# TEXASIBRARY JOURNAL

Volume 96, Number 1, Spring 2020

# THANKS OF EOR 10 SUBJECT:

TLA 2020 Virtual

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#### **MEET OUR CANDLEWICK STARS!**



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#### Tuesday, March 24

#### 4:45-5:45 p.m. **SUSAN KUKLIN**

Signing advance reading copies of In Search of Safety: Voices of Refugees



#### Wednesday, March 25

In the CANDLEWICK BOOTH, #1645

1:00-2:00 p.m. **CHRISTINA SOONTORNVAT** 

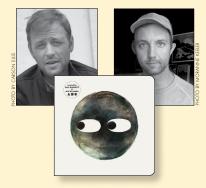
Signing A Wish in the Dark



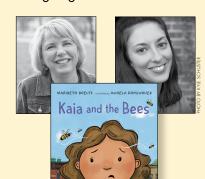
#### Thursday, March 26

#### 11:30 a.m.-12:30 p.m. **MAC BARNETT** and JON KLASSEN

Signing Circle



12:00-1:00 p.m. **MARIBETH BOELTS and ANGELA DOMINGUEZ** Signing Kaia and the Bees



#### 12:00-1:00 p.m. **CYNTHIA SALAYSAY**

Signing advance reading copies of Private Lessons



#### 1:00-2:00 p.m. **CAROLE BOSTON WEATHERFORD**

Signing BOX: Henry Brown Mails Himself to Freedom



#### 2:30-3:00 p.m. **MAC BARNETT and SHAWN HARRIS**

Signing advance reading copies of A Polar Bear in the Snow



Candlewick Press

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### President's Perspective By Cecilia Barham

March 11, 2020 was a rough day. On that day, TLA's Executive Board had to make the difficult decision to cancel the in-person TLA 2020 conference. My heart broke as I thought of all the work that co-chairs Robin Cashman, Lee Hilyer, Robyn Reid, Leah Mann, the 2020 Program and Local Arrangements Committee members, the TLA staff, and the exhibitors and sponsors had put into the conference. It was difficult decision, but absolutely the right decision to ensure the safety and health of attendees and of the communities they serve.

My heavy heart became lighter as I learned of TLA's plan to take key elements of our outstanding conference content and forge a new path - the first-ever TLA virtual conference. TLA 2020 Virtual will be the first annual conference held online; for members who live far from Houston or whose work schedules did not allow for attending in person, this is a way for us to be more inclusive than ever. We will have more information on this very streamlined version of the conference to share soon.

I can't wait for you all to join me at this historic conference event. Not only will you be a part of history, but your attendance will help ensure TLA's future in the face of the great financial strain of cancelling TLA 2020 in Houston. I hope you will support TLA with your participation. I want to thank all TLA members for their grace and patience with our association as we navigate unknown and exciting territory.

How we respond to difficult situations defines us as individuals and organizations. I am proud to be a member of an organization that faces difficulty with calm, loyalty, and a heart of service for its members. TLA is going to come through this challenge stronger than ever!

As **TLA 2020 Virtual** will mark the end of my term as TLA President, I wanted to take this opportunity to share some lessons learned.

#### **ONE-LEGGED SQUATS AND IMPOSTER SYNDROME**

For the last several months I have been learning how to do a one-legged squat. It is incredibly challenging and takes all my physical strength, focus, and determination to make it through my sets. One morning at the gym as I pushed myself through my last rep, a woman walked by and said, "You make that look easy." Barely able to breath, I pulled myself together, smiled my friendliest smile, and said, "Thank you so much!" As she walked away, she looked a little sad and said, "I could never do that."

I still think about that morning and what I should have said. I should have said, "Oh my gosh, thank you! It is so incredibly hard. I have been working on this for months and I can still barely do it." We live in a culture where we are expected to do it all, do it well and quickly, AND make it look easy. In this, I think we are doing each other a disservice.

There are hundreds of library folks serving in a volunteer capacity for TLA who are doing important and difficult work. That work can be challenging and exhausting, especially when combined with our day jobs and the duties of our personal lives. Talking to committee chairs and volunteers, I hear this often and I experience it firsthand in my role as President.



Author and poet Charles Bukowski wrote, "What matters most is how well you walk through the fire." Some days I dance through the fire with grace and a smile. Other days I fall down, catch fire, roll around, stumble getting up, curse, and push the "I've fallen and I can't get up" button. Some days I think I just can't do it. Some days I feel like an imposter. Then I just show up and fake it until — on bright, wonderful occasions — I make it.

I share this not as a means of complaint, because I am honored and inspired to be of service to our organization. I share it as means of encouragement for anyone out there is who taking on new or difficult work for TLA, or in their careers, and is thinking it is only challenging for them and that it is easy for

Especially during the current crisis, I know a lot of you are facing unprecedented territory in making decisions for your library communities, your families and yourselves.

We all have days, especially in recent weeks, where we feel overwhelmed and think, "Who put me in charge of this?" You are not alone. You are doing fine. Your effort, and the work you do, does not go unnoticed, and it is SO appreciated.

I also share this so that I can say hang in there and keep doing the work because it matters. The work we do in our libraries changes lives. The work we do for TLA supports that. If you have questions or are struggling with your TLA duties, please reach out to any member of the executive board or to one of the TLA staff. We are here to help.

#### A MOMENT OF GRATITUDE

As my term as TLA president comes to an end, I want to express my appreciation to everyone who has supported and assisted me throughout this year. It has truly been remarkable, and challenging, and inspiring, and exhausting, and invigorating! As this is my last time to express gratitude, I want to thank my husband James, my goddaughter Jamee, and my best friend Dedrie for all their support and encouragement this last year. They were my biggest cheerleaders and the shoulders I leaned upon. Their unconditional love got me through my presidency as it does all things in my life. I am grateful beyond words.

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### A Message From Shirley Robinson, TLA Executive Director

#### By Shirley Robinson

I never expected, only a few weeks into my tenure with TLA, to be in the middle of an unprecedented global crisis. Many associations in the United States and abroad are facing the same challenges that we are during this time. I know we made the right decision in cancelling the in-person TLA 2020 conference in Houston, to safeguard the health of our members and their library patrons; but at the same time, it is heart-rending to see the cancellation of something our volunteers and staff have labored for on for so many months.

Through it all, the multitude of messages of support and love from our members has kept me and our TLA staff moving forward. Our organization has been through thick and thin with the librarians of Texas and your support means the world to us.

We know that we are not alone in walking through these incredibly tough and dark days. Our volunteers and members, industry suppliers, and sponsors and exhibitors for many associations caught in this storm are fighting for everything that they have as well. Thank you to all of the amazing people that have reached out over the last few days to see how you can help. We have to survive - and will because our members need us - and we will be stronger on the other side.

We are working hard to make sure that each of our conference registrants is treated as fairly as possible. For information about using your registration for our virtual conference, applying it to your TLA 2021 registration for next year's San Antonio conference, or receiving a refund, click here.



Please let us know of your questions and concerns. We will respond to everyone, although we ask for your patience as we work through additional details in the coming days.

Success is not final, failure is not fatal: it is the courage to continue that counts.

- Winston Churchill

#### TLA COVID-19 RESOURCES

TLA's COVID-19 resources webpage includes links to resources available from state and federal agencies, as well as ALA and TSLAC. It also provides a platform for what is our most valuable resource, the shared knowledge of our members.

Texas librarians are being very creative in this time of crisis and we have seen a lot of great information, tips, and resources posted on social media. We'd like to try to consolidate much of that experience and knowledge in one place that is easily accessible.

Please share your best practices in crisis management, statements, policies, procedures, tips and resources that you have found useful in responding to this public health crisis. Add your information to this Google spreadsheet.

## At UTSA, Open Educational Resources Deliver Savings and Reduce Barriers

#### By Michele Chan Santos

t the University of Texas at San Antonio (UTSA), student savings from Open Educational Resources (OER) are estimated at a whopping \$8 million—savings students achieve because their professors adopt free or lowcost textbooks online. With OER, students don't have to buy hard-copy books or pricey online texts which often cost \$100 or more per book.

In the Calculus for Biosciences course, for example, students have a projected savings of more than \$26,000. UTSA Department of Mathematics Lecturer Cindy Roberts is working with the team of instructors to coordinate the replacement of the primary textbook in all sections of the course with

content from various OpenStax textbooks, crafting a tailored text for UTSA students. In Introduction to Astronomy, the former \$218 textbook is also being replaced by the free online astronomy textbook from OpenStax.

UTSA Libraries is at the forefront of the OER movement on campus. The Adopt-a-Free-Textbook grant program, spearheaded by the library, awards money to faculty who agree to use OER texts in a course for at least four semesters (most continue to use them after the grant period is over.) UTSA Libraries

partnered with OpenStax, a nonprofit educational initiative based at Rice University which publishes high-quality, openly licensed college textbooks that are free online and low-cost to print. UTSA Libraries works with faculty to utilize OER from both OpenStax and other free and low-cost online textbook repositories. The \$8 million savings figure reflects textbook savings from classes taught by professors who have received grants over the last four years.

For Dean Hendrix, Dean of Libraries at UTSA, the biggest benefit of OER is not just about student savings, but also about how these savings contribute to overall student achievement.

"Ultimately, anything you do in an academic library boils down to student success," Hendrix said. "Student success is a top priority for us at UTSA. What differentiates us from many universities is that we have a high population of students that are Pell Grant-eligible, from a lower socioeconomic level. When we looked at statistics, the number one reason students drop out is not being able to afford going to school. The savings from OER is huge, yes, but it's important because it's allowing people to keep pursuing their dreams."

DeeAnn Ivie is the Open Education Coordinator for UTSA Libraries, managing the Adopt-a-Free-Textbook grant program,

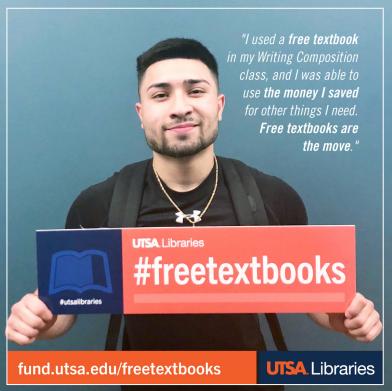
> which began in 2016. Grants are important in motivating faculty to convert their curriculum from traditional textbooks to OER, especially since for many faculty members using OER represents a significant culture change in teaching in higher education.

