search: purpose, deadline, type and amount, who is asking, where have they already looked (a good place to start), and the user's basic question.
- Think about all the possible, and the most specific, search terms you will use in the catalog or in reference books. Be sure facts and spelling are correct.
- Work with the user. Let them know what you are doing and keep a dialog going. Go with them if possible and follow-up to be sure the right information is found.
- Always look up answers even when you think you know. **Always let the patron know where you found the answer.** This is especially important for telephone, email reference, or other types of remote or virtual reference.
- At the end of all the searching, the best answer sometimes turns out to be "we don't have it, but we can get it for you".

What is step four?

Step four is making sure that information needs have been met. Remember: Always ask the person if he or she is satisfied and the question has been answered.

What is the difference between face-to-face, telephone, email, and remote or virtual services?

The library user does not have to visit the library for reference service. Instead, they might use the telephone or other ways of contacting the library.

The following are suggestions for handling remote reference situations - what you need to do when your patron is not right in front of you.

Remote reference situations

- Standard reference service behaviors such as reference interviewing should prevail.
- Use reference interviews or Web forms to gather as much information as possible without compromising user privacy.
- Use effective interpersonal communication and recommended model behaviors.
- Be skilled in online communication, and be aware of the possible problem areas resulting from conducting reference interviews online rather than face-to-face.
- Treat online communication, including stored transcripts or records, as private and confidential.

Telephone Basics

- Be ready, have forms and supplies at hand.
- Identify yourself and smile - your voice will reflect it,
- Speak clearly, avoid jargon, and verify what you hear.
- There are no visual cues for you about the patron, or for the patron about what you are doing, so keep patron informed as you search.
- If you need to put the call on hold, let the patron know. Consider how it feels to be put on hold and act accordingly!
- Be sure the patron is ready to take down the answer.
- Identify the source.
- Use a follow-up question.

Email Tips:

- The "tone of voice" of **written communication is easily misinterpreted**, so keep language business-like and concise.
- Do not write anything that you would not want someone else to see.
- Library policy should clearly state what will or will not be handled by email.
- Be consistent in following library policy for format of the email.
- Use a form that will give you at least the six pieces of evidence: purpose, deadline, type and amount, who, where, and the basic question (what the user really wants to know).
- **Use standard email etiquette such as descriptive subject lines, a greeting to the user, identify the sender, and avoid library jargon and abbreviations.**
- Provide complete citations for both print and Internet resources, set off on lines by themselves to make them stand out.
- Check spelling!

Adapted from MORE (Minnesota Opportunities for Reference Excellence) 2003; ORE on the Web (Ohio Reference Excellence); and "Tips and Strategies for Good Customer Service", Northeast Massachusetts Regional Library System.

Section 5.1.B Arrangement of Resources in the Library

How are resources arranged in your library?

If you find what you are looking for in the catalog, can you find it in the building? It is essential to understand the Dewey Decimal System and how resources are arranged in the library. The answers to reference questions are not always found in reference books. You must be familiar with the circulating collection, children's section, and any special collections.

For frequently asked, simple questions, you do not need the whole collection to find the answer. Many answers require quick strategies that rely on a few multi-purpose resources, such as almanacs or a good encyclopedia.

Almanacs: An almanac contains brief facts about a wide range of subjects and is generally published on an annual basis. Almanacs pack a lot of information into a small space. Typical content includes statistics, historical events, weather, geographical facts, awards, people, astronomy, and economic facts. Almanacs often cite sources used, which leads to other relevant resources. It is worthwhile to be intimately acquainted with almanacs.

Encyclopedias: An encyclopedia also contains information about a wide range of topics, but entries are generally longer than in an almanac, directory, or dictionary, and more detailed. Some encyclopedias cover only one topic.

Sometimes encyclopedias are neglected because homework assignments may prohibit their use, or librarians look for a more sophisticated answer. However, an encyclopedia is an excellent place to start a search, especially if the user is unfamiliar with a topic. They are also a good source of illustrations for the "What does that look like?" questions.

Encyclopedia entries (articles) are in alphabetic order. General encyclopedias are multi-volume with an index volume to help locate information on topics that do not have a separate entry. Not all information in an encyclopedia has its own entry, but instead may be covered in another entry and accessed only by using the index.

Section 5.1.C - Using the Internet for Reference Service

The publisher of The World Almanac and Book of Facts describes this book as "faster and easier to use than the Internet and other on-line sources." Sometimes that is true. Today, though, many good multi-purpose sites are available on the web for searching almanacs, encyclopedias, and other basic reference tools and easily extend

the library's collection and ability to provide needed information to users. Good reference service is knowing when to stick with the books and when to go online.

The library web site can be a tool to use with patrons, to direct them to the catalog, bibliographies, or answers to recurring, or frequently asked, questions. If you've bookmarked favorite web sites, are they organized? Consider organizing them by Dewey or however your print collections are arranged, so that your search strategy can combine the most useful of both print and online resources.

- For example, the [Webrary](http://www.webrary.org)® is a service of the Morton Grove Public Library. "Webrary Links pages consist of links to the most useful reference and informational web sites, organized by subject according to Dewey Decimal System call numbers." <http://www.webrary.org>
- Another site that organizes sites by Dewey is CyberDewey. <http://www.anthus.com/CyberDewey/CyberDewey.html>
- RUSA Innovative Web-Based Reference Services offers more examples of web-based technologies for user services to serve as models or starting points for similar projects at other libraries. Reference categories include Reference FAQ and Reference Menu Organization. <http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/index.cfm>

Use reliable local online sources first.

Before you jump into an Internet search that may turn up marginally useful or commercially biased information, use the reliable online sources available to you. For example, the New Mexico State Library offers databases in the following categories: business, general, history, homework, libraries, literature, health, news, science and technology, Spanish resources.

Try an Internet index or directory first.

Let somebody else do the work! Try using a Web subject guide site (e.g. [Open Directory Project](#) or [Librarians' Index to the Internet](#)) to get started. These subject guides cover fewer resources but have been selected by reviewers, sorted into categories, and are a good place to start.

One search engine is not enough.

If a subject guide or directory does not work and you need a general Web search, remember that not all search engines perform the same way or cover the same number of sites. Use the most appropriate search engine. If you cannot find anything, try a [Metasearch](http://www.mamma.com) (www.mamma.com) engine to search several engines at a time. Search engines do not all search the same sites or have the same rules for retrieval. Know how a search engine lets you select "any words" or "all words," for example, and how to do phrase searching.

Use Recommended Resources

In addition to keeping up with search engines, you will need to keep track of the latest and best online resources. Lists of recommended reference web sites:

- [MARS Best of Free Reference Web Sites](http://www.ala.org/ala/mgrps/divs/rusa/sections/mars/marspubs/marsbestindex.cfm) - Annual selection, with a combined index, to recognize outstanding reference sites on the Web.
- The ['Best of the Best' Business Web Sites](http://www.ala.org/ala/mgrps/divs/rusa/sections/brass/brassprotools/bestofthebestbus/bestbestbusiness.cfm) - organized by subjects.
- [Great Web Sites for Kids](http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm), from ALA's Association for Library Service to Children. Web Site of the Month is featured. Categories include animals, arts, history, literature, science, math, social sciences, and Look It Up, recommended Web reference resources for kids and parents.
- [Internet Public Library](http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm) has many useful sites organized by traditional library categories. www.ipl.org
- [Librarians Index to the Internet](http://lii.org/) is a searchable, annotated subject directory of more than 10,000 Internet resources selected and evaluated by librarians for their usefulness. It is considered a reliable and efficient guide to Internet resources. <http://lii.org/>

If you are feeling overwhelmed with all the sites and sources to keep up with, remember that nobody actually checks all the possible search engines and all the best sites all the time, you do need to reassure yourself, though, that the sites you rely on are the best. Learn to evaluate sites and resources and switch when you find something better.

Section 5.2 - Evaluating Print and Web Resources

Some reference books are great at answering many of your most frequent questions, some books are occasionally useful, and some are useful in limited situations. Some web sites are better than others are, too. Absolutely anyone can publish a web site. How reliable are the Web resources you use? How can you tell the good resources, in print or online? What should you be looking for?

