

Do not
take-
office
copy

INDIANA

Journal of the Indiana Library Federation & the Indiana State Library

LIBRARIES

Volume 28, Number 2, 2009

INDIANA LIBRARIES

Journal of the Indiana Library Federation & the Indiana State Library

Volume 28, Number 2, 2009

CONTENTS

- 1 **Introduction to the Issue: Navigating the Job Jungle**
By: Karen Evans
- 2 **University Library's Undergraduate Diversity Fellowship**
By: Jaena Hollingsworth
- 7 **Developing Future Colleagues**
By: Diane Dallis, Carrie Donovan & Emily Okada
- 12 **Thoughts on Being "The New Guy"**
By: Dave Miller
- 14 **Crossing the Academic Divide, Or "Is This the Road to Tenure?"**
By: Cheryl L. Blevens
- 16 **Notre Dame's Librarian-in-Residence Program**
By: Laura Bayard
- 20 **It Isn't Just Me: A Story of Four Recent Library Science Graduates on the Prowl for their First Librarian Job**
By: Theresa Bruno
- 23 **What Makes A Good Human Resources Person?**
By: Peter Ford, SPHR
- 25 **A Worldly Job: Young Librarians and the United Nations**
By: Kata Koppel
- 28 **Resumes and Cover Letters**
By: Rachel Applegate

INDIANA LIBRARIES

Journal of the Indiana Library Federation & the Indiana State Library

Indiana Libraries (ISSN: 0275-777X) is the professional journal of the Indiana Library Community. It is published two times a year by the Indiana Library Federation (941 E. 86th Street, Suite 260, Indianapolis, IN 46240) and the Indiana State Library (140 North Senate Avenue, Indianapolis, IN 46204)

Indiana Libraries is indexed by *Library Literature*, a publication of The H.W. Wilson Company, Inc.

Copyright 2008, The Indiana Library Federation. Except as may be expressly provided elsewhere in this publication, permission is hereby granted to reproduce and distribute copies of individual works from this publication for nonprofit educational purposes, provided that copies are distributed at or below cost, and that the author, source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108 and other provisions of the U.S. Copyright Act.

Editor:

Karen Evans, Cunningham Memorial Library, Indiana State University.

Assistant Editors:

Marissa Priddis, Alexandrian Public Library

Alberta Davis Comer, Cunningham Memorial Library, Indiana State University

Managing Editor:

Kelly Shockley, Indiana Library Federation

Annual Subscription Rate: \$20.00

Advertising and Subscription Offices:

Indiana Library Federation
941 E. 86th Street, Suite 260
Indianapolis, IN 46240
Phone: (317) 257-2040
Fax: (317) 257-1389

Web Page: www.ilfonline.org
E-Mail: kshockley@ilfonline.org

ILF Publications Committee:

Karen Evans, (Editor) Cunningham Memorial Library, Indiana State University Library

Alberta Davis Comer, (Committee Chair) Cunningham Memorial Library, Indiana State University Library

Marissa Priddis, (Committee Chair) Alexandrian Public Library

Carl A. Harvey II, Lebanon Public Library Trustee

Diana Bever, Indiana University Kokomo

Kim Carr, Burriss Laboratory School

Kelly Shockley, Indiana Library Federation

James Cline, Porter County Public Library System

Kelly Currie, Delphi Public Library

Susie Grover, Avon-Washington Township Public Library

Andrew Griffis, Indiana State Library

Dee Holiday, Indiana University

Linda Kolb, Indiana Library Federation

Debby Shaw, Plainfield-Guilford Township Public Library

Tony Stamatoplos, Indiana University-Purdue University Indianapolis

Letter from the Editor

Navigating the Job Jungle

By: Karen Evans

W

elcome to *Navigating the Job Jungle*. When I volunteered to guest edit an issue (long before I became the editor of *Indiana Libraries*), I envisioned numerous articles from academic, school and public librarians on creating cover letters and resumes specific to their academic institutions. The final issue turned out quite different; I found that people wanted to write about many different aspects of their library. Some wanted to write about their job as a librarian, some wanted to write about internship or diversity programs in their libraries (geared toward encouraging new generations to enter library science programs) and others had specific experiences they wanted to share. Although this issue is far different from one devoted to resumes and cover letters, the wealth of experience and diversity is wonderful.

Cheryl Blevens shares her experiences as a new tenure-track librarian (and second career) at Cunningham Memorial Library at Indiana State University. Kata Koppel tells about her experience in applying for a library position with the United Nations in New York, including the testing and waiting for test results and interview calls. Theresa Bruno describes her experience (and that of some fellow graduates) as they look for library positions.

Dave Miller describes his job as the "new guy" in Hope, Indiana. Hope is a small and unique town, home to the Hope Heritage Days. Dave provides great descriptions about life in a small town and getting to know the fellow residents.