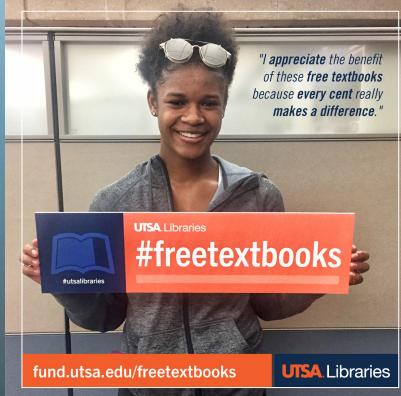
"It's a work in progress, always," Ivie said. She estimates that less than 10 percent of courses at UTSA currently utilize OER. However, the number of courses adopting the free online textbooks increases every year. "We have made great strides," Ivie said. "We have been building momentum. The grants definitely offer an incentive. The money is nice because they can use

it to travel to a conference or for professional development. But that's not the main reason professors pursue OER. The professors want to do this because they recognize that it's important for our students at UTSA. We have a lot of students who are the first in their families to go to college."

Individual grants are awarded at \$1,000; group grants (for a group of instructors) range from \$1,500-\$7,000, based on the number of students impacted. Successful group grant applications require a minimum of three collaborating instructors or all instructors for a course. Grants are open to all







faculty, including non-tenure-track instructors.

Despite the grants and the students' enthusiasm for OER, some faculty are concerned that a push for OER will impinge on academic freedom, and have expressed concern that they won't be able to teach as effectively if they can't use the same books as they always have.

Hendrix said the notion that offering OER limits academic freedom is simply not true. "It's a misconception that needs to be squelched," Hendrix said. "It's another choice. Every textbook or OER has advantages and disadvantages. Librarians are telling the professors, 'We are offering you more options.' We are saying, 'Here is OER, here is what it can do.' It's ultimately the faculty's choice. But it's also the students' choice to ask, 'Why do we have to buy a \$300 textbook?' "

Hendrix said true stories of UTSA students help reiterate this point. One student, a military veteran, didn't receive his GI Bill stipend until March each year - too late in the semester to buy textbooks. For this student, taking classes that use OER means he had access to the online textbooks "on day one of the course," Hendrix said. It's the kind of difference that can keep students in school.

#### **ADVICE FOR OTHER LIBRARIES**

Hendrix knows it can be an uphill battle to introduce and expand OER at universities. The key is communication.

"Convince your library leadership that this is a good idea," Hendrix said. "You need to be a good communicator and a good marketer. OER has to be promoted at all levels of the university: provost, faculty, students. When you go to the provost, say, we're lowering the cost of higher education. You have to believe in it."

UTSA President Taylor Eighmy and his wife Peggy have been vocal in their support for OER and have also donated \$5,000 of their personal funds to help support OER at the university

Videos the UTSA Libraries has produced help share the story of what OER can do. In one video, faculty discuss the benefits of using OER when teaching their courses, from increasing student satisfaction to presenting parts of different textbooks in the same course. OER has given many UTSA faculty greater flexibility, Ivie said.

Another video shows how the Math Matters team at UTSA has benefited by combining resources from OpenStax and WeBWork to create free online textbooks for College Algebra and Math for Business students, saving them \$500,000 per semester, collectively.

Jonathan Brucks is the interim director of the Math Matters team.

Brucks said he takes "great pride in the fact that we save our students quite a bit of money every semester, but I also feel that it is worth using OER for the flexibility and personalization that it affords instructors and departments. It's great to be able to tailor our resources to meet those needs most efficiently."

He admits he was against OER before he started using it. "Now, I wouldn't go back to commercial texts and software if I had the choice," Brucks said. "OER is a process and a mindset; it's about instructors taking and having control over decisions on what is best for their students. It's empowering and liberating."

#### **GETTING STARTED**

For universities just beginning their forays into OER, "I would say absolutely look at OpenStax as a potential partner," Ivie said. "Not only does OpenStax connect you to other OER advocates for sharing strategies, but they will also visit your campus to host faculty workshops and provide support for OER adoption tracking."

If you are looking for more avenues for connecting with OER advocates, Ivie also recommends the SPARC Libraries & **OER forum,** a vibrant community of academic and research librarians interested in open education. The network connects more than 1,000 subscribers through a public email discussion list and monthly community calls. Institutional members of the Texas Digital Library also have access to regional training sessions presented by the Open Textbook Network, an alliance of higher education institutions committed to improving access, affordability, and academic success through the use of open textbooks. The American Library Association scholarly communication distribution list has a good amount of discussion on OER topics, too, she said.

Through Dean Hendrix's connections to the Texas Digital Library and the Texas State Library and Archives Commission, he led the effort in 2018 for UTSA to host the very first statewide convening of OER advocates. Since then, Texas has started to see more development of a statewide framework

in support of OER communities, fostering discussions and partnerships across the state. Additionally, the Digital Higher Education Consortium of Texas recently hosted an annual conference for OER advocates, providing a great forum for updates on OER at the state level and for connecting OER peers in Texas.

Ivie said that although implementing OER can feel like an uphill battle, it's worth it to help students.

"When we go to talk to our students, they are so excited to hear what we are doing to save on textbook costs. They want to know what classes and courses offer free textbooks," she said. "The students are grateful, and when you hear their feedback and encouragement, it makes your day."

Michele Chan Santos is the marketing specialist at the Texas Library Association.





# FIRST YEARS OF FIRST YEARS

# Success, Challenges, and Some Solutions for Teaching Information Literacy

By Susan Whitmer

FOR STUDENTS TO BE ENGAGED in learning about information literacy, an academic instruction librarian must have a good sense of humor, a thick skin, and a curiosity about a wide-range of subjects. It also helps the librarian to be invested in the triple threat of academia: student success, student retention, and student graduation. Weaver (2013) theorizes that students drop out because they feel like they do not have the academic skills they need to succeed through their programs. I begin my classes by talking about how information literacy skills will not only help them succeed in college, but will translate to success in their careers. The information literate can navigate problems and projects by assessing needs and locating solutions.

As a Reference & Instruction Librarian at Texas Woman's University (TWU) in Denton, Texas, I am the primary information literacy instructor for the first-year composition (FYC) program. Information literacy skills for FYC students include: learning how to find quality information and data, learning how to evaluate information and data, and learning how to ethically use information and data (Association of College and Research Libraries, 2016). Teaching information literacy classes to first-year composition (FYC) students is challenging but, after five years, I have learned how to make it entertaining for the students and fun for me.

I am a bicycle advocate, artist, writer, and culture vulture; all interests that I integrate into my library instruction presentations. For example, when I teach sources for the argument paper, I use photos of myself riding a bike to connect how useful government data is to argue for bicycle infrastructure. I use the U.S. Census

Bureau, census.gov, to demonstrate site navigations skills to the statistics table, "Percentage of Workers Who Commuted by Bicycle in Medium-Sized Cities, Population 100,000 - 199,999." This table shows where we are in Denton, Texas, and should be, with the number of bike commuters compared to other cities our size, Denton = 731 bike commuters v. Boulder = 5,507 bike commuters (U.S. Census Bureau, 2017). I then use the Bureau of Labor Statistics', **bls.gov**, to demonstrate how to navigate to career information data with the example of my avocation, "Bicycle Repairers."

My FYC information literacy classes are about an hour long and follow this format:

- Introduction to the TWU Libraries' home page (~5 minutes)
- Demonstration of how to search the catalog for scholarly articles (~10 minutes)
- Worksheet activity to locate and cite one source using the catalog (~15 minutes)
- Introduction to the FYC course page, evaluate sources, database searching (~10 minutes)
- Worksheet activity to locate and cite a source using a database (~10 minutes)
- Reflection activity: Library Instruction Survey (~5 minutes)

#### **LESSONS LEARNED**

#### **YEAR ONE: 2014-2015**

Success: Two projects started during my first year as an instruction librarian, the Core Assessment Academy and FYC Learning Outcomes, led to me being invested in my new position. The FYC director initiated a Core Assessment Academy where artifacts from the core classes are evaluated. As an Academy volunteer, I graded anonymized writing assignments which informed my FYC instruction by demonstrating the need to place a greater emphasis on evaluating resources.

The TWU Libraries' Director of Data & Analytics helped me design a FYC Learning Outcomes project based on data collected from citation worksheets. I continue to update and use the learning outcomes project as it helps me see where students' strengths and weaknesses are in their ability to locate and cite quality information.

Challenge: Talkative students: It is a rookie teacher's mistake to try to teach over talkative students. I would walk over to the talkative students and try to talk over their conversation. This made them talk louder.

**Solution**: I no longer have this problem. I make small talk before class starts which shows them that I am interested in more than lecturing, I want a dialog, and scholarship is a dialog.

#### YEAR TWO: 2015-2016

Success: One of the TWU Academic Success Lecture Series promoted the idea of peer-instruction. Harvard's Dr. Eric Mazur shared that students learn better from each other because the instructor tends to be overly familiar with the subject and probably takes important items for granted (Mazur,



1996). I started using peer instruction in my classes when I ask students to locate sources for their papers. Peer instruction is when students help each other locate sources and explain information literacy concepts to their peers who may not understand the instructor's vocabulary. I encourage students to talk to each other. It is a fun way to learn and makes for a vibrant atmosphere.

Challenge: The number of requests for FYC classes increased this year and I was offered an instruction assistant. After I spent all summer training the assistant, they quit the week before classes started. I needed an assistant to help me manage all my instruction classes and assessment projects.

Solution: I reached out to the Circulation Department and set up training sessions for circulation staff to assist me. It turned out to be the start of a wonderful relationship between the Circulation Department and the Reference Department. Some of the student workers were SLIS students and enjoyed practicing the theory they were learning in graduate school.

#### **YEAR THREE: 2016-2017**

Success: A library instruction coordinator was hired and their first responsibility was to create a set of online tutorials on plagiarism, citation styles, evaluating information, writing research questions, and searching our catalog. All first-year students were required to complete the tutorials and present a certificate of completion to their core class instructors. I noticed a definite improvement in the FYC student's ability to find and cite information.

Challenge: I received a request to teach a library instruction class on Interdisciplinarity to a remedial FYC class. When I

asked for clarification, I was resent the original request: "Create a library instruction class on "Interdisciplinarity. I want to see how you interpret this request." I over thought, over prepared, and over researched interdisciplinarity. When I arrived to teach, I found out that this was a remedial class that needed basic information literacy instruction. I presented an overstructured, 52-slide presentation with Venn diagrams and too many big words. Halfway through the class, I could feel that the presentation wasn't working.

**Solution:** I stopped my presentation and asked the class for specific research topics then demonstrated how to perform basic research using the catalog and Credo Reference.

#### **YEAR FOUR: 2017-2018**

**Success**: Some FYC classes were being held in new classrooms that had tables for groups of four students instead of traditional row seating which inspired more participation. One class stands out, a group of students responded enthusiastically when I asked for volunteer research topics to demonstrate: "Female Black Panthers!" "Mass Incarceration!" "Food Deserts!" These were welcome research topics and together we discovered that when searching the catalog, use the term "Black Panther Party" otherwise your search results will consist of leopards and jaguars.

Challenge: I was working with our scholarly communications librarian to pilot open educational textbooks for remedial FYC classes. However, it was that year (2017) that the Texas Legislature passed HB 2223, regarding the mainstreaming of remedial classes. Students who would normally take a non-credit remedial writing class were now taking corequisite classes. The corequisite classes provide additional instructional support but used the required, non-open access, textbook. The open educational textbook idea for FYC was put on hold.