Evaluating Print Resources

To evaluate resources new to you (or those you have been taking for granted), carefully examine and identify all the parts during your evaluation. For books, locate the following:

- Standard bibliographic information: Author, Title, Volume, Edition, Series, Place of Publication, Publisher's Name, and Date of Publication.
- Any Additional Useful Features: Foreword or Preface, Introduction or Instructions for Use, Table of Contents, Main Text, Appendix, Glossary, or Index.

Evaluating Web Sites

Digital Reference Guidelines suggest evaluating these criteria for web resources: Author, Content, Domain Name, Date of Last Revision, Objectivity, Authority, and Accuracy. Purpose, scope, audience, and format are also important.

- Is the author/publisher or responsible agency identified? Can you determine the source of the material?
- Is there a site index or table of contents so you can tell what is on the site and how to use it?
- Is the site easy to use? Are menus and links easy to navigate?
- Is material kept current and is the date of the last update given?

Also, consider the following:

- **What can the URL tell you?** Is it from an .edu, .org, or .gov site, or is it somebody's personal page (indicated by ~).
- Scan the perimeter of the page, looking for links to About, Background, etc.
- **Look for last update.**
- **Look for indicators of quality information**, i.e. who is responsible for the content of the page and are sources documented?
- Are links well chosen and organized?
- What do others say? Look the page up in a reputable directory that evaluates its contents (e.g. Librarians' Index, [Infomine](http://infomine.ucr.edu/) - <http://infomine.ucr.edu/>, [About.com](http://www.about.com/) - <http://www.about.com/>).

From "[Evaluating Web Pages: Techniques to Apply & Questions to Ask](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html)" - <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>, in Finding Information on the Internet: A Tutorial, UC Berkeley, Teaching Library Internet Workshops, 2005.

What can the resource do for you?

Once you have examined the print or Web resource carefully, evaluate how well it will serve your needs:

- **What is the purpose of the resource?** Does it do what it is supposed to do?
- **What's the scope of the resource, what does it cover?** Is there a more comprehensive print resource or web site?
- **Who is the intended audience?** Will it be useful only for specific groups of users? Is there a better resource for your user group?
- **Think ahead! What kinds of questions can be answered with the resource?**

Do not assume accuracy for any resource. Reference sources often have conflicting information, because publication dates, sources of published information, and opinions differ. That is why **it is important to consult more than one source** and to let the user know what resource was used - in the library, on the phone, by email, or with live Web reference.

Types of Resources

Even if you do not know exactly where to find a particular answer, you will know where to begin if you understand the purpose of the major types of reference resources. Do not forget the almanacs and encyclopedias described before.

Atlases contain maps. Special subject atlases are also available on history, astronomy, archaeology, the environment, etc.

Bibliographies are lists of relevant resources for specific topics. Some bibliographies are included at the end of an article or book chapter. Others are whole books listing resources for one topic.

Dictionaries list the words in a language or subject alphabetically, giving definitions, pronunciation, and etymology (where the word came from).

Directories give only brief information about people, organizations, companies, or institutions, addresses, phone numbers, fax numbers, email addresses, and web sites.

Gazetteers list geographical places and locations.

Handbooks generally pertain to a specific subject, e.g. chemistry or physics, or rocks and minerals, and contain quick facts, tables, statistical information, and organizations connected to the subject or field.

Periodicals (serials) are ongoing publications published periodically, such as newspapers, magazines, or journals. Magazines often contain popular information, have more advertising, and are written largely by the magazine staff. A journal is often a scholarly publication with longer articles contributed by professionals in a field and is more research oriented than a magazine

Yearbooks are annual publications about the happenings of one specific year. Some yearbooks are general, about all the happenings of one year, and are published to supplement a general encyclopedia. Many professions also publish yearbooks with information about events, statistics, and people connected with the profession.

This material from “Reference 1, 2, 3” developed for the Houston Area Library System (HALS) as part of the System grant funding from the Institute of Museum and Library Services (IMLS) through the Texas State Library and Archives Commission (TSLAC).

Section 5.3 - Online Resources for New Mexico libraries

The New Mexico State Library currently provides magazine (or, news and periodical) databases to the people of New Mexico through their local public libraries through [Magazines Online](#) -

http://www.nmstatelibrary.org/index.php?option=com_content&view=article&id=217&Itemid=659. Databases are collections of materials on specialized subjects and can

point the user to a citation of a particular document, or more frequently, to the full-text electronic version. Databases are searchable by keyword, author, title, and many other fields, and while each will have its own method of searching, some concepts are standard regardless of the database. Unlike the World Wide Web where anyone with a computer and access to the Internet can post information, specialized databases contain documents that are more reliable, particularly if the source of the document is a peer-reviewed journal. While it is always necessary to evaluate any search findings, you can be more confident about the veracity of information from a database. These databases include the following titles.

General, Academic and Business Resources

InfoTrac General Reference Center Gold provides indexing and abstracting for 3,563 periodicals, of which 2,641 titles and most are full text. This database covers general interest, business, humanities, social sciences, children's topics, and current event information, and indexing and full text for a collection of reference books and newspapers.

InfoTrac Expanded Academic ASAP is designed for research in all academic disciplines. Combines indexing, abstracts, full text and images through 3,133 indexed and 1,920 full-text titles in a wide variety of disciplines including: social science journals, humanities journals, science and technology journals, national news periodicals, general interest magazines, newswires, and many others.

Infotrac Business Resource Center provides full text coverage for thousands of business publications and the New York Times, as well as company profiles, brand information, rankings, investment reports, company histories, and 20 business reference publications.

Resources for Spanish-speakers

InfoTrac Informe!, designed for Spanish-speaking users, is a full-text electronic reference tool, which provides indexing, images and full text of popular Hispanic magazines. Features a thesaurus and title annotations in both English and Spanish.

Student Resources

InfoTrac Kids Edition provides K-5 students access to age-appropriate, full text, and curriculum-related magazines, reference books, and newspaper articles. The database includes approximately 75 full-text magazines, hundreds of full text age-appropriate newspaper articles, over 3,000 indexed, searchable images, and full-color country and state maps.

InfoTrac Kids Infobits provides K-5 full-text, age-appropriate, curriculum-related magazine, newspaper and reference content for information on current events, the arts, science, health, people, government, history, sports and more.

InfoTrac Junior Edition is designed especially for junior high and middle schools. It provides indexing and abstracts of 120 journals with 105 full text titles, full text newspaper articles, 300+ full color Rand McNally maps, and full text for a collection of reference books.

InfoTrac Student Edition is a one-stop, multi-source general reference solution designed especially for secondary school students. Provides indexing and abstracts of 400 journals with full text of 340 titles, more than 40,000 full text newspaper articles, 300+ full color Rand McNally maps, and full text for a collection of reference books.

K-12 Educator Resources.

InfoTrac K12 Professional Collection includes 300 full-text titles for library and education professionals in all subject areas.

Section 5.4 - Boolean Operators and Searching Databases

Boolean operators are terms that can be used in a search query to relate individual search terms to each other in order to **broaden or narrow** search results. Most databases and search engines require the use of capital letters when using Boolean operators. The most common and useful Boolean term is AND. This links the two (or more) search phrases together so that the computer knows that you are interested in documents or files that contain *both or all* of the search terms. For instance:

- sea **AND** ski will pull up results that contain references to both sea and to ski.

If you use “OR”

- sea **OR** ski will pull up results that contain either word individually, or both words, **giving you a much larger set.**

If you use “NOT”

- ski **NOT** jet will bring up references to snow or other types of skiing but not jet skiing. **This is useful when the term you are searching has more than one concept or a subset that you wish to exclude.**

Truncation is another searching concept that is used in many search engines and databases even though the particular character (called a “wildcard”) to indicate truncation may vary. Checking the “help” section of a particular resource will tell you whether the system can use truncation and which character to use. The most common wildcards are an asterisk (*) or a question mark (?). **Truncation is very useful when you want to retrieve all results within a concept that may be expressed in variant word spellings or endings.** For example:

- wom* will pull up information containing the words women, woman, women's woman's, wombats, and any other words that start with wom. Wom*n will not pull up wombats or women's because you have indicated that the word must end with an "n" even if the fourth letter can vary.
- You can search for variant word forms and differences in American or English spellings by using colo*r [color or colour], gr*y [gray or grey], or catalog* [catalog or catalogue].