Laura Bayard provides information on the Librarian-in-Residence Program at Notre Dame University. The venture is a joint program between Hesburgh Libraries and the Kresge Law Library. Jaena Hollingsworth, from IUPUI tells about the

university library and the Undergraduate Diversity Fellowship program.

Diane Dallis, Carrie Donovan, and Emily Okada share their experiences in developing future colleagues through mentoring, communication, and experience at Indiana University in Bloomington.

Peter Ford provides his outlook on what makes a good Human Resources person. Rachel Applegate, with the Indiana University School of Library and Information Science in Indianapolis offers superb advice on creating resumes and cover letters for those looking for library employment.

Many of the articles in this issue highlight the interesting ideas, programs, and employees in Indiana libraries. Consider writing about your library, from research to programs to employee skills, Indiana libraries have a lot to brag about.

Enjoy!

Karen Evans, Editor

University Library's Undergraduate Diversity Fellowship

By: Jaena Hollingsworth

In the fall of 2007, IUPUI's University Library welcomed its first set of Undergraduate Diversity Fellows. Created by the library's Diversity Council, the Fellowship sought to introduce two highly-motivated students to the library and its resources as well as to librarianship as a profession. Several events made the creation of this unique program possible.

In November of 2006, African American students at IUPUI sent a report to the campus's administration. In "Through Our Eyes," students said that while the campus claimed diversity as a founding value, this commitment was not apparent. Students called for the campus administration to renew its commitment to diversity with concrete actions. IUPUI's Chancellor Charles Bantz responded to the students' concerns, agreeing to seek a full-time diversity officer for the campus and to create a Multicultural Center.

In addition to these actions, IUPUI established Diversity Vision, Mission, and Values statements, as well as goals. Each school was tasked with establishing its own Diversity Council and creating a strategic plan to help the campus achieve its four diversity goals:

- Recruitment, academic achievement, persistence and graduation of a diverse student body;
- Recruit, retain, advance, recognize, and promote a diverse faculty, staff and administration while creating a campus-wide community that celebrates its own diversity as one of its strengths and as a means of shaping IUPUI's

identity as a university;

- Make diversity a strategic priority touching all aspects of the campus mission;
- Regularly assess, evaluate, improve and communicate diversity efforts of IUPUI.

University Library's Diversity Council, established in early 2007, was part of this response, and its first task was to develop the library's diversity plan, of which the Undergraduate Diversity Fellowship was one piece.

The fellowship was able to come together in such a short time, within 6-8 months, largely because of the work done by a previous library committee, the Recruitment Task Force. That group investigated the issue of recruiting minorities to librarianship through reading literature on the topic and conducting focus groups with minority undergraduates and minority non-professional library staff, as well as one-on-one interviews with minority professional librarians. The results of the focus groups can be found in Mary Stanley's *Library Administration & Management* article, "Case Study: Where is the Diversity?, Focus Groups on How Students View the Face of Librarianship." This research guided many of the council's decisions about the fellowship.

When the council started working out the details of the fellowship, in the spring of 2007, members quickly decided on some fundamentals. The program would:

- Target undergraduate students;
- Be a fellowship—meaning it would

include work experience instead of being simply a scholarship;

- Provide students with a variety of opportunities, while treating students as professionals;
- Be symbiotic—both the students and the library would benefit from their participation.

The emphasis on recruiting undergraduates instead of library school graduate students served several purposes. On a practical level, this kept the program from competing with the library's existing graduate assistantships. Also, there were already a number of other diversity programs designed to recruit and support college graduates from underrepresented populations. A focus on undergraduates would provide a larger pool of applicants, including students who may never have considered librarianship as a career. Focusing on undergraduates would also allow the council to achieve two important goals—recruiting at an earlier level and student outreach. Focus group research previously conducted by the library's Recruitment Task Force suggested that recruiting students after they had received their bachelor's degrees was too late; introducing librarianship at an earlier stage in their education was important. In addition, articles, such as Barbara Valentine's "Undergraduate Research Behavior: Using Focus Groups to Generate Theory" suggested that students preferred to ask other students for assistance with research. The library could extend its influence on campus by showing the fellows how to use library resources and allowing them in turn to convey that information to their classmates and peers.

Another easy decision the council made was to create a fellowship instead of a scholarship or an unpaid internship. Although it would have been easier to establish a scholarship, the council wanted to bring students into the library, to give them experiences that they may not otherwise have had, and that would not have happened with a scholarship. An unpaid internship was not feasible because so many IUPUI students have to work in order to support their education and family.