#### **YEAR FIVE: 2018-2019**

**Success:** Two new FYC directors were hired, both enthusiastic supporters of library instruction. I discussed my class structure with them and gave a brief demonstration of my FYC information literacy class. They suggested that I add more information about media bias so I now have two media bias charts on my FYC course pages. One media bias chart is from Ad Fontes Media, and the other is from Allsides.com. These charts helps students determine the credibility of news sources and where news sources are on the bias scale: Left, Right, and Center.

**Challenge:** As an environmentally-minded librarian, I'm concerned about using paper worksheets. I collaborated with a SLIS student to design a Google Form that replicates the worksheet. While I was unsatisfied with the final result, I plan to continue working on this project. With the paper worksheets, I get close to 100% participation because the students have to write their names on the worksheets and turn them in to me. I review the worksheets, make suggestions for alternate databases and search terms, and then return the worksheets to the instructors to give back to the students.

#### CONCLUSION

Five years ago, I started teaching information literacy skills with a rigid idea of how to teach first-year composition students. As I become more comfortable teaching, I see an increase in the number of students who contact me for research assistance by phone, online, and face-to-face. Information literacy is key to student success and life success, and knowing where to locate and how to ethically usequality information helps students successfully complete assignments and will help them solve problems in their working lives.

I plan to continue looking for new ideas and incorporating them into my first-year composition information literacy classes. I look forward to writing an update in 2024 tentatively titled, "Ten Years of First-Years: A Decade of Information Literacy Success."

Susan Whitmer is a reference and instruction librarian at Texas Woman's University. Susan uses her bicycle advocacy to teach information literacy concepts about government sources.

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# **A FAIR USE** REFRESHER PART II: TOOLS FOR **APPLICATION**

#### by Gretchen McCord

In A Fair Use Refresher Part I, (Texas Library Journal, Fall 2019) I provided an overview of fair use under copyright law. In this article, I describe some of the tools most commonly used by librarians to interpret and apply fair use (guidelines), and my two favorite types of tools to help you interpret and apply fair use (codes of best practices and copyright policies).

#### **FAIR USE GUIDELINES**

I'm not a big fan of guidelines, but it's vitally important that you understand what they are - and are not.

Many librarians are familiar with the "Classroom Guidelines," officially the Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions, which were incorporated into the House Report on the Copyright Act of 1976. These guidelines state certain quantitative amounts of copying that constitute fair use, for example, a teacher may copy one chapter from a book for use in teaching. They also provide the infamous "brevity, spontaneity, and cumulative effect" restrictions on making multiple copies for classroom purposes.

The Classroom Guidelines were the result of negotiations between parties representing copyright owners and users of copyright-protected materials, including the American Association of Publishers and the American Library Association, and were meant to create a "safe harbor" for certain copying. This means that they were intended to state the minimum limit of what constitutes fair use, not a maximum, so that if you limit your copying to that described in the Classroom Guidelines, you can be confident that your copying will be considered fair use.

In fact, the introduction to the guidelines specifically states:

The purpose of the following guidelines is to state the

minimum standards for educational fair use .... Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use .... There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

Unfortunately, over time, people have come to believe that the Classroom Guidelines are actual law and/or dictate the upper limits of fair use copying.

Other guidelines have been created since 1976, such as the ALA Model Policy Concerning College and University Copying. These, too, are intended to state a minimum amount of copying allowable under fair use, not a maximum. They, too, have suffered the same fate as the Classroom Guidelines.

Misunderstanding the role of copyright guidelines can have a tremendous effect and undermine educational missions. A series of studies by the Center for Media and Social Impact (CMSI) published in the early 2000s found that educators, among others, understood fair use to be much more restrictive than it actually is, resulting in:

- Misaligned priorities that deemphasize research, teaching, and learning.
- Decisions made on the basis of avoiding copyright difficulties rather than fulfilling mission.
- Downsizing, postponing, and killing courses, research projects, digitization initiatives, and exhibits.
- Denying scholars access to materials or putting them to considerable hardship to obtain them.
- Providing disabled students with lower levels of access than their peers for fear of violating copyright.
- Budgetary issues in the form of high costs for both staff time and unnecessary licensing.

Fortunately, recent developments have ushered in a much more productive approach to providing guidance for applying fair use.

#### **CODES OF BEST PRACTICES**

Beginning in the early 2000s, we've seen a growing trend of moving away from quantitative guidelines and towards codes of best practices in fair use. Rather than providing numbers, the codes essentially provide you with a blueprint of how to strengthen your fair use case. This approach allows for more flexibility in many ways, including adapting your uses as technology changes, while also offering very concrete suggestions. I like this trend!

CMSI, the leader of this trend, describes itself as "an innovation lab and research center that creates, studies and showcases media for social impact." In reality, it is much more. For almost fifteen years, CMSI has conducted studies into how fair use affects a wide range of industries, including education, and has created (often in partnership with other organizations, such as the Association of Research Libraries) codes of best practices in fair use addressed at these industries or in specific situations. CMSI codes pertinent to librarians include the following:

- Fair Use of Images for Teaching, Research, and Study
- Fair Use of Collections Containing Orphan Works
- Fair Use of Poetry
- Fair Use for Online Video
- Fair Use for Media Literacy Education
- Fair Use for Scholarly Research in Communication

But the star attraction for librarians is the Code of Best Practices in Fair Use for Academic and Research Libraries. Although the target audience is higher education, this code addresses issues of importance in all types of libraries, such as "Supporting teaching and learning with access to library materials via digital technologies" and "Using selections from collection materials to publicize a library's activities or to create physical and virtual exhibitions."

This code addresses eight topics, including the two listed above. For each, it explains the importance of the topic to libraries and provides a list of "enhancements" and "limitations," which are steps you can take to strengthen your fair use position. For example, for supporting teaching and learning by providing access to library materials through digital technology:

- The availability of materials should be coextensive with the duration of the course or other time-limited use (e.g., a research project) for which they have been made available at an instructor's direction.
- Materials should be made available only when, and only to the extent that, there is a clear articulable nexus between the instructor's pedagogical purpose and the kind and amount of content involved
- In order to assure the continuing relevance of those materials to course content, libraries should require instructors of recurrently offered courses to review posted materials and make updates as appropriate.

I strongly encourage everyone reading this article to go to the

fair use portion of the CMSI website and peruse the plethora of valuable resources available there, at no cost. In addition to the studies and codes of best practices, CMSI offers a variety of teaching tools that many librarians will find helpful. The CMSI collection is the single, most valuable set of fair use resources out there, and every librarian should be acquainted with it.

#### **COPYRIGHT POLICIES**

I love policies! In fact, I periodically teach an online course called "Copyright Policies: Your New Best Friend." Before I explain my enthusiasm, let me clarify what I mean by "policy." I do not mean anything specific. A copyright policy is whatever you need it to be - that's what makes it so valuable!

A good copyright policy puts everyone at your institution on the same page in terms of how you will address certain situations implicating copyright. Thus, it clarifies expectations and paves the way for consistency across the institution. It serves as an educational tool as new staff come on board. It backs you up when a library user or an institutional employee insists that you engage in activities you think constitute infringement. And should your institution find itself a target of claims of copyright infringement, having a policy in place and following it consistently - can help show that you're a good actor; in other words, it can help your defensive position.

So what makes a "good" copyright policy? A good copyright policy is a useful tool, not simply a restatement of the law. A good copyright policy is one that has been well thought out, reflects the institution's level of risk tolerance, makes sense to those relying on it, and most of all, is usable and used by the intended audience (probably either library staff or all institutional staff). If a policy is not usable and used, it is useless.

The following are topics commonly included in copyright policies:

- A (readable) explanation of the parts of copyright law most relevant to your institution
- The institution's work-made-for-hire policy
- How the institution approaches fair use
- Who is responsible for making fair use decisions
- Links to fair use tools
- An explanation of open access (OA) and list of OA resources used by the institution
- The institution's policy and procedures regarding use of orphan works
- The institution's process(es) for obtaining permission to use protected works

Again, a good copyright policy is whatever you need it to be! The keys are to make it usable and to ensure that it is followed consistently across the institution.

Gretchen McCord is an attorney and the principal of Law Offices of Gretchen McCord, PLLC and a former librarian. Her company Digital Information Law (digitalinfolaw.com) provides live and online copyright training to librarians and educators.

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# Library at Texas School for the Blind and Visually Impaired Offers an Abundance of Choices

By Michele Chan Santos



A STROLL THROUGH the Learning Resource Center library at the Texas School for the Blind and Visually Impaired (TSBVI) reveals a wealth of reading materials in a host of different formats. There's a hard-print Braille copy of Lauren Oliver's dystopian young-adult novel Delirium, a few steps away from audio recordings of Curious George, The Imaginary and other children's books. There's a table with a playback machine from the Texas Talking Book Program. Nearby is a device called a Braille Edge, where users can read from a refreshable Braille display (a panel of pins rises to form different Braille symbols and refreshes to form each line.) Large-print books, iPads, regular print books, graphic novels...the choices go on and on.

The TSBVI was established in 1856 as The Blind Institute. In the more than 100 years since, it has evolved into a school offering an array of programs serving nearly 11,000 students who are blind, visually impaired or deaf and blind. In some cases, TSBVI serves as a public school for students ages 6 through 22 on their Austin campus. About 150 students live on campus for several months a year. Through the Weekends Home Program, about 80 percent of them go home on the weekends. Buses go to Houston, San Antonio, Dallas and Abilene on Friday afternoons and pick up students on Sundays to return to school. Other students fly home every other weekend. Many other students come in from various parts of the state for weeklong camps, or are served through TSBVI's outreach programs.

Renee Toy is the Director of the Learning Resource Center and the Instructional Materials Coordinator at TSBVI. She's been the library director since 2010; prior to that she taught elementary school at TSBVI for 15 years, and before that she worked in the dorms where the students who board at TSBVI live. In total, she's been part of the TSBVI community for 34 years. Toy reads and writes Braille and taught Braille for many years to elementary students; she also knows some sign language, but relies on a sign language interpreter who works full-time at the school to communicate with students who are deaf.

Toy lights up when she says the most rewarding part of her job is "helping kids find books. Getting book access for kids is by far my favorite thing to do." It's her mission to have as wide a variety of books as possible available to them. "I want them to love books, and to be able to find the books themselves."

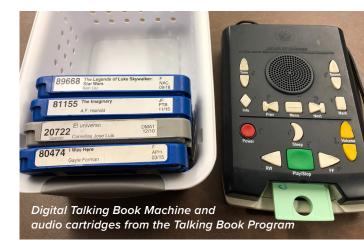
She describes being a librarian at a school for the blind and visually impaired as exciting - "Being in this position at this time has been pretty amazing."

