



# Library Foundations

## **VERSION 1.0**

**Please note that this document may be updated in the future.**

**Always work with the most current version available on the NMSL website.**

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## Introduction

This document is intended to be used as a starting point for becoming familiar with the information, tools, and best practices found in libraries. It is not all inclusive and should not be used a sole source for information. It 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 a 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 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
2. Collection Development
3. Information Technologies
4. Management
5. Reference
6. Educational Programming

## **The New Mexico State Library**

### Mission Statement

Established by the State Legislature in 1929, the New Mexico State Library 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.

The New Mexico State Library has a unique leadership role among the State's various libraries: public, school, tribal, academic, and special.

Services to libraries and library staff include:

- State and federal grants-in-aid
- Consulting services
- Technical and informational backup support
- Training, professional development

Direct services to citizens include:

- Library services to rural areas and the visually and physically impaired
- State and federal documents holdings with information about government and government programs
- Southwest resources
- Collections of materials of special interest to other libraries, state agencies, and the public

The Library Development Services Bureau at the State Library offers many services to public library directors, library staff, and board members, including:

### **Consulting Services**

A wide range of subjects including, but not limited to:

- Technology
- Youth services
- Developing a new public library
- Strategic planning, financial planning and board training
- Perform research on 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
- Reference skills training
- Adapting and using new technologies

**Librarians' Toolkit** - is located on the New Mexico State Library website, [www.nmstatelibrary.org](http://www.nmstatelibrary.org), and 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.

## Overview 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** 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.
- **The Library of Congress** was established by an act of Congress on April 24, 1800 when President John Adams signed a bill providing for the transfer of the seat of government from Philadelphia to the new capital city of Washington. The legislation described a reference library for Congress only, containing "such books as may be necessary for the use of Congress - and for putting up a suitable apartment for containing them therein..." When the Library of Congress building opened its doors to the public on November 1, 1897, it was hailed as a glorious national monument and "the largest, the costliest, and the safest" library building in the world. [www.libraryofcongress.gov](http://www.libraryofcongress.gov)
- In Territorial **New Mexico**, the first printing press belonged to Ramon Abreu and in 1834 printed *Cuaderno de Ortographia* a spelling text for renowned educator Padre Martinez. Silver City Library Association opened their facility in 1880, Albuquerque in 1892 and Santa Fe Woman's Board of Trade opened the first public library in 1896. \*adapted from Linda Harris' "One book at a time: history of the library in New Mexico", 1998.
- Frustrated in his early years by the lack of free public libraries in the United States, **Andrew Carnegie** 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. Three Carnegie libraries were built in New Mexico: Las Vegas in 1902, Roswell in 1903 and Raton in 1911.

- **Melvil Dewey** 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.
- The Gates Foundation has continued its support of libraries in collaboration with the Aspen Institute. The **Aspen Institute Dialogue on Public Libraries** focuses on new thinking about US public libraries that suggests concrete actions steps for library leaders, policy makers and the community. This dialogue includes leaders from business, technology, education, government, the non-profit sector and libraries. The Institute "seeks to insure that public libraries remain as accessible and relevant to the needs of current and future generations as they have for previous generations of Americans." \*adapted from the Aspen Institute. *"Rising to the challenge: re-envisioning public libraries"*, October 2014.

*"A library's function is to give the public in the quickest and cheapest way information, inspiration, and recreation. If a better way than the book can be found, we should use it."*

~Melvil Dewey (1851-1931) American Librarian & Educator

# Cataloging

In this section we will cover:

- ✓ Cataloging Overview, understanding its organizing principles
- ✓ Description and Access
- ✓ Basic MARC coding
- ✓ Subject Analysis, Cataloging and Classification
- ✓ Shelf-Prep Processing

## Cataloging Overview

Cataloging is accurately describing the items in the library's collection, so patrons can easily search the library's catalog to find the information they need. It is essentially the process that turns accumulations of materials into a library. Cataloging information is mostly contained in a bibliographic record, which is created according to established standards. Following established standards make it easy to create and share records.

Bibliographic records are:

- Computer-based
- Mostly online
- Encoded using the MARC21 (machine-readable cataloging) standard

## Catalogs in Library Management Systems

The library catalog and circulation information is managed 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.

The public can access the catalog through OPACs (online public access catalogs). OPACs available on the Internet and allow patrons to search them at the library as well as remotely.

### Remember These?

Bibliographic records used to be maintained in a card catalog. The uniformity, right down to the card size and hole placement, made it easy for libraries to get cards for their items to file in their local catalogs.





## Cataloging Rules & Standards

Catalogers use cataloging tools that are agreed upon international rules and standards. Standards are important to ensure uniform access to materials. To maximize collection access, all bibliographic records are arranged in a standard format. Authors should be listed the same way throughout the catalog, e.g., Hillerman, Tony should be used and not Hillerman, Anthony. Classification schemes should be used consistently.

Important standards include:

- MARC21 - The MARC formats are standards for the representation and communication of bibliographic and related information in machine-readable form. Bibliographic record tags are listed here <http://www.loc.gov/marc/bibliographic/>
- 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. Library of Congress Authorities allows you to search the online file for subject headings (LCSH), names, etc. See the authorized form and see the unauthorized forms (the variant headings). See related headings, for example broader or narrower subject terms. <http://authorities.loc.gov/>

### RDA

- The new cataloging code is available in toolkit form: <http://www.rdatoolkit.org/> (subscription required for access but viewing the table of contents is free). Most libraries started using RDA in 2013. It replaces the Anglo-American Cataloging Rules Second Edition (AACR2).

Curious about those ISBN's (International Standard Book Number) that are used for ordering books or searching catalogs? It is based on a standard, too: <https://www.iso.org/obp/ui/#iso:std:iso:2108:ed-4:v1:en>

RDA is based on the FRBR (Functional Requirements for Bibliographic Records) principles, designed especially to support the user tasks (find, identify, select, obtain!). <http://www.ifla.org/publications/functional-requirements-for-bibliographic-records?og=8708>

## Description & Access

Bibliographic records include two categories of information:

1. **Description:** Details contained in the record that distinctly describes the material and differentiates it from similar material, such as from a different publisher, and should include details such as large-print, board book, Spanish-language, edition, etc. The use of standardized rules ensures that all catalogers describe an item the same way.
2. **Access:** Points of access in the record that patrons can search, such as, author, title and subject. *Access* also includes classification numbers used for shelving items.

## Elements of a catalog record

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 entry
250	Edition statement
260	Publication information (e.g. publisher, place of publication, copyright date)
300	Physical description
500	Notes about or related to the item
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

When referring to multiple MARC fields you can use "X" as a wildcard, for example 6XX includes the 600, 610, 630, 650 and 651 fields.

**Main Entry (Personal or Corporate)** [MARC field 1XX] - 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* or, title main entry.

**Title Entry** [MARC field 245] - The title entry lists the title as it appears on the title page. All catalog records must have a title entry.

**General Material Designation (optional)** [MARC field 245, subfield h] - 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.

**Statement of Responsibility** [MARC field 245, subfield c] - 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.

**Edition Statement** [MARC field 250] - Information pertaining to an edition, such as a revised edition, is listed here.

**Publication, Distribution, etc.** [MARC field 260, subfields a, b, c] - Place of publication, publishing agency and date are listed here.

**Physical Description** [MARC field 300] - The information for the physical description is dependent on the type of material.

**Series** [MARC field 4XX] - 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".

**Notes** [MARC field 5XX] - 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. Local notes are found in 9XX fields.

**Subject Headings** [MARC field 6XX] - Subject headings are used to provide access to materials according to subject.

**Added Entries** [MARC field 7XX] - Added entries are listed for individuals or corporate bodies who share in the creation of a work. Added entries may also be made for variant titles, such as a cover title.

An example of a MARC display from the Library of Congress OPAC <http://catalog.loc.gov>

Note the 082 field for the Dewey Decimal Classification number, or the Dewey call number. The 050 field is for the Library of Congress call number.

*Bless me, Ultima*

000 00887cam a2200277 4500

001 4556199

005 20030331130737.0

008 720921s1972 caua 000 1 eng

035 \_\_ |9 (DLC) 72192862

906 \_\_ |a 7 |b cbc |c orignew |d 2 |e ncip |f 19 |g y-gencatlg

010 \_\_ |a 72192862

040 \_\_ |a DLC |c DLC |d DLC |d OCoLC |d DLC

043 \_\_ |a n-us-nm

050 00 |a PZ4.A538 |b Bl |a PS3551.N27

082 00 |a 813/.5/4

**100 1\_ |a Anaya, Rudolfo A.**

**245 10 |a Bless me, Ultima; |b a novel |c [by] Rudolfo A. Anaya.**

**260 \_\_ |a [Berkeley, Calif., |b Quinto Sol Publications] |c 1972.**

**300 \_\_ |a ix, 248 p. |b illus. |c 23 cm.**

350 \_\_ |a \$3.75

**650 \_0 |a Mexican American children |x Fiction.**

**650 \_0 |a Mexican Americans |x Fiction.**

**651 \_0 |a New Mexico |x Fiction.**

**650 \_0 |a Healers |x Fiction.**

655 \_7 |a Bildungsromans. |2 gsafd

991 \_\_ |b c-GenColl |h PZ4.A538 |i Bl |p 00010503280 |t Copy 1 |w BOOKS

## Copy Cataloging

Libraries having a particular item or book may be able to save time in cataloging by using a record that another library has already created. This is called *copy cataloging*. Copy cataloging does not necessarily mean that a library must take every record as it was originally created, however.

If a library is copying this into their cataloging database, the cataloger might want to edit this record and input some additional information. For the average library user, more information might be helpful, such as a summary of the contents. Extra information is added if the cataloger feels it would benefit the patrons.

## Types of Cataloging Activities

Adding items or holdings/linking/barcoding

- Search in the local catalog for a matching bibliographic record
- If a matching record is found, create an item record (a holdings record)
- If a matching record is not found locally, then a copy cataloger takes over

Copy cataloging

- A matching record is not found in the local catalog
- Go to an outside source to find a matching record (Library of Congress, another library's catalog, your automation vendor's database, publisher's website)
- Bring the matching record into your catalog
- Do any necessary editing (corrections, or adding additional access points)

Original cataloging

- No bibliographic record can be found for use
- Requires extensive training so you'll need access to the rules
- Generally required for local materials that no other library has in its collection
- When in doubt, contact the State Library's Principal Cataloger to help

For many public libraries, it is not necessary for a library to create its own cataloging records (unless the library contains special items, like locally produced books or documents). Book vendors provide files of MARC records with each shipment, and they might also have a database to search for copy cataloging.

Records can also be copied from other OPACs using the Z39.50 standard. Many libraries use Z39.50 to connect to and to copy from the Library of Congress.

Libraries that are members of the OCLC, can copy the records from its database. As of April 2015 the OCLC database offered over 300 million records describing material in all formats: books, videos, maps, etc.

## RDA

The latest standard for cataloging records is *RDA: Resource Description & Access*. RDA has been used by catalogers since 2013 and records for items published since 2013 will likely be written according to RDA. RDA is based on principles that should support these user tasks:

- Find (the user wants books by a particular author or on a particular subject)
- Identify (the user chooses a particular book by the author, or narrows down to an aspect of the subject)
- Select (the user chooses a format for the book, such as audiobook)
- Obtain (the user learns where the item is shelved)

See [Copy Cataloging Using RDA - Library of Congress](#) for a thorough explanation.

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.

## Item Records

Bibliographic records link to *item records*. An item record is made for each copy the library holds of the resource. The item record typically contains information on where the item is shelved, how often it is circulated, how much it cost, etc.