Establishing a fellowship meant that the library would have the benefit of a student's perspective and additional student workers, but the students would also benefit from exposure to librarians and library resources while gaining practical work experience. To make the fellowship competitive with other campus opportunities, the council suggested a pay rate of \$10/hour for a 20-hour work week. The library's dean agreed to fund the year-long program for two fellows.

The council also decided it was important to give the fellows an assortment of tasks and duties, allowing them to experience the variety of work librarians do. By combining planned activities with the flexibility to initiate their own projects, the council hoped to encourage the fellows to develop a sense of independence, accountability, and professionalism. This served as another of the fellowship's appeals because students would benefit from these qualities, regardless of what career they eventually chose. For the fellowship's first year, the planned projects included: working with the library's External Relations Team on a fund-raising project; producing monthly multi-cultural displays to make the library more welcoming for its diverse clientele; and creating READ posters to highlight the diversity of library personnel as well as the variety of work they do. The posters and monthly displays were also part of the council's original diversity plan.

A symbiotic experience was another crucial element of the fellowship; the fellows should benefit from the experience as much as the library itself would benefit. Making the fellows' tasks and projects meaningful was a significant part of the experience. The council hoped to achieve this by incorporating an element of reflection, through the use of journal entries. Documenting their activities would allow the fellows to track their progress and synthesize individual tasks into a larger, more meaningful, and holistic picture. The council sought to incorporate a mentorship component into the program as well for the fellows' benefit.

Once the structure of the fellowship was established, the council had to work out the logistics, such as selection criteria, and the promotion, application, and selection processes. When the coun-

cil was originally formed, it adopted an intentionally broad definition of “diversity” in its charter. Because of this, along with questions about the legality of such a stipulation, the council chose not to restrict applicants based on race or ethnicity. Instead, the council decided to include an essay component in the fellowship application: “Discuss, in 500 words or less, what you think are the benefits of a multi-ethnic, multi-cultural, and diverse society, and how your activities allow you to contribute to such an environment.” In addition to this essay and contact information, the application asked for grade point average, extracurricular activities, previous work experience, and two or three recommendations.

To direct interested students to the application materials located on the library website, the council combined traditional means of promotion with newer media. Council members created flyers to post in the library and on campus bulletin boards, sent announcements to the campus’s online newsletter, *JagNews*, and posted to a database of campus job and internship opportunities, JagJobs. In an attempt to reach a broad audience as quickly as possible, the council also placed advertisements on Facebook.com.

After much discussion, the council decided to adapt a selection score sheet from the IUPUI Norman Brown Diversity & Leadership Scholarship Program. This score sheet took into account each element of the application—academic achievement, recommendation letters, community involvement/civic engagement, written communication skills, and commitment to diversity. By looking at the totality of applicants’ experiences, the selection committee was able to treat applicants in an equitable manner—a student with high grades but no work experience would receive the same consideration as a student with mediocre grades and exceptional community service. From the approximately twenty applications received, the four highest scoring applicants were invited to the library for an interview with the selection committee. Based on their initial application materials and their interviews, two students were awarded fellowships, which began in September 2007.

Before the fellows could even begin working, how-

ever, other logistical decisions had to be made. Space for the fellows had to be negotiated. Since each fellow would be expected to work 20 hours per week, the council decided dedicated workstations, including computers, were warranted. This space was created in the library’s restricted technical services area; however this decision brought up another concern once the fellows actually began working. The library’s full-time employees have access to the space outside of regular business hours, but there were safety concerns involved with allowing undergraduates this same level of access. Because of this concern, the fellows’ hours were not as flexible as the council had originally envisioned. The council realized that the fellows’ privileges—something more than work-study students but less than full-time employees—had not been sufficiently articulated.

Because of the short time span between the fellowship’s conception and implementation, its structure was not as well-defined as the council would have liked. While general guidelines had been established, the council had not specified who would be the fellows’ supervisor or what exactly that role would entail. For the inaugural fellows, this role fell to the Diversity Council’s chair, partly because of her role as contact person for the applications and the selection process, but largely because of her commitment to the program’s success. Because the supervisor’s role had not been clearly delineated, the supervisor became responsible for a wide range of tasks: soliciting projects from library colleagues; managing the fellows’ day-to-day activities; and serving as a mentor to the fellows. The supervisor’s role, therefore, became more time-consuming than anticipated.

The final unexpected concern resulted from a miscommunication about the fellowship’s length. The council proposed, and advertised, that the fellowship would last for one year. The library’s dean agreed to finance the fellowship for this time period. The council, however, interpreted one year as one calendar year—September to August; the dean’s definition was one academic year—September to May. Because of this misunderstanding, the fellows’ supervisor had to find another funding source to bridge that gap.

Results

Despite the unanticipated challenges, the fellows accomplished a great deal during the program. They created multi-cultural exhibits, participated in a variety of digitization activities, produced READ posters, conducted an oral history, and carried out a project of their own choosing.