Like any librarian, she helps students choose books based on their interests. More unique to her job is finding materials suited to that students' physical ability. Because of recent advances in technology, there are more digital options than ever before.

The students at TSBVI with low vision, for example, can read large-print books on an electronic device; they can also use iPads with the **Dolphin EasyReader** program (an app designed for readers with dyslexia, low vision and blindness.) Braille Edge devices have a refreshable Braille line for reading, and can be used as a screen reader with an iPad or laptop computer; students also use them to take notes.

"I love that our kids have choices to have different ways to access books. They can choose just the way we do," she said.

Here are some of the many resources Toy draws from when serving her student population:



- **Talking Book Program.** In this program, run by the Texas State Library and Archives Commission, free library services are provided for anyone in Texas who is unable to read standard print because of a visual, physical or reading disability. Toy encourages every TSBVI student to sign up for the program; a playback machine called a Digital Talking Book Machine and audio cartridges of books are sent directly to the students' homes (she also has cartridges and machines from the program on site at her library). Books and magazines in Braille and large print are available through the Talking Book Program.
- BARD This acronym stands for Braille and Audio Reading Download, and is part of the National Library Service for the blind and print-disabled. Students can download audio

books for Android devices, iPhones or iPads, or Kindle Fire tablets for free. This is useful not just for students reading for pleasure, but also for downloading books they need to read for class.



- **BookShare**. This is a federally-funded nonprofit that provides books to anyone with a print disability. The beauty of BookShare is that it has thousands of books in a number of digital file formats. "We use their Braille files to make hard-copy Braille books," Toy said. "We do a lot of Braille on demand." Large embossing machines in the library convert the digital Braille files into hard-copy books. This is a fairly quick process; much better than many years ago, "when we'd have to do it by hand, typing it out. It was pretty laborious," Toy said. Here's one example of Braille-on-demand: One girl at TSBVI loves the Owl Diaries books for young readers (they are friendship stories with animal characters.) The girl's other favorites are The Princess in Black books, Shannon Hale's series about an adventurous princess who fights monsters. Toy has created Braille books of these volumes for her, and they can be checked out by other students.
- Junior League of Austin. For many years, JLA volunteers have recorded audiobooks for TSBVI students. While many volumes are now available through BookShare, many of the TSBVI library's volumes for younger children were created by JLA. "A lot of the littler kids will come in and leave with a whole pile of CDs (that are JLA audiobooks)," Toy said.

#### **SHARING WISDOM**

What advice does she have for librarians who are trying to better serve their blind or visually impaired patrons? Toy recommends helping facilitate the patron's membership in the Talking

Books Program - the device and materials can be mailed directly to the patron's home. She also recommends Learning Ally, an audiobook program for anyone with a print disability. Helping the patron set up Hoopla on their smartphone is helpful too (Hoopla is a digital media service where you can borrow audiobooks and eBooks on your computer, tablet or phone.) CCTV (closed circuit television) or video magnifiers can also help people with low vision read, if you're able to offer this service at your public library.

What about for school librarians working with blind or visually impaired students? "For young kids, we all want children to love books and to love stories. In a storytime, if they can include tactile objects for kids that go along with the book, that's helpful," Toy said. "I also urge school librarians to work with their particular child's VI teacher (teachers with VI certification are trained to work with visually impaired students.) Perhaps they could set up a corner of the library with all the child's materials in one place, or to help orient them so they can find things independently."

TSBVI offers a Braille Boot Camp twice a year, which is a week-long intensive Braille training for Braille transcribers throughout Texas. The school also frequently offers mentor training, which pairs new TVIS (teachers of the visually impaired) with more experienced TVIS. You can learn more about their workshops here.

The TSVBI library staff consists of five people, including three Braille transcribers. Regular volunteers come in each week to help. Every day, classes visit the library. Whether it's a read-aloud storytime session for younger kids, or middle school kids using the library's MakerSpace materials of crafts and tools, or older kids coming in for volumes of The Hunger Games, the library is a busy space.

"It's a wonderful time to be a reader," Toy said. "I try to make sure the kids have access to all the resources we have. We are huge on student choice and being able to have kids pick out what they want to read."

Michele Chan Santos is the marketing specialist at the Texas Library Association







#### A leadership program designed for library professionals with less than five years of experience

"It was amazing to be mentored by leaders and meet other library staff that are new to the field. The information shared was inspiring and practical to help me continue to grow professionally. I recommend it to anyone starting out who wants to grow stronger as a leader in this field."

Yaika Sabat, LAUNCH 2019 attendee

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# IS IT A COMPETITION? IBRARI

#### By Naomi Bates and J. Carter Cook

#### THE PURPOSE OF CLASSROOM AND SCHOOL LIBRARIES

**DIFFERS LITTLE.** Both support literacy instruction, selfselected reading, and curricular extensions. Both contribute to a literacy-rich environment in which students learn about books, and have the opportunity to interact with each other about them.

So why the increased focus on classroom libraries? Proclamation 2019, issued by the State Board of Education, emphasized self-selected and self-directed reading. The new TEKS standard, in turn, led to more classroom libraries being created to meet the reworded standard.

To a school librarian, the proliferation of classroom libraries may feel like a threat; raising concerns that they will supplant the school library, especially if student use of classroom

libraries is highlighted in their administrator's "walk through", or teachers cannot schedule class visits to the library during ELAR instructional time.

In most cases, it is not an administration's intent to replace the school library with classroom libraries; however, implementation can sometimes adversely impact the school library program in unforeseen and unintended ways. Intentional or not, the school library can find itself in competition with classroom libraries for student and teacher attention, and administration support.

Therefore, similar to when a new technology is introduced, the school librarian must adapt; incorporating the new, while promoting what makes the school library program unique and invaluable.

#### PERCEIVED ADVANTAGES + CHALLENGES: CLASSROOM LIBRARIES

**CONVENIENCE.** The classroom library is available at a student's point-of-need; there is no need to take time to go to another part of the building to access reading materials.

**LIMITED SELECTION.** Students are not overwhelmed by the quantity of books in a classroom library so it is easier for them to choose a book, rather than having to spend an inordinate amount of time in the library lost in the endless number of choices.

**TARGETED SELECTION.** Classroom libraries developed by a curriculum department or included as part of a textbook adoption may contain books specifically chosen to scaffold reading, provide mentor texts, and directly support literacy instruction in the classroom.

**ORGANIZATION.** The onus is on the teacher to develop and manage a system for organizing, arranging and cataloguing their classroom library. Without a consistent system and maintenance, the classroom library can become neglected and disorganized.

**SUSTAINABILITY.** With few new titles added, and the unlikelihood that teachers weed or put away books that do not appeal to their current students, classroom libraries tend to become static collections. This is exacerbated if teachers are reassigned to another classroom or grade level, resulting in mismatching of classroom libraries to the age level and interests of the students now in that room.

School librarians can address these perceived advantages, and offer solutions to the challenges by promoting what differentiates the school library from the classroom library.



#### ADVANTAGE: SCHOOL LIBRARIES

**CONVENIENCE:** The school library should be a destination that students want to visit; not just as an excuse to leave the classroom, but because the library feels special. Teachers also need to feel the school library is worth time spent out of class, and if administrators discourage library visits, the school librarian needs to advocate for student access.

Demonstrate how the school library complements the classroom library, extends self-selected independent reading, and elevates the literacy experience for all students. Review the lists of titles available in classrooms and identify books that lead back to the school library. What authors, illustrators, series, or literary genres are included? How does the school library collection extend and expand those? Promote those connections.

**LIMITED SELECTION:** The freedom of choice is a paradox. While choice confers freedom, autonomy, and personal responsibility, too many options can make it difficult to make a decision. Often, the inability to make a choice keeps students out of class in the in the school library too long. This is bad PR for the library. Combat student indecision by subdividing the library collection into smaller sections. Similar to refining an online search, the use of signage, labels, and the placement and arrangement of books act as "limiters" that filter the physical collection into results the students can focus on.

TARGETED SELECTION: School library collections support reading development through collection development. Using review tools and input from students and staff, certified librarians select materials that reflect cultural diversity and student choice, as well as meet the needs of the curriculum and state standards.

In addition to a greater variety of titles, authors, series, and genres, the school library collection offers options for a wider range of reading levels and includes appealing formats such as large print, graphic novels and nonfiction, audiobooks, and interactive eBooks, all of which support reading development.

**ORGANIZATION:** Management and access tools give the school library an advantage over classroom libraries. The classification and systematic arrangement of materials allows students to locate and access books in the library. The online catalog, in combination with signage, labeling and the physical arrangement of books allows them to easily browse and search the library collection.

**SUSTAINABILITY:** Collection maintenance is another advantage of the school library program. A school library collection is dynamic because it is continually refreshed. Worn, damaged, outdated, and unpopular books are removed. Newer titles, topics and formats are added. Even if the budget (or lack of one) limits the addition of new books, weeding is free and noticeably improves the appearance, visibility, and merchandising of the print collection. Few teachers are able to give the books in the classroom the attention and consideration that certified librarians give to the books in the school library.



#### **SERVICE IS ESSENTIAL**

Given the advantages and benefits offered by the school library, why then, do some teachers and students prefer the classroom library? The answer is service, or more precisely, a perceived lack of service. Some common complaints from teachers about school libraries include:

LIMITS ON THE NUMBER OF BOOKS A STUDENT CAN CHECK OUT. Assuming there is a default limit on the number of books a student may check out, is that limit flexible if the student has proven to be a responsible borrower? Are students allowed to check out books over the limit if they need some for

#### NOT ALLOWING CERTAIN AGE OR GRADE LEVELS TO CHECK OUT BOOKS FROM THE LIBRARY AND LIMITS ON THE NUMBER OF TIMES STUDENTS CAN VISIT THE LIBRARY, OR REQUIRING THEM TO COME WITH A CLASS.

an assignment, but also want one to read for pleasure?

How flexible is student access? Are students in certain grade levels (generally pre-K and/or Kindergarten) not allowed to check out books? Can individual students come to the library to exchange books throughout the instructional day? Are individual point-of-need checkouts allowed? Have students learned and practiced the expectations for behavior in the library if the librarian is occupied with another group?

#### STUDENTS TAKING TOO MUCH TIME OUT OF CLASS TO GO

**TO THE LIBRARY.** Do teachers set expectations before sending students to the library independently to curtail excessive trips or lengthy absences from the classroom?

STUDENTS RETURNING TO CLASS WITH BOOKS THEY **CANNOT READ.** Has the teacher worked with the students and set expectations on selecting books that they cannot, or will

not read? Can they check out an additional book of their own choosing if the teacher has restricted their limit to a certain reading level or range?

Having a customer service focus, working within school and library polices to be as flexible as possible, and communicating consistently with teachers and other library users the reasons behind the policies and procedures is essential to overcoming these types of common complaints.