Section 5.5 - Services to Library Customers

Section 5.5.A - Customer Service Skills

What is great customer service?

Great customer service means customer satisfaction. Not only with the services provided, but satisfaction with the way the library staff provides those services.

A good way to envision great customer service is to think about the golden rule when working directly with a customer, putting yourself into the customer's place:

- Understand and value your role in providing services.
- Treat customers the way you want to be treated.
- Accept that customer satisfaction depends on meeting expectations, whether or not the expectations are realistic.
- Understand that customer satisfaction is emotional, and not always logical.
- Realize that satisfaction, and the customer's evaluation of service, may be based on a single incident, good or bad.

What is the "golden rule" of customer service?

The "golden rule" of customer service is to treat others the way you wish to be treated. It is not an easy thing to do because it requires putting yourself in the customer's place -- trying to see how others view you and your actions. It requires understanding how a customer perceives the library.

Can you recall your experiences in libraries before you were a library employee, or your first few days on the job? Did you instantly understand all the library procedures and policies? Did it take days, months, years? We often expect our users to understand in a few minutes what it took us days or years to comprehend.

What are the results of poor service?

According to Paul Hawken, in his book *Growing a Business*, "65% of a company's business comes from existing customers, and it costs five times as much to attract a new customer than to keep an existing one satisfied. Losing a customer is even more expensive. According to studies by the Technical Assistance Research Programs Institute, 91% of unhappy customers will never buy again from a company that has

displeased them and will also voice their dissatisfaction to at least seven other people."

Libraries not valued by the community lose customers! Business surveys show "Why Customers Quit":

- 1% Die
- 3% Move
- 5% Develop other friendships
- 9% Pursue more competitive prices
- 14% Want better quality
- 68% Go elsewhere because of indifference by sales and service personnel

(from <http://www.hals.lib.tx.us/cust123/1value.htm>)

Are library customers the same as business customers? Yes -- if they do not get what they want or do not like the way they are treated, they may not come back and may tell others about their experience.

What is important to library customers?

If everything were free at the library, why would anybody go anywhere else and pay for these things? Better parking? 24/7 access? Maybe, but a primary reason lays in the value that customers place on services.

Diane Wiengard, in Customer Service Excellence, says that marketing researchers found that price is not the most important factor in what customers want: that customers look at (in order) performance, durability, ease of repair, service availability, warranty, ease of use, price, appearance, and brand name. How does that translate into library terms? A few examples:

- Performance - Do customers always get fast, correct information from the library?
- Availability - Can we put the latest bestseller in a customer's hands as quickly as a bookstore, or do we put them on a waiting list?
- Ease of use - Is it easier to search the library's catalog or Amazon.com for a book?

A library-specific version of what customers value most is similar and includes four factors:

1. **Reliability:** the ability to perform the promised service dependably and accurately.
2. **Responsiveness:** the willingness to help customers and to provide prompt service. This also includes the physical (non-verbal) communication that indicates that the library employee is not just doing a job, but is happy to give service.
3. **Assurance:** credibility and trust that the employee is knowledgeable, courteous, and confidence inspiring.
4. **Empathy:** caring, individualized attention.

What can the library do to establish great customer service?

Understanding the way customers think is necessary to keep customers satisfied.

Customers do business based on emotional thinking and prefer doing business with people they like and know. An important thing to remember: do not try to change customers.

Do libraries try to change customers? Consider one example. People like to chat with friends, drink, eat, and sit around with feet propped up on the furniture while reading or surfing the web. Is it more satisfying for the customer to go to an Internet cafe or a bookstore with comfortable couches (and great lattes) than it is to visit the library? Does every area in the library need to be devoted to those who value calm, quiet surroundings? Do libraries try to change customers -- or should libraries consider changing policies?

Whether libraries attempt to meet customer expectations or to educate customers whose expectations may not be realistic in a library, satisfying the customer still depends on knowing the customer and what the customer wants.

Why is great service so important?

“Giving customers what they really want is not the same as providing what we think they want! Library users may not be looking for what we consider “good” information, just information that is “good enough.” They may be looking for convenient and friendly access to entertainment. Whatever the need, if the library isn’t seen as a place where the need will be satisfied, then the alternative is a quick and dirty web search or a trip to a local bookstore. The ultimate result? Loss of perceived value of the library in the community and subsequent decreased usage (and funding).” (from <http://www.hals.lib.tx.us/cust123/1value.htm>)

What can the library do to overcome barriers to customer service?

Does it seem like there are days when everybody is terminally cranky? Are there a few of your customers who seem happiness-impaired? If a customer’s unpleasant attitude reflects a problem that has nothing to do with what is taking place in the library, then do the best you can to keep the encounter pleasant and satisfying. However, do not take it personally and do not let the experience affect other customers.

Often there are reasons behind the customer behaviors that we find challenging to handle. Attitudes, misconceptions, and barriers can create difficult situations. (from <http://www.hals.lib.tx.us/cust123/2difficult.htm>)

What are the non-verbal barriers to communication?

Watch for any indication that the user may have trouble communicating effectively:

- The patron’s possible discomfort with libraries.
- Language, cultural, or educational differences.
- Physical or emotional problems.
- People in a hurry or distracted by companions.

Watch for clues and tailor your transaction to the time, capabilities, or mood of the user. Try to put yourself in their place. Remember what a trip to the library was like for you before you began working in a library.

(from <http://www.hals.lib.tx.us/cust123/2difficult.htm>)

What are *the physical barriers to communication*?

Customers may be dissatisfied because they are uncomfortable in the library. Try to overcome these possible physical barriers:

- Is it easy to find the library? If customers have had a difficult time finding you, the customer service encounter may get off to a bad start.
- Is parking adequate?
- Are public areas welcoming? High counters or stacks of books may intimidate some people, especially a child or a person in a wheelchair.
- Are staff workstations professional in appearance? Clutter makes many customers uncomfortable. Personal conversations between library employees may annoy customers.
- Are all areas of the library clearly designated? Are the most used materials clearly marked?
- Are there enough well placed signs for users who prefer to help themselves?

from <http://www.hals.lib.tx.us/cust123/2difficult.htm>

What do I do when I make a mistake?

Every encounter with a customer is an opportunity to build trust and satisfaction, even if you make a mistake. **If a customer is dissatisfied because of an error on your part, take positive action.** Acknowledge when things go wrong and remedy the situation as quickly as possible. Do not be defensive or worry about placing blame.

Customers remember how well you recover from errors, and a difficult situation becomes an opportunity to create a positive, satisfying experience for the customer.

from <http://www.hals.lib.tx.us/cust123/2difficult.htm>

Section 5.6 - Customer Service Guidelines for the Frontline

Treating others as you wish to be treated is excellent advice, but here are a few specific suggestions useful for providing excellent customer service.

Knowledge and Attitude

- Be approachable.
- Be visible and professional at all times.
- Know the needs of the customer groups you work with.
- Keep food and drink away from public service areas.
- Attitude must be positive about customers and service.
- Value what you do.
- Think like a customer.

Visibility

- Always acknowledge, greet, and immediately serve the customer.
- Make eye contact.
- Never ignore a customer even when you are on the phone or helping another customer.
- Make the customer the center of your attention.
- Eliminate distractions such as library staff congregating and talking in public areas.
- Use private offices and work areas away from the public to do any talking with co-workers.
- Smile!

Communication

- Use body language to express your continued concentration such as nodding and leaning forward.
- Use good listening skills when helping a customer; don't interrupt or be thinking about your answer (defensive listening).
- Pay full attention to the customer and take notes if necessary.
- Show interest in what the person is saying.
- Ask questions and repeat to make sure you understand what the customer wants.
- Use good phone skills.
- Communicate in a positive, friendly, and courteous manner.
- Avoid library jargon. When using library terms, explain what they mean.
- Be knowledgeable and confident about library services.
- Leave customers with a positive, professional image. Let your pride in your work show!