Shortly after their arrival at University Library, the fellows met with several librarians who shared information about what librarians do in general and their jobs and training in particular. A reference librarian gave demonstrations on some of the most commonly used databases, and subject librarians introduced the fellows to resources they might find useful in creating their diversity-related displays.

The fellows' supervisor, and the Diversity Council, soon realized that the diversity displays required a great deal more time and energy than they had anticipated. Because of this, the monthly multi-cultural displays became quarterly exhibits. The first year's fellows focused on the diversity months celebrated at IUPUI, with exhibits on gay, lesbian, bisexual, and transgendered people, Native American people and beliefs, and African American poets and leaders. In the process of creating these displays, the fellows connected with student organizations, worked with special collections, and made use of a variety of library resources.

Another large portion of the fellows' time was spent with the Digital Libraries Team. University Library was involved in scanning the John Tipton papers for the Indiana State Library, and the fellows performed quality control and cropping work for that project. They created metadata and uploaded files to the Moi University/IUPUI Partnership community in IUPUI's institutional repository, IDeA, and created metadata for the library's Crispus Attucks collection, which includes digitized yearbooks, newspapers, and graduation programs from the school.

Both fellows also spent time with the library's External Relations Team. In addition to learning about the team's work, the fellows helped with

organizing and promoting a Scholastic Book Fair, which raised money for a local Indianapolis public school. The External Relations Team also invited the fellows to the library's community board meetings, as well as a special library-sponsored reception for Nikki Giovanni, keynote speaker at the 2008 Dr. Martin Luther King, Jr., Dinner.

Although the fellows worked well together, they also worked on separate projects. One fellow worked with Special Collections on an oral history project and also compiled information on IUPUI-related centers, so that librarians could better market the library's opportunities for digital scholarship. The other fellow assisted in photographing library personnel and created the library's first READ posters, which were part of the original diversity strategic plan. All of the back issues of the School of Social Work's journal *Advances in Social Work* are now available online thanks to that fellow's efforts.

During these projects, the fellows were asked to keep a reflective journal of their experiences. Instead of keeping their reflections private, the fellows chose to keep a public blog, <http://diversityfellowship.blogspot.com/>. This was beneficial because it allowed the fellows to look back at the variety of experiences and to see how they had grown, but it has also served as a marketing tool for the library and the fellowship.

The fellows' most notable project was one of their own choosing: To Mexico With Love. This international service learning program had already been established at IUPUI, and the fellows were able to participate in building a library at a women's shelter in Mexico. Because of their connection with University Library, the fellows spearheaded the collection of children's books and developed a low-tech, easy-to-implement and maintain organizational system for the library. The fellows received financial support for this project from the library's dean, the Minde Browning Fund, and individual donations from library staff. When they returned from their month-long project in Mexico, the fellows gave a presentation to the library and a later one to the library's community board.

The real success of the first year can be seen in the

fellows' positive comments and evaluations of the program. Despite the inevitable growing pains of a new program's first year, the fellowship accomplished much of what the council hoped for, as seen in the fellows' last blog post:

This fellowship was a blessing. I have experienced so much in less than one year. This position was awesome because:

- I had meaningful projects
- Projects I was passionate about
- Learning experiences
- Experience in a professional setting
- There were opportunities to share my opinions and my voice was heard... and I was given opportunities to carry out my ideas
- We had an awesome supervisor - Kristi Palmer. Many kudos to her.
- Meeting awesome people within the library and receiving their support and help. Gracias a todos! (Thanks to all).

Bibliography

Stanley, M. (2007). Case Study: Where is the Diversity?, Focus Groups on How Students View the Face of Librarianship. *Library Administration and Management*, 21 (2), 83-89.

Valentine, Barbara. (1993). Undergraduate Research Behavior: Using Focus Groups to Generate Theory. *Journal of Academic Librarianship*, 19, 300-304.

Developing Future Colleagues

By: Diane Dallis, Carrie Donovan
& Emily Okada

In 2003, the Reference and User Services Association Board of Directors approved a set of Professional Competencies for Reference and User Services Librarians which included teaching classes, preparing presentations, developing web pages, mentoring, and generally participating in online and face to face communication about the profession. How do librarians develop these competencies? Are these skills addressed in Library Science graduate programs? How does a librarian master these competencies and move beyond the basics? A team of librarians and staff at Indiana University Bloomington believe that mentoring, communication, and experience impart these competencies in new and seasoned librarians alike.