An item record also contains the unique barcode number that matches the barcode label on the item. When the item is circulated, the system opens the patron's record when the patron's barcode is scanned. When the item's barcode is scanned it places a charge (check-out) for that item onto the patron record. This allows the library to know which patrons have which items.

## Subject Cataloging

The non-fiction collection in libraries is divided by categories or subjects. The Dewey Decimal Classification (DDC) uses 1000 numbers, from 000 to 999 to catalog library items by subject. Each number can be extended after the decimal point to create specific call numbers. DDC is the main classification system for public libraries. Academic libraries use the Library of Congress Classification (LCC), which begin with letters. Most cataloging comes with DDC numbers to use. Every library should have the latest edition of the abridged version of DDC, currently the 15th published in 2012 <http://www.oclc.org/dewey/features.en.html>.

From the 23<sup>rd</sup> edition of the full version of DDC.

**Second Summary**  
*The Hundred Divisions*

000	Computer science, knowledge & Systems	500	Science
010	Bibliographies	510	Mathematics
020	Library and information sciences	520	Astronomy
030	Encyclopedias & books of facts	530	Physics
040	(Unassigned)	540	Chemistry
050	Magazines, journals & serials	550	Earth sciences & geology
060	Associations, organizations & museums	560	Fossils & prehistoric life
070	News media, journalism & publishing	570	Biology
080	Quotations	580	Plants (Botany)
090	Manuscripts and rare books	590	Animals (Zoology)
100	Philosophy	600	Technology
110	Metaphysics	610	Medicine & health
120	Epistemology	620	Engineering
130	Parapsychology & occultism	630	Agriculture
140	Philosophical schools of thought	640	Home & family management
150	Psychology	650	Management & public relations
160	Philosophical logic	660	Chemical engineering
170	Ethics	670	Manufacturing
180	Ancient, medieval & eastern philosophy	680	Manufacture for specific uses
190	Modern western philosophy	690	Construction of buildings
200	Religion	700	Arts
210	Philosophy & theory of religion	710	Area planning & landscape architecture
220	The Bible	720	Architecture
230	Christianity	730	Sculpture, ceramics & metalwork
240	Christian practice & observance	740	Graphic arts & decorative arts
250	Christian pastoral practice & religious orders	750	Painting
260	Christian organization, social work & worship	760	Printmaking & prints
270	History of Christianity	770	Photography, computer art, film, video
280	Christian denominations	780	Music
290	Other religions	790	Sports, games & entertainment
300	Social Sciences, sociology & anthropology	800	Literature, rhetoric & criticism
310	Statistics	810	American literature in English
320	Political science	820	English and Old English literatures
330	Economics	830	German & related literatures
340	Law	840	French & related literatures
350	Public administration & military science	850	Italian, Romanian & related literatures
360	Social problems & services	860	Spanish, Portuguese, Galician literatures
370	Education	870	Latin & Italic literatures
380	Commerce, communications & transportation	880	Classical & modern Greek literatures
390	Customs, etiquette & folklore	890	Other literatures
400	Language	900	History
410	Linguistics	910	Geography & travel
420	English and Old English languages	920	Biography & genealogy
430	German & related languages	930	History of ancient world (to ca. 499)
440	French & related languages	940	History of Europe
450	Italian, Romanian & related languages	950	History of Asia
460	Spanish, Portuguese, Galician	960	History of Africa
470	Latin & Italic languages	970	History of North America
480	Classical & modern Greek languages	980	History of South America
490	Other languages	990	History of other area



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 semi-professional football
796.332648	Super Bowl

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. 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.

An advantage of DDC is that it allows a subject to appear in many different areas. 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

## Call Numbers

Most library items have call numbers, which are labeled on the item, to indicate where it should be shelved. The call numbers show in the library's catalog. The genre category or the Dewey number is only one part of the call number.

The call number often includes the Cutter number and year of publication. Cutter numbers make the call number unique when there are several books with the same DDC number. The Cutter number begins with the letter of the author and numbers added aimed to keep alphabetic order. Sometimes the first letter of the title is added as a "work mark."

Download the Dewey Cutter Program and let the app determine your Cutter numbers: <http://www.oclc.org/support/services/dewey/program.en.html>. The program will determine the Cutter to 4 numbers, but it is not necessary to use all four.

Examples:

641.59789  
**D517d** 2014

for *Dishing up New Mexico: 145 recipes from the land of enchantment*  
by DeWitt, Dave

641.59789 **G3721h**  
1970

for *Historic cookery* by  
Gilbert, Fabiola Cabeza  
de Baca

641.59789  
**J245t** 2012

for *Tasting New Mexico: recipes celebrating one hundred years of distinctive New Mexican cooking* by Jamison, Cheryl Alters

Cutter Number instructions offered by the Library of Congress:  
<http://www.loc.gov/aba/pcc/053/table.html>

## Authority Control

Authority control is the function of providing established headings as access points in bibliographic records and linking those headings to authority records that display with appropriate cross references, in an OPAC. This separate index of authority records, which relates to and governs the headings used in the main catalog, is often referred to as an "authority file." While authority files provide information about a particular subject, their primary function is not to provide information but to organize it.

Within your library's catalog, you may choose to not keep your own authority records/authority file, but, instead search for the information contained within the Library of Congress's authority files, <http://authorities.loc.gov/> to keep your name headings and subject headings accurate.

Authority control ensures that informational access points are consistent and allows patrons to retrieve the information they seek. For example, author names (e.g., Hillerman, Tony should be used and not Hillerman, Anthony). This consistency keeps all books by a particular author listed in one place. Catalogers use the Library of Congress (LC) authority records to maintain consistent access points.

## Benefits of authority control

- *Better researching.* A well-designed digital catalog/database using authority control enables a researcher to query a few words of an entry to bring up the already established term or phrase, thus improving accuracy and saving time.
- *Makes searching more predictable.* It can be used in conjunction with keyword searching using "and" or "not" or "or" or other Boolean operators.
- *Consistency of records.*
- *Easier to maintain the catalog with fewer errors.* It enables catalogers to detect and correct errors caused by typos or misspellings, such as "school techers" or "cemetary", which can sometimes accumulate over time.

## Subject Headings

Another way to give subject access to holdings is to use subject headings in the catalog record. Consistency is important in the terms used, for example, always using “automobiles” instead of “cars”. This way, patrons can find all items listed under the one consistently supplied term. For subject terms, use the Library of Congress Subject Headings (LCSH) paper copy or access the online version <http://authorities.loc.gov/>. Authorized (consistent) subject terms will be in the cataloging records when copied.

“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 across 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).

Since subject headings are created from a controlled vocabulary, library users may not know 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 - “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.

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.

## Shelf-Ready Processing

Before an item is ready for patron use, library books are processed. Processing a book is applying all the treatments a library might use to identify, protect, and circulate the book. Common elements of a shelf-ready library book include:

- Labels (library, spine labels, genre stickers, call number barcode, etc.)
- Stamps (that identify library ownership, address, etc.)
- Security strips
- A pocket and check-out card (often replaced by barcode system)
- Clear plastic protective cover for dust jacket
- Reinforcing plastic for paperbacks

## Glossary of Cataloging Terms

AACR2 - Anglo-American Cataloging Rules, second edition; the rules used for describing and entering library materials in catalogs.

Authority Control - The process of establishing and ensuring the correctness of headings (authors, subjects, series, uniform titles) within bibliographic records; also, the process of providing cross-references in the catalog ("see" and "see also") through the use of authority records in the local system.

Authority record - The authority record contains the authorized/preferred form of a name, title, series or subject as well as "see" and "see also" references.

Bibliographic record - The bibliographic record contains all the bibliographic information that describes a library item. The bibliographic record contains information such as title, edition, publication, physical description, subject headings, author, and editors.

Call number - Set of symbols which identifies an item in a library collection and indicates its location, usually a combination of classification and author designations.

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.

CIP - Cataloging in Publication, the information that is usually found on the verso page. This can be used when inputting MARC records.

Classification - 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.

Controlled Vocabulary - see Authority Control

Copy-Cataloging – Records created using existing bibliographic information found in other libraries' catalogs, with minimal adjustment for local practice. Often available through vendors.

Cutter Numbers - used in conjunction with a call number when books have the same Dewey Decimal number; begins with the author's first initial and then numbers to keep alphabetical order.

Heading - An access point on a bibliographic record, assigned during the cataloging process: author (name), subject heading (controlled vocabulary), series, or uniform title.

ILS - Integrated library system - a suite of programs, called modules, that support cataloging and authority control, acquisitions and serial control, circulation, reporting, system administration, and a web-based OPAC. Also known as LMS, library management system.

ISBD - International Standard Bibliographic Description - An internationally agreed on standard format for representing bibliographic information.

ISBN - International Standard Book Number - An internationally agreed on standard number that identifies a book uniquely.

ISSN - International Standard Serial Number - An internationally agreed-on standard number that identifies a serial publication uniquely.

Item Record - A record attached to a bibliographic record, assigned to an individual volume, containing location, copy number, volume number, circulation information, barcode number. It may also contain temporary locations such as reference.

Library of Congress Authority - set records for authors, titles and subjects libraries can use free of charge to maintain consistency.

Library of Congress Classification - A standard of cataloging and shelving books based on subject headings. Items are cataloged using a system of letters followed by numbers to make specific call numbers. Library of Congress is mostly used in academic libraries for nonfiction titles.

MARC - MARC is an acronym for Machine Readable Cataloging. It is a standard prescribing codes that identify specific elements of a bibliographic record, allowing the

record to be "read" by machine and thus to be displayed in a fashion designed to make the record intelligible to users. Current standard is MARC21.

MARC Field – A point of entry for specific pieces of information, consistent throughout all MARC records, e.g., title, author, subject.

MARC Format for Holdings Data (MFHD) Record - The holdings record contains information on Columbia location of item, call number, volume holdings, and copy specific notes for both staff and public.

Monograph - A treatise published singly on one subject; generally a book.

Multi-part monograph - A monograph issued in parts that has a predetermined conclusion. An example is the 25 volume Dictionary of American biography.

Outsourcing - A contractual agreement with an agency or person outside the library organization (a cataloging vendor, publisher, institution, utility, or individual) to provide bibliographic records for a group of un-cataloged materials.

Processing - Activities involved in physically preparing the item for the shelf.

RDA - The standard cataloging codes.

Serial - A continuing resource issued in a succession of discrete parts, usually bearing numbering, that has no predetermined conclusion. An example is Time or Newsweek.

Series - Separate publications on a specific subject having a collective title (serial), in addition to the individual titles (monographic). Examples include Lecture notes in mathematics and Library and information science text series.

Standing order - An order the library places to receive all parts of a multi-part work as volumes are published, such as multi-volume works, monographic series, etc. until a publisher or dealer is notified to cancel or work is complete Also called a continuation.

Subject headings - access points with standardized forms of terms, names, and uniform titles that reflect the topic or genre of a work, i.e., what a work is about or the form or type of the work. Personal, corporate, and geographic name headings, as well as uniform title headings, may be used as subject headings, when a work is about the person, body, place, or other work.

Uniform Title - standardized title for a work that has appeared under various titles or versions. An example is the Bible.

# Collection Development

In this section we will cover:

- ✓ Forming a Collection Development Policy
- ✓ Selection of Library Materials
- ✓ Purchasing Procedures
- ✓ "Quality" vs. "Demand" Driven Collections
- ✓ Maintaining the Collection

## Forming a 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, and makes 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.

The policy should clearly state:

- The criteria for adding and deleting materials from the collection.
- Who has the responsibility for the collection.
- The philosophical guidelines the collection follows.

