

Texas Library Journal

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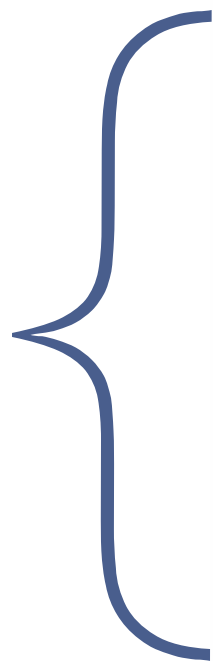
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The COVER features an illustration donated by Steve McDonald for TLA's coloring book benefiting the Library Disaster Relief Fund. See page 87 to find out how to get your copy, so you can add color to this drawing and many others submitted by generous and talented book illustrators.

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Innovation: Ideas, Values, & Meaning

Innovation is a key measure for successful libraries and librarians. But it is more than novel ideas; it is better defined as “translating an idea or concept into something that creates value.”

Creating value is key. My curious mind has always overflowed with ideas; and as a teen, I would share these ideas with my very practical father. Most of the time he would look me straight in the eye and say, “Son, that’s a great idea. It’s just not worth a damn.” My father was not being overly harsh; this was his way of encouraging me to think through my ideas before I opened my mouth.

How do we ensure our ideas have value? Guy Kawasaki describes innovation as hard, risky work. He states that you have to be willing to fail and be prepared to polarize people. Innovation comes from radical and incremental change. It must support overarching goals; or, to use Kawasaki’s phrase, innovation must *make meaning*.

Kawasaki uses the food preservation business as an example. Ice harvesters in the late 19th century provided a state of the art solution – until ice factories sprang up in the early 1900s. Thirty years later, ice deliveries disappeared as consumers adopted the electric refrigerator. Each of these innovations brought immediate value; however, this value was not sustained. Owners of ice harvesting operations did not open ice factories, and owners of ice factories did not become refrigerator manufacturers. Because these industries defined themselves by what they did and not why they did it, their individual ideas lost value, and they faded into history.

Our annual conference is the epitome of innovation that creates sustained value. Not many of our members remember the days when we met at a single hotel and the program consisted of one track of plenary sessions. My experience has always been a conference that occupied a major

convention center with general sessions featuring national speakers, hundreds of break-out programs, and an exhibit hall full of library vendors. This is the result of several major changes spread out over a number of years.

Change does not have to be big; minor tweaks can be powerful, too. The 2017 Program Committee’s goals include “providing opportunities for attendees to gain the skills necessary to succeed in a fast changing world and become innovative future-ready professionals” and “supplying attendees with practical tools and resources to create challenging yet achievable plans that will remarkably impact their careers, libraries and communities.” In order to achieve these goals, we are:

- **Eliminating the 80 and 110 minute program slots.** *Why?* Scheduling will be much easier with a uniform time period, but more importantly shorter sessions allow adults to learn more information and to retain it longer.
- **Creating digital badges.** *Why?* The MacArthur Foundation argues that “digital badges validate learning.” Members who attend specific sets of programs will receive badges as evidence of the skills that they have learned.
- **Eliminating “show and tell” programs.** *Why?* There is nothing wrong with sharing one’s success; however, presenters need to teach attendees how to replicate that success. Programs must provide some sort of “take-away.”

Innovation at TLA extends beyond our conference; our units and committees are full of great ideas. On September 15, **Power Up at Your Library Day**, all Texas libraries were invited to “to help promote technology, innovation, and creativity in their communities.” This initiative is a key part of the PR & Marketing Committee’s *Ideas Powered: It’s What We Do* campaign. I invite you to learn more at www.poweredlibraries.org/power-up/.

In August, 54 librarians from all types of libraries joined ALA President Julie Todaro



and expert panels, comprised of 13 library directors, to explore special competencies needed by library administrators at the highest level. This inaugural **Executive Leadership Immersion** focused on helping participants create plans to bring large-scale ideas to fruition.

These are just an example of TLA’s many great ideas, but do they meet my father’s test? The annual conference supports “continuous improvement towards excellence in libraries and librarianship.” TLA’s marketing campaign promotes public awareness of the value libraries bring to their communities. TLA is committed to leadership development and helping librarians develop the skill sets needed to lead “dynamic, vibrant library services.” Our ideas not only pass my father’s test, they are *innovations that make meaning*.

Kawasaki, Guy. “The Art of Innovation: Guy Kawasaki at TEDxBerkeley.” *TEDX: Rethink. Redefine. Recreate.* 2014. Accessed June 19, 2016. <http://goo.gl/nLMMWH>.

“Strategic Long Range Plan, 2016-2019.” Texas Library Association. April 22, 2016. Accessed July 25, 2016. <http://www.txla.org/strategic-plan>. 🌟

ONWARD!

The Texas Library Association is a world-class organization that is populated by incredible people and soars to be even more than its extraordinary parts. The power of TLA has always come from its members and leaders. We all share a passion for what we do; but more importantly, we all share a deep commitment to each other.

With all the ups and downs of budget years, the push and pulls within our own institutional settings, TLA has been a shelter, advocate, partner, and bridge for expertise, growth, and community. And lifelong friendships – the kind that keep us growing personally and professionally. I truly believe this ingredient of community and comradery is the source of strength for TLA

Few other state library associations can boast of serving all types of librarians through CE, advocacy, professional dialog, PR, networking, and so much more. TLA brings diverse people together, and this can't help but create an environment ripe for embracing new experiences and new challenges. After all, that is the whole reason for joining ranks: to meet the future with a great team on your side.

If I'm sounding like a commercial, then I'm doing just what I want: to proclaim LOUDLY, CLEARLY, and ABSOLUTELY that TLA makes a lasting impact on our lives, and I believe strongly in what it does.

I began my new position as Assistant State Librarian at the Texas State Library and Archives Commission in August. So, by the time you get publication, I will be at my new library home. I am honored to have been given this opportunity to serve the library, archives, and information services communities in new ways. It's an adventure, one that I am so looking forward to undertaking! I am thrilled to be working with the talented staff at TSLAC.

As you likely suspect, I will always be a great fan of TLA and you. I carry with me all the extraordinary lessons I have learned about the profession, service, and a love of learning through my work at TLA. I am indebted to you all beyond measure. Thanks for your support, commitment, smarts, generosity, and unwavering devotion to libraries and TLA. You truly are amazing.

Here is what I really want to stress. Libraries move forward. Librarians and all the people who work in them and support them are the muscle behind that momentum. Whatever happens, our community responds and surges ahead. With your energy and TLA's infrastructure for action, all things are possible.

We are always at a time of change – whether it seems to affect us directly or not. If we look carefully, we see the signs. See an opportunity? That means something in your landscape has shifted to welcome a new experience, a new approach, a new partnership. So, I say onward to the next challenge. The things that change are always mastered with what remains constant: commitment, passion, energy, expertise, a willingness to grow, and reinforcements. That's where you, your colleagues, and TLA come in. So, meet that new administrator with confidence; you are ready to lay out all that you and your library will make happen. Greet that new constituency; you have so much to offer. Roll out the red carpet for that new program; you will make it a success! Embrace that new technology; you will be the boss of it and use it to serve your customers or students.

You all have the power. You all are the muscle. TLA is with you. You make us all strong. *Onward!*

A Moment of Editorial Privilege

To the people who got me started at TLA and helped me find my way, thank you. I am here because of you, Rhoda Goldberg and Mark Smith

To the incredible Legislative Committee Chairs who led with such grace and skill, you are heroes! Rhoda Goldberg, Julie Todaro, Jana Knezak, Carol Brey, Joyce Baumbach, Susan Mann, Rebecca Sullivan, and Jennifer LaBoon.

I thank all of the members of TLA's Legislative Committees, Executive Board, and past presidents! I wish everyone understood how much energy and love you all give the profession.

To the second-to-none, uber committed, talented, fun, and supreme staff of TLA: you make MAGIC! My absolute gratitude to all, especially Mary Ann Emerson, Ted Wanner, Elise Walker, Cindy Boyle, Sara Ortiz, Kasey Hyde, Catherine Lee, Bonnie Walker, Nan Ellis, and the whole TLA Team. You make us all look good!

To Pat Smith, my mentor, best-ever model for good and gracious behavior, leader, top banana, partner-in-crime, sage, mischief buddy, and DEAREST FRIEND, thank you. There are not enough pages to say what you mean to me, list all you have given, or elaborate on how I, TLA, and libraries have achieved so much because of you. Thank you all. 🌟

DUAL CREDIT in Texas: Challenges and Opportunities for Libraries

BY JANE D. STIMPSON

Dual enrollment in its various forms has been around for decades, but you may be hearing about it more than ever lately. The number of high school students taking college courses for postsecondary credit has grown over 7% annually nationwide during the last 15 years. Of the nearly 1.5 million high school students in Texas who participated in some kind of dual enrollment in fall 2015, over 133,000 were receiving dual credit, a number that has more than tripled over the last 10 years.

“Dual enrollment” refers to any partnership between an institute of higher education and a local education agency enabling high school students to enroll in postsecondary classes and earn transfer credit. “Dual credit” is a type of dual enrollment in which juniors and seniors receive both high school and college credit for the same course. Unlike exam-based courses for college credit like Advanced Placement (AP) and International Baccalaureate (IB), taken largely by high-achieving students, dual credit students are not necessarily high-achievers and earn credit immediately upon course completion.

In 2010-11, 82% of U.S. public high schools reported students taking dual credit courses; of those schools, 93% reported students in academic courses and 59% reported students in technical or vocational courses. Early college high schools start the pathway even earlier, starting at ninth grade and allowing

students to earn a high school diploma and associate’s degree simultaneously. Texas has 164 early college high schools, with 16 more set to open in 2016-17.