#### IT'S NOT A COMPETITION

Classroom libraries, in and of themselves, do not compete with school libraries. Like school libraries, classroom libraries increase student access to reading materials, which correlates to higher reading achievement. They complement each other, and work together to advance student success. Librarians need to make the connection between the classroom and school library extremely clear to students, teachers, and administrators. It's not either or, it's both and.

Finally, librarians need to ensure that school libraries are desired destinations. While the physical attributes of a library may be limited by space, architecture, and budget, an open door and a welcoming attitude go a long way toward making the library a special place for students.

Naomi Bates is a consultant at Follett School Solutions and adjunct at Texas Women's University; J. Carter Cook is the director of library media services for Fort Worth ISD.

# Changing Your Mindset

By Sandra Cannon

"This library has been around for more than 75 years and hasn't got it right yet! I quit!" This was the reaction of a long-time employee when changes were being made to their position.

Is that your reaction, or your staff's, to changes within your library? Sadly, many employees feel this way about change. It doesn't have to be that way. The library changes to meet the needs of customers; and to continue to be relevant and to be better stewards of time and taxpayers' money. Without change, the library becomes stagnant.

Stephen R. Covey in The 7 Habits of Highly Effective People says that to change a situation, we first must change ourselves.

Before we can help our staff adapt to or adopt change, we must first change our own mindset towards the change.

We have all heard, "The only thing constant in life is **change.**" It's true. From the moment we are born, we experience change. When young, we get accustomed to change because our bodies change; our educational surroundings change; and new acquaintances bring change. When we get our first job, we anticipate change; as we mature, we begin to initiate our own changes. We learn to embrace change, and all is good.

At what point, then, do we begin to rebel against change? When it goes against our status quo and we're not comfortable with the outcome. We all prefer status quo because it's easier and more comfortable. However, to those initiating the changes who perceive them as progress, our reluctance to learn new procedures or implement new policies is perceived as obstructionist.

How do we make the change? We need to adapt to or adopt change - either is acceptable.

- Adapt means to adjust to new circumstances. We don't like it, but we know we'll get used to it.
- Adopt is an acceptance of new circumstances. We embrace the new procedure; we have no problem in doing away with the old.

These six simple steps will help you and ultimately your staff to be unafraid of the new.

- LET GO OF HOW THINGS USE TO BE. It's gone! It's not coming back. We cannot grow professionally if we don't change and accept the new.
- **PUT YOUR EGO ASIDE.** Do this regardless of whether the change is to your advantage. Truthfully, so much more could be accomplished if our egos were put aside. Look at the new procedure, new boss, or new project or new vision as a new opportunity.

- BE OPEN TO CHALLENGES. Have an optimistic outlook on the change. You'll be surprised at how you can move forward and embrace the new. Develop a positive outlook by reflecting on your past achievements, personal goals that are invigorating, and the good things that are in your life now. Choose to be positive in all your encounters.
- MAKE DECISIONS THAT ARE NOT BASED ON **EMOTION OR YOUR FEELINGS.** Use the fivesecond rule: count backwards from five to one slowly. This simple technique forces your brain to re-focus and slows you down. You'll begin to shift from knee-jerk visceral reactions to more fact-based logical decisions.
- **BREAK THE NEGATIVE PATTERN OF COMPLAINING AND GOSSIPING. Recognize** a negative mindset in others and you'll more easily see it in yourself. Avoid co-workers who continue to embrace the past. If unable to do so, direct your comments to them with a positive outlook. Spend time with positive people.
- **RE-COMMIT YOUR VALUES TO THE** LIBRARY'S MISSION. Look beyond personalities and remind yourself of the tremendous good the library does in the community and the reason you chose this

Libraries will continue to evolve to meet the needs of our customers. You have a choice. Fight the inevitable changes, or consciously change your mindset and learn to adapt to or adopt the change. Join me and others who have learned, "Growth is revealed through change. Be unafraid of the new."

Sandra Cannon is the division manager of administration library services at Austin Public Library.



## TAKING THE Fear **OUT OF DIGITAL PRESERVATION**

#### By Diana Dulek

IT'S 10PM. DO YOU KNOW WHERE YOUR FILES ARE? That's not a real public service announcement, but maybe it should be. We all are saving and re-saving, moving and creating files every day. You don't have to work in technical services to be a steward of files. When it comes to digital preservation, however, things get a little murky.

I was in a workshop recently where half the room of librarians admitted they thought digital preservation meant digitizing something. One quarter of librarians in the room had Googled "digital preservation."

In case you were about to Google it, the National Digital Stewardship Alliance (NDSA) defines digital preservation as "the series of managed activities, policies, strategies and actions to ensure the accurate rendering of digital content for as long as necessary, regardless of the challenges of media failure and technological change" (NDSA). This might sound like a lot to take on, but there are accessible ways to move from theory into practice that all of us can consider.

Your organization does not have to have a big digital library in order for digital preservation to be on your radar. For example, public libraries and school libraries might consider beginning by preserving photos from their outreach events.

To help organizations assess and improve their digital preservation practices, the NDSA has defined different levels of digital preservation (Phillips et al.). To move your event photos to NDSA Level 1, you could think about backing them up to an external hard drive. If you want to power on to Level

2, you might upload those photos to the cloud, so you have three copies (local, external hard drive, and cloud). Ideally, your external hard drive would be in a different geographic location, so if your office caught fire you wouldn't lose the computer and the hard drive, but that gets into Level 3 territory. By following this rule of three, you have begun to implement a digital preservation practice in your library.

The Orbis Cascade Alliance provides a free step-by-step guide on its website that outlines practical ways organizations of any size can progress between NDSA levels. The advice includes information on how to improve in the areas of file fixity (fixity, in digital preservation, refers to files being unchanged) and data integrity, file formats, metadata, information security, and storage and geographic location (Orbis Cascade Alliance). If an organization has never approached digital preservation, the guide begins at level o so you can move up to level 1. It recommends different software that might be helpful. Additionally, there is a free policy builder to help organizations create a policy surrounding their digital preservation.

As library professionals, we are constantly asked to wear multiple hats. For too long, digital preservation has been the hat nobody wanted. However, with the help of organizations like the Orbis Cascade Alliance, moving from theory to practice is more feasible now than it ever has been.

Diana Dulek is a Systems Librarian at Houston Public Library and MLS student at Texas Woman's University.

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# Texas Bluebonnet Award Marks Its 40th Anniversary

#### By Michele Chan Santos

ver the last four decades, the Texas Bluebonnet Award (TBA) has become an intrinsic part of the reading lives of elementary school children throughout Texas. Each year, more than 100,000 third-through-sixth graders vote for their favorite title from the master list of 20 outstanding books chosen by the librarians serving on the TBA selection committee. Five titles are chosen for each grade level. "Read 5, then decide" is a slogan known by school librarians, public librarians and homeschooling parents across the state.

"The most rewarding part, for me, is seeing the faces of the kids when they realize their vote counts for something," said Jacqui Bridges-Sheppherd, 2019-2022 TBA Coordinator. "It's the first time in their lives they've voted for something. They see that it counts."

Kristen Fournier is the librarian at Forest North Elementary School in Round Rock ISD, and the 2020 co-chair of the Texas

Bluebonnet Award Author Session.

"The Texas Bluebonnet Award is really the highlight of our reading program," Fournier said. "It's the cornerstone of our reading culture at school."

On January 30, the third-through-fifth graders at Forest North celebrated with an elaborate Bluebonnet party. After voting for their chosen books on iPads at a table outside the library, the students enjoyed festivities including manicures, a Hot Wheels station, video games, a chocolate fountain, sundaes and a free book for every student.

"The party is our big celebration," Fournier said. "We've done the reading, we've voted, and everybody takes home a free book."

Each fall, the TBA master list for the following school year is released with great fanfare at the Texas Book Festival (for example, in October 2019 the list for 2020-2021 was released.) This gives schools and students more than a year to read the books before voting in January for their favorites. Reading may be done as part of a group (reading aloud) or individually. The winning author receives the award at a special event at the TLA Annual Conference which has been supported for many years by Bound to Stay Bound.

For librarians, teachers and parents, the TBA Program Committee puts together an excellent website full of resources for each title on the list, said MaryJo Humphreys, TBA Coordinator from 2014-2016. Resources include readers' theaters, book trailers, author interviews, MakerSpace activities, STEM (science-technology-engineering-math) activities, discussion questions and book talk teasers. You can find this year's site here. The TBA YouTube channel has book trailers for all the nominees.

Librarians all over the state have been very creative in promoting the TBA over the years. Bluebonnet Bashes, Bluebonnet Ice Cream Banquets, Bluebonnet Cookies and Bluebonnet Teas are just some of the popular events. A glance through the Twitter feed of @TBABooks reveals a wealth of voting parties, blue-tinted drinks and blue doughnuts.

"The kids just get so excited," Bridges-Sheppherd said. "You say, 'Texas Bluebonnet Award' and the excitement just permeates the school."

#### **HISTORY**

In the late 1970s, Dr. Janelle Paris, a professor in the Library Science Department at Sam Houston State University in Huntsville, and Pat Wright, a librarian in Cypress Fairbanks ISD in Houston, launched an effort to create a state award for children's literature, and the TBA was born. The purpose of the award was to "encourage the children of Texas to explore and read with discrimination a variety of quality books; to recognize children's personal reading interests and selections; and to honor those who create children's books of superior quality," according to the Texas Bluebonnet Award Procedures manual



of 1979-1985. And this remains the goal of the TBA program to this day.

The first Texas Bluebonnet Award Winner was Ramona and Her Father, by Beverly Cleary. At that point, there were 661 registered schools participating and 28,472 total votes cast (In the



**Texas Bluebonnet Award®** 

book, Ramona's father, Mr. Quimby, loses his job, and Ramona thinks up ways to earn money and help her family.)

In comparison, this year 1,115 registered schools participated, casting 103,967 total votes, with El Chupacabras by Adam Rubin winning. This whimsical and comic tale, told in Spanish and English, relates the story of Hector and his daughter Carla, who own a goat farm and fall victim to the legendary El Chupacabras (goat-sucker).

#### MASTER LIST AND MOVING MOMENTS

Over the years, a tremendous amount of work by committee volunteers has gone into making the TBA a success.

"The compilation of the Master List is a difficult and complex process," Humphreys explained. "At the beginning of the voting process the books must receive a positive vote from all members. The last two or three books can have nine votes. And we always have alternate books in reserve in case the publishers cannot meet the demands of having a book on the list. Naturally, the committee members are looking for quality literature with student appeal."

Authors must be living U.S. citizens or an author who resides and publishes in the United States. Only titles published within three years prior to the master list release date are considered.

The event where the TBA is **presented** to the winning author is emotional and meaningful, regularly attracting more than 1000 attendees. Students from each of the Texas Library Association's 10 districts are chosen to help present the award to the author.