*Every public library must have a collection development policy that is reviewed and updated on a regular basis.  
[NMAC 4.5.2.9.(-8)]*

Considerations in developing the policy:

- Review current holdings such as the types of materials, areas of concentration, age of collection.
- How much money is available in the budget for the collection.
- Analyze the community that the library serves - look 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. [www.census.gov](http://www.census.gov)
- 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 should write the policy by deciding:

- The criteria for how materials will be selected
- The priorities for purchase
- Who the collection is designed to serve
- What formats will be purchased

A typical policy includes the following:

**Mission Statement:** The mission statement is the same statement that is included in the long-range plan.

**Purpose:** The collection development policy, which is approved by the Library Board, outlines the philosophy and practice that create and shape the collection and provide guidelines for maintaining and developing the libraries holdings.

**Philosophy:** Defines the underlying principles for selection and maintenance of collection

**Scope of Collection:** Outline of subjects and formats in the collection

**Selection Criteria:** Relevance to community's interests and needs, suitability of formats, date of publication, price, availability, professional reviews.

**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.

**General Subject Boundaries:** 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. 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.

**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. Be aware that if your donor form doesn't include copyright you will not be able to use or authorize the use of donated photographs, videos, etc.\*

**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. The CREW Method is the professional standard for weeding.\*

**Request for Reconsideration of a Book or Other Library Materials:** 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 the form, should understand the procedure for challenges, and should be trained in dealing with users who object 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.

**The collection development policy is not static.**

The community changes and new formats become available. The director and board should review the policy every two to four years to ensure 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.

A well written policy based on careful consideration will simplify budgeting, responses to patron challenges, etc.

**Discussion**

On reviewing the demographics for the community the library director discovers that there is a large Spanish speaking community with children in the local school participating in a bi-lingual program. How might this affect collection development choices for the library?

## Selection of Library Materials

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
- Library Journal
- School Library Journal
- VOYA

### Need To Know...

The local government supporting the library has a required contribution to support the collection to be eligible for state aid which is **\$1.50 per capita**. 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.

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 items more 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.
- 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. University of New Mexico Press, which also represents, Museum of New Mexico Press is an example. Other university presses in the Southwest have titles that are of local interest.
- Electronic databases and eBooks are an essential part of any library's collection. Some libraries will provide tablets and other devices to their patrons with titles already downloaded. Libraries also provide workshops for patrons on using their devices to access library resources. The New Mexico State Library pays for a statewide subscription that is accessible for all New Mexico Libraries and patrons to certain Gale databases and Brainfuse.

- 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. Don't overlook local bookstores especially for materials in demand and regional titles

### **Purchasing Procedures**

Several vendors are ready to help supply libraries with materials. Online access to inventories makes it easy to place an order, track a shipment, obtain invoices and review payments. Be mindful of financial and legal rules that may apply to the library. For example: Can the library pay with a credit card (not a personal card, but the library's or the city's, etc.)? Does the library have to order from a vendor for which there is a statewide price agreement? Amazon is a popular vendor and even supplies MARC records, but it doesn't offer the time-saving and efficient service available from regular library vendors. 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.

- EBook titles can be leased or purchased outright. Some companies offer unlimited copies of eBook titles while others require purchasing additional copies. Some EBooks are free on sites such as Project Gutenberg ([www.projectgutenberg.org](http://www.projectgutenberg.org)) and Internet Archive (<https://archive.org/index.php>)
- For magazine subscriptions consider suppliers such as WT Cox or EBSCO. These vendors will place and renew your orders and can also claim your missing issues. It may cost extra but the savings in time and effort make all of these extra vendor services worthwhile.

### **Budget Allocations for Re-Orders**

A library replaces 10% of the collection every year so that nothing in the collection is over 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.

## **"Quality Driven" and "Demand Driven" Collections**

"Quality driven" collections are based on:

- Favorable critical reviews
- Literary merit
- Standard works
- Well-respected publishers

In short these are deemed as books people "should read".

"Demand driven" collections are based on:

- What people want to read
  - Popular titles and authors
  - Best sellers
  - Current trends or "hot issues"

Every library has to find a balance between these two approaches. "Quality" ensures that students with homework assignments and adults conducting research will find accurate and useful information. "Demand" will increase 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 community influence, the needs placed on the collection, and the philosophy of the librarian and the board.

## Maintaining the Collection

The library director and staff should regularly evaluate the collection to be sure it still meets the needs of the community. Rely on the collection development policy for general direction, but regularly consider:

- What homework demands did the library struggle to meet this year? What would help?
- How is the connectivity and bandwidth available for staff and patron access?
- 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?
- Are your patrons moving to EBooks and what devices and titles are in use?

**Discussion:** Your mayor questions city funds for purchasing book titles when there is state money for this purpose. How would you frame your response?

## Weeding or Deselection

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

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 staff and users do not have to search through crowded shelves to find items.

Weeding makes the collection more appealing.

- Ragged, dirty and unattractive books are replaced with new and appealing items.

Weeding increases circulation.

- Invariably, circulation increases after major weeding projects, as users can see interesting items to read after clutter is removed.

Weeding enhances the library's reputation.

- Users will view the library as having reliable, accurate and up-to-date information. Conversely, when users see obsolete materials on library shelves, a negative opinion is formed that the library is out-of-date.

Weeding is useful in evaluating the collection.

- The process of weeding shows 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 high demand that additional items should be purchased.

Weeding should be part of the library's routine collection development activities.





## **When and What to Weed**

A library should weed constantly! If a library neglects weeding, the collection will deteriorate. Each year, libraries should discard approximately the same number of items that are added to the collection. If a library adds 100 new titles, then the library should weed and discard about 100 items. Keep local history and genealogy, works by local authors, and materials with local settings.

When evaluating items to weed, consider:

### **Poor appearance**

- Items that are worn, soiled, tattered, damaged, written in, with small print or poor quality pictures or torn, yellowed or missing pages.

### **Poor content**

- Information that is outdated or obsolete, inaccurate or false, superseded editions, duplicate series, or unsolicited and unwanted gifts.

### **Unused materials**

- 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.

### **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.

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?
- Books on the same subject (e.g., recipe books). How many titles does the library need on a particular subject, and if new titles are still purchased, which of the older titles should be discarded to make room?
- Last circulation. When was the last time this item was checked out?
- Subject relevance to the community. Is this a subject that people are interested in?

**Possible Alternative to Weeding**

For items that have not circulated in several years, try marketing subject areas to improve their circulation. If circulation in these areas does not improve, weeding is advisable.

For children and young adult materials, also consider:

- Classics. If it is a classic children's book (e.g., Dr. Seuss, Goodnight Moon, etc.), keep the title, but regular replacement is needed due to 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?
- Available space. How many shelves are you willing to allocate?
- Other available formats. Microform copies, online database, etc.

## Practical Aspects of Weeding

- Is each staff member responsible for weeding a specific part of the collection? Volunteers can select potential items for weeding, but a staff member should always review the items. The director has the ultimate authority to decide what is kept and what is discarded.
- If the library begins a major weeding project or the collection has not been weeded for some time, explain to the library board why weeding is necessary. If users question the process, explain in positive terms why weeding is an essential part of maintaining the collection.
- Read the shelves selected for evaluation to ensure 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 pulled book with a note designating whether it is to be mended, discarded, replaced or recycled. Sort the books into these four categories.
- Delete weeded items from the automated catalog or pull the catalog cards. Order replacement copies after weeding each major Dewey classification.
- Follow the library's procedure for discarding weeded items. Sell them at a book sale or auction, give them to other libraries, prisons, or hospitals, (but only if the items are in good condition and the other entity wants them), recycle, or throw them away (remove pages stamped with the library's name, put them in boxes, or cut them in half to prevent well-meaning patrons from returning them).

### Weeding Criteria Summary M.U.S.T.I.E

**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)

**Discussion:** The Library Board President notices several boxes of books that have been weeded from the collection and is concerned to find several classic titles. These have been weeded and replaced with more up-to-date versions. How would you address this concern?

## Collection Development Resources:

### Gift Policy

#### DONOR AGREEMENT FORM

Name of Collection:

Name of Donor:

Address:

The undersigned hereby transfers the items and materials described herein (including any future additions), to the \*\*\*\*\* Library to become its permanent property, to be used in the manner most beneficial to it, in accordance with library policies, and subject only to any limitations stated below. This transfer shall include the rights to use and reproduce, and to grant reproduction rights to authors and researchers on an unrestricted basis, in accordance with Library policies. The materials will be housed in the Library and will be made available for research on an unrestricted basis except for the following limitations:

The Library shall have the right to dispose of any items not retained for the collection unless the donor wishes to have such items returned.

DESCRIPTION OF DONATION: (attach additional pages as needed)

I (we) hereby transfer legal title and all literary rights and copyrights to the above named collection to the \*\*\*\*\* Library for its disposition and subject only to the limitations named above.

Signature of donor:

Date:

For (organization or group):

Please return items not retained

Director:

Date:

Librarian/Archivist:

Date:

## Sample Request for Reconsideration of Library Resources

[This is where you identify who in your own structure, has authorized use of this form-Director. Board of Trustees. Board of Education, etc.-and to whom to return the form.]

Example: The school board of Mainstream County. U.S.A., has delegated the responsibility for selection and evaluation of library/educational resources to the school library media specialist/curriculum committee, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the Coordinator of Library Media Resources, Mainstream School Dist., 1 Mainstream

City:

State:

Zip:

Phone:

Do you represent self? \_\_\_\_ Organization? \_\_\_\_

1. Resource on which you are commenting:

\_\_\_\_ Book \_\_\_\_ Textbook \_\_\_\_ Video \_\_\_\_ Display \_\_\_\_ Magazine \_\_\_\_ Library Program  
\_\_\_\_ Audio Recording \_\_\_\_ Newspaper \_\_\_\_ Electronic information/network (please specify)  
\_\_\_\_ Other \_\_\_\_\_

Title:

Author/Producer:

2. What brought this resource to your attention?

3. Have you examined the entire resource?

4. What concerns you about the resource? (use other side or additional pages if necessary)

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

*Revised by the American Library Association Intellectual Freedom Committee June 27, 1995*

The current New Mexico Statewide Price Agreements for books list here:

[http://www.generalservices.state.nm.us/statepurchasing/Statewide\\_Price\\_Agreements.aspx](http://www.generalservices.state.nm.us/statepurchasing/Statewide_Price_Agreements.aspx)

Some of the major database vendors for Public Libraries include Gale, Proquest, Newsbank. Major jobbers for libraries are:

- Baker & Taylor [http://www.baker-taylor.com/p\\_library\\_details.cfm](http://www.baker-taylor.com/p_library_details.cfm) Additional services offered: book and DVD leasing, Automatically Yours purchase plans, Content Café for enriching your OPAC, Techxpress for MARC and labels (we also get Bibliostat Connect from B&T; you'll use it to work with your library statistics!)
- Brodart
- Follett Library Resources <https://www.titlewave.com/> Additional services offered: FollettBound for your heavily-used books, TitleEZ purchase plans, MARC records (including RDA versions).
- Ingram <http://www.ingramcontent.com/Pages/Public--K12-Libraries.aspx> Additional services offered: credit for your weeded books via Better World Books, Mylar and Kapco covers, Street Smart purchase plan gets you books before the on-sale date.
- Midwest Library Services <http://www.midwestls.com/> Additional services offered: WorldCat Cataloging Partners will set your OCLC holdings for you.
- Perma-bound <http://www.perma-bound.com/public-library/> Additional services offered: rebinding old books, Cover Me offers cover images for your OPAC.
- EBSCO (periodicals)
- For EBooks, there are licensed titles that have expiration dates such as Overdrive. There are other vendors that provide unlimited copies of certain titles with no expiration.
- Peggy Johnson, Fundamentals of Collection Development and Management, Third Edition, 2014.
- CREW: a Weeding Manual for Modern Libraries.  
[www.tslstate.tx.us/ld/pubs/crew/index.html](http://www.tslstate.tx.us/ld/pubs/crew/index.html)

# Information Technologies

In this section we will cover:

- ✓ Library services in the digital age
- ✓ Competencies in technology
- ✓ Technology plans
- ✓ Common technology components
- ✓ Computer security

## Library Services in the Digital Age: Technology in Libraries

Computers and the Internet have changed the face of library business and services. People are using technology more and more to find and access information. At all levels of library service, new skills and knowledge are now required as an integral part of working in a library. This is particularly true when working with the public and addressing their computing needs. Library directors and staff must keep current with emerging trends and technologies.