Aimed broadly at increasing higher education enrollment and easing the college transition, dual credit programs are part of a toolbox of college and career readiness strategies receiving federal funding through the Every Student Succeeds Act, passed last December as a fix for No Child Left Behind. Although dual credit programs can benefit students as well as secondary and higher education institutions, critics question their academic rigor and ability to prepare students for college. Libraries play an important role in that equation: despite the challenges of connecting dual credit students with library resources, there are many opportunities for collaboration between school and academic librarians to better prepare students for college and career success.

The Promise and Peril of Dual Credit

It’s not hard to see why dual credit courses appeal to both students and parents. Faced with soaring tuition, dual credit can save students time and money by shortening the time to earning a degree or certificate. In Texas, decisions about who pays for dual credit courses are made at the local level. Most community colleges waive all or some of the costs, though universities tend not to do so. At my community college, the largest in Houston, dual credit students pay for textbooks and fees, but not tuition. Earning transferable college credit while in high school means fewer credits required to finish a degree once students enroll in a postsecondary institution, saving them time and money.

Advocates of dual credit also say exposing high school students to college courses improves college outcomes like enrollment, persistence, and retention, and eases the transition to college. One study in Texas found that dual enrollment students in the 2004 graduating class were more likely to enroll in a two or four year institution and complete a college degree than students who did not participate in dual enrollment. It’s thought that since a rigorous high school course load correlates

with success in college, dual enrollment particularly prepares students for college-level academic work. Students also benefit from exposure to expectations about the time and habits required to succeed at college-level work, especially when taking classes at the college campus and not at their high school or online.

For high schools, dual credit is a low-cost way to broaden curriculum options, especially in low-income or rural school districts. Funding from the federal government or partner colleges may pay to train its teachers, and courses that take place on college campuses or career centers relieve high schools from the cost of specialized lab or career training facilities.

Colleges and universities also benefit from dual credit partnerships. Not only do they strengthen the “vital communications link” between high schools and higher education, they also provide a financial incentive. In Texas, both high schools and colleges receive state funding for dual credit. Community colleges especially rely on state funding based on contact hours, and dual credit students increase their share of the pot.

Despite the financial and academic benefits of dual credit to students and institutions, there are doubts about its scalability and effectiveness. Even 10 years ago, educators wrote of the “inherent tension between opening access and ensuring that only students ready for college-level work participate in college courses.” As dual credit expands in Texas, those worries only increase.

State law sets eligibility requirements for academic dual credit; students must demonstrate college readiness by either passing a Texas Success Initiative (TSI) assessment or proving they are TSI-exempt based on other test scores or their transcripts. The growing popularity of dual credit courses, coupled with increasing ways to access them, has led Texas higher education commissioner Raymund A. Paredes to worry that “we are going to admit students into these courses who aren’t ready for college...[and] rigor will be diminished.”

As enrollment grows, so does the demand for qualified instructors. Texas law requires colleges to hire and evaluate dual credit instructors by the same standards as

adjunct faculty hired to teach the same course to college students on campus. Skeptics say that as “demand for [dual credit] classes intensifies and the pool of qualified teachers is constrained, enforcement has been spotty.” Though state law also stipulates dual credit courses be equal in rigor and assessment as the same course taught on campus, some higher education administrators are starting to fear dual credit amounts to nothing more than “re-labeled high-school courses.” That attitude may lead students to waste time accumulating credits that won’t ultimately count towards their degree. Public colleges in Texas must accept credits earned at another college through dual credit, but universities with doubts about a course’s rigor may not apply the credit towards a student’s major, defeating dual credit’s promise to decrease time and cost of a college degree.

But the biggest criticism about dual credit is that it doesn’t adequately prepare students for the academic and mental transition to college. Composition instructors at Colorado State University report feeling that students who took composition classes through dual enrollment did not demonstrate “the same level of understanding of research techniques” as students who had taken the entire sequence on campus as college students. Dual credit students who take classes at their high schools, in classes composed entirely of their high school peers, miss the experience of navigating the college environment. They may arrive on college campuses with dozens of credits under their belt but still be unprepared for the transition to college.

Challenges and Opportunities for Libraries Serving Dual Credit Students

For school and academic librarians, dual credit raises concerns about equity of access to library resources and information literacy instruction. Texas law states that dual credit students must be able to “utilize the same or comparable support services that are afforded college students on the main campus,” including “timely and efficient access to...learning materials (e.g., library resources).” This poses unique challenges and opportunities for

librarians eager to support dual credit students in their institutions. Though state law requires access, it doesn’t specify minimum standards or how to provide it. Dual credit students taking courses on the college campus naturally have full access to the campus library, but students who take dual credit classes at their high school or online often cannot travel to the main campus. How can librarians connect those students with appropriate and timely instruction and resources?

The barriers are plentiful. Some are technological. According to state law and the Association of College and Research Libraries Standards for Distance Library Services, dual credit students are entitled to online library access and research help, but often encounter basic challenges that prevent access, like not having login credentials or school district firewalls blocking access to college databases. Even if students do have access to online academic library resources, another barrier is making sure students know they exist and have timely instruction on using them effectively.

Both school and academic librarians have trouble reaching students in dual credit courses; instructors may feel they do not have the class time or students do not need library instruction, and academic librarians may not be able to travel to high schools for outreach. It is difficult to find the time, staff, and resources to forge and maintain connections with librarians at the partner institutions your dual credit students attend. Students taking dual credit classes at a high school without a full-time school librarian or any librarian at all are at an even greater disadvantage.

An added challenge for academic librarians is that many students enroll in general education courses like composition, speech, and history for dual credit. Those courses typically have a research component and are the most common in which librarians deliver instruction. When librarians miss teaching first-year information literacy skills in dual credit classes, those students may enter four-year universities unprepared for college level research.

Despite the challenges, there are many examples of librarians working together to support dual credit programs at their

institutions. Dual credit represents a natural bridge between school and academic librarians that is fertile ground for outreach and collaboration. When institutions are relatively close, librarians and dual credit instructors can collaborate by bringing dual credit classes to campus for library tours of the academic library and instruction sessions; academic librarians can also travel to high schools to show students and staff how to use online college resources. Many academic libraries promote online resources specifically geared toward dual credit students through LibGuides, course LMS pages, and virtual reference services.

However, building a sustained program of outreach and collaboration takes time, staff, and resources that few libraries can support, though there are examples. Colorado State University’s LSTA-grant funded “Senior to Sophomore Information Literacy Program” connects school librarians, dual credit instructors and students, and university librarians through ongoing conversations among all participants about the importance of information literacy instruction in dual credit courses. Indiana’s Project HAIL (Hoosiers and Information Literacy) is a “joint effort by librarians from all fields... to actively promote information literacy skills for all ages” that identified dual credit as a primary concern. A similar partnership at Indiana University - Purdue University Fort Wayne (IPFW) connects school media specialists and academic librarians through professional development workshops, on-site visits, and access to each other’s online resources. The partnership successfully leveraged high school librarians to be “ambassadors” to university library resources.

Dual credit is an opportunity for school and academic librarians to come together to reach an underserved population and demonstrate their worth. Librarians can provide instruction in each other’s classrooms, help each other understand their institution’s expectations and resources, and better serve dual credit students who may be struggling to succeed in their college courses. It is also a chance to advocate for certified school librarians in every school that serves dual credit students. Efforts are ongoing in Texas to partner with organizations like the Texas

Council of Teachers of English Language Arts to recognize the critical role librarians play in schools with dual credit programs.

More research is needed on dual credit programs: it's hard to track students as they move through institutions, and most evidence of success is anecdotal. The possibilities for collaboration are enormous: if school and academic librarians can come together to build sustainable models of dual credit outreach and instruction, we would not only better prepare hundreds of thousands of students for college and careers, but also make a powerful statement about librarians' value to education in Texas.

Jane D. Stimpson is a librarian at Lone Star College in Houston.

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DISCOVERY & MAKING in the Library:

Two Specialized Spaces in Austin Community College Libraries

BY ASHLEY CARR, CARRIE GITS, MOLLY DAHLSTRÖM
LEDBETTER, MELINDA TOWNSEL, AND BETSY YOUNG

Exciting things are happening in the libraries of Austin Community College!

Not only is our cutting-edge, specialized Discovery Center Project Enable celebrating the anniversary of five highly successful years later this year, but our new and innovative BatLab makerspace is rocketing towards equal success! But what are these environments and how do they support teaching and learning?

Project Enable

Project Enable is a unique Discovery Center for differently-abled learners that complements the college's other efforts that provide inclusive learning experiences. Project Enable aims to support students with different learning preferences and to help students overcome any barriers to communicating and learning. Center resources provide access to assistive technology in diverse formats to help address varied learning needs and preferences. Project Enable also operates as an assistive technology petting zoo where students and staff alike can experiment with devices such as Arduino kits, Braille labelers, Dragon Speech Recognition Software, large-key keyboards, magnification aids, talking calculators, and much more.

Project Enable is a response to a recommendation from ACC's College Accessibility Committee (CAC) to establish a platform for students to experiment with new assistive software. The CAC recommendation was proposed by Marshall Levett a professor and student counselor at ACC's Eastview Campus. Professor Levett recently retired from ACC, yet Project Enable continues

as part of his vision. Project Enable is also consistent with the college's focus on accessibility, universal design and learning, and the Student Success Initiative. Its assistive devices and software can be used to meet the learning needs of all students who rely on adaptive technology to be independent researchers. Project Enable also helps educate the community about assistive technology and universal design and learning.

The Project Enable Center employs individuals with experience using the Center so they can assist other users in the exploration and use of resources. By employing users with this unique

expertise, the students teach each other how to use assistive technology, software, and devices. Thus, Project Enable is based on peer-to-peer learning experiences and its community grows bigger every semester. Additionally, Project Enable has instruction guides for items in the Project Enable inventory, so all Center users can work independently to learn to use hardware devices and software instead of always relying on the Project Enable staff.