For example, when Tom Angleberger won in 2012 for The Strange Case of the Origami Yoda, his speech brought many librarians in attendance to tears "Every member of the audience was moved by his speech about how the library in his school was his place of refuge," Humphreys said. "It was a heartwrenching speech, showing his love for librarians and what we represent to children who are a little different from others."

Congratulations and thank you to everyone who has supported the Texas Bluebonnet Award over the past four decades! Your passion, dedication, and enthusiasm have had a tremendous impact on hundreds of thousands of Texas school children, helping them to discover the joys of reading.

Michele Chan Santos is the marketing specialist at the Texas Library Association.



## **BLACK CAUCUS ROUND TABLE CELEBRATES 30TH ANNIVERSARY**

By Michele Chan Santos

This year the Texas Library Association's Black Caucus Round Table (BCRT) is celebrating its 30th anniversary.

For Kimberly Gay, the Head of the Reference and Information Services Department at Prairie View A&M University, and 2019-2020 BCRT Chair, marking this anniversary means "we need to continue to work hard for another 30 years to make sure the BCRT stays energized and motivated for the charges we were given in our bylaws," she said. "To keep the core going and make sure that there are and continue to be workshops, scholarships and resources available for African American librarians through TLA."

Gleniece Robinson, the Director of Educational Strategies for the City of Fort Worth and the former Director of the Fort Worth Library, is one of the original members of the BCRT.

"In the beginning, one of the things we were trying to establish was cohesiveness among African American librarians," Robinson said of the founding of the BCRT. For longtime members, "all of our careers are built on the shoulders of each other. I learned so much from all of these people. For those of us who have been around for 30 years, these relationships are deep. What's more important to us now are the services that we can deliver in a diverse community and addressing the needs of the people in our communities."

The BCRT seeks to contribute to library service by promoting services to African Americans and opening channels of communication among African American librarians in all TLA divisions, round tables, and discussion groups. The group is open to any TLA member, of any race.



#### **HISTORY**

The BCRT began as an interest group within TLA in 1990. Within the group, "there were enough like-minded and energetic individuals that they decided that within a fiveyear frame, they would become a roundtable," Gay said. Meller Langford and Hellena Stokes, both of the Houston Public Library, and Dr. Deinna Mims-Johnson, a research law librarian, were three of the charter members.

Langford and Mims-Johnson began the TLA petition to become a Round Table in 1993-1994. Mims-Johnson was the first chair, and Langford was the second chair. Both worked closely with Pat Smith, the longtime executive director of TLA, to have the Black Caucus chartered.

"The reason for the founding of the BCRT was threefold," Gay explained. "To facilitate networking among African American librarians, looking at how diversity can be engaged and excited throughout all of TLA, and giving support to TLA and Texas libraries."

"We wanted to look at how we can infuse diversity into TLA, teaching librarians about collection development and looking at bringing diversity programs to their libraries," Gay said.

Then and now, one of the BCRT's goals is "to assure we have a focus on the needs of black and brown people in terms of information. We need the BCRT so we as librarians can immerse ourselves in the community, to have sensitivity and compassion for the people we serve," Robinson said.

For Janice Newsum, Assistant Professor of Library and Information Science in the College of Education at the University of Houston - Clear Lake, membership in the BCRT and in TLA gave her confidence as a new librarian.

Newsum remembers going to her first TLA Annual Conference with her mentor, Willie Mae Wilson, a librarian with Houston ISD.

"I got involved with TLA through the Black Caucus Round Table," Newsum said. "It was significant for me. At the time, I was a newly minted school librarian and I didn't necessarily think I was a leader. Through Black Caucus, I was offered the opportunity to lead." Newsum served as chair-elect, chair and past chair of BCRT. She served as a representative-at-large on the TLA Executive Board. "It helped me gain confidence professionally, it gave me an opportunity to network with and to befriend other librarians, and learn more about librarianship in general."

#### ANNUAL AUTHOR SESSION AND EVENING RECEPTION

The BCRT's showcase event at the TLA Annual Conference is the author session and brunch. Each year, it features a notable African American author. "We've attracted great names and it's been an opportunity to meet and hear really renowned authors and illustrators," Newsum said.

In 2019, the BCRT Author Session featured speaker was Evan Narcisse (the Rise of the Black Panther graphic novels). Other authors to speak at the session include Kadir Nelson, the illustrator of The Undefeated, and Austin author and illustrator Don Tate (his books include *Poet: the Remarkable Story of* George Moses Horton).

Newsum remembers author Patricia Williams' presentation. The author of Rabbit: A Memoir, Williams spoke about her difficult but inspiring life. "Her story could have been devastating, but she is not bitter and her life story is just phenomenal," Newsum said.





Former TLA ED Pat Smith, David Smith, sitting on the left. Members of BCRT Janice Newsum and Roosevelt Weeks along with former TLA ED Dana Braccia and former TLA President Ling hwey Jeng

For Gay, one of the most memorable speakers was Bernnadette Stanis, author of The Last Night: A Caregiver's Journey Through Transition and Beyond. Stanis is best known for portraying Thelma Evans Anderson on the CBS television show Good Times in the 1970s.

"The audience was filled with this eclectic group of librarians. We had all grown up watching Good Times, Gay said. "Bernnadette was our brunch speaker, and she wrote a book about taking care of her mother. It was synchronicity since a lot of us are going through that. For me, that was my most memorable event."

#### LOOKING FORWARD

In the future, "the biggest thing I would love to see happen is we continue to work with mentoring and leadership with new African American librarians," Gay said.

For Robinson, "Given the nature of the caucus and the various disciplines we serve in, I would like to see BCRT members step outside our traditional boundaries and more fully include ourselves into the issues associated with our particular cities - affordable housing, education, work force, transportation. I'd like for us to be a more integral part of coming up with solutions to the problems that face our cities."

For Newsum, what makes the BCRT relevant currently, and into the future "is what we are seeing in American society right now," she said, "this movement toward isolationism and the limitations on just plain human interaction with each other."

"The Black Caucus has a very clear directive that we need to stand up for all people and make it clear that we are a welcoming organization," Newsum said. "Librarianship is for everybody. Because of what libraries do and where we stand in society, it's very important for librarians to make it clear that intolerance is not acceptable."







#### Celebrate Día's 24th Birthday!

Children's Day/Book Day, or El día de los niños/El día de los libros has emphasized the importance of literacy for children of all linguistic and cultural backgrounds. It is a national celebration of children, families, and reading that culminates each year on April 30.

Día is a nationally recognized initiative that emphasizes the importance of literacy for all children from all backgrounds. It is a daily commitment to linking children and their families to diverse books, languages and cultures. Start planning your Día programming now! You'll find resources on the TLA website; and on the Texas State Library and Archives Commission website.



#### **#FUNDLIBRARIES 2021**

For a fourth consecutive year, the White House budget proposal for FY21 eliminates direct federal funding for libraries.

The majority of this funding is provided through the Institute of Museum and Library Services, which provides more than \$189.3 million for libraries through the Library Services and Technology Act. The budget proposal also cuts \$27 million from the Innovative Approaches to Literacy program, which helps school libraries serve students in the most vulnerable communities across America.

Please contact your members of Congress and urge them to publicly oppose cuts to federal library funding. We need them to commit to libraries in FY21!



#### **TEACH ME HOW TO TEXAS**

The Texas Library Association is excited to partner with The Texas Tribune on Teach Me How to Texas. This free five-part email series serves as a civics crash course ahead of the 2020 elections and includes important information like how candidates raise money, how to spot a good poll from a bad one, how to decode the November ballot and more. It's a great opportunity to get people interested in voting and making sure they're educated for the 2020 elections. Learn more and encourage your patrons to sign up!



All webinars are FREE for TLA members. Webinars are recorded and a link to the recorded version is shared with those who register. Times are Central Time.

#### www.txla.org/CE

#### **APRIL 1**

12:00 - 12:30 PM

**TASL Lunch & Learn: Supporting Social Emotional Learning in** the Library

#### **APRIL 15**

12:00 - 12:30 PM

**TASL Lunch & Learn: Keeping Literacy in Your Makerspaces** 

#### **APRIL 22**

12:00 - 12:30 PM

TASL Lunch & Learn: Summer Reading

#### **APRIL 23**

1:00 - 2:00 PM

**AZ:** Introduction to **Project Management** 

#### APRIL 29

12:00 - 12:30 PM

**TASL Lunch & Learn: UnDewey Your Nonfiction** 

#### **MAY 6**

12:00 - 12:30 PM

TASL Lunch & Learn: **Increasing Reading Grit** with Student-Created **SMART Goals** 

#### **MAY 12**

1:00 - 2:00 PM

**AZ: Keeping Up with Trends** 

#### **MAY 20**

12:00 - 12:30 PM

**TASL Lunch & Learn: 6 Fun Ways to Integrate AASL Standards** 

#### **MAY 27**

12:00 - 12:30 PM

**TASL Lunch & Learn: Working Wonders with** Wakelet



Due to the World Health Organization's declaration of a global pandemic, and the state of disaster declared in Texas in response to COVID-19, the TLA Executive Board made the difficult decision to transition to a streamlined, virtual event and cancel TLA 2020 activities in Houston to protect the health and safety of our members, attendees, sponsors and exhibitors.

TLA 2020 Virtual will feature a live keynote session, pre-recorded featured author sessions, opportunities for online collaboration and networking, exhibitor information and resources, and multiple pre-recorded education sessions. The recorded content will be available to watch at any time that is convenient for you.

Once TLA 2020 Virtual is open, all sessions will be available for 30 days for attendees to watch on-demand. Virtual conference participants will be able to earn SCBEC and TSLAC continuing education credits by watching educational sessions. For those who are not registered for TLA 2020, registration for the virtual event will open soon.

We all find ourselves in uncharted waters, and while TLA 2020 Virtual cannot replicate the activities, interactions, events and extraordinary experience of an in-person TLA annual conference, we are forging ahead to bring our members and conference attendees a quality experience.

Thank you for your support and we hope you'll join us at TLA 2020 Virtual. Visit the TLA 2020 Virtual Conference webpage for the latest information.

#### **SUPPORT OUR SPONSORS & EXHIBITORS**

Many of our sponsors and exhibiting companies are offering resources for libraries impacted by COVID-19. Company descriptions and websites are included in the Exhibits Directory in this issue of the Texas Library Journal. And the companies are also listed on TLA's Online Buyers Guide year round.

Be sure to visit them online! And when we all open for business again, please consider sending your business to these companies who have long supported TLA and the Texas library community.

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The Texas Library Association expresses sincere gratitude to our corporate sponsors. Their generous support enables TLA to continuously improve the TLA Annual Conference, programs, events and services offered to our members and the library profession. Please support our sponsors and exhibitors throughout the year.