Changing Landscape of Libraries

The librarians and staff of the Information Commons Undergraduate Library Services (ICUGLS) department at the Indiana University Bloomington Libraries offer traditional library services including reference services, instructional services, workshops, outreach, multicultural programming, library collections, and media services. ICUGLS teaches over 600 classes annually and provides more than 4,600 hours of reference service. The Information Commons (IC), which is the context for ICUGLS, is a dynamic 36,000 square foot technology-rich learning environment, spanning three floors and receives over 1.5 - 2 million visitors annually. Non-library IT support staff also provide services in the IC and librarians work side-by-side with non-library staff. This dynamic environment demands that the librarians remain flexible and keep their skills sharp. Pre-professional librarians also help these librarians keep on their toes.

ICUGLS, like many library departments, is made up of dedicated librarians and staff who enjoy their work and appreciate the contributions of their colleagues. However, the volume of service and innovation would not be possible without the graduate student employees from the Indiana University Bloomington School of Library and Information Science. The work of the 6 librarians, three support staff, and one professional staff person is significantly extended and enhanced by 15-25 library student employees. The librarians and staff feel very fortunate to have these students as a resource and take seriously the responsibility of nurturing them and contributing to their pre-professional experience. The Librarians also take seriously the knowledge, experience, and new perspective the graduate student employees bring to the department and benefit from their optimism and creativity.

Experiential Learning

It is more than training. The hours of orientation, instruction, review, and discussion that the librarians plan for the library school student employees is designed to not only prepare them to provide the highest quality services possible but to prepare these students to become professionals. The ICUGLS librarians idealistically hope to prepare colleagues with whom they would like to work. The two most formal programs established to prepare excellent future librarian colleagues are the Reference Assistant and Instructional Assistant programs.

Reference Librarians: The Next Generation

Graduate student reference assistants (RAs) were an integral part of the IC-UGLS (Information

Commons – Undergraduate Library Services) department long before the IC became part of our departmental name. Hourly student employees from the School of Library and Information Science have worked side by side with librarians since the days of the old green Reader's Guide volumes. They helped introduce the first databases available on dedicated terminals to undergraduates when students were afraid to press the "return" (now known as "enter") key. They helped make the decision to send the contents of the pamphlet file to the recycle center. They helped develop a homegrown, internal blog before the term blog was coined.

They bring new ideas and talents to the department. Their presence in the department requires that the veteran librarians constantly examine our individual professional philosophies, the department's mission, policies and procedures... the status quo. The librarians hope that we do more than supervise and train these future colleagues. We hope we encourage and inspire them to be in what one of us recently described as "a state of constant learning."

The Wells Library Information Commons is a partnership between the Libraries and University Information Technology Services (UITS). It is open 24/7, closing only on Thanksgiving Day, Christmas Day and New Year's Day. Reference services are offered during what might be considered conventional library hours: Monday through Thursday from 8 a.m. to midnight, Fridays from 8 a.m. to 9 p.m., Saturdays from 10 a.m. to 9 p.m. and Sundays from 11 a.m. to midnight.

We share a service desk with UITS technology consultants who refer "library questions" (I need three scholarly journal articles on DNA and privacy) to the reference staff and reference staff refer "technology questions" (how do I convert this video to a DVD so that I can edit it?) to the consultants. When reference staff is not available (see above), the consultants refer their customers (our patrons) to the "Ask a Librarian" feature on the Libraries' Web site.

Most of the "library questions" are directional: where can I check out this book? Is there a FAX

machine? Many are not exactly library related: Where do I get a new student ID? Why did I get this parking ticket? Some make you smile: Do you check out highlighters? You have a 3-hole punch, why don't you have a one-hole punch? If you've been a reference librarian for any length of time, you've heard these questions before and you know how to answer them seriously and respectfully without batting an eye. You know that answering these questions are the dues we pay to get to the interesting reference interactions.

ICUGLS reference assistants are all SLIS students and have all completed S501 (formerly L524): Reference. According to the course description "This course introduces students to the basic information sources and services among different types of libraries and information centers, including academic, public, special, and school media." You can review various syllabi for this course at: <http://www.slis.indiana.edu/courses/course.php?course=S501>. After completing this course most students know how to search databases and other information resources that meet the needs of most undergraduate students. They have read about and discussed the "reference interview" and understand the concept of question negotiation.

Competence, however, goes beyond knowing something in theory. And it is competence and professionalism that ICUGLS RA orientation and training seeks to develop. Before the semester starts new RAs attend approximately 6 hours of group orientation. They meet each other and they meet each full time staff and librarian in the department. They also meet many of our partners, for example, the UITS staff member who supervises the technology consultants. These introductions are important because we want the RAs to know from the very beginning that they are joining a staff, a team, a group of people working together toward a common goal. Every RA must understand that how we interact with each other and with our clientele is crucial to the success of the entire unit.