Technology is more than just “paving the cow paths”

- Initially, technology is used to perform the same tasks, but to do those tasks more quickly.
- After that, technology is used for new applications and new tasks.
- Today, we see that technology is used in ways that create fundamental changes within organizations and societies.
- Embracing that change constructively requires planning for stability while leaving open the possibility for surprise.

*Th' first thing to have in a libry is a shelf. Fr'm time to time this can be decorated with litrachure. But th' shelf is the main thing.*

~Peter Finley Dunne,  
Mr. Dooley's Opinions, 1901

## Competencies in Technology

The Library Director and Staff should know:

- General trends and developments of technology in library functions and service.
- The role and responsibility of libraries to introduce relevant technology applications to the public.
- Basic computer skills needed to use library applications, software and productivity tools.
- Basic networking technologies and protocols.
- Basic data security principles and best practices to ensure data integrity and confidentiality of user activities.

The Library Director and Staff should be able to:

- Adapt to changes in technology.
- Be willing to receive training, and in turn, train patrons.
- Assist and train patrons to operate public equipment, access the Internet, use software applications, and access library services from remote locations.
- Use library's catalog, library databases, and web search engines.
- Perform basic troubleshooting of technical problems.

*"Libraries Can Help You Get From Too Much Information To Knowledge."*

~Norman Jacknis

### **Essential Areas of Competency in Information Technology**

- Know the technology skills and knowledge necessary to do your library work.
- Be able to educate the patron/user in how to use the technologies and equipment required.



## Technology Plans

### Purpose of a library technology plan

- Provides a strategy to identify, evaluate, acquire and implement technology systems and services that will contribute to the library's mission.
- Provides a plan for technology upgrades and replacement of older technology, both hardware and software.
- Emerges from the community assessment, service responses and long-range planning.
- Recognizes that change is mandatory if an organization is to survive in a world of developing technology.

### Steps in creating and monitoring a tech plan:

1. Determine what services the library wants to offer that require technology.
2. Remember that the tech plan is not simply a procurement document, but that it requires the director to think critically, gain knowledge, make informed decisions and apply knowledge to new situations.
3. Assess the current status of staff knowledge, skills and abilities; provide for a staff development/training plan to build levels of expertise.
4. Assess current facilities, connectivity, hardware and software, policies, and procedures.
5. Recognize required changes in staffing and budget necessary for new technologies.
6. Consider equipment maintenance; recognize a life cycle for hardware and software, anticipate replacement and updates.
7. Consider the economical/financial issues; balance your ideas and options with costs, and make the case why you can't afford **not** to move forward.
8. Create an organizational structure that encourages employee input and criticism as processes for greater productivity and growth.
9. Review the plan - who does it, how often, unexpected outcomes or benefits, barriers to overcome.
10. Include a well-defined evaluation component - monitor progress; are you successful?

## Common Technology Components

- Internet provided from a service provider, such as CenturyLink or Comcast.
- 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.  
\*adapted from [http://en.wikipedia.org/wiki/Computer\\_network](http://en.wikipedia.org/wiki/Computer_network)
- Computer software, are the programs that provide instructions to tell a computer what to do. Software also refers to computer programs held in the hard drive of the computer for the same purposes. 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 sometimes used in a more narrow sense, meaning application software only.

Examples of computer software include:

- Applications, such as word processors or video games, such as Microsoft Office, Adobe Acrobat, and Quickbooks.
- Operating systems that manage the applications, such as Microsoft Windows, Unix, Mac OS, and Linux.
- Device drivers that control parts of computers, such as disk drives, printers, CD drives, digital cameras, image scanners or computer monitors.
- Library systems that manage the catalog, circulation, and patron records.

\*adapted from: <http://en.wikipedia.org/wiki/Software>

- A wireless network, which is similar to a wired network, but instead of using cables, it communicates using radio frequency signals (e.g., cell phones, satellites and radios all communicate wirelessly. Libraries usually have a wireless network (Wi-Fi). At a minimum there are three pieces to a wireless network:
  - Wireless access point or "Wi-Fi router". 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.

- Devices. These are the computers and gadgets that use the access point in order to hook in to the network and Internet connection. A common wireless device is a laptop computer. Others are cell phones, smartphones, tablets, personal gaming devices, etc.
- Wireless Adapter. Wireless adapters come in all shapes and sizes. Some are built into the computer, while others need to be purchased separately and then plugged into the Universal Serial Bus (USB) port or PC Card port.

\*adapted from, *The Joy of Computing – Recipes for a 5-Star Library*

#### **Most Common Library Systems used by Public Libraries in New Mexico - As of 2014**

- Biblionix Apollo <https://www.biblionix.com/>
- BookSystems Atrium <http://booksys.com/library-solutions>
- Follett Destiny  
<http://www.folletlearning.com/webapp/wcs/stores/servlet/en/fssmarketingstore/library-management-system>
- Genesis G4 LRMS <http://lrms.com/>
- Infovision Evolve <http://www.infovisionsoftware.com/evolve-library-management-system/>
- Innovative Sierra & Polaris <http://iii.com/solutions/public>
- Insignia <http://www.insigniasoftware.com/insignia/ils.htm>
- KOHA (open source software with service by Equinox or Bywater)
  - <http://koha-community.org/>
  - <http://esilibrary.com/>
  - <http://bywatersolutions.com/>
- Library Express <http://www.libraryexpress.net/Index.html>
- LibraryWorld <http://libraryworld.com/>
- Mandarin Oasis <http://www.mlasolutions.com/products/oasis>
- ResourceMate <http://www.resourcemate.com/>
- SirsiDynix Horizon & Symphony <http://www.sirsi-dynix.com/products/integrated-library-systems>
- TLC Library•Solution <http://www.tlcdelivers.com/library-solution/>

## Computer Security

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.

Computer security concerns include:

- Internet access
- Equipment theft/damages
- Viruses
- The use of portable storage devices such as flash drives which can introduce viruses.

*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 of these programs also prevent adware and spyware

Some examples of antivirus software for computers running Windows operating systems are: Norton, McAfee, Microsoft Essentials, AVG, and TrendMicro..

*Network firewalls* prevent unknown programs and Internet processes from accessing the computers connected to the network in the library. However firewalls are not antivirus systems as such and make no attempt to identify or remove anything. They may protect against infections 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. \*adapted from: [http://en.wikipedia.org/wiki/Firewall\\_\(computing\)](http://en.wikipedia.org/wiki/Firewall_(computing))

**Discussion:** What is the role of technology in today's library? What is the value of doing a technology plan? What is a library management system? What are two strategies to keep in mind when negotiating with a vendor? How does lack of security on the library's computers impact patrons? Why is training for staff so important?

**Computer Technology Resources:**

- <http://www.ala.org/aasl/standards-guidelines/learning-standards> - *Standards for the 21st-Century Learner* offer vision for teaching and learning.
- <http://techterms.com/> -- one of a number of on-line dictionaries for tech and technology terms
- <http://library.rice.edu/services/dmc/guides/e-resources/internet-searching-strategies> -
- [https://www.webjunction.org/documents/webjunction/Planning for Success Cookbook Overview and Toolkit.html](https://www.webjunction.org/documents/webjunction/Planning_for_Success_Cookbook_Overview_and_Toolkit.html) - For Technology planning
- <http://salsa.polarislibrary.com/search/title.aspx?ctx=1.1033.0.0.4&pos=1> – Available from NM State Library for check-out, *Technology Training in Libraries*. this book will help you develop thriving, easy-to-implement, and budget-friendly technology training programs in your library.”
- <http://www.gcflearnfree.org/> - Free tutorials and videos for staff and patrons who need basic computer assistance.
- [http://www.webjunction.org/documents/webjunction/Sustaining Public Access Computing Programs Technology and Management Com.html](http://www.webjunction.org/documents/webjunction/Sustaining_Public_Access_Computing_Programs_Technology_and_Management_Com.html) - “Defining competencies for sustaining public access computing programs is the first step toward providing a roadmap for library staff to identify skills gaps through assessments and to connect to learning opportunities to achieve each competency.”

# Public Library Management

In this section we will cover:

- ✓ Foundations of librarianship
- ✓ Public library organization
- ✓ Library policies
- ✓ Library procedures
- ✓ Planning for Public Libraries
- ✓ Managing a public libraries budget and finances
- ✓ State Laws that affect Libraries in New Mexico
- ✓ Federal Laws that affect Libraries in New Mexico
- ✓ Laws that protect patron rights

## Foundations of Librarianship

### ALA's Guiding Documents

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).

The ALA has established three guiding documents:

- a) "The Library Bill of Rights"
- b) "Freedom to Read"
- c) "Code of Ethics"

*The full-text of these documents can be found following this chapter: It is important to study these documents and keep them close at hand throughout your career.* The foundations established in the ALA's documents should be recalled when developing library policies and kept in mind in daily operations.

Through these documents, the ALA illustrates these founding principles of library service:

- 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 Spirit of Librarianship***

- Libraries are community institutions
- Libraries provide access to information that reflect all viewpoints without bias
- Libraries provide equitable treatment of all patrons
- Libraries maintain their patrons' right to privacy
- Libraries ensure all have the freedom to read
- Libraries preserve intellectual property

Librarians have an obligation to enrich the culture and education of their communities by maintaining a rich and diverse collection – a collection that is not reflective of any one person's views or beliefs. Librarians must also suspend their own personal beliefs at times while selecting materials for the library.

*"Libraries represent the diversity and immensity of human thought, our collective knowledge laid out in rows of revealing inspiration."*

~Manuel Lima

In day to day operations, librarians may encounter situations where a patron or community member objects to a book or other material for being “controversial,” “inappropriate,” or “distasteful.”

The community member may even request that materials be removed from the library. At these times, it is important that library staff keep in mind that librarians are responsible for:

- Preserving everyone’s right of the freedom to read
- Everyone has rights to choose materials for themselves
- Free communication is essential to a democratic society
- The freedom to read is guaranteed by the Constitution, as covered in the First Amendment

**Discussion:** Suppose someone objected to a children’s book in the library because it contained magical elements that conflicted with their personal religion. How would you respond to this person?

Who among the library administration would be the most appropriate to respond?

What resources or tools would you refer to in order to help form your response?



## Public Library Organization

Public libraries are generally organized with the following components:

### Administrative Entity

With public libraries, this is usually the local government under which the library has been established and to which the director must report. Some libraries are non-profit and are therefore not government agencies. In this case, the Board of Trustees often acts as the administrative entity.

### Library Director

The Library Director is in charge of the day-to-day operations, as well the long-term development of the library. The many roles, duties and tasks of the library director commonly include the following:

- Operating the library according to the goals established in the long-range plan
- Managing and planning of the library budget
- Managing library collections, including acquiring, cataloging and weeding materials
- Overseeing of daily library operations, including circulation, programming, and outreach
- Managing library staff, including hiring, training, supervising, scheduling, and assigning duties
- Cooperating with the board of trustees to develop plans, policies, and procedures
- Cooperating with community officials on planning for the library
- Publicizing library programs
- Developing a positive relationship with the Friends of the Library
- Maintaining of all library facilities and equipment, including the building and IT equipment

#### **How Can a Library Director be Most Effective?**

- Know the city or county policies and procedures affect the library.
- Be aware of the goals and priorities of the city or county government.
- Be involved and communicate to government officials.
- Know how the library contributes to the community's progress.
- Use the political power of the library board and supporters to advocate for the library.