Handling Encounters

- Be sure you are getting the right question and giving the right answers.
- Provide accurate answers or make accurate referrals.
- Call ahead rather than making blind referrals and misdirecting a customer.
- Use your best judgment.
- Be flexible.
- Give alternative solutions instead of saying no.
- Tell customers what you can do, not what you cannot do.
- Get feedback.
- Turn complaints around.
- Remember that other staff and other libraries are your customers, too!

Adapted from Virginia Polytechnic Institute and State University, University Libraries. "Customer Service Guidelines." and from Houston Area Library System (HALS), <http://www.hals.lib.tx.us/cust123/1practices.htm>

How do I handle the dissatisfied customer?

Occasionally a customer will express an opinion in a threatening or offensive way. Maintaining a positive attitude, attempting to understand the customer's viewpoint, and trying to turn the situation around may not work. What to do? The following "10

"tips for Crisis Prevention" were adapted by Yale University Libraries from those provided by the National Crisis Prevention Institute.

1. Remain calm and be empathetic.
 - Try to show respect.
 - Do not be judgmental.
2. Clarify messages.
 - Make sure you understand what is being said.
 - Repeat your request if necessary.
3. Respect personal space.
 - Do not stand too close for comfort.
4. Be aware of body position.
 - Do not stand straight in front of another person or appear to block his/her avenue of escape.
 - Keep your nonverbal cues non-threatening.
 - The more an individual loses control, the less the person listens to your actual words.
5. Permit verbal venting where possible.
 - Let the angry person blow off steam.
6. Set and enforce reasonable limits.
 - State what you will permit.
 - Offer a choice of actions or alternatives if you can.
7. Avoid overreacting.
 - Strive to remain calm, rational and professional.
 - Avoid the use of humor, sarcasm or personal remarks.
8. Avoid using physical techniques (pushing, grabbing, etc.) except when personal safety is at risk.
 - Physical techniques can only make things worse, and may lead to subsequent lawsuits.
9. Ignore challenging questions.
 - Do not respond to challenges to your authority, training, intelligence, policy, etc.
 - Do not argue with outrageous statements.
10. Be a team member when confronting a disturbed patron.
 - Get help and do not try to handle the situation alone.
 - Give support to another staff member who has had to confront a disturbed patron.

- Alert other staff members when strange behavior occurs.

This material used with permission from “Customer Service 1, 2, 3” developed for the Houston Area Library System (HALS) as part of the System grant funding from the Institute of Museum and Library Services (IMLS) through the Texas State Library and Archives Commission (TSLAC).

Section 6 - Youth Services

Youth Services

http://www.nmstatelibrary.org/index.php?option=com_content&view=article&id=74&Itemid=447

Section 6.1 - Child Development

What is important about Child Development?

To provide good library service to all families and children, it is helpful to understand the child developmental process, the ages and stages of growth. **Understanding development will help you guide the child to the appropriate library program or material.**

Another concept to understand is “emerging skills” or “emerging learning.” Children do not jump from not being able to do something at all to being able to do it well. The process of learning how to do something emerges a little bit at a time. You will use this understanding of emerging learning and child development, not only in selecting materials and in recommending them to parents and children for their developmental age and stage, but also when you plan children’s programs.

Review simple child development charts that will give you an idea of what children can do at certain ages, how you can relate to different ages, and what kinds of library materials and programs you can provide from each age. **Children develop at their own pace and children of the same chronological age are not necessarily at the same developmental stage.**

Why do libraries offer programs for children?

Children’s programming is an integral part of well-rounded service in any public library. From the librarian’s point of view, it enriches the experiences of children who are already library users. It draws new users, and it gives the librarians who work with children a window into the interests of their clientele. From the parent’s point of

view, programming provides an interesting and fun way to connect their children with books and reading. The kids just think programs are fun.

What is Storytime?

Storytime is a well-loved traditional library service that offers children and parents an introduction to reading. Storytimes can be developed for different developmental stages. Some libraries offer storytimes for infants (0 to 18 months or two years). The goal of these programs is to prepare parents to help their children acquire early literacy skills. Providing programs for this age group demonstrates to caregivers the importance of involving even the youngest child in positive, early learning experiences - experiences that they can continue at home. Toddler storytimes are aimed at children from 18 months to three years. Preschool storytimes are generally for four and five year olds.

If the library does not have large enough attendance or enough time to justify having a separate toddler storytime, you may decide to have a combined storytime including 2- through 5-year-olds. The developmental range is huge between the two ages, but with some adjustments in the plan, you can create a storytime with something for everyone.

Section 6.2 - Programming & the SRP

What is school-age programming?

School age children (from kindergarten on up) are a challenging audience to capture. Many have little free time due to the demands of school, activities, and, for the much older ones, after-school jobs. Because of this, libraries frequently focus on the younger children during the school year and the older ones during the summer. For programming, school age children can be divided into four categories: Kindergarten through second, third through fifth, sixth through eighth, and ninth through twelfth. Bear in mind that most children cannot be divided neatly into these age groups because of their varying developmental levels.

At the beginning of the school year, children in kindergarten through second grade might still enjoy a program similar to a preschool storytime. By the end of the year, however, the second graders are “almost” third graders and may have matured (or think they have matured) beyond what they call “little kid” programs. Some third graders still enjoy the storytime format and would probably enjoy coming to a family storytime that encourages parents and children of all ages to attend.

Programming options for school age children are unlimited. You could read mature picturebooks, do booktalks, invite someone in to do a program for you, plan an author talk and autograph signing, play games, learn magic, put on a puppet show, or offer crafts.

Just remember that you are providing a library program and make sure to tie it in with books and reading in some way. An outside presenter may understand that libraries like to have books and reading promoted and will do so without being

prompted. At the very least, have a display of books on the topic of the program and encourage the children to look at them and check some out to take home.

What is the [Summer Reading Program](http://www.nmstatelibrary.org/index.php?option=com_content&view=article&id=74&Itemid=447) -

[http://www.nmstatelibrary.org/index.php?option=com_content&view=article&id=74&Itemid=447?](http://www.nmstatelibrary.org/index.php?option=com_content&view=article&id=74&Itemid=447)

Research shows that children lose reading skills over long school vacations. **Library programs that keep children reading can help them retain their skills.** The New Mexico State Library sponsors a Statewide Summer Reading. This program is available to every community, public, and military library. The State Library distributes an extensive manual to help libraries promote reading and have fun in libraries throughout the summer.

Section 6.3 - Collections and Services for Children

Do libraries provide reference and readers advisory services to children?

Good service to children means that both reference and readers advisory are provided for children of all ages. Reference service helps school-age children with daily homework assignments or to complete reports and projects. The librarian's task is to determine what the child needs, to assist in the use of library and information sources, and to assist the child in the choice of library materials.

Ideally, a reference collection should include resources in all of the standard areas of study. If the budget is limited, however, you may have to use the adult reference collection. At least try to keep a good quality, up-to-date set of encyclopedias, an atlas, a dictionary, and an almanac in the children's area.

Reader's advisory is similar to reference in that the librarian assists the child in locating materials, but these materials are for leisure reading instead of school-related reading. Hobbies, pet ownership, sports, and games are of perennial interest. Fiction for leisure reading may include all genres from romance to horror.

To provide good reader's advisory service, the librarian should continuously read books in the children's area. It is difficult to recommend books without reading them or doing a thorough skimming of the materials. If skimming is all that time will permit, book reviews such as those in School Library Journal and Booklist provide good resources for a quick introduction to different titles.

How does collection development for children differ from that for adults?

Keeping your collection current and in good repair is just as important in the Children's Department as in the rest of the library. Kids depend on the public library to provide them with good information to use in their school assignments as well as for their personal projects and interests.

There are many tools available, in print and on-line, to help you select for your library. Building a collection takes time and planning. Many reputable professional

journals, organizations, and individuals compile lists of books and other materials recommended for purchase by most libraries. These lists are a good way to start. Check to see what books and materials the library already owns. As you go through the collection and professional guides, you will become familiar with the authors and titles that are standard in children's collections. No library can own every book on these lists. Choose the titles that the library can afford, that the users request, and that fit the collection development criteria.