In addition to the group orientation sessions new RAs must take a self-guided tour of the entire library, not just the Information Commons. This tour is not the standard new student orienta-

tion tour, rather, it points out resources & locations and provides information that staff needs to know about in order to help students navigate the building. New RAs must also explore the Libraries' Web site, read all the help files for the online catalog (IUCat), and use a public workstation in the IC to accomplish specific tasks. There are also worksheets with typical reference questions that each new RA must complete by the end of the first week of the semester. Our catch phrase during the training and orientation period and the first week of the semester is "Be Observant and Communicate."

Each new RA meets with their supervisor, the Reference Services Librarian, during the third week of the semester. Before the meeting, librarians who work on the desk with the RAs are solicited for their observations about how the RAs are doing, what their strengths are and what they still need to learn. During the meeting policies and procedures that were covered during the group orientation are quickly reviewed, input from the other librarians and any questions the RA may have are discussed. The purpose of these early individual meetings is to identify and resolve any problems and concerns the RA may have, or that the librarians have observed.

Weekly meetings are held for the first half of every semester. Policies and procedures are reviewed; guest speakers make presentations about important resources or services. This is also where we discuss security issues and dealing with "problem patrons." These meetings also serve as a team building tool since RAs either work alone or with full time staff and librarians rather than with each other.

Mid-semester meetings between each RA and the Reference Services Librarian are held to discuss individual concerns and explore issues related to reference services. RAs are asked to evaluate our services & resources, the support they receive from the full time staff and to make suggestions for improvement.

All ICUGLS staff (full time and hourly) are subscribed to the departmental listserv that we can use to trade hours, make announcements, and

Indiana Libraries, Vol. 28, Number 2

generally keep each other informed about issues relating to reference services and resources. We make extensive use of our [electronic] desk log. This semester (fall 2008) an RA initiated cooperative project: the ICUGLS Reference Wiki is being developed. The ICUGLS Reference "newsletter" is electronically distributed on an irregular/as-needed basis, once or twice a semester. Communication is key.

ICUGLS librarians have an unofficial "super star" list of RAs; people we have worked with over the years who stand head and shoulders above the rest, sometimes even above us librarians. These are RAs, now librarians, who use the RA position as an opportunity to learn all they can about how a library "works," about how patrons think and act, about mainstream and obscure information sources. They get excited about a new web site; they continue to research a topic even after the reference interaction is over. They take responsibility for reporting that the lights in the parking lot are not on at 10 p.m. or that a trash can on the 3rd floor is overflowing. They follow up. It may be impossible to teach these traits and attitudes. How do you teach someone to be interested in everything? How do you teach someone to own the job? Our theory is that we approach what we do at the reference desk as a team, constantly interacting with each other as well as with our patrons. Constantly learning from each other and teaching each other.

Graduate Students as Library Instructors

The IUB Libraries have embraced a tradition established by most academic departments at the university by employing graduate students as instructors. The librarians and graduate students they employ in an instructional capacity benefit from working together to achieve a common mission and growing together as professionals. Although many graduate students from IU's School of Library and Information Science are hired and trained to be Instruction Assistants (IAs) in the Information Commons/Undergraduate Library Services (IC/UGLS), it is typically the mentoring that occurs as a result of their participation in the IUB Libraries' teaching initiatives that is the most meaningful and long-lasting aspect of this job. Since the

mid-1990s, IC/UGLS has regularly employed 10-15 Instruction Assistants who provide a variety of library instructional services, including: teaching one-shot library instruction sessions, providing library tours, creating library web pages for specific classes, and writing instructional handouts. Much of this work is very solitary, so the team of Instruction Assistants meets monthly with each other and their supervisor in order to discuss common concerns, issues, and topics related to teaching. Their participation serves to further the IUB Libraries' instructional mission and prepares them to enter a profession that places great value on teaching and learning.

As many students in the School of Library and Information Science have no background or knowledge of educational theory or pedagogical practice in the library setting, the IUB Libraries do not hire Instruction Assistants based on their prior teaching experience and knowledge. Instead, they are hired based on their interest, enthusiasm, and curiosity about teaching and learning and the librarian's role in it. For many graduate students, this is their first foray into the classroom as the expert and the IC/UGLS librarians encourage them to use the library's classrooms as their laboratory in order to practice new strategies and discover effective pedagogy. Upon joining the team of library instructors in IC/UGLS, new Instruction Assistants participate in four hours of training in which they are introduced to the procedures for communicating with a course instructor, planning an instruction session based on learning outcomes, and assessing those outcomes, as well as practical tips and strategies for teaching information-seeking and the research process.