## 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:

- **Advisory Board:** A board that provides the library leaders with advice, and the library director along with the city or county maintain final authority for the budget, the personnel, and policymaking.
- **Governing Library Board:** 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.

## Library Staff

The library staff are the frontline of library service. They are the most powerful asset for creating a successful library. Staff are entrusted with the critical role of greeting patrons warmly, fulfilling their informational needs, and creating a positive and warm environment in which minds can grow. All staff must understand the professional and ethical conduct that is expected of library personnel. Some duties and responsibilities of library staff might include:

- Assisting library director in fulfilling day-to-day operations
- Completing tasks as assigned
- Maintaining patron confidence and protecting patron privacy
- Welcoming patrons; inquiring as to their needs; following up to ensure the needs are met (a.k.a. "a successful reference interview")

## Library Volunteers

Libraries and volunteers go together like pie and ice cream. Many libraries community members are more than happy to help, and many a community member finds a rewarding outlet for their efforts in the library setting. Generally, volunteers fulfill duties according to the needs and wishes of the library director. Some common volunteer duties might be:

- Assisting in day-to-day operations
- Shelving books
- Preparing programming materials
- Supporting circulation duties

*"My best friend is a person who will give me a book I have not read."*

~Abraham Lincoln

## Friends of the Library

Library friends groups are a wonderful way for a community to support a library. A friends group consists of a body of volunteers who help support the library generally through fundraising. Friends groups can be described as the following:

- "Captured non-profit organization" – a 501(c)3 to serve at the wishes of the library
- Volunteer-based
- Venue for fundraising for library collections, materials, and programming support

Duties of the friends are often seem tangential to those of the board, but the roles are quite different.

**Discussion:** You are a community member who wants to change the operating hours of your library to stay open in the evenings to assist kids afterschool and those getting off work. You have communicated with the director, who strongly disagrees, and refuses to respond. Which avenue would be the best to turn to next for communicating your concerns? The board or the friends? Why?

Resources:

- Role of the Directors, Friends, Board  
<http://www.ala.org/united/sites/ala.org.united/files/content/friends/orgtools/role.pdf>
- NMStateLibrary.org > Librarian's Tool Kit > Library Job Descriptions

## Library Policies

Library policies guide the services and operations of the library. They are a collection of statements that clearly outline the manner in which business is conducted between library and patron. Policies are drafted or suggested by the director, approved by the board, and adopted by the administrative entity.

### Functions of Library Policies\*

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

\*adapted from "*Creating Policies for Results*" by Sandra Nelson  
<http://www.metrowestce.org/Materials/cepolicies4results2004.pdf>

### Effective Library Policies Are...

- Reviewed and updated regularly
- Approved by board and reviewed by legal counsel
- Written in clear, easy-to-understand daily language
- Are clearly communicated to staff and volunteers
- Readily accessible by staff and patrons
- Are sympathetic to the needs of patrons and staff
- In place first, before a questionable situation arises

As a rule of thumb, it is better to have a policy in place for any library service that relates to the interaction with the public, such as use of the building, use of computers, collections, decisions, etc. In developing a policy, the director and the board go through a process of studying these issues, developing guidelines, and adopting procedures.

## Common Public Library Policies

### Collection Development Policy

- A role or mission statement that explains the library's purpose and who it serves
- 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, including gifts
- Procedure to suggest materials for purchase
- Procedure to challenge materials
- Weeding policy

### Circulation Policy

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

### Internet Policy

- Restrictions on use
- Procedures - e.g. fees, time limit, etc.
- The library's position on filtering

#### Quick Steps to Writing Policies

- 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

### Meeting Room Policy

- Who may use the room
- What are the conditions
- Rules for using the room

### Acceptable Conduct or Safety Policies

- To whom it applies
- Rules
- Disciplinary actions

### Resources:

Sample policies are available on the New Mexico State Library website through the Librarian's Toolkit.

## Procedures

Procedures and policies differ in several general ways.

- Policies state the way the way the library wants to do things and reflect the principles and standards of the organization.
- Procedures describes in steps how a policy or is implemented, managed and carried out.

Policy	Procedure
<ul style="list-style-type: none"><li>• Broad, general terms</li><li>• Widespread application</li><li>• Changes infrequently</li><li>• Often states "what" or "why"</li><li>• Addresses major operational issues</li><li>• More philosophical in nature</li></ul>	<ul style="list-style-type: none"><li>• Narrow, more detailed terms</li><li>• Specific application</li><li>• Can change often</li><li>• Often states "how," and "when"</li><li>• Describes processes</li><li>• More practical in nature</li></ul>

## Types of Procedures a Public Library Might Have

- Opening and closing the library
- Shutting down computers
- Emergency evacuation
- How to reserve a meeting room
- How staff can address patron complaints
- Disaster preparedness
- Safety and security

### Effective Procedures Are...

- Reviewed and updated regularly
- Written in clear, easy-to-understand daily language
- Are clearly communicated to all that may need to use it
- Readily accessible
- In place first, before a questionable situation arises

## Planning for Results

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. Public libraries should have and follow good plans.

### Key Plans

- Long-range or strategic plan (3-5 years)
- Collection development plan
- Financial/Budget Plan

### Building Blocks for Planning

- Community needs assessment
- Mission/Vision statement(s)

### Additional Plans

- Technology Plan
- Marketing Plan

### Role of Planning

- Communicate the library's goals and objectives to the community
- Ensure 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 and strong teams between staff and board
- Produce satisfaction among planners around a common vision

### Practical Use of Plans

- Plans should guide the everyday 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.



The Public Library Association (PLA), has developed a manual to help libraries; the newest edition is called *The New Planning for Results* (American Library Association, 2001). Some of the underlying concepts include, 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.

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

## Steps to Developing an Effective Plan

1. Planning to Plan: Select a planning committee.
2. The library director is key to planning and it is recommended the director lead planning. Additional committee members may include:
  - Library board members
  - Library staff
  - Community stakeholders, such as representatives from local government, businesses, schools, cultural groups, community service groups

Once the committee is organized, tasks and duties should be clearly assigned.

3. Looking Around: Conduct a community assessment.
4. All communities are constantly changing, some very fast and some at a slower rate. The community assessment helps the director and the planning committee to:
  - 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
  - Anticipate change

After the assessment is complete, the planning committee should discuss and agree on an overall vision for the community, envisioning what the community will look like in 5 to 10 years. Next, the planning committee can develop a vision for the library compatible with the community vision.

## 5. Developing Roles and Missions

The planning committee can now review the *thirteen service responses* defined in The New Planning for Results. The planning committee should select responses that will shape the library's *mission statement*.

Mission statements are usually short, succinct, focused, and durable and 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 does not contain a lot of detail. Two examples from New Mexico libraries:

- *"Albuquerque/Bernalillo County Libraries are committed to providing convenient access to information to meet personal and community needs for enhancing quality of life through education, lifelong learning, and recreation."*
- *"The mission of the Alamogordo Public Library is to provide educational, informational, and recreational resources in print and non-print formats to all residents of all ages and socioeconomic backgrounds in order that they might have equal access to information representing all points of view."*

### 13 Service Responses

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.

**What are the 13 Service responses?**

## 6. Writing Goals and Objectives

Goals: Each service response should have two to four *goals*. Goals are the end-objective of and what the final result should look like. 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.

Objectives: Each goal should have several *objectives*, or benchmarks, that will show how the library will measure its progress toward reaching the goal. 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. Objectives should be *SMART* - that is, Specific, Measurable, Attainable, Realistic and Time-framed.

**SMART Objectives**

- ✓ Specific
- ✓ Measurable
- ✓ Attainable
- ✓ Realistic
- ✓ Time-framed

Examples:

- "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."

## 7. Take Action

- Enact the plan: 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?
- Making Changes: 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.

## 8. Review & Renew

- 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.

## Budgeting and Finance

Public Libraries are funded by:

- Local funds (either city or county). *This is the generally the principal form of funding.*
- State Funds. *Public libraries in New Mexico that meet certain criteria are also awarded state funds in the form of "State Grants-in-Aid" and General Obligation Bonds.*
- Private grants
- Other donor funds: donations, gifts, fundraising proceeds, friends' group donations, library trusts

## Working with a Budget

Some basic points to remember about budgets include:

### Revenue

- 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

- 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 Year: July 1- June 30

- The State of New Mexico, and most city or country 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.

## Accountability

- The director must track the libraries revenues and 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.

*The director must track the library's revenues and expenditures. The director must track the library's revenues and expenditures. The director must track the library's revenues and expenditures.*

## 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.

## Financial Records and Procedures

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 great 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, including a financial picture. To be best prepared to submit the Annual Report in a timely fashion, library directors should have their own accounting of their finances updated, accurate, and handy.

### Resources:

- Sample Budget at end of section
- Sample Fiscal Calendar

<b>BUDGET</b> <b>_____ Public Library</b> <b>Fiscal Year 20____</b>		
<b>Operating Income</b>		
City and/or County Funds		
State Grants in Aid		
Other Grants		
Other Income		
SUBTOTAL (Operating Income)		
<b>Capital Income</b>		
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		
<b>Operating Expenses</b>		
<b>Personnel</b>		
Salaries and Wages		
Benefits		
Staff Development & Training		
SUBTOTAL (Personnel)		
<b>Materials</b>		
Subscriptions & Standing Orders		
Subscriptions & Standing Orders		
All other New Books and Materials		
SUBTOTAL (Materials)		
<b>Other Expenditures</b>		
Utilities		
Telephone		
Postage		
Insurance (on building & contents)		
Supplies		
Maintenance & Repairs		
Furniture & Equipment		
SUBTOTAL (Other Expenditures)		
<b>Capital Expenses</b>		
Books & Materials		
Furniture & Equipment		
Building Repairs & Construction		
Other Capital Expenditures		
SUBTOTAL (Capital Expenditures)		
TOTAL EXPENDITURES (Operating and Capital)		
<b>SUMMARY</b>		
Total Funds Available		
MINUS Total Expenditures		
Anticipated Carryover to Next Fiscal Year		



Sample calendar: may be used to monitor the library's budget. This calendar may be modified to meet an individual library's needs.

<b>The Budget Year</b>	
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.

## Laws Affecting Libraries

In order to receive state funding, 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.

Resource: New Mexico Library Laws Online through Librarian's ToolKit

**IMPORTANT:** When faced with a legal question, the library director should seek help from the experts: attorneys working for the city, county, or the library.

## State Laws Affecting Libraries

Certification of Library Directors in New Mexico

The New Mexico Statutes Annotated [NMSA 18.2.8] requires that the chief librarian or director of public libraries that are supported in part or in whole by public funds to be certified. The type of certification required depends upon the population of the municipality or other political subdivision it serves, by most recent US Census.

### Permanent Professional Certification

Required for a director/chief librarian of a library that serves a population in excess of 15,000 or of any state agency or state-supported institution.

- Qualifications: Possess an American Library Association accredited Master's Degree in Library Science.

### Grade II Certification

Required for a director/chief librarian of a library that serves a population of at least 10,000 and no more than 15,000.

- Qualifications: a graduate of an accredited college or university, and has a major in library science or has completed thirty (30) semester hours of library science courses beyond the requirements of a Grade I certificate – **or** – successfully passed the examination given by the State Librarian.