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Information on NIH NNLM All of Us Research Program. The exhibit will focus on how libraries can partner with All of Us to help speed up health research and advance precision

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I specialize in booking authors, storytellers, and presenters into schools, libraries, and businesses. I have a number of authors and storytellers including Decee Cornish (Multicultural and Black History), Donna Ingham (author, and storyteller of Texas Tales), and Toni Simmons (author, librarian, and multi-cultural storyteller). Many of my authors are on the TCA roster which helps you with grant funding. I make your life simpler by doing as much of the paperwork for you as possible i.e. contracts,

service agreements, invoices, and vendor list. I'd love to help you find a presenter for your library. Come by Booth 1939 to meet us. Contact: Carole Weitzel with Authors and More at 512-914-2596 or carole@authorsandmore.

# **Authors Sherry Garland and Melanie** Chrismer

# www.sherrygarland.com

Award-winning author Sherry Garland offers school visits and writing workshops for grades 2 and up. Topics include Texas History, American History, Immigration, Making of a Children's Book and writing workshops. Melanie Chrismer's school visit topics for grades K-adult include tall tales, creating stories, Texas Rangers, math and outer space. Both authors will be selling and autographing their books. Win free basket of books!

# **Authors Tim Tingle and Doc Moore** www.timtingle.com

For all levels, K-12 and universities, Choctaw author Tim Tingle offers keynote addresses, writing workshops, and school author visits, plus storytelling accompanied by his Native American drum and flute. His most recent, "Stone River Crossing," is a MG novel based on his Bluebonnet Finalist "Crossing Bok Chitto." Tingle has presented numerous times at the Library of Congress and the Smithsonian, and authored 20 award-winning books, including the "How I Became A Ghost" series, and coauthored with Doc Moore "More Spooky Texas Tales," for grades 3-5.

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# Bilingual Storyteller, Sue Young

See Sue Young, Bilingual Storyteller

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# **Blocks Rock!**

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Blocks Rock! activates brain development through competitive, structured block play, scientifically proven to aid in developing spatial ability and STEM skills. Suitable for ages 4 to 104. A free app accompanies the original tabletop game and uses the same blocks. The app is available for both iOS and Android devices.

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# **Blue Dot Kids Press**

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### www.booksys.com

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# **BooksByDennis**

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Children's author

# **Bookstaves**

# www.12storylibrary.com

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# www.boydsmillsandkane.com

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# **Boyds Mills Press**

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# Calkins Creek

See Boyds Mills Press

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# Child's Play

See Publisher Spotlight

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# Chrismer, Melanie, Author

See Authors Sherry Garland and Melanie Chrismer

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# **Crabtree Publishing Company**

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See Lerner Publishing Group

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# **Dennis Mathew, Author**

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### ESC-20

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See Publisher Spotlight

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# Friend, Ronda - children's author/ storyteller/musician/entertainer

See Sunflower Seeds Press

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# Garland, Sherry, Author

See Authors Sherry Garland and Melanie Chrismer

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See Cavendish Square

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# www.groundwoodbooks.com

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# H.W. Wilson

See Grey House Publishing & Salem Press

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Although perhaps best known for publishing romance, Harlequin has vastly expanded its general trade fiction program with the launch of three new imprints: Hanover Square, Park Row Books, and Graydon House. These three imprints join longstanding fiction imprints MIRA and HQN Books, and the award-winning young adult program, Harlequin Teen. Harlequin publishes worldwide in over 34 languages and is a division of HarperCollins Publishers, the second-largest consumer book publisher in the world, and has operations in 11 countries. For more information, visit Harlequin.com or Bookclubbish.com.

# HarperCollins Children's Books

# www.harpercollinschildrens.com

HarperCollins Children's Books is one of the leading publishers of children's books, home to many of the classics of children's literature. Imprints include Balzer + Bray, Greenwillow Books, Katherine Tegen Books, and HarperTeen, HarperCollins Children's Books is a division of HarperCollins Publishers.

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# www.thomasnelson.com

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# www.harpercollinsleadership.com

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North Star Editions publishes fiction and nonfiction that inspires, informs, and entertains. Featuring four imprints: Flux, YA fiction, Jolly Fish Press, middle grade fiction, Focus Readers, high-interest nonfiction for readers in grades 2-7, and Press Box Books, sports nonfiction for all ages.

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See W. W. Norton & Company

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We Transform Lives Through Reading. At NoveList, we believe that books and libraries have the power to transform lives. NoveList has been helping readers find their next favorite book for more than 20 years, and continues to develop innovative solutions for connecting readers, books, and libraries. By helping libraries help readers, NoveList

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OCLC is a nonprofit global library cooperative providing shared technology services, original research and community programs. Through OCLC, member libraries cooperatively produce and maintain WorldCat, the most comprehensive global network of data about library collections and services. Libraries gain efficiencies through OCLC's WorldShare, a complete set of library management applications and services built on an open, cloud-based platform. Together as OCLC, we make breakthroughs possible.

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Library Education

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# www.RondaFriend.com

Sunflower Seeds Press exists to create and promote values-based (AR) books inspiring children to sow seeds of character. Each book highlights character traits ex. kindness, patience, teamwork, etc. The "Down on Friendly Acres" series is a nostalgic look back at family farm life in the 60s and includes original songs, recipes, poems, historical facts, hidden sunflower seeds, and new vocabulary words. Ronda Friend, the author, professional storyteller, entertainer, and musician/songwriter has captivated the hearts and minds of children performing character-based assemblies, writing workshops and in-services at over 1,000 schools across the United States. R. Friend will be in the booth.

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# **Texas Book Festival**

# www.texasbookfestival.org

Founded in 1995 by Laura Bush (a former librarian and then First Lady of Texas), Mary Margaret Farabee, and a dedicated group of volunteers, the TBF set out to honor Texas authors, promote the joys of reading, and benefit the state's public libraries. The first Festival took place in November 1996 and has grown into one of the nation's premier annual literary events, featuring 275+ authors of the year's best books and drawing 50,000 book lovers of all ages.

# **Texas Holocaust and Genocide** Commission

# thgc.texas.gov

The Texas Holocaust and Genocide Commission, coalesced in 2009 by Senate Bill 482, was established to ensure that resources are available to students, educators, and the general public regarding the Holocaust and other genocides. It is a desire of the Texas Holocaust and Genocide Commission to forge a relationship with interested parties to coordinate or modify courses of study and awareness programs, and coordinate commemorative events to further pursue their mission.

# **Texas Municipal Courts Education** Center

See Driving on the Right Side of the Road

# Texas SmartBuy/Texas Comptroller TxSmartBuy.com or comptroller.texas.gov

The State of Texas Cooperative Purchasing Program is now called the Texas SmartBuy Membership Program. We offer public libraries, higher education and colleges/universities, ISDs and library districts access to TxSmartBuy. com with established, competitively bid and awarded state contracts at best value with the purchasing power of the State of Texas. Find over 1.5 million items available for purchase including library items for purchase such as books, furniture, paper goods, office and art supplies, digital signage, audiovisual equipment, barcodes and scanners, display cases, organization and storage items and more!

# **Texas State Library and Archives** Commission

# www.tsl.texas.gov

The Texas State Library and Archives Commission provides support to all types of Texas libraries through programs, continuing education, library resource sharing, consulting services, and grant awards of state and federal funding. With programmatic areas including services to the blind and physically disabled, archives and preservation, and state and local government records, the Commission oversees a broad deployment of statewide information policy, practices and resources.

# **Texas Tuition Promise Fund**

# www.TuitionPromise.org

Texas Tuition Promise Fund - A prepaid 529 plan designed to help parents and individuals lock in today's rates for their children's

undergraduate tuition and school-wide required fees at a Texas public college or university.

# **Texas Tech University Press**

# www.ttupress.org

TTU Press has been the book-publishing arm of Texas Tech University since 1971 and a member of the Association of University Presses since

# Texas Woman's University - School of Library and Information Studies

# www.twu.edu/slis

The School of Library and Information Studies prepares students for leadership roles in the information professions, including careers in librarianship and as information specialists in a variety of roles in private and public agencies. The school offers graduate programs including Master of Library Science, Master of Arts in Library Science, Dual Library/Health Studies Degree, School Librarian Certification, and Certificate of Evidence-Based Health Science Librarianship.

### **TexQuest**

See Education Service Center, Region 20

# TexQuest Support Center at ESC-20 texquest.net

Education Service Center, Region 20 serves as the Support Center for TexQuest (texquest.net). TexQuest provides statewide access to quality research resources for K-12 public schools.

# Theatre, Storybook

See Storybook Theatre of Texas

# Thorndike Press, from Gale, a Cengage Company

# www.gale.com/thorndike

As the leading large print publisher, Thorndike Press, from Gale, a Cengage Company, publishes unabridged reprints in large print format for middle grade and young adult readers. Our commitment to producing highquality, 100% guaranteed large print books supports young readers as they develop the skills necessary to become successful, confident, lifelong readers.

# **Tiger Tales**

See Publisher Spotlight

# **Tilbury House**

See Publisher Spotlight

# Tim Tingle, Choctaw author

See Authors Tim Tingle and Greg Rodgers

# **Tiny Owl**

See Publisher Spotlight

# **TLA Authors & Illustrators Round Table**

See Society of Children's Book Writer and Illustrators – Texas Chapters

# **TLA District 4**

# www.txla.org/groups/D4

Welcome to District 4! Our district's membership includes librarians, staff, trustees, full-time library students, and other interested individuals representing school, public,

academic, and special libraries. We are located in South Texas.

# **TLA District 5**

# www.txla.org/groups/D5

TLA District 5 group is pleased to host an informational booth this year! Our theme is: "Dare to Go Beyond the Expected"! Find out more about your district! District 5 is made up of 33 counties.

# **TLA District 8**

# www.txla.org/groups/D8

Welcome to District 8! Our district's membership includes librarians, staff, trustees, full-time library students, and other interested individuals representing school, public, academic, and special libraries. We are located in Southeast Texas, including 28 counties and the greater Houston area. Follow us! Stay upto-date by following us on social media. Join us at the TLA District 8 Facebook page

# TLA Exhibitors Round Table (ERT)

# www.txla.org/groups/ERT

To better support TLA in bringing Texas library vendors and their representatives together with all librarians in the interest of fostering a better understanding of their mutual needs.

# **TLA Small Community Libraries Round Table**

# txla.org/groups/SCLRT

SCLRT addresses the needs of directors, staff, and Board Members of libraries serving small communities across the state of Texas.

# **TLA Store**

# www.txla.org

TLA 2020 t-shirts and bag. Reading lists and Texas Bluebonnet Award materials.

# **Tech Logic**

# www.tech-logic.com

Tech Logic is an American owned family business focused exclusively on serving libraries through software, technology and automation systems. As the leader and pioneer in library automated material handling (AMH), we provide the most innovative, reliable and cost effective AMH & self checkout library solutions. Our truly American designed, patented and manufactured products deliver safe, streamlined, people centric business value enhancing the user experience for all.

# **T-Mobile**

# www.t-mobile.com/business/government

T-Mobile provides innovative government wireless & mobility solutions to help the public sector stay connected, secure and responsive, even during an emergency.