On November 1, 2016, Project Enable celebrates its fifth anniversary and, as part

of planning for a celebration, a review of a myriad of other libraries identified very few library environments or similar Centers. Of those Centers which were similar in vision, Project Enable was determined to be one of the very few environments offering this unique focus and commitment to cutting-edge resources and services offered by expert users.

Finally, five years of success illustrates that Project Enable is designed to ensure that no students are left behind as they pursue their postsecondary education and as they study and research in ACC libraries.

The BatLab

In addition to ACC's "homegrown" Project Enable Discovery Center, ACC Library Services has started participating in the national trend of "libraries as makerspaces." This year-old library makerspace initiative has included benchmarking of other makerspace successes, a design of makerspace model elements unique to ACC, as well as a program that includes partnerships and cooperation with other staff and faculty at the college.

ACC's makerspace process began in response to President Obama's challenge in the summer of 2014, when an ACC electronics department tutor began a volunteer program to offer free, informal



workshops in physical computing to all ACC students, faculty, and staff. To meet student demand, weekly open meetups were added in the spring of 2015 at the new Highland Campus (HLC). These were attended by ACC students and faculty from a variety of academic departments, including Architectural and Engineering Computer Aided Design, Music, Computer Science, Art, and Electronics and Advanced Technologies. Although these meetups only used a campus conference room on a temporary basis, the “pop-up” makerspace still attracted students to come tinker, learn, and work on their own projects, which included repairing and building robots, light displays, a Halloween automation controller, and a jacket that controlled DJ equipment.

ACC library staff at HLC became aware of the weekly meetups organized by classroom faculty and attended a few to learn more. Immediately, library staff envisioned how the library could align its services and resources (and even design new service) to further promote and support the makerspace initiative, all while keeping a pop-up model given limited library spaces.

In the summer of 2015, library staff requested seed money to purchase materials, resources, and design kits for makerspace meetups in the library. These library meetups, designed for students, faculty, and staff in ANY discipline, provided opportunities for exploration and experimentation. Following an assessment of the diverse world of makerspace activities, library staff chose to create kits to check out at the HLC library and all other (10) ACC libraries. In addition to these kits, library staff also decided to design learning objectives for makerspace activities.

In the fall of 2015, the HLC library started hosting and supporting weekly Maker Meetups on Friday and Saturday mornings. A Library Services Makerspace cross-campus team was assembled to further the initiative within the department. The team worked diligently in the fall to identify the goals, mission, Student Learning Outcomes, assessment methods, and establish an ongoing budget to support this new venture. As a result, the BatLab (affectionately named after the college’s Riverbat mascot) was launched in late

2015. Each week the BatLab encourages students, faculty, and staff to “come join our noise!” – reminding everyone that libraries are not always quiet and that is okay!

Today’s BatLab identifies itself as “a pop-up makerspace for all ACC students, faculty, and staff interested in doing hands-on, real-world, multidisciplinary projects in an informal, co-curricular setting.” Providing this type of service and access to a variety of resources in all formats only furthers the mission of both libraries and makerspaces to support democratized access to cutting-edge information, tools, and technology.

ACC’s BatLab has now expanded from weekly Maker Meetups to include pop-up events at other campus libraries; class visits; and widely-successful maker kits, which check out for two weeks at a time. To date there are over 60 attendees at the weekly Meetups. Students come together to attend workshops on 3D printing, Arduino, and Raspberry Pi, and return each week to work on their own projects among their peers. Student (and faculty) participants represent departments from across the curriculum – English and government to engineering and dental hygiene. BatLab representatives have attended eight events at several other, different campus libraries and locations and visited nine classes.

Partly because of these events, the BatLab’s goal of reaching hundreds of students across the college, regardless of program or major, is being met. There is a strong belief among makerspace managers that makerspaces in libraries are most successful in meeting their goals when those goals are tied to measurable learning outcomes and constructivist learning environments (Designer Librarian). Several other academic libraries have tied their makerspace programs and activities to the ACRL Information Literacy Framework (San Diego State University) and critical thinking outcomes (NCSU Hunt Library).

ACC’s makerspace initiatives fall in line with the bigger picture of Texas K-12 libraries often partnering with public libraries to tie their maker activities to TEKS-aligned curriculum and learning objectives. Accordingly, ACC is among the few higher education academic libraries to have identified programmatic Student Learning Outcomes for its makerspace and

to have clearly stated them on their website.

The BatLab aligns its activities with the following Student Learning Outcomes:

- Explored topics (followed along, asked questions)
- Engagement in problem-solving (troubleshooting)
- Developed project idea (new or modified)
- BatLab resources used to explore topics (utilizing available resources to find potential projects and solve design challenges)
- Related results to peers (collaborating with peers, teachers, and experts across disciplines)

Frequently asked questions about the BatLab include queries on these Student Learning Outcomes (SLOs), hardware and software available in pop-up sessions, and kits that check out (range of activities and processes).

One of the most successful aspects of the initiative include 15 different types of circulating BatLab kits that include starter kits like Arduino, Raspberry Pi, and Makey Makey. Additional kits focusing on robotics and electronics also circulate to enhance these starter kits and include Pixy Cameras, SparkFun Robots, and AdaFruit Wave Shields. These circulating kits became available in January 2016 and circulation is currently over 52 checkouts, with the Arduino and Raspberry Pi kits being the most popular.

Finally, the BatLab is growing and evolving, and it continues to work on defining its role and mission in library services and its support of student success across the college. As it evolves, the Maker Meetup project will expand, workshop offerings will continue to grow, student learning outcomes will be refined, a 3D printing policy will be defined and implemented, and kit circulation will grow to include more kits to keep up with demand. ACC libraries welcome tours of resources by interested librarians. Come visit us! 🌟

Carrie Gits and Melinda Townsel are head librarians; and Ashley Carr, Molly Dahlström Ledbetter, and Betsy Young are faculty librarians at Austin Community College.

Librarians Still Needed

BY SANDRA CANNON

"Your books are due in two weeks, and a book that you turned in was due yesterday, so you have a fine of 25 cents."

This interaction was a common occurrence in libraries before myriad of opportunities afforded by digital technologies. Today, we may never even see many of our customers, and those customers never have fines. Why? They are customers of the Austin Public Library (APL) Virtual Library. Through this service model, a customer accesses our OPAC (online), checks out materials online, or streams the content through a browser or downloads the content to a device. We might see a customer only once a year when they come into the library to renew their library card by verifying their address.

The *2015 State of America's Libraries: A Report from the American Library Association* reported that libraries are transforming communities, schools, and campuses by offering 24/7 virtual access to e-Books and digital materials. Research shows that families are increasing their access to digital media.

A benefit of the digital era is that APL is issuing library cards to new customers who only want to access digital material. To meet this new demand, APL contracted with OverDrive, a digital content vendor, to create our Virtual Library.

In preparation for the introduction of OverDrive's digital materials, APL partnered with OverDrive to inform and train its staff. An OverDrive representative was on hand to demonstrate and answer questions via a

webinar that was broadcast to four regional branch locations and was archived for later viewing by those unable to attend.

APL launched OverDrive to its customers on Saturday, November 5, 2011 via OverDrive's Digital Bookmobile. It was parked at the Hampton Branch at Oak Hill. Curious customers inundated staff with questions: What is an e-book? What is an e-audiobook? What devices do I need to access OverDrive? What is the difference between e-pub and PDF? Cheat sheets for different devices and FAQ sheets were distributed to anyone who wanted them. The answers to those questions today are common knowledge among digital users.

On opening day for APL's Virtual Library, its collection of e-books and e-audiobooks contained approximately 1800 titles, including current fiction and nonfiction for adults, children, and teens; Spanish language materials; 34,000 public domain titles; and 600 Disney Digital books.

Today APL's Virtual Library collection has expanded from OverDrive, to include OneClick (Recorded Books), Freegal music (Library Ideas), hoopla (MidWest Tape), Zinio magazines, and ODILO (Spanish and English separate platforms).

Ironically, in addition to traditional media (newspaper, television and radio) and flyers for promotion, APL's Virtual Library marketing campaign now saturates digital media (Facebook, Twitter, Instagram, Flickr, Soundcloud, iTunes, Google+, YouTube, and APL blogs).

The Public Libraries in the United States Survey: Fiscal Year 2013 reported that "public libraries circulated 2.4 billion materials in FY 2013, a 10-year increase of 25.4 percent. There has been a slowing in overall circulation in recent years, with a decrease of 3.6 percent since a peak in FY 2010. However, circulation has not declined at the same rate as in-person visitation, which may be explained by the increase in access to digital materials that can be accessed remotely."

According to the Pew Research Center Survey report, January 16, 2014, *E-Reading Rises as Device Ownership Jumps*, almost half of readers under 30 read an e-book in the past year.

Who would have thought that the Virtual Library would overtake the circulation of the physical library? Today, the monthly circulation within the APL Virtual Library is usually 95,000+. In 2014-2015, the Virtual Library circulation increased by 39%. This year, 2015-2016, it increased 61%. OverDrive, alone, is currently at 944,434 with five more months of the calendar year remaining. Based upon last year's circulation count, OverDrive will be at 1,291,903 by December 31. That is over a million circulations within one year.

Librarians are information specialists who facilitate access to information and lifelong learning. Rapid technological changes demand that librarians be trained to answer customers' questions about how they can access digital content from any digital device. To be able to immediately respond to customers' questions and to have someone interact with a vendor's technology staff, APL hired an electronic resource librarian who monitors and troubleshoots the Virtual Library.

The librarians may miss the personal face-to-face contact with many of their customers; however, virtual libraries allow shifting of resources to benefit their customers. It has changed the usage of space and has provided opportunities for customers to access up-to-date information. APL's print reference collection is considerably smaller than it was just five years ago. Online reference materials can be accessed anywhere, at any time. There are very few physical encyclopedias being printed. When a new edition is purchased, the old edition cannot even be sold at APL's Recycled Read Bookstore, because no one

Who would have thought that the Virtual Library would overtake the circulation of the physical library?

purchases it. No longer is there a large list of standing orders for subscriptions to newspapers, periodicals, phone books, and travel guides. Publishing companies have eliminated many of the physical titles for online content only.