### Grade I Certification

Required for a director/chief librarian of a library that serves a population of at least 3,000 but not more than 10,000.

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

## **“The Sunshine Law” – Open Meetings Act**

Library Board meetings must comply with the Open Meetings Act. Like many states, New Mexico has what is called a “Sunshine Law” -- the “Open Meetings Act.” Sunshine Laws 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.

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.

### **How to comply with the Open Meetings Act**

1. Study the Open Meetings Act Checklist
  - Be aware of the specific provisions for a regular meeting versus an emergency meeting.
  - Know the special circumstances if a closed meeting must be called.
  - Be aware that non-compliance can result in a \$500 fine for each offense.
2. Give reasonable advance notice to the public, which must be broadly communicated through media and posted “in a place and manner accessible to the public.”
3. Include an agenda or information on how the public may obtain a copy of the agenda in the notice. This should be a list of specific items to be discussed or transacted often prepared by the director.
4. Stick to 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.”
5. Take minutes. Minutes must include at least the following.
  - Time and date, and place of the meeting
  - Name of members attending and those absent
  - A statement of what proposals were considered
  - Records of any decisions made and how each member voted

Resources: Use the Internet search terms “NM Attorney General Open Meetings Act”

## Library Privacy Act - New Mexico

Statute 18-9-1 to 18-9-6 NMSA 1978

- Purpose: to preserve the intellectual freedom guaranteed by the constitution of New Mexico by providing privacy for users of the public libraries.
- In order to receive public funds, libraries must comply with this law.
- 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.
- Library workers have access only when needed to perform their work duties, such as preparing overdue notices.
- Exception: School libraries may release library records of minors to the children's legal guardians.

### **All Staff Should be Aware of the Privacy Laws**

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.

## **Federal Laws Affecting Libraries**

### Children's Internet Protection Act (CIPA)

- Libraries receiving federal funds for technology or receiving discounts on Internet Access via the E-Rate program must comply with CIPA. Libraries receiving discounts on telecommunications only are not required to be CIPA compliant. Libraries will not receive E-Rate discounts unless they enforce a policy of Internet safety.

### Being CIPA Compliant

- Install a technology protection measure (filter) on all computers in the library with access to the Internet - including staff computers.
- 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.
- 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.
- 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.

### Resources:

- <http://www.usac.org/sl/applicants/step06/cipa.aspx>
- Internet Search Terms: "ALA" & "CIPA"

## USA Patriot Act

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

To enhance and tighten security measures as part of the effort to fight terrorism in the wake of the events of September 11, 2001, the USA Patriot Act was signed into law. The law affects libraries by allowing law enforcement agents to search library records.

Procedures in Handling a Request Made under the USA Patriot Act:

- A law enforcement agent 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.
- 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.

### NEED TO KNOW...

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.

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>

## Copyright Law of the United States

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.

### Copyright & Patrons in the Library

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction.

- 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.
- Libraries may reserve the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of 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.

## Copyright and ILL Requests

Sections of the Copyright Law and the National Commission on New Technological Uses of Copyrighted Works (CONTU) guidelines deal with interlibrary loan. This pertains to requests for copies of articles.

In order for a library to request a copy of an article from another library, they must follow these 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.



## **Americans with Disabilities Act**

"ADA" protects the rights of disabled citizens. Its goals are to:

1. Provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities;
2. Provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;
3. Ensure 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). Public libraries strive to serve all of the people in their communities.

### ADA & 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.

#### 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, as 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.

#### Resources

- <http://www.ada.gov/>

# Reference Service

In this section we will cover:

- ✓ Reference Service Overview
- ✓ Reference Environment
- ✓ Conducting a Quality Reference Interview
- ✓ Remote Reference Service
- ✓ Getting the Information
- ✓ Types of Resources
- ✓ Efficient Search Strategies
- ✓ Customer Service

## Reference Service Overview

Reference service is providing personal assistance to meet the information needs of your library's community by identifying, recommending, and evaluating various information resources. It involves not only helping users find information, but also suggesting search strategies and showing users how to locate sources.

Reference service can be delivered:

- In person
- Over the phone
- By e-mail
- Via online chat

Library users who ask for assistance have a need for information, but may not always phrase their question to indicate what they want. As such, reference service is important to ensuring that useful information is available and provided to anyone who asks for help. Whatever the information need, providing quality reference service is essential.

### **Original Functions of the Reference Librarian** \*adapted from *References and Information Services* by Richard E. Bopp and Linda C. Smith, Editors

1. Teach people how to use the library and its resources.
2. Answer readers' questions.
3. Aid the reader in the selection of good books.
4. Promote the library within the community.

## Reference Environment

Effective communication is necessary to successfully respond to patron questions. Most reference questions are straightforward and do not require a great deal of interaction with the user. However, many reference questions can be rather involved and may require more in depth communication with the user. Often times, patrons are hesitant to even ask for help, because they are shy or embarrassed. Knowing how to get around this to be able to offer reference service is important to ensuring patrons get the information they need.

To encourage effective communication, library staff should be familiar with the RUSA "Guidelines for Behavioral Performance of Reference and Information Service Providers":

- Approachability
- Interest
- Listening/Inquiring
- Searching
- Follow-up

## Resources

- RUSA "Guidelines for Behavioral Performance of Reference and Information Service Providers"

## Conducting a Quality Reference Interview

The reference interview is a discussion between you and your customer. It involves asking the right questions and listening carefully to the answers to confirm understanding of the information need. Knowing how to get to the question is a critical step to finding the right answer. Showing genuine interest, having a positive attitude and body language and knowing how to navigate the question will help to conduct a quality reference review.

Information to gather during the reference interview:

- What kind of information is needed?
  - What prompted the question?
  - What does the user really want to know?
  - If you do not understand, seek clarification, ask, listen, and paraphrase.
- What information has the patron already gathered, and how much more information is needed?
  - What sources have already been checked?
- What is the information going to be used for?
  - Research paper?
  - Homework assignment?
  - General research?
- How knowledgeable is the user about the subject?
  - Expert or a beginner?
  - Are simple sources sufficient or are more advanced sources required?
- How much information is needed? What kind of 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?
  - A brief overview or a detailed account?
- What is the timeframe for gathering the information?
  - Is the need urgent?
  - Is there a deadline?

**Open Question Examples**

- Is there a specific aspect of the *topic* you are interested in?
- Can you tell me more about the *topic*?
- What resources have you already consulted?
- What kind of information are you looking for?

**Closed Question Examples**

- Are you looking for current or historical information?
- Do you need advanced materials or something basic?
- Are you looking for books, magazines, journals, websites, newspapers, etc.?
- Is the information you are wanting biographical or fictional?

**Follow-up Question Examples**

- Does this information look useful?
- Is there anything thing else I can help you with?

*The results of the reference interview are affected by the things that you do, not just by what you say or hear.*

## **Providing Reference Service to Children and Young Adults**

There are different aspects to keep in mind when providing reference service to children and young adults.

### Approachability

- Be visible come out from behind the desk and if need be bend down or kneel
- Greet them accordingly

### Interest

- Use appropriate verbal and non-verbal communication. Nod and speak briefly in easily understood terms.
- Act as though you have never heard the question before

### Listening/Inquiring

- Be patient
- Allow them to state their need before responding
- Nod and speak briefly in easily understood terms
- Use open-ended questions to learn amount and type of information needed and to gauge approximate reading level

### Searching

- Explain steps you are taking to find the information
- Encourage participation
- Provide ideas and include names of resources used to locate information.

### Follow-up

- Express interest and ask if the information found is useful
- Encourage them to return with further questions

## Remote Reference Service

Providing remote reference service requires the same skills and qualities that in-person reference service does, plus a little more. The following are suggestions for handling 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 aware of possible problem areas resulting from conducting reference interviews over the phone or online rather than face-to-face.
- Treat online communication, including stored transcripts or records, as private and confidential.

### Phone

- Be prepared, have forms and supplies readily available.
- Smile and identify yourself - your voice will reflect it.
- Listen, speak clearly, avoid jargon, and verify what you hear.
- Keep the patron informed as you search, as there are no visual cues for you about the patron, or for the patron about what you are doing.
- Let the patron know if you need to put the call on hold. If it is taking a while, come back to them and let them know you haven't forgotten about them.
- Be sure the patron is ready to take down the answer.
- Identify the source.
- Use a follow-up question.
- If the question is complicated and requires more time, ask for their phone number and call once you find the information.

## Email

- Written communication “tone of voice” can be easily misinterpreted; keep language business-like and concise. Do not write anything that you would not want someone else to see.
- Follow library policy on 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 provide the six pieces of information.
- Use standard email etiquette such as descriptive subject lines, a greeting to the user, identify the sender, thank them for contacting you, repeat their question, 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 and include signature line and title.
- Encourage patron to come back with further questions or information needs.

## Online Chat

- Identify yourself – give your title.
- Show genuine interest in the subject.
- State you are happy to assist.
- Ask open-ended questions to ensure understanding of the information need.
- Paraphrase the question to clarify the question.
- Keep patron informed of search process – let them know you will be silent for a moment, etc.
- Provide source of all information you provide.
- Use a follow-up question – ask if information is useful.
- Ensure information need is met and encourage patron to come back with further questions or information needs.



## Getting the Information

The search strategy depends on the question. If you gather the important information, and understand the basic information need, the search will be easier. For simple questions, consider your almanac or encyclopedia. If the topic is not familiar, start with the catalog or a quick Internet search.

For complicated questions, develop a strategy for the search before you begin.

- If necessary, based on the results of the reference interview, break the question into parts. Work one piece at a time.
- Stay on track by using the gathered information to help refine your search: purpose, deadline, type and amount, who is asking, where have they already looked, 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". Always provide other options, if the information cannot be found within your library.

Ensure that information needs have been met. Always ask the person if he or she is satisfied with the information you found and that the question has been answered.

**Discussion:** What are your library's special resources for finding 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 the library's resources.

## Types of Resources

If you find what you are looking for in the catalog, can you find it in the building? It is essential to understand how resources are arranged in the library. You must be familiar with the circulating collection, children's section, and any special collections, etc. 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.

- Almanacs contain brief facts about a wide range of subjects and are 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.
- 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.
- Databases are collections of materials on specialized subjects and provide the user with a citation of a particular document, or often times, the full text electronic version. Databases are searchable by keyword, author, title, etc., and contain documents that are more reliable, particularly if the source of the document is a peer-reviewed journal. While it is important to evaluate any search findings, you can be more confident about the veracity of information obtained from a database. The New Mexico State Library provides access to a variety of databases through El Portal.
- 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.
- Encyclopedias contain 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.
- 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.

### **Using the Internet for Reference Service**

The Internet can often be the best place to find answers for specific questions, or to help locate further information about a subject. When using the Internet, it is important to know how to find reliable and authoritative websites.

A few recommended reference websites and databases:

- Best Free Reference Web Sites Combined Index: <http://www.ala.org/rusa/sections/mars/marspubs/marsbestindex>
- El Portal, New Mexico State Library: <http://www.elportalmn.org/>
- Great Websites for Kids: <http://gws.ala.org/>
- Internet Library for Librarians: <http://www.itcompany.com/info retriever/>
- Internet Public Library: <https://scout.wisc.edu/report>
- Internet Scout: <https://scout.wisc.edu/report>
- Open Directory Project: <https://www.dmoz.org/>

For general Web searches, keep in mind that not all search engines perform the same way or cover the same number of sites, or have the same rules for retrieval. Know how a search engine lets you select "any words" or "all words". If a general Web search does not return the desired results, try a Metasearch ([www.mamma.com](http://www.mamma.com)) engine to search several engines at a time. Ensure the sites you rely on are the best. Learn to evaluate sites and resources and switch when you find something better.