From: <http://archive.ifla.org/VII/s10/pubs/ChildrensGuidelines.pdf>

Materials: Children's libraries should include a variety of developmentally appropriate materials in all formats, including printed materials (books, periodicals, comics, brochures), media (CDs, DVDs, cassettes), toys, learning games, computers, software and connectivity.

Selection criteria

Building collections and services, librarians should choose materials which are:

- high quality
- age appropriate
- current and accurate
- a reflection of a variety of values and opinions
- a reflection of local community culture
- an introduction to the global community.

Are there special books for children that every library should have?

Parents, teachers and children often want to read books that have won awards. Here are some of the most prestigious awards in the United States.

The **Newbery Award** was named for eighteenth-century British bookseller John Newbery. It is awarded annually by the Association for Library Service to Children, a division of the ALA, to the author of the most distinguished contribution to American literature for children.

The **Caldecott Medal** was named in honor of nineteenth-century English illustrator Randolph Caldecott. It is awarded annually by the Association for Library Service to Children, a division of the ALA, to the artist of the most distinguished American picture book for children.

The **Coretta Scott King Award** is presented annually by the Coretta Scott King Task Force of the ALA's Social Responsibilities Round Table. Recipients are authors and illustrators of African descent whose distinguished books promote an understanding and appreciation of the "American Dream." The award commemorates the life and work of Dr. Martin Luther King, Jr., and honors his widow, Coretta Scott King, for her courage and determination in continuing to work for peace and world brotherhood. The award honors a writer and an illustrator each year.

The **Pura Belpre Award**, established in 1996, is presented to a Latino/ Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth. It is co-sponsored by the Association for Library Service to Children, a division of the ALA and REFORMA, the National Association to Promote Library Service to the Spanish Speaking, an ALA Affiliate.

The **Land of Enchantment Book Award** is New Mexico's annual state book award, designed to encourage the youth of New Mexico to read outstanding books of literary quality. A committee sponsored by the New Mexico Library Association, the New Mexico Council of the International Reading Association, and the New Mexico State Library selects two lists of books--children's and young adult. Then, New Mexico's young people read at least three books from one of these lists and vote on their favorite. The final selectors of this award are students in grades 3rd - 9th. Teachers and librarians are encouraged to promote the Land of Enchantment Book Award program.

This material is used by permission from the Georgia Public Library Services and originally published in the Handbook for Children and Youth Services.

Section 6.4 - YALSA and other resources for Youth Services librarians

a.) The Young Adult Library Services Association (YALSA), is part of the American Library Association (ALA). The YALSA website, <http://www.ala.org/ala/mgrps/divs/yalsa/profdev/yacompetencies2010.cfm> , lists seven areas of competency for youth services librarians.

b.) The International Federation of Library Associations (IFLA)

<http://archive.ifla.org/VII/s10/pubs/ChildrensGuidelines.pdf>

“The global community and the demands of the information age have re-shaped librarianship and the use of technologies to acknowledge and enhance the economic, cultural and communication revolution in today's world. The Guidelines in an outline format, were written by the Standing Committee members of the Libraries for Children and Young Adults Section as an implementation tool for libraries of all sizes and economic levels. These Guidelines complement IFLA's publications; *The IFLA/UNESCO Public Library Manifesto*; *The Public Library Service: IFLA/UNESCO Guidelines for Development*; and *Guidelines for Library Services for Young Adults*.”

The New Mexico State Library
THE SIX CORE COMPETENCIES
Adopted October 2009

1. Cataloging

Cataloging describes and allows access to library materials. Library Staff who work in cataloging and classification support library users' access to resources in a library. They do this by assisting with the processes that enable multiple ways of searching in a catalog to identify what is in a library; to identify particular items; and to locate these items in the library or in other libraries. Cataloging and classification work requires knowledge of standard systems of classification, cataloging, and subject headings. This work also requires the ability to apply these standards to diverse types of materials.

Library Staff will know:

- The functionality of integrated library systems.
- Basic tools, both print and online, for cataloging.
- The basics of MARC format and cataloging rules.
- The basics of classification and organization schemes for collections.
- The basics of subject headings and authority control.
- National standards.

Library Staff will be able to:

- Use bibliographic utilities (such as OCLC).
- Understand the cataloging functions of integrated library systems.
- Perform copy cataloging, including reviewing and editing cataloging records.
- Explain the library's classification scheme to others.
- Assist others with the classification scheme.
- Find desired resources.

2. Collection Development

Library Staff who work in collection management support coworkers and library users by assisting with the processes that put library materials on the shelf or online. Collection management work requires knowledge and abilities in many aspects of this fundamental library work, including understanding publishers, vendors, budgets and accounting, how to resolve problems, preparing items for use, and caring for items after they have been well used.

Library Staff will know:

- The functionality of integrated library systems.
- The general purpose of collection management in libraries.
- The basic principles of selecting and discarding of all types of library materials.
- Basic principles for preserving all types of library materials.

Library Staff will be able to:

- Use standard sources to assist with collection development and procurement.
- Maintain the collection using standard preservation techniques.
- Assist with decisions regarding weeding, material retention, and replacement.
- Explain and apply the library policy for accepting gifts of materials.

3. Information Technologies

These competencies address the skills and knowledge about technology necessary for library work. This competency set also addresses the role of providing access to and educating the user in the use of technologies and equipment relevant to information seeking, access, and use.

Library Staff will know:

- General trends and developments of appropriate technology in all library functions and services, whether offered in the library or through remote access.
- Technology's role in creating, retrieving, and delivering library resources, function, and services.
- The role and responsibility of libraries for introducing relevant applications of technology to the public, including assistive technology.
- Basic computer operations needed to access library applications software and productivity tools.
- Basic networking technologies and protocols.
- Basic data security principles and best practices to ensure the integrity of data and the confidentiality of user activities.
- Concepts and issues concerning the appropriate use of technology by different user groups.

Library Staff will be able to:

- Adapt to changes in technology.
- Transfer information gained from training into the work place.
- Assist and train users to operate public equipment, connect to the internet, utilize library software applications, and access library services from remote locations.
- Use information discovery tools including the library's catalog, core library databases, and internet search engines.
- Perform basic troubleshooting of technical problems, and resolve or appropriately refer those problems.
- Access and use basic assistive technologies, where appropriate, to ensure that all users have equitable access to technology.

4. Management

Library Staff often hold positions that involve supervision and management. These staff members may also need to demonstrate the competencies specific to a department in which they work. This section has multiple competencies.

Library Staff will know:

- The value of written, approved policies and the difference between policies and procedures.
- The basic purposes and concepts of budgeting, grant writing, and fundraising.
- The value of planning library services based on community demographics and needs and evaluating these services.
- Principles and the value of cooperation and collaborating with other libraries, agencies, and organizations.
- Principles of marketing the library and its services.

Library Staff will be able to:

- Develop realistic goals and measurable objectives after careful consideration of benefits, risks, and impact on library current and future needs.
- Develop, implement, and evaluate recommendations for new services and programs based on analysis and interpretation of data about various aspects of library operations.
- Review existing and develop new policies and procedures.
- Develop and implement a marketing plan for the library and evaluate its effectiveness.
- Build positive relationships between staff and users, applying concepts of user-oriented customer service.
- Demonstrate the ability and willingness to uphold policies and decisions, and know when exceptions are appropriate.
- Use appropriate strategies to deliver difficult or sensitive information.
- Identify community and user demographics, and assist in planning library services on those demographics and needs.
- Request, defend, and follow a budget for library activities.
- Conduct meetings effectively and efficiently.

Supervision

Library Staff will know:

- Basic regulations and laws that govern employment; library policies, and procedures; and how policies are influenced by local, state, and federal laws and regulations.
- Principles of staff management, supervision, and discipline.

Library Staff will be able to:

- Participate in recruiting, hiring, training, evaluating, and promoting library staff.
- Set clear performance expectations linked to the library's strategies and priorities.
- Demonstrate leadership in a team environment.
- Plan, implement, and encourage participation in staff development activities.