In order to allow new IAs to see a variety of teaching approaches, they are required to observe experienced library instructors and to reflect on these observations before teaching on their own for the first time. Many instructors choose to teach with a partner, in order to have the opportunity for guidance during the planning process and for support while teaching. This is especially helpful for first-time teachers who may be anxious or unsure about teaching for an entire class. IC/UGLS is a department that fosters and encourages this type of collaboration among librarians and Instruction

Assistants. Though the training and observation process can extend this period of initiation for several weeks, it is not intended as indoctrination. Instead, Instruction Assistants are encouraged to develop their own sense of professionalism and a philosophy of how teaching will fit into it.

From practical experience to professional preparation, the Instruction Assistants benefit greatly from joining the IC/UGLS team of instructors. However, working as an Instruction Assistant is not a typical job that requires a certain level of participation or a set number of hours per week, so Instruction Assistants must take the responsibility to make the experience valuable. This includes having the self-direction and self-efficacy to approach the challenge of teaching in libraries and to continually seek ways to improve and enhance their own instruction.

The IUB Libraries and librarians also benefit from hiring graduate students as library instructors. In addition to having an army of instructors to tackle the more than 600 requests for library instruction received annually in the Undergraduate Library, librarians gain a renewed sense of energy and enthusiasm for teaching by working with those who are new to it. IC/UGLS librarians believe in the positive impact librarians can make on student learning through their role as teachers and working with Instruction Assistants allows them to share that passion and philosophy with the next generation of librarians.

What Do They Think?

The following quotes are from former graduate student employees, now librarians; illustrate the impact of experience, communication, and mentoring on their professional lives.

"My experience as an IA groomed me for my current position as Information Literacy Librarian at my university. I gained confidence with my presentation skills as well as public speaking skills. My time in as an IA was interesting and provided me with an experience that I refer in my daily work routine. Since [graduate school] offered only one class in bibliographic instruction, I feel that the IA position was truly helpful in making me market-

able for future work. "

"Not only was it a great preparation for my professional career, but I am still in touch with many of my IA colleagues so it was a great opportunity to begin building a professional network."

"I do feel that my experience will help me prepare for my career. I have seen what works, what doesn't work, what I do well and what I need to improve on, and what to expect ... These understandings will help me improve what needs improvement, and build on what is going well, making me the best librarian I can be in the future. The most meaningful aspect of this program for me has been meeting and getting to know other [graduate] students in a way outside of class."

"I really appreciate that we are given a chance to kind of mentor each other, especially in the beginning. It was comforting to see how other people teach before I had to stand up in front of the class, and it was nice to be able to get feedback from fellow IAs without it being like a formal evaluation thing."

Conclusion

What started as a solution to meeting increasing demands for services has become a cornerstone of ICUGLS purpose and mission. While the Libraries services and resources continue to grow and improve, a human resources model is in place to match that growth. The unforeseen benefits of the collaborative environment described above are manifest in the enjoyment and satisfaction each employee, regardless of status or rank, experiences each day. While ICUGLS Librarians can expect this type of fulfillment daily, it is expected that graduate student employees will transfer these collegial practices and sensibilities to their new professional environments and future colleagues.

References

Whitlatch, Jo Bell et al. "Professional Competencies for Reference and User Services Librarians." Reference and Users Services Association. 2003. American Library Association. 15 Oct. 20087 <<http://www.ala.org/ala/mgrps/divs/rusa/archive/protocols/referenceguide/professional.cfm> >.

Authors

Diane Dallis
Head, Information Commons/Undergraduate
Library Services
Herman B Wells Library
Indiana University Bloomington

Carrie Donovan
Instructional Services Librarian
Information Commons/Undergraduate
Library Services
Herman B Wells Library
Indiana University Bloomington

Emily Okada
Associate Head and Reference Services
Librarian Information
Commons/Undergraduate Library Services
Herman B Wells Library
Indiana University Bloomington

Thoughts on Being "The New Guy"

By: Dave Miller

If your town doesn't have a stop light, you live in a small town. Same goes for a McDonald's. When the gas station is a socially acceptable place to gather, you live in a small town. When people drive lawnmowers, tractors, or mule teams through town and it doesn't surprise you, you live in a small town. I could go on, but by any measure, Hope, in northeastern Bartholomew County, is a small town. It's an agricultural community, like so many little towns around Indiana. Faced with the pressures of a changing landscape and economy, Hope has developed a fierce independent and protective streak. The businesses, institutions, heritage, churches, and yes, the library, are referred to in the collective. They are *our* businesses, *our* heritage, *our* churches and *our* library. When you are a little guy, you need to look out for yourself. Everybody knows everybody, and chances are they know your grandparents and cousins as well.

But nobody in town knows my grandparents and cousins, because I'm not a native. I am originally from another little town, Bluffton. My undergraduate studies took me to Butler University in Indianapolis, and after college I found a job at IMCPL in circulation and I enjoyed the work. After a time, I decided to get my Masters' degree in Library Science. I attended IUPUI while I worked and finished my degree in 2000, landing a job in reference with the Johnson County Public Library.