The customers have adapted to the technological advances and so have librarians. Technical services staff has learned about platform fees and subscriptions fees as well as all of the lending models that impact the budget. Some of the lending models are pay-per-use, metered access, simultaneous use, and one copy/one user. All have impacted the library's materials budget and how it is managed.

Since Austin is referred to as the Live Music Capital of the World, the Virtual Library has been a boon to APL. It now has a designated media librarian who interacts with local musicians, attends local music meetings, and attends the music/film festivals. APL utilizes digital vendors by loading local musicians' works for circulation.

The Virtual Library allows APL to be more responsive to a dynamic Austin community. APL has transformed itself to provide the most up-to-date information to its customers, to partner more with its community's initiatives, and to provide online access to its local culture. Whether staffing brick and mortar libraries or virtual ones, librarians will still be needed. The Austin Public Library is definitely "more than books" – and our community appreciates it! 🌟

Sandra Cannon is the division manager for collection and cataloging services at Austin Public Library.

Katelyn's

BY PATRICK FERRELL

Five-year-old Katelyn Vincik was born without a fully developed left hand and is on a waiting list for a professional prosthetic device. Through their research and contacts, her parents learned about the e-NABLE Community (enablingthefuture.org), a world-wide organization of volunteers who develop and share designs for prosthetics that can be 3D printed at low cost. Anyone with access to a 3D printer can download and print the required parts. Kimberly Vincik, Katelyn's mother, contacted Harris County Public Library (HCPL) to see what 3D printing options were available. HCPL is home to the Jocelyn H. Lee Innovation Lab, and fortunately for Katelyn, the Innovation Lab is home to a fantastic community of maker volunteers who were eager to help.

When Jocelyn H. Lee passed away in 2012, he left a sizeable bequest to the Clear Lake City-County Freeman Branch Library, one of 26 branches in the HCPL system. With input from the branch staff and encouragement from HCPL administration, Branch Manager Jim Johnson honored Mr. Lee's gift through the creation of a library makerspace – the Jocelyn H. Lee Innovation Lab (JHLIL). This staffed, dedicated space opened in early 2015 and quickly gained recognition in the Houston-area maker community as a valuable resource for equipment access, training classes and a growing culture of patrons with diverse backgrounds and a shared passion for making, tinkering, and creative pursuits of all stripes.

After a few email and phone call exchanges with Katelyn's family, library staff put out a request for JHLIL volunteers interested in helping on the project. Michael Craig was the first of several volunteers to answer the call. He began using the 3D printers when they were introduced at the Freeman Branch Library in 2014 and is recognized for

his skill producing high-quality 3D prints. He was eager to apply these 3D-printing skills to a greater purpose and said, "*When Katelyn's need presented itself, I jumped at the opportunity to use this technology for a worthy end.*"

The Vinciks made the two-hour drive from their home in Victoria to Houston and visited the Freeman Branch Library to meet with a team of staff and volunteers to discuss options for making Katelyn a prosthetic. The selected option was the "Unlimbited Arm," a design developed by volunteers in Britain. This device straps to the triceps and lower arm and features a gripping hand which opens and closes as the wearer bends her elbow. Although the Innovation Lab team had no prior experience with prosthetics, Katelyn's arms were measured and the team started to work making the device – in pink and purple, Katelyn's favorite colors.

Mike took the lead in preparing the files and printing the parts; but shortly after the project began, *all* of the 3D printers in the Innovation Lab suffered unrelated malfunctions. While staff and volunteers worked to repair the machines, Mike coordinated with Robert Bannon, another Innovation Lab volunteer, to print parts on Robert's personal machine until the Innovation Lab printers were again operational. Printing a prosthetic had been on Robert's "bucket list," and he was eager to contribute. "*Let [the Vincik family] know that my machine, filament, and time are at their disposal,*" he said. This sidetrack had an unanticipated benefit – due to his machine configuration, some of the parts Robert made on his personal printer had much higher quality than would have been possible on the Innovation Lab printers.

Katelyn's Unlimbited Arm required about three dozen parts printed using PLA (polylactic acid – a nontoxic material commonly used for 3D printing). Altogether, this totals 22 hours of printing time assuming everything goes

Arm

right the first time. The parts were then hand-finished to remove any remaining bits of plastic. The triceps and forearm sections required an extra, critical step – thermoforming. To improve printing performance, these are printed flat, but they needed to be curved to fit around Katelyn's arm. The plastic parts were heated in a hot water bath to become malleable, then molded to give the required shapes. Once cooled, the PLA plastic again becomes rigid and holds the new form.

These 3D-printed parts were combined with additional fasteners, bands, and other hardware to complete the assembly of a working prosthetic arm. All told, the pro-rated cost of parts was less than \$50. Compared to the cost of a professionally made prosthetic hand (\$6,000 - \$10,000), it's easy to see the financial benefits of these 3D-printed designs – particularly for children who may need new prosthetics as they grow throughout childhood.

While low cost, these 3D-printed parts are generally not as durable as professionally manufactured hardware. The team had concerns about the robustness of some of the smaller printed parts and considered metal replacements – particularly for the elbow joint. But they decided to take advantage of a sudden opportunity to personally deliver the arm and then send improved replacement parts later on, after Katelyn was able to test the device.

On a Saturday afternoon in late July, with Katelyn's extended family coincidentally gathered for a party, Katelyn received a present of her own. "My new hand!" she exclaimed when she unwrapped it and slipped it on. Her mother said, "After [Katelyn] put it on the tears built up in our eyes as she told her little sister, 'we can hold hands now'."

Katelyn's family were shown some of the concerns about the design and potential weak points, and they discussed options for improvements. Katelyn's father, Casey Vincik, later fashioned a new elbow

joint using parts from the local hardware store. This was a great improvement for function and durability, and the team in the Innovation Lab is considering incorporating this upgrade into future designs.

This remarkable group effort – from a world-wide network of designers who freely distribute the model files, to the support provided by HCPL administration and staff, to the fabrication and assembly of parts by JHLIL volunteers, to the key improvements made by the family – demonstrates the value and importance of a connected community in solving real-life problems. And the nexus for this group effort to give a child the use of her hand was the public library.

The Innovation Lab exists in an intersection of art and technology that attracts patrons with a range of ages, skill levels, and talents. One of its key resources is a community of makers eager to share with one another, and building that community is perhaps the most important work of the makerspace. From the temporary partnerships formed during a 90-minute class to the friendships and business relationships sparked by casual interactions during open lab periods, the Innovation Lab is a community center for makers.

John Colborn is another JHLIL volunteer who provided key engineering support on Katelyn's prosthetic arm project. He said, "Through my involvement with the Innovation Lab's training programs, I have met astronauts, engineers, rocket scientists, physicists, artists, teachers, software developers and race-car drivers. You have the opportunity to meet and work with people from all kinds of backgrounds who also are learning and exploring the possibilities of the technology."

Providing access to fabrication tools may be a relatively new role for libraries, but makerspaces are just another example of how public libraries provide crucial community resources that change lives every day. In this case, Katelyn's benefit was heartwarming and tangible – a prosthetic that allows her to grasp and hold with her left hand. As Kimberly Vincik wrote, "There is nothing better than to see your child get something they've

been wanting for so long and seeing a bright future with new possibilities for your child." There are plenty of intangible benefits too – both for individuals who put their talents towards this worthwhile cause and for the community of JHLIL volunteers as a whole, strengthened through the teamwork of making Katelyn's 'bright future' a reality.

Jocelyn H. Lee was a long-time Clear Lake resident who valued his local public library and the benefits it provided his own life. Mr. Lee's bequest, along with ongoing support from the Friends of Freeman Library and a dedicated cadre of staff and volunteers, has expanded the Freeman Branch Library's ability to improve the lives of others. In her note of thanks, Kimberly Vincik says:

"You have impacted our lives in a way that we will always be thankful for. Katelyn is already a different person in just the two days she's had this hand... You are a very large part of that happiness." ☆

Patrick Ferrell is the Innovation Lab trainer at Clear Lake City-County Freeman Branch Library, Harris County Public Library.

Katelyn and her little sister
Photo used by permission of the Vincik family



Introducing the COPYRIGHT & ACCESS Interest Group!

BY GRETCHEN McCORD AND DEIRDRE McDONALD

NOTE: *Gretchen was the first chair of the Copyright & Access Interest Group, and Deirdre is the second, and current, chair.*

Gretchen's Story

When I began providing copyright workshops fifteen years ago, the reason I most often heard from librarians requesting a workshop for their institution was something like “The librarians in our district need to know more about copyright.” Over the years, that evolved to also include faculty/teachers/others as those who “need to know.” For the past few years, though, when I am contacted by librarians requesting training, or simply asking a question about copyright, I frequently hear some version of:

“I’m supposed to be the copyright expert here, and I *don’t* know what to do!”

Why Now?

When it comes to copyright, librarians often find themselves in a difficult situation. Few MLS programs include copyright in required content for all students, and many provide only brief coverage of this increasingly complex topic. Yet librarians are increasingly expected to be the copyright “expert” in their workplace, both by and for their colleagues, users, and bosses.

We have seen an explosion in the past several years of the number of librarian positions either dedicated specifically to copyright or for which copyright responsibilities are expressly a major component. Both the responsibilities and the structure of these positions vary

dramatically. The position may focus on the needs of library users or may provide copyright assistance across the organization. The position is most often located within the library, but in some cases elsewhere, such as administration or instructional design. Importantly, these positions rarely require a J.D. (though a J.D. is often a “preferred” qualification).

But for most librarians, copyright is simply one other area of professional knowledge they must incorporate into their daily responsibilities. Too often, this occurs with little support for continuing education to increase the librarian’s expertise in the area.