Communication

Library Staff need to communicate effectively with library users, library

staff, and others in a variety of situations to offer high-quality customer service. Library Staff are also required to make decisions that impact library services and serve as valued members of work teams. This set is divided into two parts: communication and team work; and decision-making.

Library Staff will know:

- Basic concepts of interpersonal relations, customer service, and communication.
- The importance of upholding policies and decisions, and when to make exceptions.
- Tools for resolving conflict.

Library Staff will be able to:

- Treat others with respect, fairness, and consistency.
- Seek, give, and accept constructive feedback from coworkers, supervisors, and users.
- Resolve conflict in a positive and productive manner, and judge when situations should be referred to a supervisor.
- Write clearly, logically, and concisely.
- Select the most appropriate medium for communicating, based on the language, communication styles, and needs of diverse receivers (user and staff).
- Listen effectively and transmit information accurately and understandably.
- Use approachable and welcoming behavior with all users.
- Anticipate and maintain awareness of users' needs and wants in order to provide or improve services.

Team Work and Decision-Making

Library Staff will know:

- Basic concepts of team work.
- Basic concepts of effective decision-making.

Library Staff will be able to:

- Participate effectively on teams, commit to meeting agreed-upon goals and objectives, and support team decisions.
- Promote communication and respect among team members.
- Identify critical and sensitive library issues, and choose appropriate strategies to communicate this information among the public, supervisors, team members, and peers as appropriate.
- Provide timely, accurate, and candid information to supervisors, peers, and team members to facilitate decision-making.
- Gather the best available information to support decisions.

5. Reference

These services support library users as they seek access to information in all formats, wherever these resources are located. These competencies require an understanding of basic information resources and of the user's information seeking behavior and expectations.

Library Staff will know:

- Legal issues involved in reference services, including user privacy, confidentiality, and copyright.
- Basic reference, information, and community resources.
- Basic search methods, display options, and terminology of the library's catalog, website, and other information access tools.

Library Staff will be able to:

- Conduct effective reference interviews, helping users define their information needs.
- Judge when referrals are necessary, and use appropriate referral procedures.
- Instruct users in basic research procedures, including use of the library's catalog, general database, and web searching, and locating materials in the library.
- Use basic searching skills to find information in print, non-print, and digital resources.
- Help users select the most appropriate information resource to meet their needs, and evaluate the quality, currency, and authority of information retrieved.
- Identify and locate information in all formats, and assist users in retrieving materials, including those not held locally.

6. Youth Services

These competencies are for library staff working in a public library in service to youth, from birth through age seventeen. Services to youth include collection development, programming, providing Readers Advisory and Reference services, and teaching information literacy skills and related activities.

Library Staff will know:

- A general understanding of the stages of childhood and adolescent development, and factors contributing to the development of early literacy skills.
- Resources for youth in different formats, including award-winners, classic titles, and age-appropriate print and electronic materials.
- How to select appropriate materials for a particular youth, based on such factors as reading level, interest, and level of maturity.
- Appropriate internet sites, rules for safe navigation, and use of online search tools and other technological applications for youth.
- Legal and other issues affecting youth.

Library Staff will be able to:

- Establish a welcoming atmosphere and actively encourage youth participation in library programs and in the use of resources.
- Demonstrate written and oral communication skills for working with youth, their parents and other caregivers, other library staff, and the personnel of agencies serving youth.

- Assist with selecting appropriate materials for a youth collection.
- Assist with planning, presenting, and evaluating library programs that will attract youth.
- Assist with advocating for and publicizing youth services.
- Work cooperatively with personnel in schools and other community agencies serving youth.
- Conduct effective reference and readers advisory interviews for youth and their parents and other caregivers, and refer to a librarian when appropriate.
- Assist with developing and marketing services for youth and their parents and other caregivers.
- Instruct youth in the use of library materials, resources, and equipment.
- Manage youth problem behavior and emergency situations.
- Follow policies and procedures related to challenged resources
- Demonstrate an understanding of, and a respect for, diverse cultural, religious, and ethnic values.

All competencies adapted from American Library Association:

<http://www.alaapa.org/lsscp/candidatecompetencysets.html>

Glossary

AACR2 (Anglo-American Cataloging Rules): Second edition of AACR was published in 1998.

It establishes the standard set of rules for cataloging procedures and decisions used by most libraries in English speaking countries.

abstract: Brief description of a document, prepared by an author or professional abstracter, which identifies its major points.

academic library: Library established and maintained by a junior college, tribal college, community college, four-year college or university organized and administered to meet the information needs of its students, faculty, staff and others by agreement.

access: Availability of a library and its services to the population it is intended to serve. In a large sense, access is the ability to obtain information through a library and its cooperative links to additional resources.

accredited library school: School that teaches library and information science at the master's degree level and that has qualified for

accreditation under requirements of the American Library Association.

acquisitions: Process of acquiring the library materials, which comprise the library's collection.

ADA (Americans with Disabilities Act): National legislation giving civil rights protection to individuals with disabilities; it affects libraries as service providers and as employers.

affirmative action: Policy of promoting equal employment opportunity through methods of recruitment, training, and promotion.

ALA (American Library Association): Founded in 1876, ALA is the national association serving the interests of libraries.

ALTA (Association of Library Trustees and Advocates): Association of public library trustees and advocates affiliated with the American Library Association.

automation: All aspects involved in using a computer system for such tasks as circulation, cataloging, acquisitions, interlibrary loans, etc.

bibliographic database: Computerized listing of books, periodicals or other library materials from which information can be extracted by a number of identifiers related to the bibliographic description of the item.

bibliographic records: Cataloging information used to describe and access items such as a

book, magazine, video or sound recording, map, etc.

bibliographic utility: Computer based network offering support functions to libraries, particularly in cataloging/technical services. *See also OCLC.*

bibliography: Complete or selected list of documents related by author, subject, publisher, etc.

BIP (Books in Print): Listing of currently available titles used for ordering books. BIP is available in a multivolume print set, on CD-ROM or online by subscription.

branch library: Auxiliary unit of a public library which has separate quarters, a permanent collection, permanent staff and scheduled public hours. Branches are administered by a central unit.

call numbers: Classification number on an item of library material used to mark the item, shelve it properly, list it in the card catalog or computer, and find it for a user. Dewey Decimal and Library of Congress are two classification systems used for call number development.

Carnegie Library: Library building built fully or in part with funds contributed by Andrew Carnegie and characterized by a common architectural style.

catalog: File of bibliographic records created according to specific uniform principles of construction, which describes the materials in a collection, a library or a group of libraries. It may be in the form of a card catalog, a book catalog or an online catalog.

cataloging: Process of physically describing library materials, including assigning subject headings and a call number, so that the items can be located in the catalog or on the shelf.

CatExpress: Online copy cataloging software from OCLC used by libraries to obtain records for local automation systems and add local holdings to the WorldCat database using the web.

CD (compact disc): High capacity storage device that uses laser technology to read data in digital form. Available in a variety of formats: CD-ROM: Read Only Memory; CD-R: Recordable (onetime only recordable); CD-RW: Read/ Write (rerecordable).

CE (continuing education): Opportunities provided for personnel to improve and grow in their professions.

circulation: Activity of a library in lending materials to borrowers and the recording of these transactions.

classification system: System for arranging books and other materials according to subject or form. The two most common systems in use are Dewey Decimal and Library of Congress classification systems.

collection: Total accumulation of all library materials provided by a library for its patrons. Collection is also used to describe a group of library materials having a common characteristic (e.g., Children's Collection, Reference Collection, Local History Collection, etc.).

collection management: Planned process of selecting and acquiring library materials to meet the needs of the library's community. It includes assessing user needs, adopting a collection management policy, studying collection use, selecting materials, maintaining the collection and weeding. Cooperative collection management refers to a group of libraries working together to identify collection strengths and minimize duplications.

complaint: In intellectual freedom cases, an oral charge against the presence and appropriateness of material in the library collection. Complainants are usually requested to complete and file a written form. Also referred to as a *challenge*.

cooperative system: Group of libraries banded together by formal or informal agreement which states common services to be provided, such as cooperative book buying, shared cataloging and cooperative reference service. This can also be a consortium of libraries joining together for all participants to benefit from a statewide license or statewide database subscription

copyright: Exclusive privileges of publishing and selling a work granted by a government to an author, composer, artist, publisher, etc. Copyright is a right of intellectual property whereby authors obtain, for a limited time, certain exclusive rights to their works. Libraries have a special interest in fair use of copyrighted material.

database: Systematic organization of information stored in a computer file for ease of searching, update and retrieval.

depository library: A library that is legally designated to receive free copies of all or selected government publications and make these documents available to the public.