## Efficient Search Strategies

### Boolean Operators

Boolean operators are terms that can be used in a search query to relate individual search terms to each other to broaden or narrow search results. Most databases and search engines require using capital letters when using Boolean operators. The most common and useful Boolean term is AND.

Connecting words with "AND" tells the search tool that all the words must be present.

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

Connecting words with "OR" tells the search tool that any of the words can be present.

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

Use "NOT" in front of a key word to narrow a search by excluding a word in the results.

- 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.

Many search tools use OR as the default. If two or more words are used, the tool assumes OR is meant. Only a few tools use AND as the default. This information is important to remember as it could radically affect a search!!

### Alternative Methods to Using Boolean Logic

- + may be substituted for AND
- – may be substituted for NOT

It is a good idea to put + in front of any required word and a – in front of any unwanted word.

### Phrase Searching

When searching for a phrase, enclose it in quotation marks. The quotation marks tell the search tool to search the words as a phrase and that all words must be present and appear in the same order. Most search engines recognize this protocol.

- "Attention Deficit Disorder" – Searches the words as a phrase. All words must be present and appear next to each other in the same order.

## Natural Language Searching

Many search tools now allow a sentence or question to be typed exactly as it would be asked. The search tool will try to determine keywords from the sentence or question and locate pages based on the determined keywords.

- What teams have won the Super Bowl? – The search tool will determine the keywords "teams" and "Super Bowl" and do a search using these words to produce results.

## Truncation

Truncation is another search concept used by search engines and databases and is very useful to retrieve all results within a concept that may be expressed in variant word spellings or endings. The character (called a "wildcard") used to indicate truncation may vary. Check the "help" section of a particular resource to see whether the system can use truncation and which character to use. The most common "wildcards" are an asterisk (\*) or a question mark (?). Truncation saves time, and will BROADEN a search.

- 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].

## Nesting

Many databases allow for very complex searching. For example, nesting allows placement of parentheses around strings of searches using Boolean operators.

- To find articles about the geology in Utah, Colorado, or Nevada, use a nested search using parentheses and Boolean operators...geology\* and (Utah or Colorado or Nevada)

Other examples of nesting searching:

- baseball and (tigers or Yankees)
- (bears not grizzlies) and Yellowstone
- "computer crimes" and (Russian or soviet)
- (elderly or homeless) and (house\* or shelter\*)

## Evaluating Print and Website Resources

With a better understanding of how to compose a search, it is important to evaluate the resources and sites that come up in a web search, a 'Google' search, or even a 'scholarly' article.

### Print Resources

- 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.

### Websites

Digital Reference Guidelines suggest evaluating: 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 to 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:

- URL. Is it from an .edu, .org, or .gov site, or is it somebody's personal page (indicated by - ).
- Scan the perimeter of the page, look for links to About, Background, etc.
- Look for indicators of information quality, 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 to see if there has been any feedback left regarding the information.

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 website?
- 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?

Never presume 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.

## Resources

Evaluating Internet resources:

- <http://www.library.illinois.edu/ugl/howdoi/webeval.html>
- <http://edsitement.neh.gov/reference-shelf/tips-for-better-browsing/evaluating-online-resources>
- <http://eduscapes.com/tap/topic32.htm>

Evaluating a web page:

- <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

# Customer Service Skills

In this section we will cover:

- ✓ Quality Customer Service Concepts
- ✓ Customer Values
- ✓ Establishing Great Customer Service
- ✓ Overcoming Barriers to Customer Service
- ✓ Handling a Dissatisfied Customer

## Quality Customer Service Concepts

What comes to mind when you think of customer service? One definition befitting of libraries: *Customer Service is a function of how well an organization meets the needs of its customers.* Librarianship is a service oriented position and providing customer service is an essential part of the job that requires a set of skills to ensure customer satisfaction.

Customers want to be:

- Acknowledged
  - Greet them, make their presence known.
- Valued
  - They want to feel important to you, like you appreciate their time. They don't want to feel as though you have better things to do or don't have time for them.
- Listened to
  - They want you to pay attention and understand their needs. Don't be distracted or appear as though you are not listening.
- Helped
  - They came to you for assistance and expect just that. They want to feel as though their needs are being met and that they can count on you to help.

No matter their title, library staff members are often perceived as librarians by patrons. As such, it is important that all library staff is prepared to respond to inquiries with enthusiasm and a desire to ensure patron's needs are met.



Use a professional and courteous demeanor at all times to:

- Listen
  - Take the time to identify customer needs by asking questions and concentrating on what the customer is really saying. Listen to their words, tone of voice, body language, etc. Allow patrons to state fully their information need in their own words before responding.
- Explain process
  - Help customers understand your search process. Customers don't always understand and they can get confused, impatient and angry. Communicate in a receptive, cordial, and encouraging manner. Maintain objectivity and do not interject value judgment about subject matter or the nature of the question(s).
- Follow-up
  - If an answer is going to take time and you tell a customer you will get back to them, follow-up accordingly; don't put it off. Give appropriate time and let the customer know what is going on.
- Give more than expected
  - In keeping customers happy and avoiding complaints, think of ways to elevate yourself above previous interactions they have had. Customers are happy when they get what they expect, and they are won over when they get even more than what they expect.

*Consider the following.* What can you give customers that they have not received before? What can you give a customer that is totally unexpected?

**Attitude = 100%**



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Your attitude determines 100% of the impression you leave with people.  
The good news: You get to choose your attitude!

## Customer Values

Library customers value not only great service, but also a welcoming, user friendly and comfortable environment.

Take into account:

- Performance/Reliability
  - Consistently providing fast, useful, and correct information.
  - Ability to perform the promised service dependably and accurately.
- Availability
  - Having the latest bestseller in a customer's hands as quickly as a bookstore.
  - Having enough patron computers and enough research resources to find what they need.
  - Having someone who is knowledgeable to help.
- Convenience/Ease of use
  - User friendly access to resources.
  - Proximity in community.
- Responsiveness
  - Willingness to help customers and to provide prompt service. Including physical (non-verbal) communication to indicate that the library employee is not just doing a job, but is happy to offer service.
- Assurance/Trust
  - Credibility and trust that the employee is knowledgeable, helpful, and courteous.
- Hospitality/Empathy
  - Welcoming, comfortable environment.
  - Caring, individualized attention.

*Libraries not valued by the community lose customers!*

## **Establishing Great Customer Service**

Creating a successful customer service environment within a library involves more than a smile. It takes a team of people who continuously strive to ensure that patrons are served with appreciation.

- Understand and value your role in providing services
- Customers prefer doing business with people they like and know
- 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

Great customer service ensures customers will return again and again. A good way to envision great customer service when working with a customer is to think about the golden rule; treat others the way you want to be treated.

### **Knowledge and Attitude**

- Be approachable, greet with a smile
- 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

## 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
- Pay full attention to the customer and take notes if necessary
- Show interest in what the person is saying
- Rephrase and ask questions to ensure understanding of the customer wants
- Use good phone skills
- Communicate in a positive, friendly, and courteous manner
- Clarify confusing terminology and 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!

**Discussion:** Remembering good and bad customer experiences (library or elsewhere). Can you recall your experiences in libraries before you were a library employee? Can you recall a great customer service experience? What about a bad customer service experience? How did they make you feel? What could have made them better?

## **Overcoming Barriers to Customer Service**

Attitudes, misconceptions, and barriers (verbal and non-verbal) can create difficult situations and are often the reasons behind situations we find challenging to handle.

Possible barriers to providing customer service include:

- 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 and assist accordingly.

There may also be physical barriers to overcome:

- Is it easy to find the library?
  - If customers have had a difficult time locating it, 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 also annoy customers.
- Are 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?

## Handling a Dissatisfied Customer

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

The following are 10 tips for Crisis Prevention \*adapted by Yale University Libraries and 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

Occasionally, maintaining a positive attitude, attempting to understand the customer's viewpoint, and trying to turn the situation around may not always work. Use your best judgment and if need be, get other staff involved. Do not take it personally and do not let the experience affect your interactions with other customers.



# Educational Programming

In this section we will cover:

- ✓ Why educational programs are offered at libraries
- ✓ Target age groups
- ✓ Types of programs
- ✓ Steps to successful programs
- ✓ Resources

## **Why educational programs are offered at libraries**

Beyond the traditional book lending model, libraries offer a wide variety of resources to attract and engage library users. Over the years, programming at libraries has become a cornerstone of library service.

At their core, libraries are spaces for sharing knowledge and information. In this, we can think of educational programs as one key concept that is part of that notion.

Moreover, programs at libraries are fun! They activate knowledge, making it hands-on, social, and engaging. They help build the library in the community and help make library patrons identify the library as a special place, a place they want to visit over time and again, where things happen, and things change.

## **Target age groups for programming**

- Infants and toddlers (referred to as "Early Literacy")
- Children (ages 5-12 years)
- Young Adults (teenagers, ages 13-18 years)
- Adults
- Senior Citizens
- All ages/Family events

## Infants and Toddlers

No matter how young the patron, public libraries have something to offer. Programs targeted to infants and toddlers are a wonderful way to help stimulate young minds, support parents and caregivers, and connect families to the plethora of resources at libraries. Programs might include evening story times, lap-sit story times, and story times that activate books through play and hands-on activities. Not just for the kids, through the librarian modelling, parents and caregivers learn how to read to their kids and how to make every moment a teachable moment at these programs.

### Activities for Library Programs Aimed at Infants and Toddlers

- Lap-sit Story times
- Parent-Child Story times
- Short Films
- Puppet Shows
- Arts/Crafts
- Poems
- Songs
- Finger plays
- Flannel-board Stories

#### Tips for Toddler Programs

Programs for this age group are most effective when:

- Keep it brief (30 minutes should be plenty!)
- Keep it active
- Keep it engaging with movement
- Include ways the kids can participate, such as repeating back

Resource: Story time Planning Template Growing Young Minds Report from the IMLS.  
[http://www.ims.gov/about/early\\_learning.aspx](http://www.ims.gov/about/early_learning.aspx)

#### Program outside the box: Community Baby Showers

Since 2013, the ABC Library hosts a community baby showers for new parents and expecting parents.

These free quarterly events encourage parents to use and enjoy library resources and programs, and foster a love of learning in kids from an early age.

Parents and parents-to-be are invited to take their infants to visit this library open-house event, which includes crafts, giveaways, and a chance to learn about local library resources and community services that support parents.

This multi-agency program includes many partners, including St. Joseph Community Health, ABQ Health Partners, the New Mexico Breastfeeding Task Force, March of Dimes, Women, Infants and Children (WIC), and Albuquerque Business Education Compact.

## School-aged Kids

For kids in school, libraries are a place both for completing school assignments and for fun. Programs enhance their enjoyment of the library, activate stories, and introduce them to new books and information as they grow and change.

Popular examples of programs for kids:

- Storytelling hours
- Craft programs
- Outside performers, such as musicians, magicians, museums, and animal presenters
- Homework help

### “The Mental Gymnasium”

Successful science and history programs will lead to questions, no doubt! Kids will come into public libraries to complete assignments. This is a great opportunity for librarians to work one-on-one, teaching kids how to use library resources to complete assignments and find information just for the sake of curiosity. **Encourage them to look up answers** to their questions in dictionaries, encyclopedias, atlases, and almanac – and through online databases. This is a great chance for a librarian to peak a child’s curiosity and model for them what lifelong learning can be.

**Discussion:** Safety and Kids in the library (good like this section)

The good news -- libraries are kid magnets! Sometimes they eagerly venture into the library without adults. It is good to have a policy and plan in place to manage unaccompanied minors.

What factors are important when setting a policy for kids in the library? How is a public library different than a school setting? How is it similar to a public setting, such as a park? How can you communicate to caregivers what the policies are?