# **Tocker Foundation** www.tocker.org

The Tocker Foundation has been supporting public libraries in rural Texas since 1992 through grants, professional development travel stipends and advocacy.

# Today's Business Solutions, Inc.

# www.tbsit360.com

TBS providers of high-tech library solutions; enhancing patrons experience with computer reservation, SaaS mobile printing, print management, scan stations, Fees/Fines Payment with PCI Compliant Credit/Debit Card solutions.

# **Tonya Duncan Ellis Books**

# www.tonyaduncanellis.com

We offer children's chapter books.

# **Toon Books**

See Publisher Spotlight

# **Tor/Forge Books**

### www.tor-forge.com

Tor/Forge Books is a publishing division of Macmillan specializing in science fiction and fantasy. We also publish a wide range of genres including westerns, thrillers, historical fiction, horror, general fiction, classics, and children's and young adult books. Imprints include Tor. com, Tor Teen, and Starscape. Find out more online at Tor-Forge.com or TorTeen.com.

# **Tortuga Press / Matthew Gollub** Communications, Inc.

### www.matthewgollub.com

Award-winning picture books, and books with audio, with moving, groovin' narrations set to jazz; traditional books and literacy materials in English and español; DYNAMIC, multilingual author presentations for schools and public libraries. Get signed copies of Matthew's popular books (including his latest Jazz Fly 3) and find out how he can bring reading joy to your community!

# **TRACSYSTEMS**

# www.tracsystems.com

TRACSYSTEMS is a leading provider of print, copy and computer management, scan and fax solutions, and RFID systems for public and educational libraries. With 30 years of experience, we tailor custom solutions for your library to recover print/copy costs, manage computer reservations, offer scan and fax solutions, and offer self-service payment options. TRACSYSTEMS partners with leading software and hardware providers (Pharos, Scannx, D-Tech, PaperCut, Deep Freeze and more), manufactures custom self-serve payment kiosks, backed by unmatched service and support.

# Transparent Language, Inc.

# transparent.com/libraries

Transparent Language builds language-learning software in over 110 languages for educational institutions, libraries, corporations, government organizations, and individuals. Working with language experts and native speakers around the world, Transparent Language is committed to helping millions learn new languages quickly, easily, and effectively.

# **Trinity Library Resources**

# www.trinitylibraryresources.com

Trinity Library Resources provides interior design and furnishings for library environments. Services include re-purposing designs to upgrade and modernize existing libraries, space planning, custom design capabilities, internal traffic flow and book collection/ technology ratio management.

# **Troxell Communications**

### www.troxellsolutions.com

Troxell Communications has solutions for every room in a school. From classrooms to auditoriums, sports stadiums to computer labs, cafeterias to TV studios, we offer technology that empowers students and accelerates

# **Tundra - Penguin Random House Canada Young Readers**

See Tundra Books - Penguin Random House Canada Young Reader

# **Twenty-First Century Books**

See Lerner Publishing Group

# Two Lions/Brilliance

See Publisher Spotlight

# **Tyndale House Publishers**

# www.tyndale.com

Tyndale offers a full line of faith based fiction titles from Francine Rivers and Randy Singer. We have nonfiction titles from NYT bestselling authors like Tony Dungy, Joel Rosenberg and Bill Hybels. We also offer a variety of kids fiction books from Chris Fabry and Dandi Mackall and more.

# U.S. Citizenship and Immigration **Services**

# www.uscis.gov

U.S. Citizenship and Immigration Services (USCIS) is the government agency that oversees lawful immigration to the United

# Unique Management Services, Inc.

# www.uniquelibrary.com

Unique Management Services is the worldwide leader in patron communication solutions for libraries, with three main service lines: material recovery, circulation notices, and patron contact center.

# University of North Texas College of Information

# ci.unt.edu

Degrees in the College of Information are offered at the doctoral, masters, and bachelors levels. We also offer a variety of certificate programs - all designed to prepare students for information careers in educational, vocational, and professional settings. Some programs are delivered nearly 100% online, while others incorporate "blended learning" by offering "web institutes" onsite to provide opportunities for students and faculty to meet face-to-face.

# **University of North Texas Department of** Information Science

# informationscience.unt.edu

The Department of Information Science at the University of North Texas prepares information professionals to meet the needs of the

global information society. The department offers nationally recognized programs at the bachelors, masters and doctoral levels, as well as graduate academic and school library certifications. The department offers flexible course schedules with some programs delivered nearly 100% online, while others incorporate "blended learning". The ALAaccredited Master's program is offered in Houston and through cohorts in the West Texas area, as well as various locations across the country, with onsite sessions for students and faculty to meet face to face. Diverse faculty who are experts in their field contribute their individual strengths to help LIS graduates serve crucial roles in a variety of settings with increasingly sophisticated technological tools.

# University of Texas Medical Branch-Galveston

See All of Us - NIH Research Program

# **University of Texas Press**

# www.utexaspress.com

The University of Texas Press publishes scholarly, trade and regional books.

# Upstart

# www.demco.com/upstart

Upstart features a diverse collection of products and programs designed to foster a love of reading and the library, including unique reading promotional materials and gifts for librarians and book lovers. We offer a wide variety of bookmarks, posters, tote bags, notecards, mugs, and t-shirts, including our popular Color Craze line of coloring products for all ages, and products featuring licensed characters such as Pete the Cat and the characters of Mo Willems and Dr. Seuss.

# Van Show

# library.austintexas.gov/literature-live/van

Stop by to say hello to Van, a lovable blue puppet and big-time fan of BOOKS from the Austin Public Library! Van will be interviewing authors for his new show, so stop by to say 'hi' and see who he's interviewing next! The Van Show features interviews with authors so kids can get a behind-the-scenes peek into the lives and books of their favorites. Visit Van's website to watch all his video interviews!

# Vista Higher Learning / Santillana USA vistahigherlearning.com

Santillana USA is now part of Vista Higher Learning! Together we are the only Pre-K - 20 specialized world language publisher in the U.S., offering your district and school an even wider range of language solutions!

# W. W. Norton & Company

# wwnorton.com

W. W. Norton & Company, the oldest and largest publishing house owned wholly by its employees, strives to carry out the imperative of its founder to "publish books not for a single season, but for the years" in fiction, nonfiction, poetry, cookbooks, art, psychology and more. In addition to our Norton Young Readers, Countryman Press and Liveright Publishing imprints, we are the distributors of

Thames & Hudson, New Directions, Tin House, Fantagraphics, Persea, Tilbury House and more.

# Web of Life Children's Books

### www.weboflifebooks.com

Web of Life Children's Books publishes timeless picture books introducing children to the workings of the natural world.

# WebJunction

# www.webjunction.org

WebJunction builds the knowledge, skills and confidence of library staff to power strong libraries that are the heart of vibrant communities. A program of OCLC Research, WebJunction is free and welcome to all libraries to use, regardless of size, type or location.

# **Welcoming Schools**

See Human Rights Campaign

# **What on Earth Books**

See Publisher Spotlight

# WhimsyTexas

Women's clothes, accessories and jewelry. We specialize in clothes and accessories that are suited for travel and work. Our women's sizes range from S-3X. You'll find many one of a kind pieces as pieces are made especially for us.

# Wings Press

# www.wingspress.com

Wings Press is the oldest literary press in Texas, though its authors hail from all over the Americas. Recent awards include the American Book Award, the International Latino Book Award, El Premio Coatlicue [Mexico], the Tomás Rivera Award for Young Adult Literature, and the PEN Josephine Miles Award. Titles also have been short-listed for both the Dublin IMPAC International Literature Prize and the Neustadt Prize for International Literature. Wings Press authors include current and past poets laureate of seven states and the United States. "The best little publishing house in Texas." – Bloomsbury Review

# **Woodfrost Publishing**

# www.woodfrostpublishing.com

We qualify for children's books written by David Canzoneri

# The Worden Company

# www.wordencompany.com

We specialize in designing and manufacturing tables, study carrels, computer stations, shelving, end panels, circulation desks, and seating. But our real work is making the kind of space that invites people in, supports the way they work, and stands up to a generation of use.

# Wordsong

See Boyds Mills Press

# **Workman Publishing Company**

# www.workman.com

Wokman Publishing Co. is an independent publishing company. Imprints include: Algonquin Books of Chapel Hill, Algonquin

Young Readers, Workman, Artisan, Storey, Timber Press, Duo Press and The Experiment.

# The World Almanac for Kids

# www.Infobase.com

The World Almanac®, an Infobase Company, has been a publisher of award-winning reference titles since 1868. The World Almanac® brand includes iconic titles such as The World Almanac® and Book of Facts, the best-selling American reference book of all time, published annually. Three award-winning databases put the reference shelf staple along with exclusive online-only content—at users' fingertips.

# World Book, Inc.

# www.worldbook.com

Since 1917, World Book, Inc., has set the standard for providing accuracy, objectivity, and reliability in research materials for both children and adults. Based in Chicago, Illinois, World Book is an industry leader in the production of award-winning encyclopedias, reference sources, and digital products for the home and schools. This commitment has culminated in the publication of the number-one selling print encyclopedia in the world, The World Book Encyclopedia, and the World Book Web, a suite of online reference products for every age and grade level.

# Writer's League of Texas

# www.writersleague.org

For more than three decades, the Writers' League of Texas has been providing a forum for information, support, and sharing among writers as well as promoting the interests of the Texas literary community at large. With over 1.300 members statewide and growing, the WLT offers a variety of programs and services including Texas Writes, a program that brings published authors to rural libraries across the state for half day craft workshops, at no cost to the libraries or participants.

# WT Cox Information Services

# www.wtcox.com

WT Cox Information Services proudly offers the best service standards in the industry. Our customers enjoy personalized electronic and print serials along with a host of integrated services. Added offerings include eStats. providing your library the ability to collect, manage and analyze e-resource statistics; Journal Finder - our exclusive A-Z, Link Resolver and ERM solution, and more. At WT Cox, we are committed to providing costeffective services tailored to academic, special, government and public libraries.

# XRLibraries, Inc.

# www.xrlibraries.com

We began XRLibraries in 2016 as a clearinghouse for libraries to share best practices in the installation and use of virtual and augmented reality technologies. We work with State and local library networks to develop the resources to make immersive learning a fun and meaningful experience for all library patrons.

# Zest Books

See Lerner Publishing Group

# Zoobean

# www.beanstack.org

Beanstack helps create, manage, and evaluate reading programs through your library's own beautifully designed website and a mobile app that makes participating easy and fun. These programs — like summer reading, 20-minutes a day reading challenges, and 1,000 Books Before Kindergarten — can help you encourage independent reading, drive circulation, and increase visits to the library. But they require a lot of time and attention to be effective. That's where Beanstack comes in.

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# TLA\*2021

\* SAN ANTONIO \*

**APRIL 20 - 23** 

# Mark Your Calendars!