Dewey Decimal Classification: Subject classification system for books developed by

Melvil Dewey (1851-1931) that divides all knowledge into ten classes arranged in numeric sequence and further divided by a decimal system. Dewey classification is used in most public libraries..

E-mail (electronic mail): Sending messages from one location to another through a communications network from one computer to another; generally referring to Internet mail.

end user: Library user who requests and uses information obtained from an online search.

E-Rate: Federal program providing discount to eligible schools and libraries for access to telecommunications and information services, including basic local and long distance phone services, Internet access services, and acquisition and installation of network equipment. The Universal Service Administrative Company's Schools and Libraries Division administers the ERate program for libraries.

expenditures per capita: Measurement comparing the expenditures of the library to the size of the service area population.

fair use: Special conditions (such as criticism, news, teaching, or research) under which all or portions of copyrighted work may be reproduced without infringing upon the copyright laws.

foundation: Library foundations are separate, nonprofit groups that operate independently from the library to help with fundraising for the benefit and improvement of the library.

freedom to read: Guaranteed freedom in the U.S. Constitution. A Freedom to Read Statement was adopted in 1953 (revised in 1972, 1991 and 2000 by the American Library Association and the American Book Publishers Council describing the need for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox or unpopular.

Friends of the Library: Group of volunteers organized to support a particular library through lobbying, public relations, fundraising and program assistance.

FTE (full time equivalent): A measure used by human resources personnel to indicate the number of full-time workers who would be employed if all part-time positions were added together. The FTE calculation is used for budgeting and reporting purposes.

FY (fiscal year): Used in budgeting to identify the twelve-month accounting period under which an organization operates.

hardware: Bolts, nuts, board, chips, wires,

transformers, circuits, etc. in a computer; the physical components of a computer system.

holdings: All the cataloged and uncataloged materials in the possession of the library.

holdings per capita: Measurement comparing the size of the library collection to the size of the service area population.

home page: Main page of an Internet web site.

income per capita: Measurement comparing the income of the library to the size of the service area population.

ILL (interlibrary loan): System of interlibrary cooperation, which allows libraries to obtain information and materials for their users from other cooperating libraries. *See also resource sharing.*

IMLS (Institute of Museum and Library Services): Independent federal agency that provides programs of support for both libraries and museums and encourages library/museum partnerships. The agency administers the Library Services and Technology Act (LST) grant program to states.

institutional library: Library within a correctional facility, rehabilitation center, care facility or other institution that serves the library needs of residents and staff.

intellectual freedom: Right of individuals to the free and open exchange of information and ideas. This right is supported by the American Library Association and individual libraries through commitment to the Library Bill of Rights and the Freedom to Read Statement. Public libraries safeguard intellectual freedom by providing a collection representing all viewpoints and equal service to all members of the community.

Internet: International computer network system through which libraries and individuals may communicate and share information via E-mail, databases and other methods. *See also web.*

ISBN (International Standard Book Number): Unique identification number printed in books by international agreement.

ISSN (International Standard Serial Number): Unique identification number for each serial publication.

jobber: Wholesale book supplier who supplies many titles from different publishers and sells them to libraries and retailers.

keyword: Word used in an information retrieval search to find a particular word in an author, title, abstract or subject field. This is especially useful when the word is not

used as a recognized subject term within the index being searched.

LAN (local area network): Network that connects nearby computers, usually in the same building, using cables or wireless technology.

LC (Library of Congress): National library of the United States that serves the U.S. Congress and provides services to all types of libraries.

Library Bill of Rights: Policy statement adopted in 1948 (and reaffirmed in 1961, 1980 and 1996) by the American Library Association concerning service to all people, free expression of ideas and censorship.

Library of Congress Classification: Subject classification system for books devised by the Library of Congress that divides knowledge into 21 subject areas and has a notation of letters and figures that allows for expansion. It is used mostly in academic and special libraries.

long range plan: Document adopted by a library's governing Board outlining the goals, objectives and action plans for the library's operation and development over a designated time period, usually three to five year.

LSTA (Library Services and Technology Act): Enacted in 1997, LSTA replaced LSCA. The new act is administered under the Institute of Museum and Library Services with the primary focus on improving library services through technology, encouraging sharing of resources and targeting library and information services to undeserved populations. LSTA grants are awarded annually to all state libraries for use in statewide and local projects.

magazine database, full text: Online periodical index that allows searching of subject specific magazine article citations. The database may also provide the complete text of the article located. Such databases allow library patrons to access full text versions of thousands of magazine and journal articles.

MARC (machine-readable cataloging): Standardized arrangement of bibliographic information for computer-based catalog records to permit sharing with other automated systems.

microform: Generic term for any medium that contains miniaturized records such as microfilm or microfiche. Microforms require special readers to enlarge the images so the information can be read.

mission statement: Concise expression of the library's purpose and service priorities.

MLS or MLIS (Master of Library Science or Master of Library and Information Science): Graduate degree from a library school or department.

National Library Service (NLS) for the Blind and Physically Handicapped: Division of the Library of Congress, NLS offers free recorded and Braille embossed books and magazines to individuals with visual and other physical conditions limiting use of regular printed materials.

network: Structured arrangement for connecting devices such as computer terminals or libraries for the purpose of communications, information exchange or cooperative services. A network can be local, regional, national or international.

RFP (request for proposal): Document issued to advertise for vendor proposals, equipment and software. Usually the RFP contains detailed specifications of the goods or services wanted.

school library: Library in an elementary, secondary or combined public school where a collection consisting of a full range of media, associated equipment and services from the school library staff are accessible to students, teachers and staff..

selection: Process of choosing the books and other materials to be purchased by a library.

serial: Any publication (periodicals, newspapers, annuals, journals, transactions of societies, numbered monographic series, etc.) issued in successive parts and bearing numerical or chronological descriptions.

service area population: Number of people in the geographical area for which a public library has been established to offer services and from which the library derives income, plus any areas served under contract.

shelf list: Type of catalog or inventory of items as they appear on the library shelf that is by classification number.

special library: Library that serves a special purpose or clientele and is maintained by an association, government service, research institution, learned society, museum, business firm, industrial enterprise or other organized group. The greater part of a special library collection is limited to materials concerning a specified field or subject.

staff development: Sustained effort to improve the overall effectiveness of personnel in the performance of their duties.

talking book: Book that has been recorded on tape for use by visually and physically impaired individuals..

technical services: All activities related to

obtaining, organizing and processing library items, and maintaining them with repairs and renovation.

union catalog: Central catalog listing of library

materials located in various libraries with individual library holdings indicated. The catalog may exist in a variety of formats.

web or www (World Wide Web): One part of the Internet in which information is presented as text, graphics and multimedia. The user accesses and views a web page with a web browser such as Internet Explorer. The user can navigate around a web page and/or view additional information on other web pages by clicking on text or graphics known as hyperlinks.

weeding: Part of collection management that selects library materials to be discarded or transferred to storage, based on standards of use, currency, condition and community needs.

WorldCat: OCLC's web-based database of over 60 million bibliographic records that subscribing libraries can use for cataloging, reference, and resource sharing.

*Used by permission from the
Montana State Library*

See also: Online Dictionary of Library and Information Science (ODLIS): <http://lu.com/odlis/>

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Browning, Beverly A. *Writing the Winning Grant Proposal for Libraries*. Quinlan, 2006.

Chamara, Theresa. *Privacy and Confidentiality Issues: A Guide for Libraries and Their Lawyers*. American Library Association, 2009.