Librarians in all these situations often find it difficult to identify centralized resources to assist and support them in learning more about copyright law and addressing copyright issues in the workplace.

Copyright & Access Interest Group is Born

After years of talking to a growing number of self-described “copyright experts” who felt uncertain – or even down-right lost – about their copyright abilities, it became clear that these folks needed some kind of centralized resources. Ever TLA’s #1 fan, I thought, “TLA can do this!” So in late 2014, I tossed out to TLA email discussion lists the idea of forming a TLA interest group for these librarians.

An “interest group” (IG) in TLA is like a baby round table. Members who wish to form a new IG must obtain the signatures of 60 TLA members supporting the formation; once the petition is certified by the executive director, the IG is created. When it has maintained a minimum membership of 50, the IG can move TLA Council to become a round table.

People responded with enthusiasm, and many TLA members participated in discussion about what both the purpose and the name of the IG should be. There was broad agreement that the purpose should be to provide resources and support for TLA members who must address copyright in their work; although these resources might include educational materials about copyright, the primary purpose of the IG would not be to educate TLA members about copyright per se. The unofficial majority

settled on the name “Copyright and Access,” because it emphasizes that issues other than copyright law are becoming increasingly important in our ability to provide access to works, such as the move from ownership to licensing. At this point, we were ready to move forward!

In December 2014, I created an online petition and posted to all TLA division lists an email explaining the purpose of the IG and providing a link to the petition. We had several signatures in the first few days and then a lull. On March 13, 2015, we were still short 15 signatures of the required 60, so I posted a reminder to all division distribution lists. In less than a week, we had a total of almost 120 signatures!

CAIG's First Year of Life

CAIG’s first official meeting was at Annual Assembly in July 2015. Fourteen individuals attended (a great turnout for a brand-new unit). Among other things, we elected our first slate of officers, identified potential goals for the first two years, and discussed program options for the 2016 Annual Conference.

We identified several potential projects to pursue in the first two years. Even though not all of these can be accomplished in CAIG’s first two years, seeing that original list will give you an idea of our vision for the role CAIG can play within TLA:

- Create a toolkit for addressing copyright issues
- Create a directory of library copyright “experts”
- Collect information about conferences, workshops, and other copyright education opportunities
- Host a pre-conference
- Host a summit (possibly based on the Library Instruction Round Table Summit model)

As a brand-new IG with less than 100 members, we had only a few dollars in the kitty. We felt it was very important to sponsor at least a couple of programs so we could start introducing CAIG to TLA. Luckily, the group in attendance was a clever one, and one of our newly elected officers was on the 2016 Program Committee. We identified several programs already in the works from other

TLA units that we might be able to co-sponsor for as little as \$25.

By the 2016 Annual Conference, we had over 80 members, which is a real testament to how needed CAIG is by the TLA community! CAIG was involved in two very well-attended programs at Conference. We co-sponsored “Copyright and Digital Collections: Lessons from Astrodome Memories 2016,” and most exciting of all, we presented “Copyright Year in Review,” which we intend to make a regular part of every conference.

At our business meeting, we continued to build on our plans, and then I confidently handed the reigns of CAIG Chair over to Deirdre McDonald.

What’s Next for CAIG

Deirdre’s Story

As a librarian with liaison duties, I am often called upon to provide assistance with faculty members’ questions about what rights they have to use their published articles, how to use materials like videos in courses, and all the other kinds of copyright questions we see in an academic library. I had to stumble through this all on my own, and so I was very excited to see Gretchen’s online petition to form the IG. I knew immediately that I wanted to join and help other librarians in similar situations to my own. So at the first meeting of CAIG, I volunteered to be chair-elect and am now the current chair of CAIG.

As a new IG, the most important thing for us is to make sure that we are meeting the needs of our members and providing a service to the library community. Our current goals for this year are to provide high quality copyright information through programming at the annual conference, to develop our social media presence for increased communication with our membership, and to continue to develop our website as a go-to-source for copyright information.

We have been quick to move ahead on our programming for this coming year. We were very excited to see how popular our ‘Copyright Year in Review’ program was in 2016, and we will continue this

new tradition by offering you the most recent updates at our 2017 program. All conference attendees are welcome to come and hear about developments in copyright that have happened since the last conference and to bring questions and ideas for discussion.

This next year, we are also expanding our programming to include a pre-conference called “Becoming the Copyright Expert at Your Library.” This program addresses a common problem faced by librarians in all library types: Your institution is assuming that you, the librarian, are the copyright expert, yet many of us don’t have the training or background to be that. This workshop will help librarians create their own copyright toolkit and support network. We will have facilitators from multiple types of libraries as well as copyright experts like Kevin Smith and our own Gretchen McCord.

Our social media presence is up and running with our Facebook page and Twitter accounts active at www.facebook.com/caigtla and [@txla_caig](https://twitter.com/txla_caig). The beta version of our website is available at www.txla.org/groups/CAIG, and we are continuing to develop this based on member feedback (please let us know what

would be helpful for you!). We also use our TLA listserv for communication with CAIG members and as one of our primary means of helping librarians answer tricky copyright questions. (Be sure to add CAIG to your TLA membership if you haven’t already, so that you can take advantage of this member benefit!)

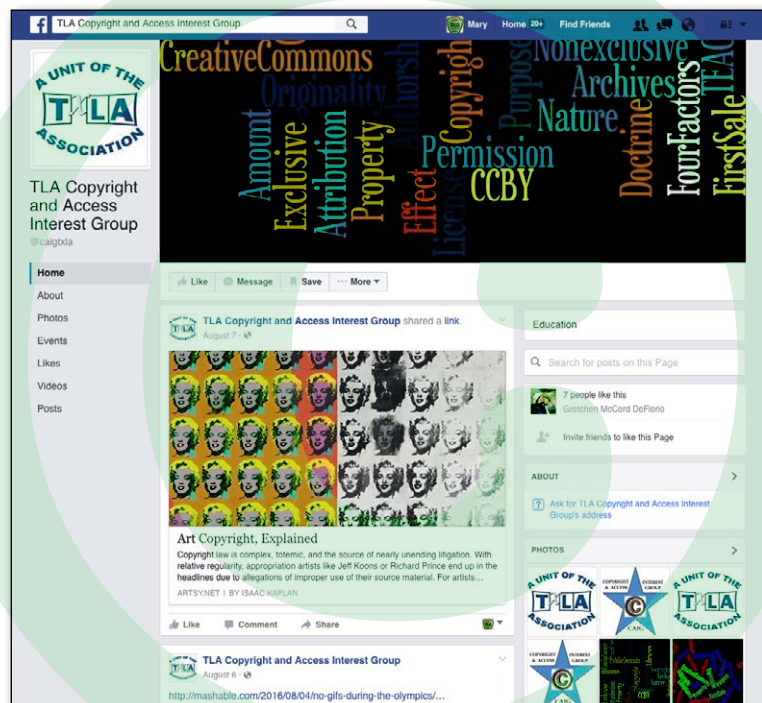
Most importantly, we want to make sure that we have an active and engaged community. If you deal with copyright issues in your work or simply are interested in copyright, come and check us out, either online or at the next conference. If you are ready to get involved, come to our business meeting or contact one the authors of this article.

Help us make CAIG the place where we can say:

“I’m supposed to be the copyright expert here, and *I do know what to do!*” ☆

Gretchen McCord is a copyright attorney at Digital Information Law; Deirdre Mc Donald is a librarian at Texas A&M University - San Antonio.

www.facebook.com/caigtla



BANNED BOOKS

Week

Banned Books Week is an annual event celebrating the freedom to read. This year, communities and libraries celebrated September 25-October 1.

Banned Books Week brings together the entire book community – librarians, booksellers, publishers, journalists, teachers, and readers of all types – in shared support of the freedom to seek and to express ideas, even those some consider unorthodox or unpopular. By focusing on efforts across the country to remove or restrict access to books, Banned Books Week draws national attention to the harms of censorship.

Banned Books

An important way of combatting such censorship issues is to first know of instances when attempts to limit intellectual freedom take place.

For almost 20 years, the American Civil Liberties Union of Texas (ACLU of Texas) has drafted its annual Banned Books Report, which tracks book challenges in school districts across the state. Visit the ACLU of Texas website, which offers access also to past years' reports as well as many resources. <http://www.aclutx.org/resources/banned-books/>.

The American Library Association's Office for Intellectual Freedom (<http://www.txla.org/intellectual-freedom>) offers a robust website for tracking and dealing with censorship issues.

Due Process Before Pulling A Book

Books are almost always challenged by a parent or, every so often, by a teacher.

Often, a parent or teacher will note that a book is simply not "age appropriate," without providing details as to what exactly is offensive. When a book is challenged, a school might ban it, sometimes permanently.

These often emotionally-charged situations can be fraught with tension, compounded by a lack specific information and knowledge of the process used to first select then use reading materials in school. For these reasons, it is critical to rely on a vetted policy. Fortunately, most ISDs report they have retained the challenged books or have restricted the book's use to a

certain age or class level or restricted it only for the child whose parents complained.

Of course, any due process begins with the library having a strong and approved collections policy.

If you need assistance, have questions, or find yourself in the midst of a local censorship issue, the TLA Intellectual Freedom Committee can offer guidance, resources, and support. Librarians stand together to project individuals' right to free speech and free inquiry. ✪

Library Bill of Rights

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

- I. I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

TEXQuest

K-12 resources from TexShare

BY ANN GRIFFITH

Doubles Down on Vendor Content

The Texas State Library and Archives Commission's (TSLAC) TexQuest program recently doubled its vendors from three to six and saw five new resources go live on June 15, 2016. The new vendors are EBSCO, ProQuest, and TeachingBooks. The TexQuest program is now providing new non-fiction and reference ebooks content resources from five EBSCO ebooks collections and *Encyclopedia Britannica's* E-STAX and new STEAM (Science, Technology, Engineering, Arts, and Mathematics) content resources from ProQuest's SIRS Discoverer, GALE CENGAGE Learning's (GALE) Science in Context, and TeachingBooks.net. Continuing TexQuest program content includes primary source materials from Adam Matthew Digital, multi-level encyclopedias from *Encyclopedia Britannica*, and general content databases from GALE.