### Summer Reading

Perhaps one of the most vital programs in a public library is summer reading.

Summer reading has been proven time and again to be one of the most important factors in a child’s educational development. Preventing the “summer slide” and giving kids and families a fun, safe, happy place to get free books, free programs, and free air conditioning are not only rewarding for librarians, but impacts a community in immeasurable ways.

Some important points about summer reading:

1. Kids spend all year being trained in reading skills. The summer is their chance to exercise those skills, and make their choice to read...whatever they like!
2. Many libraries offer reading programs, they track reading through logs, and reward kids with incentives.
3. The New Mexico State Library sponsors membership statewide for libraries to participate in the CSLP. Contact the Development Bureau for more info.

## Young Adults

Teenagers are growing into their independence, so the library and librarian will engage them in the library in different ways. The goal is always to foster the love of reading and self-motivated learning, however, sometimes the priority must be making the library fun! It is most important that teens have successful, positive interactions with the library. To get them in, promotion of events, through social media and outreach to high schools, is key.

Some successful ways to engage teens:

- Teen-led advisory boards
- Book reviews written by their teenage patrons, published in their own newsletters or magazines
- Teen helps, for programs with younger children, promoting library happenings on Facebook, storytelling, and theater productions
- Part-time job opportunities for teens, both volunteer and paid, to help with such tasks as checking in books and re-shelving materials

### **Discussion:** Working with teens

While they look and talk articulately like adults, in many ways, teens are still kids. They are still learning manners, social norms, and what's expected of them. It is great to demonstrate that the library is a safe place where brainstorming is good, questions are great, and trying out ideas is what the space is all about. What sort of approach should a librarian take when communicating with teens? What are the ways you can engage teens as they come into the library?

## Adults, Senior Citizens, and Intergenerational Programs

Beyond the popular book club model, educational programming for adults is diverse and dynamic, and can be on anything ranging from skill building, to intellectual pursuits, to just fun! The classes can encourage library users to learn in a new way -- through working with individuals in the community with skills to share.

Reasons to do adult programming:

- Enhance your community's knowledge
- Support lifelong learning for your community, including a chance for parents to model for kids their desire to keep learning
- Create a social atmosphere that is centered on sharing ideas, and costs nothing!
- An opportunity to nurture volunteer opportunities in your library

Many resources exist online that can help you brainstorm and organize your library's plan for adult educational programs. Some ideas might be:

- A sewing club
- Job interviewing & resume workshops
- Writing classes/groups
- Well-being, including dancing, martial arts and yoga
- "Ted-Talks" talks, where the group might watch a Ted Talks together and discuss after
- Art programs
- Healthcare programs
- Financial planning

**Discussion:** How would you market your programs?

Making sure your community knows all your library has to offer not only gets people involved, but keeps them aware of all the resources in your library.

What ways would you promote events at you library?

What tools do you need in order to market programs?

## **Steps to a successful program**

### **1. Who?**

- Identify your audience: Who do you plan to target with your program or event? It might be a good idea to refer to your needs assessment and your demographic study to understand what your community interests are
- Who can help you with the program?

### **2. What?**

- What program are you organizing? Identify needs and assets: What materials will you need for this program?
- What resources do you already have on hand?
- How will it tie into your other library services?

### **3. When?**

- Establish a timeline for scheduling and promoting. If you are bringing in an outside performer, allow for plenty of time for internal paperwork.

### **4. Where?**

- Which space in your library will you use?
- Will you need a special space for the activity such as a community room so as not to interrupt other patrons in the library?
- Will you need a sink and non-carpeted floor for arts and crafts? Is there an outside area that would be serviceable for the activity?

### **5. How will people learn of the program?**

- In what ways will you promote your events?
- What resources and funding is needed to promote?

## Outreach

Do more outside your walls! Librarians and library staff often conduct outreach events in order to:

- Reach a segment of the population that can't visit the library on a regular basis. Many don't have the resources to get to the library therefore bringing the library to them allows them to utilize programs and services in a location that they're already visiting e.g. schools, community centers, senior centers.
- Build and foster relationships in the community and with community leaders. Word of mouth is often the strongest tool a librarian has for publicity and if community leaders are aware of the types of services the library is offering they'll be more likely to share that information with others. Providing outreach can also firm up the importance of the library's place in the community.
- Market the library to those that don't visit the library. Many people take the library for granted and/or don't realize all the library has to offer beyond books so bringing information and library services to them reminds them of that as well as shows new services the library may have to offer.

Outreach ideas:

- Story time at elementary schools or daycare centers; send each child home with a sticker to remind parents or caregivers about the library.
- Offer computer or database classes at senior centers or retirement homes.
- Man a booth at community festivals/ block parties giving away bookmarks or providing a simple craft for the children to make. Sign people up for library cards or the summer reading program.
- Attend city council or town hall meetings with bookmarks that contain quick facts about the library to hand out to people.
- Go to new teacher orientation to share what resources the library has for teachers and students.
- Host book talks at retirement homes.

Collaborate with other stakeholders in your community to maximize your resources together such as schools, senior centers, city or tribal agencies and offices.

# Library Director's in New Mexico: What you need to know

In this section we will cover:

- ✓ State Aid
- ✓ GO Bonds
- ✓ Annual Reports
- ✓ State Library Website
- ✓ Listservs & The Hitchhiker
- ✓ Resources from the State Library
  - Books by Mail
  - LBPH
  - ILL
  - El Portal
- ✓ NMLA & NMLF

## State Grants in Aid to Public Libraries

- Purpose: To support the operations of public libraries in New Mexico
- Legislatively appropriated funds
- Administered through the state library
- Must complete Annual Report and meet certain criteria in order to qualify
- NMAC 4.5.2 states the how the State Library will administer these funds, and the criteria that must be met to qualify
- Allocations are equally distributed based on a "share" system
  - 1 full Share for each qualifying public library
  - ½ Share for each qualifying branch of a public library system
- Local community must "match" with local funds by spending \$1.50 per capita on LSA in order to qualify.



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.

Resource: FUNDING for Public Libraries on NMStateLibrary.org and current copy of NMAC 4.5.2 following this chapter

Sidebar: Libraries are required to offer free “basic public library services.”

These services are:

- 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

### **Negotiating with vendors in a library context**

Although the prospect of negotiating can cause considerable anxiety, negotiating is a regular part of the professional life. Given that library directors are entrusted with a portion of the communities’ resources, our professional obligation is to be good stewards. Successful discussions require a measured approach, careful preparation, keeping in mind multiple paths for discussion, and plans for alternative arrangements if an agreement can’t be reached. As always, when conducting the library’s business, document the negotiation process when buying products and services

A resource which focuses on libraries is a guide from the American Association of Law Libraries: <http://www.aallnet.org/mm/Publications/products/Law-Librarians-Making-Information-Work/pll-guide-6.pdf>

In negotiating, don’t try to resolve one issue at a time. For example, don’t approach a negotiation that focuses exclusively on price, and leaves other issues to be resolved if, and when, the cost is settled. This is short-sighted and limits creativity in negotiating.

Link negotiable terms together so that a concession in one place can be offset by a gain somewhere else. Have a sound understanding of how the resource under consideration fits into the library's overall services and the needs of its users. If the vendor stipulates a higher price, determine how this can be offset and accompanied by a real increase in value to the library. And always plan for alternatives.

\*adapted from <http://lj.libraryjournal.com/2015/03/opinion/peer-to-peer-review/negotiating-librarianship-peer-to-peer-review/#>

<http://www.lib.sk.ca/Integrated-Library-System-Purchase> - list of recommended criteria for consideration before selecting an ILS/LMS. Compare your requirements against what the vendors can provide. *Use this as a template for other technology purchases you might be considering.*

## **GO Bonds**

- Purpose: To support the operations of public libraries in New Mexico
- Voters approve GO Bonds; it is placed in a bill that is approved by the legislature; the bonds are sold; then funds are available for libraries
- Administered through the state library
- Must complete Annual Report in order to qualify
- NMAC 4.5.9 states the how the State Library will administer these funds, on a reimbursement basis
- Allocations are equally distributed based on a formula
  - 10% of funds taken off the top and distributed evenly among library systems
  - 90% is then divided:
    - Firstly, on a per capita basis of county populations
    - Secondly, among the library systems within the county, on a per capita basis
- Each cycle is available for 3 years
- Only certain items are allowable under GO Bonds, as defined by the legislative bill and further clarified in NMAC 4.5.9

## Annual Reports

- Purpose: to collect statistics and data from public libraries in New Mexico, to create a picture of library services, to identify areas of growth or change, to identify areas of need
- Administered annually by the State Library, generally the reporting period is July – mid-August
- REQUIRED in order to qualify for State-Grants-in-Aid and GO bonds
- The state library compiles the information and reports the data to the IMLS (via the US Census Bureau)
- Data is collected in Bibliostat Collect (username and password required)
- Bibliostat Connect can be used by libraries to create reports, compare their services to libraries of similar size, and create benchmarks to improve services
- The state library has a State Data Coordinator to assist on these projects

## New Mexico State Library Website

On the State Library's website, you will find a wealth of information to guide you in a variety of library topics, including state funding and professional resources.

The Librarians' Toolkit is a one stop resource for many topics, and includes sample materials, forms and templates, and continuing education. As part of studying this section, please visit the live page now. <http://nmstatelibrary.org/services-for-nm-libraries/programs-services/librarians-toolkit>

## **Staying Connected**

The State Library offers several ways to engage New Mexico's library community remotely.

- Listservs are electronic mailing lists that allow librarians to interact via email.
  - NMLIBS – for public library directors only. Directors will be automatically subscribed. This is our official communication channel for annual reports, funding, etc.
  - NMPUBLIB – an open forum for any parties interested in public libraries in New Mexico, including boards, friends, staff, stakeholders, etc.
  - NMYTHSRV – for youth services news and updates. Important information about summer reading, special grants, and other programming opportunities.
- The Hitchhiker is the State Library's online blog that features news, information, job opening, opportunities, and happenings at all kinds of libraries in New Mexico. Anyone interested in the library community is welcome to follow – and we encourage library staff to contribute articles.  
<http://hitchhiker.nmstatelibrary.org/>

## **State Library's Services to the Public**

### Books by Mail

- Books delivered via mail to rural and homebound patrons free of charge to residents of New Mexico
- Reader's advisory via phone, and a collection of fiction, cookbooks, children's books & large print

### Library for the Blind and Physically Handicapped

- Braille print and audio books delivered via mail and via the Internet blind and visually handicapped residents of New Mexico
- Reader's advisory via phone, and a large collection supported by National Library Service for the Blind & Physically Handicapped (LOC)

### Interlibrary Loan (ILL)

- Interlibrary loan of materials for patrons through the *Illiad* system
- Requesting library is responsible for return postage charged

### El Portal

- [Elportalnm.org](http://elportalnm.org)

### Reference Services & Collection

## Library Organizations in New Mexico

### NMLA

According to website, the New Mexico Library Association is:

- *"a 501(c)3 non-profit organization dedicated to the support and promotion of libraries and the development of library personnel through education and the exchange of ideas to enrich the lives of all New Mexicans. "To help in this regard, we have information on Legislation & Advocacy, Grants & Scholarships, Job Openings, as well as many other ways to promote libraries and librarians, such as our Annual Conference and Mini-Conference."*

The organization offers a wonderful network of resources and learning opportunities. The Annual Conferences and Mini-Conferences offer a chance for librarians to meet up, share ideas, and network. <http://nmla.org/>

### NMLF

The New Mexico Library Foundation offers grants and mini-grants to libraries and librarians in New Mexico. <http://nm-lf.org/>