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http://www.psychology.org/links/Environment_Behavior_Relationships/Child/

Children's Internet Protection Act (CIPA)

<http://www.ala.org/ala/aboutala/offices/wo/woissues/civilliberties/cipaweb/cipa.cfm>

Code of Ethics for Librarians

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>

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<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm> and

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<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/default.cfm>

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Cassell, Kay Ann, and Elizabeth Futas. *Developing Public Library Collections, Policies, and Procedures: A How-to-Do-It Manual for Small and Medium-Sized Public Libraries*. New York: Neal-Schuman Publishers, 1991.

Directory of Collection Development Policies on the Web

http://www.acqweb.org/cd_policy.html

Eaglen, Audrey. *Buying Books: A How-To-Do-It Manual for Librarians*. New York: Neal-Schuman Publishers, 2000.

Genealogy Collection Policy

<http://www.acpl.lib.in.us/genealogy/>

Johnson, Peggy. *Fundamentals of Collection Development and Management*, 2nd edition. American Library Association, 2009.

Public Library of Cincinnati and Hamilton County:

<http://www.cincinnati.org/libraries/policies/collectiondevelopment.html>

Weeding a Collection: <http://www.wmrls.org/services/colldev/weeding.html> and

CREW: A weeding manual for modern libraries: <http://www.tsl.state.tx.us/ld/pubs/crew/>

Library Technology and Systems

Barclay, Donald A. Managing Public-Access Computers: A How-To-Do-It Manual for Librarians. New York: Neal-Schuman Publishers, 2000.

Bolan, Kimberly. Technology Made Simple: An Improvement Guide for Small and Medium Libraries. American Library Association, 2007.

Burke, John. Neal-Schuman Library Technology Companion: A Basic Guide for Library Staff. New York: Neal-Schuman Publishers, 2006.

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Rubenstein, Charles, P. Crash Course in Web Design for Libraries. Libraries Unlimited, 2007.

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<http://www.ala.org/ala/mgrps/divs/ascla/asclaissues/libraryservices.cfm>

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http://www.infogrip.com/docs/people_with_disabilities.pdf

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Library Technical Services: web sources on topics such as cataloging, MARC, acquisitions, etc.

<http://www.interleaves.org/~rteeter/libtech.html>

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Reference Service

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Houston Area Library System (HALS), *How To Provide Great Reference Service*

<http://www.hals.lib.tx.us/ref123/>

How to conduct a reference interview:

- Ohio Library Council - <http://www.olec.org/ore/2intro.htm>
- Virginia Commonwealth University - <http://www.library.vcu.edu/help/train/>
- University of Tennessee, Knoxville - http://web.utk.edu/~wrobinso/590ref_interview.html

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Ross, Catherine. *Conducting the Reference Interview: A How-To-Do-It Manual for Librarians*. New York: Neal-Schuman Publishers, 2002.

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This site contains not only a definition but also techniques, how to form a query and an excellent list of resources.

Customer Service

Davenport Public Library - Standards of Customer Service

<http://www.davenportlibrary.com/Default.aspx?PagelD=170&nt=122>

Free Management Library - <http://www.managementhelp.org/customer/service.htm>

Houston Area Library System (HALS), Customer Service Practices and Skills

<http://www.hals.lib.tx.us/cust123/1practices.htm>

Massachusetts Regional Library System samples of customer service policies

<http://www.wmrls.org/policies/6regions/customerservice.html>

Rubin, Rhea Joyce. *Defusing the Angry Patron: A How-To-Do-It Manual for Librarians and Paraprofessionals*. New York: Neal-Schuman Publishers, 2000.

Youth Services

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Association for Library Service to Children (ALSC). The association, a branch of ALA, offers many resources for youth services librarians, including professional development, publications, conferences, scholarships, projects, and more.

<http://www.ala.org/ala/mgrps/divs/alsc/index.cfm>

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Piaget, Jean and Barbel Inhelder. The Psychology of the Child. New York: Basic Books, 1969. See also: http://en.wikipedia.org/wiki/Jean_Piaget

Supplemental Alternative Basic Library Education (SABLE) Program. Part of a larger program of self-paced, professional development tutorials, the youth services sequence includes Early Childhood Services, Services to School Age Children, and Young Adult Services. <http://libraries.idaho.gov/page/supplemental-alternative-basic-library-education-sable-program>

Young Adult Library Services Association (YALSA). The association, a branch of ALA, offers many resources for young adult librarians, including publications, conferences, scholarships, online courses, and more. <http://www.ala.org/ala/mgrps/divs/yalsa/yalsa.cfm>

General Resources

American Library Association (ALA) <http://www.ala.org/>

American Library Association - ALA Recommended Blogs
<http://www.ala.org/ala/online/blogs/bloglinks.cfm>

Core Competencies for all Staff: “Competencies are the skills, technical knowledge and personal attributes that enable individuals to contribute positively to their organizations and the library profession.” NJLA

- Competency Index for the Library Field. Gutsche, Betha, editor. Compiled by WebJunction, June 2009.
http://www.webjunction.org/c/document_library/get_file?folderId=67024497&name=DLFE-16500008.pdf
- New Jersey Library Association (NJLA) - <http://www.njla.org/resources/competencies.html>
- Ohio Library Council (OLC) - <http://www.olc.org/CoreCompetencies.asp>

Friends of Libraries USA: “Friends of Libraries U.S.A. (FOLUSA) is a national nonprofit organization providing networking opportunities and educational support for local Friends of Libraries groups, Trustees, and library Foundations across the country.” <http://www.folusa.org/>

Internet Public Library: “The Internet Public Library is a public service organization and a learning/teaching environment founded at the University of Michigan School of Information and hosted by Drexel University’s College of Information Science & Technology.” <http://www.ipl.org/>

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Librarians' Toolkit, New Mexico State Library, 2008

http://dcatoday.oca.nm.gov/library/index.php?option=com_content&view=article&id=72&Itemid=104

New Mexico Library Association <http://www.nmla.org/>

Public Libraries in New Mexico <http://www.publiclibraries.com/newmexico.htm>

Public Library Association <http://www.ala.org/ala/mgrps/divs/pla/index.cfm>

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<http://lu.com/odlis/about.cfm>

TechAtlas: “Quickly gather hardware and software information for your Windows-based computers with this easy-to-use tool. This is a great place to start if you need to know if your computers can use your new software donation, or if you're just taking a picture of what you have. With a current snapshot of your computer inventory, your organization will be better prepared to get new computers and manage (or replace) the ones you have. Not to mention, you'll also be more prepared in case disaster strikes and you have to report on your technology assets.” <http://techatlas.org>

TechSoup: “TechSoup provides a range of technology services for nonprofits, including articles, a blog, discussion forums, Webinars, and discounted and donated technology products.” <http://www.techsoup.org/index.cfm>

WebJunction: “WebJunction provides online learning community services to a wide variety of library organizations. Our partners range from state libraries that develop custom learning communities, to library organizations that use our deep catalog of online course on technical, general and library skill-related subjects for staff training.” <http://www.webjunction.org/do/Home>

Wikipedia: The Public Library - definitions, history resources, and more.

http://en.wikipedia.org/wiki/Public_library

Services for Special Populations

Alire, Camila A. *Serving Latino Communities: A How-To-do-It Manual for Librarians*. Neal-Schuman, 2007.

American Library Association: Libraries Serving Special Populations Section (LSSPS)
<http://www.ala.org/ala/mgrps/divs/ascla/asclaourassoc/asclasections/lssps/lssps.cfm>

Colorado Department of Education, Diversity Resources:
<http://www.cde.state.co.us/cdelib/diversity/Resources-Info.htm>

Cuban, Sondra. *Serving New Immigrant Communities in the Library*. Libraries Unlimited, 2007.

Riechel, Rosemarie. *Easy Information Sources for ESL, Adult Learners, and New Readers*. Neal-Schuman, 2009

Texas State Library - Resources for Special Populations - This site “contains links to helpful resources related to library services for ... multicultural, literacy, senior citizens, and the disabled.” <http://www.tsl.state.tx.us/ld/pubs/specialpop/>