The TexQuest program, previously known as the K-12 program, provides statewide 24/7 access to high quality, authoritative electronic information resources to all educators, students, and students' immediate families in K-12 public schools and open enrollment charter schools. Supported, in part, by Texas State Legislature appropriations, Texas school districts pay a small per student participation fee to gain access to TexQuest resources. TSLAC administers all aspects of the TexQuest program and is responsible for the selection and coordination of all TexQuest resources, as well as district invoicing. TSLAC's educational partner, Education Service Center, Region 20, serves as the TexQuest support center and is responsible for help desk, technical

assistance, outreach, communication, and training to support the TexQuest program.

TSLAC is able to offer the five new TexQuest program products due to an additional \$6 million in funding from the 2015 Texas Legislature for TexShare and TexQuest shared digital access programs. TSLAC used a competitive bidding process and posted two TexQuest program Request for Offers (RFOs) for STEAM and non-fiction/reference ebooks content. These subject areas were selected in response to statewide surveys and Texas Legislature input. TSLAC negotiated offers with a number of vendors, then approved and finalized the contracts. TSLAC is pleased to announce it also negotiated contracts making GALE's Science in Context and TeachingBooks.net resources available to TexShare, as well as TexQuest, program users.

For more information on TSLAC's new TexQuest vendors and complete TexQuest

database offerings, please see *New Additions to TexQuest Program* at <http://texquest.net/news> and *TexQuest Resources* at <http://texquest.net/welcome>. ★

Ann Griffith is the electronic resources coordinator at the Texas State Library and Archives Commission.



The Texas Book Festival & Librarians: A Partnership from the Beginning

BY GLORIA MERAZ

As most of you know, the Texas Book Festival was launched in 1995 by then First Lady of Texas Laura Bush and a committed group of volunteers, including librarians. The Book Festival bloomed out of a desire to advance literacy efforts in the state, support Texas public libraries, and promote Texas authors and literature.

Now, on its 20th anniversary, TBF is a state institution – an event like no other that brings together diverse people all in the name of literacy.

TLJ asked our librarian community to share their personal TBF stories. Below, you will read remembrances of TBFs past. We want to celebrate the many wonderful years of past festivals, but we also want to energize you to participate and volunteer for the 2016 TBF. Let's keep this great event growing strong!

Memories...

For nine of the first 10 years, I handled the children's authors. Laura Bush attended some of the sessions with her daughter, Jenna. It was fun to see them sitting on the floor listening to authors speaking. One of the programs I started is the precursor to today's Reading Rock Stars that brings authors into schools that would otherwise never have that kind of program and gives copies of their books to the students. A neat project we did while I was at the Texas State Library was to create autograph books for the kids. The booklets included some fun activities as well as autographs from the Governor and First Lady. These gave the kids a reason to talk to the authors and get an autograph even if they couldn't buy a book. The best part about working at the Book Festival in the early years was being invited to the White House for the National Book Festival. *Jeanette Larson*

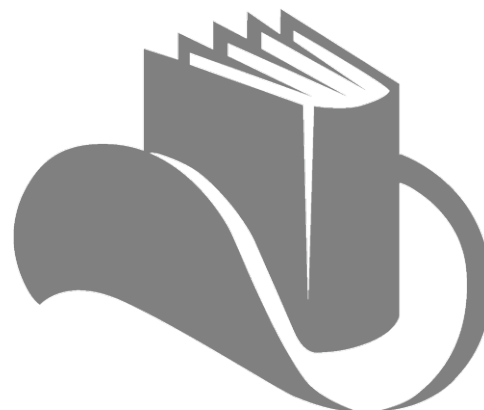
The first year I attended the Texas Book Festival (probably 1998 or 1999), I spoke with Naomi Shihab Nye. I had heard about a book of hers called *Mint: A Chapbook of Poems* that I was unable to find in any bookstore – new or used. When I told her this, she said she had just gotten a call from a bookseller somewhere who had multiple copies that she was buying back from him. She offered to send me one when they arrived. And she did – along with some promotional material for another book. Multiple moves (including to Indiana) later, and I still have *Mint* and the other items. In fact, an autographed copy of her poem "Who's Rich?" is in my office now. All of these treasures came from one little conversation at the Texas Book Festival.

Another year at the Texas Book Festival (2001 or 2002), I was the author escort for Joan Lowery Nixon. We talked about her book *The Kidnapping of Christina Lattimore*, and I told her that reading that book as a teen had made quite an impression since it was set in Houston. She told me she was initially going to set it in Beverly Hills but didn't want to pay the long-distance phone charges for research calls to their police department!

Ms. Nixon was a truly lovely person, and I adored that bit of insight into her creative process. *Sara K. Joiner*

Last year was the first time that my mother and I attended the Texas Book Festival, and it won't be our last. We enjoyed the big-name authors (Lemony Snicket, Sandra Cisneros) as well as learning about new ones (Meg Medina) via panels. We even saw Aaron Franklin, the Austin BBQ guy! The variety of events to choose from made it tough to pick which ones to attend, but what a great problem to have! The fact that most of the events and speakers are within walking distance of each other was a huge plus as we were able to walk to the festival from our hotel. We can't wait to see who will be there this year! *Cecily Saldaña*

I am a retired school librarian (20 years in Lubbock, TX) and am now working part-time as a public services librarian at Bee Cave Public Library. I took my granddaughter (Addison Blanc, three years old at the time) to the Texas Book Festival in 2013. Patricia Vermillion was there and autographed a copy of her book *Texas Chili? Oh My!* and was sweet enough to pose for this picture with Addison. We read the book numerous times over the ensuing weeks and Addison even named some of her dolls/stuffed animals Bluebonnet, Mockingbird, and Sweet Olive. I really appreciated Ms. Vermillion for making this young reader feel very special that day. We still read the book, and now Addison's younger siblings even know the story and talk about "trickster coyote." *Terry Lewis*



I taught a Children's Literature course for first semester freshmen. We made assignments about TBF authors who students could see and meet at the Festival. One student from the Valley met an author from her home town. She was so excited and energized; it broadened her horizon to meet a real published author. Other students spoke with authors who they had studied and saw them working with school children in the Reading Rock Star program. Graduate students wrote curriculum for teachers hosting RRS authors and then saw those authors working with children. It was a very exciting time for all of us in the library community. The joy seeing so many friends enjoying the events at TBF thanks for the opportunity to remember.

Barbara Immroth

Save These Dates:

**Texas Teen
Book Festival
Saturday, October 1**

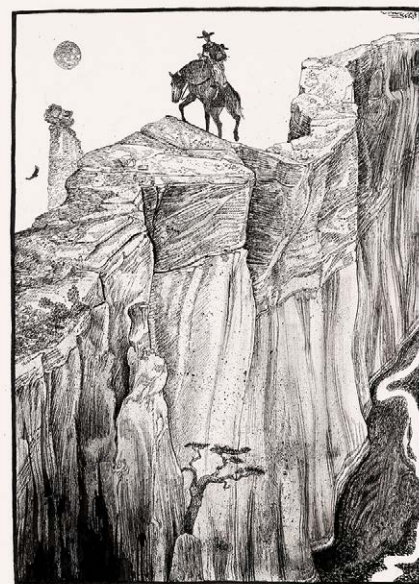
**Texas Book Festival
Saturday & Sunday
November 5 & 6**

AUSTIN, TEXAS

**www.
texasbook
festival.org**

Texas Book Festival Announces the 2016 Poster Featuring Artist Jack Unruh

The 2016 Texas Book Festival poster was selected in honor of Jack Unruh, the legendary Texas artist and illustrator who passed away in May 2016. Unruh's iconic work appeared in many major publications over the years, including *The Texanist* column in *Texas Monthly*. The image used for the poster is taken from Bill Wittliff's 2014 novel, *The Devil's Backbone*, which Unruh famously illustrated. The Wittliff Collections at Texas State University and University of Texas Press made the artwork available to the Festival.



TEXAS 2016
BOOK FESTIVAL

NOVEMBER 5-6 | TEXAS STATE CAPITOL | LAURA BUSH, HONORARY CHAIR | TEXASBOOKFESTIVAL.ORG
BENEFITTING TEXAS LIBRARIES AND LITERACY | ON THE DEVIL'S BACKBONE BY JACK UNRUH, 2014

IMAGE FROM THE ARTIST'S ARCHIVES BY BILL WITTLIFF, COURTESY OF UT PRESS AND THE WITTLIFF COLLECTIONS AT TEXAS STATE UNIVERSITY

About this Year's Festival

The Texas Book Festival is FREE and open to the public. One of the largest and most prestigious literary festivals in the country, the annual Texas Book Festival features over 250 nationally and critically recognized adult and children's authors, exhibits, and activities at Austin venues including the State Capitol. This huge event for book lovers statewide draws thousands each year to celebrate literary achievement. This year, the TBF takes place November 5-6. For additional information on the schedule, visit www.texasbookfestival.org/.

You'll want to make your plans to attend. In addition to all of the great authors, TBF is now also the official launching forum for TLA's TBA Master List. This year, expect to see the presence of several TLA reading lists at the festival! Additionally, TLA will offer its new adult coloring book for public sale. This new item features images from top book illustrators and authors, including Don Tate, Roxie Munro, Nick Bruel, Don Santat, Rosemary Well, and many others. This project will benefit the TLA Library

Disaster Relief Fund. TBF will be a great place to get your copy and start your Christmas shopping.

The TBF is a nonprofit organization created to promote literacy and support public libraries. The TBF has now grown to encompass both the traditional festival as well as the Texas Teen Book Festival, taking place this year on October 1 at St. Edwards University in Austin.

This year, TBF awarded more than \$100,000 in grant support to 44 public libraries throughout the state. Check out all the winners (benefiting from proceeds from last year's festival) at <http://www.texasbookfestival.org/library-grants/>.

TLA and TBF have been partners since the inception of the book festival, and we encourage librarians to attend the festival and to volunteer. There are many areas that need support – from helping authors to ensuring a smooth weekend of literary fun (librarians are experts on this front!). Please consider volunteering (<http://www.texasbookfestival.org/volunteer/>) at this year's festival. ✪

Call for *Texas Library Journal* Indexer

The Texas Library Association (TLA) is looking for an experienced indexer for the quarterly publication of the *Texas Library Journal (TLJ)*. The *TLJ* indexer will put together indexes for users or readers to find the information they need easily; the indexer will work remotely and will need to dedicate approximately 1-2 hours each quarter (fall, winter, spring, summer) to index the publication.

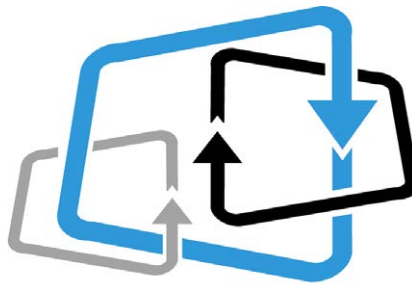
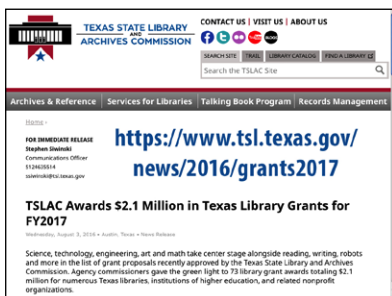
The *TLJ* indexer is a vital volunteer role for TLA and provides important access for researchers for years to come.

If you are interested in being a part of the *TLJ* team, please send an email with your experience or inquiries to Sara Ortiz (sarao@txla.org).

TSLAC awards 2.1 Million in Texas Library Grants for FY2017

Science, technology, engineering, art and math take center stage alongside reading, writing, robots and more in the list of grant proposals recently approved by the Texas State Library and Archives Commission (TSLAC). Together with the Institute of Museum and Library Services, TSLAC awarded \$2.1 million in grants to 73 libraries statewide.

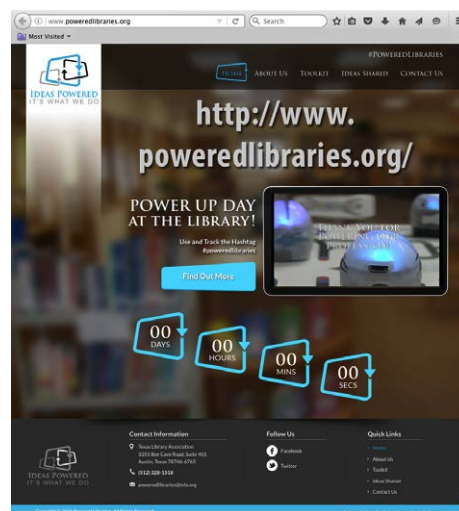
The awardees included libraries spanning the state such as the Harris County Public Library, Plano Public Library System, Abilene Library Consortium, Pottsboro Library, among several others. Congratulations to all the grantees! Read the full press release at:



Thank you for participating in Power Up at Your Library Day

From McAllen to El Paso to Nacogdoches to Lubbock, and hundreds of libraries in between, library supporters gathered at over 300 library events in academic, public, school, and special libraries. Libraries around the state have responded by organizing events geared to promote technology, innovation, creativity, and literacy in their respective communities.

Thank you to all the participating libraries for uniting in a powerful way. Every day, Texas libraries welcome people to learn, create, and achieve. As a critical component of the state learning and economic infrastructure, Texas libraries provide the resources, internet access, and expertise to help individuals meet their educational goals. Continue to stay informed about the Powered Libraries campaign by visiting the website www.poweredlibraries.org or by tracking the tag #poweredlibraries.



District Meetings Schedule

District meetings provide regional settings for presenting continuing education, carrying on legislative activities, and recruiting members. The annual fall meetings also present a wonderful opportunity for local librarians, para-professionals, and trustees from all types of libraries to meet, network, and set a foundation for collaborative efforts.

Membership in a district is automatically included in your annual dues based on residence. You may, however, choose to affiliate with a district other than the one in which you live.

Districts 1 & 2 held their meetings on September 17 and 27 respectively. The District 8 meeting was on September 24, and District 9 also gathered on that date.

DISTRICT 3
Friday, October 7
Austin Community College
Eastview Campus
3401 Webberville Road, Austin

DISTRICT 4
Thursday, November 17 (social)
Friday, November 18 (meeting)
Texas A&M University
Kingsville

DISTRICT 5
Saturday, November 5
University of Texas - Tyler
Tyler

DISTRICT 6
Saturday, October 22
Hanks High School
2001 Lee Trevino Drive, El Paso

DISTRICT 7
Friday, October 21
UT - Arlington
Arlington

DISTRICT 10
Saturday, October 22
Texas Lutheran University
Seguin

NEW this
Year at Annual
Conference



TEACHER DAY@TLA

INVESTIGATE • CREATE • COLLABORATE

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE

Start Planning Now

Classroom teachers dream about attending the TLA Annual Conference – and they might not even know it. Books, authors, technology integration, makerspaces, curriculum connections, librarians who want to collaborate; isn't that the stuff teachers' dreams are made of? Teachers who experience a TLA conference could return to their districts as library advocates and collaborators or even become librarians themselves.

You might make a teacher's dream come true! On Friday, April 21, 2017, 100 classroom teachers will have the opportunity to attend a special day during the TLA conference with speakers, activities, and pricing designed just for them. You can play a crucial role by identifying interested teachers, helping them secure permission and funding for

their attendance, guiding them through the registration process, and ensuring our guest teachers have a positive experience.

The planning has begun for a fun, interactive day for the teachers who attend as well as for the librarians who sponsor them.

The teachers selected for this program will be welcome to stay for the full conference, if they wish. One of our goals will be to encourage many, if not all, of these teachers to join our profession; and you might just be the gateway to adding 100 more librarians to the state!

Details about the inaugural Teacher Day at TLA, an event that could become an annual highlight, will be shared by task force members soon via listservs, social media, and the TLA website.

Ready, Set, Color!

The Ultimate Coloring Book, a benefit project for the Texas Library Association Disaster Relief Fund, will be released at the Texas Book Festival in November. Featuring over 60 sketches from award-winning illustrators and Texas artists, the publication is a must-have for coloring enthusiasts and book art fans of all ages.

The coloring book, packaged as a two volume set, is priced at \$20 with a free copy thrown in for every four ordered. The illustration below by Melissa Baker was colored for *TLJ* by talented first grader Evelyn Hernández of Kerrville.



The TLA Coloring Book will be available in Booth 507 at the Texas Book Festival!

We appreciate our
**CORPORATE
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Follett
H-E-B/Read 3
LostandFound.com
Mackin Educational Resources
Media Source

Corrections:

In the summer issue of *TLJ* (92:2), the article "Color Me Happy" mistakenly attributed an image created by Jessica Palmer to Brian Karas. Our deep apologies to both, along with a huge thanks for their wonderful contributions to TLA's coloring book project. Additionally, the co-author of the piece, Elizabeth Howard, is the director of the Eunice and James L. West Library at Texas Wesleyan University.

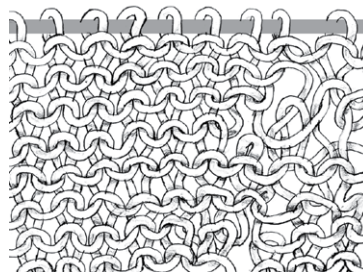


Illustration by Brian Karas

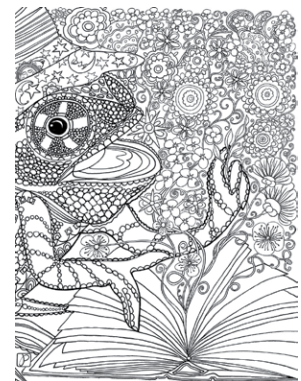


Illustration by Jessica Palmer

OCTOBER

October 6, 1 pm

Dealing with Even More Difficult Situations

(AZ WEBINAR SERIES FOR SUPPORT STAFF)

This program features advanced customer service training (frontline and behind the scenes) including types and levels of service, scripts for consistency and training, coping with difficult situations (conflicts with patrons, coworkers, bosses) and articulated behavioral expectations. REGISTER (<https://secure.txla.org/secure/forms/mtgLogin.asp>)

October 11, 2 pm

Public Libraries Rallying Supporters and Empowering Friends

(DOABLE ACTION SERIES ON ADVOCACY MADE SIMPLE)

This free webinar will focus on easy ways to bring patrons, Friends, and community partners together to support your library. REGISTER (<https://join.onstreammedia.com/register/80146595/publicfriends>)

October 12, 4 pm

School Libraries Reaching and Talking To Local Decision Makers

(DOABLE ACTION SERIES ON ADVOCACY MADE SIMPLE)

This free webinar will show practical and quick methods for approaching school administrators about your library. REGISTER (<https://join.onstreammedia.com/register/80146595/schooltalk>)

October 25, 2 pm

Public Libraries Reaching and Talking To Local Decision Makers

(DOABLE ACTION SERIES ON ADVOCACY MADE SIMPLE)

This free webinar will show practical and quick methods for approaching city administrators about your library.

REGISTER (<https://join.onstreammedia.com/register/80146595/publictalk>)

October 26-27

Leaving Library Services behind: an e-forum on essential questions about retirement

HOSTED BY THE RETIRED LIBRARIANS ROUND TABLE

Let's face it. Many of us are afraid of retirement. We have so many questions that is hard to know where to begin or who to ask. To address these concerns, the Retired Librarians Round Table will host a TLA e-forum October 26-27 aimed at putting aside fear and finding answers for many of the most common questions regarding planning for and making the most of your retirement. The e-forum format is similar to a town hall meeting or a panel discussion. Since the e-forum takes place over e-mail, you will have the freedom to ask questions, share your experiences, or just listen and lurk. We expect the forum to be populated by librarians from all areas of library service who are concerned about this issue. To be truly successful, we need subscribers who are retired as well as those who are just considering retirement. Over the course of two days, moderators will pose questions via e-mail to those who have signed up to participate to get the discussion going.

To join this new forum, please visit the registration page. Or, for step by step instructions, consult the Retired Librarians Round Table's Google Doc on the eForum.

NOVEMBER

November 15, 2 pm

Working Within the Academic Community to Deliver Your Library's Message

(DOABLE ACTION SERIES ON ADVOCACY MADE SIMPLE)

This free online training will discuss time-efficient methods for communicating the libraries' value and services on your campus.

REGISTER (<https://join.onstreammedia.com/register/80146595/acad>)

DECEMBER

December 7, 12 noon

State Advocacy For Librarians

(DOABLE ACTION SERIES ON ADVOCACY MADE SIMPLE)

This FREE webinar series concludes with training for all types of librarians to become champions for their organizations through easy, practical techniques. Participants will learn methods for identifying, contacting, and persuading state lawmakers about library-related legislation. REGISTER (<https://join.onstreammedia.com/register/80146595/stateadvocacy>)

December 8, 1 pm

Getting Along with Co-Workers

(AZ WEBINAR SERIES FOR SUPPORT STAFF)

One of the most common and well-used tools for identifying and designing policies, processes and techniques for working with others is Julie Todaro's "Reasonable Expectation of Adult Behavior." Webinar content will include templates for creating your library's own "Expectation" document. REGISTER (<https://secure.txla.org/secure/forms/mtgLogin.asp>)

All webinars will be recorded. A link to the recording will be sent to all registrants (i.e. you may want to register even if you know you cannot attend the live event). All webinars will carry Continuing Education credit, some also have CE credit available for viewing the recording. See individual descriptions for details.

WWW.TXLA.ORG/CE

Executive Leadership Immersion

Fifty-three participants from public, school, academic, and special libraries declared this first-ever immersion (held July 31-August 4) a resounding success. The immersion focused both on the unique skill sets and aptitudes needed to lead today's complex organizations and on real world projects drawn from the participants' institutions. Classroom sessions were supplemented by private and group consultations in which facilitator Julie Todaro guided participants through the process of refining and strengthening their work-related projects.

Plans are underway to repeat the immersion July 30-August 3, 2017 at the Barton Creek Omni in Austin.



Here is a sampling of comments from the Executive Leadership Immersion Class of 2016:

“Thank you for speaking to ALL libraries...”

“I feel that I am not one, or two, but ten steps forward in my thinking and progress in leadership projects. I have exceeded my own expectations thanks to the guidance, competence, and leadership at this program.”

“So incredibly real! Refreshing! Thank you, TLA!”

“Thank you for excellent program. I think the information was valuable and project focus was helpful.”

“This program is absolutely amazing and informative. I recommend it to librarians interested in leadership.”

“Great panel of speakers. Great amount of resources.”

“Highly recommend – it was much needed!”

“Amazing experience. Content was excellent, pacing excellent, and opportunities for discussion & contemplation perfect. Thank you!”

“Julie’s expertise, passion, and modeling leadership excellent.”

“Everything about this program was educational, inspiring, and valuable. I feel support in my field that I have never felt

before and am grateful for the opportunity & experience! Job well done and a thousand thanks!”

“Really grateful to have had the opportunity to be part of the inaugural program. I truly enjoyed Julie’s teaching style and the format really allowed me to take in tons of great information. Would highly recommend to my colleagues.”

“Thanks to Julie, Pat, and Ted for making this an opportunity in leadership I will never forget.”

“I came away with more in-depth knowledge about leadership, but also more inspired about our profession and my expertise.”

A Day in the Life of Your Library



*How many people do you help in a day?
What is the impact of your library on the
lives of students, faculty, your community,
and the people who rely on your library, its
resources, and its serves?*

Texas Library Snapshot Day is a great opportunity to showcase what happens in your library in a single day. The annual Texas Library Snapshot Day is officially scheduled for October 31, which lands on Monday this year, but libraries can select any day in October as their Snapshot Day. This event offers libraries a framework for promoting services, inviting the public and media to the library, and capturing

important information that can be used in advocacy and promotional materials.

Every year, we also ask you to complete a short survey that focuses on your examples of programming, activities, and student/client interactions. The TLA Library Snapshot Day Survey can be found here: <https://www.surveymonkey.com/r/TxSnapshotDay2016>. For

additional resources and information on how to upload your photos to TLA's flickr account, visit www.Texaslibrarysnapshotday.org.

As always, keep us updated with your snapshots via our social media channels (Facebook, Twitter, and Instagram) using @txla or #txla.

TLA AWARDS: Nominate a Deserving Candidate!

Each year, TLA honors individuals, libraries, supporters, and projects with the TLA Awards; and the association depends on its membership to identify worthy candidates. Chances are you have someone in your library system or in your life that you always say deserves an award for the work that they're doing, the projects or programs they're leading, or the support that they're giving in their community.

TLA AWARDS categories are:

- Librarian of the Year
- Wayne Williams Library Project of the Year
- Lifetime Achievement
- Outstanding Services to Libraries
- Benefactor
- Distinguished Service
- Libraries Change Communities

In addition, a variety of TLA Branding Iron Awards are given each year to recognize exemplary public relations and marketing efforts.



Awards recipients range from small community projects and programs led by front-line staff to lifetime library advocates and major donors. One thing is a constant: all of these awards started first as an idea in the mind of someone like you that this project or individual deserves some recognition and support. When you take the time to put that idea to writing, you're contributing to the further success and recognition of that person or project.

When you nominate someone, you are asked to include some information for a press release. A TLA award is an honor, and TLA wants to help recognize this hard work with some great publicity for the winning individuals, programs, and projects.

Who do you know that is setting a standard that others are following? Maybe it's you. Do you have a career, a project, or an accomplishment you're particularly proud of? Nominate yourself! These awards are for real people and real projects just like yours.

Nominations are open from September 15th through January 15th. For more information on all of the awards, previous winners, and to preview the nomination forms head to www.txla.org/tla-awards. *Nominate someone today.*

Also consider the many awards TLA units offer to their members at www.txla.org/awards. TLA's website and social media outlets are another good way to keep current on new offerings and on approaching deadlines.

AWARDS, SCHOLARSHIPS, STIPENDS, & GRANTS

The association and individual units in TLA sponsor post-baccalaureate scholarships, grants, and conference stipends. Visit the website for details on these award and funding opportunities. The acronyms refer to units within TLA. "RT" designates Round Table.

TLA/Partner Awards

- Shirley Igo PTA/School Library Collaboration Award (co-sponsored by the Texas PTA)
- GODORT/Marcive "Knowledge Is Power"
- Upstart Innovative Programming Award
- Intellectual Freedom Award

Unit-sponsored Awards

- Distinguished Service for School Administrators (TASL)
- Library Instruction Project of the Year (LIRT)
- Media/Virtual Presence Award (TASL)
- Outstanding New Librarian (NMRT)
- Outstanding Service in Library Instruction (LIRT)
- Siddie Joe Johnson Award (CRT)
- Small Community Librarian & Small Community Library Advocate Award (SCLRT)
- SMART Award (SMART)
- Standing TALL Award (TALL Texans)
- Texas Media Awards
- Texas Reference Source Award (RISRT)
- Young Adult Reading Incentive (YARI) Award (YART)

Conference Stipends

- ABC-CLIO (YART)
- Acquisitions & Collection Development RT
- Automation & Technology RT
- Biblionix (SCLRT)
- Black Caucus RT
- Cataloging and Metadata RT
- College & University Libraries Division

- District 3
- District 5
- District 8
- Escue (paraprofessionals)
- Genealogy (AGLHRT)
- Junior Library Guild/Diversity & Inclusion Committee
- Library Instruction RT- Devin Zimmerman
- New Members RT
- NMRT Professional Development
- Public Libraries Division
- Reference & Information Services (RISRT)
- Supervision, Administration, & Management RT
- Tocker Foundation

Scholarships

- Association-sponsored Post Baccalaureate Scholarships
- Janeway
- TLA Summer School

- Van Dusen-Tobin-Kaiser (awarded in even numbered years)
- Vivian Greenfield Education Award
- Walter H. Escue Memorial Scholarship

Unit Sponsored Scholarships

- ATRT (TLA Membership)
- CULD (Academic Librarianship)
- TASL (School Librarianship)

Special Scholarships

- Spectrum Scholarships (ALA)

Grants

- J. Frank Dobie Library Trust
- James L. Love Awards
- Jeanette & Jim Larson Grants (public library for mystery genre)
- Texas Book Festival (See Library Programs)
- Texas Library Disaster Relief
- Tocker Foundation
- Woll Memorial Fund

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The Horn Book, & School Library Journal

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Brodart

Libra-Tech

Gold

Gale, Cengage Learning

Library Interiors Of Texas /Estey Library

Shelving by Tennsco

Tocker Foundation

Silver

ABC-CLIO

ABDO

Aladdin Books and Atheneum

Imprints of Simon & Schuster Children's Publishing

Biblionix

Ingram Content Group

Innovative Interfaces Inc.

JIMMY Patterson Books

Imprint of Hachette

LearningExpress

Living Language /

Penguin Random House

Bronze

Escue & Associates

National Center for Children's Illustrated Literature

Perma-Bound Books

Rosen Publishing

Tech Logic Corporation

TexServe

TLJ ANNUAL *index*

Volume 92, 2016

COMPILED BY MITZIE STEWART

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