Eventually, circumstances moved my wife and me south to Hope, and I commuted to Greenwood for almost a year. Luckily, in January 2006 I was hired by the Bartholomew County Public Library, and I enjoyed my work in that reference department, but was simultaneously curious about the small branch in the small town where I lived. My chance came more quickly than I had anticipated, when Karen Alvis, the manager of the Hope Library, de-

cidated to retire after 28 years of service. I asked my director, Beth Booth Poor, about the job, and it was eventually offered to me. About that time, a lot of questions started floating through my head. Would I be bored out there? What would happen if I didn't get along with my coworkers? There are only three of us at Hope, and any personality conflict would be magnified since we work so closely together. Would the close relationships that I would inevitably form with library patrons begin to feel claustrophobic? Was I ready to be a supervisor? Deciding that the answer to all of these questions was a resounding "I don't have any idea!" I accepted.

And suddenly, I was "The New Guy at the Library." In a small town, it takes a while before you're no longer The New Guy. It takes lots of introductions, lots of storytimes, lots of sheepishly accepted produce in the summer, and most of all, lots of interaction. There is a steep learning curve in getting to know our patrons. By knowing them, we mean not only knowing their names, but their stories as well. Who they are, where they live (for some reason everyone wants to know where people live, on what road and who your neighbors are), what they read and why. The little old lady who only listens to books on CD really appreciates it if we have a few pulled aside for her every couple of weeks. Another patron was applying for jobs in the area and her resume needed some work. We were happy to do it for her. The fella that delivers the paper in the morning has a tough time walking around, and he's always grateful if we can meet him outside when he pulls up. I'm happy to spend time to help another when she comes in because she can never figure out how to print pictures from her email and we both know it. There is a ton of institutional knowledge that we need in order to excel, and my goal is to know it all. This is a career that appeals to me because

I enjoy helping people, and doing everything that I can to that end is the thing makes my job exceptionally rewarding.

Being a librarian in a community like this is a very interesting, and at times, a very strange job. From moment to moment, I may be required to act goofy and make up puppet voices, then help someone find resources for dealing with a very serious subject like tax forms or medical terminology. Later today, I'll be security and a custodian, and probably tech support as well. Most librarians focus on a discipline. I'm one of the lucky ones who get to do a little of everything. And making sure that the library is intertwined in our little community is certainly part of that. Here, everyone leans on each other a little more, and there lies a crucial role for the library. Since I've been here, we've developed good working relationships with several area businesses and nonprofits. On Halloween, I paraded 30 kids around the town square and persuaded many of those businesses to pass out candy to our little ghouls. Those kinds of activities are silly and require more than a little shamelessness sometimes, but they are exactly the kinds of gestures that build and strengthen relationships that are crucial to a library's, and a community's success. It's a big job for a New Guy, but I think that I'm up to it.

Author

Dave Miller
Hope Branch Supervisor
Bartholomew County Public Library
635 Harrison St.
Hope, IN 47246
812-546-5310
dmiller@barth.lib.in.us

Crossing the Academic Divide, Or "Is This the Road to Tenure?"

By: Cheryl L. Blevens

Last summer, I embarked on a second career. I accepted the job as Head of Circulation at Indiana State University's Cunningham Memorial Library and I found myself on the road to an opportunity I never considered, let alone imagined. In the second half of my professional life, I now find myself on tenure track, a term I've quickly learned means, "and what's in your digital measures today?"

I worked in public libraries for 34 years (actually 36, if you count my job as a page at the Brazil Public Library). My responsibilities included clerking in the Circulation Department at a main library, managing a branch library, and heading Children's Services. I ended my service as head of Adult & Reference Services. My last two positions were located an hour's drive from home and after seven years of setting my car's cruise control, popping in a book on tape, and heading off to work, I finally came to the conclusion that being a commuter had lost its charm, gas prices were not likely to drop any time soon, and frankly, I was tired of being blinded by the sun in the morning and in the evening too. I'd reached the age of PERP's majority and decided then and there to apply for retirement. I started the paperwork and within two months was a retiree.

Around this time I moved back into my house after it had undergone extensive renovations. Since I'd put everything in storage for over a year, I now had the time to nest—spending the next two months unpacking boxes, rearranging furniture, setting up the kitchen, filling closets, and hanging drapes. With that done, I realized I was going to be bored very quickly. I started looking around for something new to stifle my growing boredom. Habit found me cruising the State Library's job openings web page, which led to a light bulb moment of looking to Indiana State University for

employment opportunities. I found one! There was an opening for the Head of Circulation at Cunningham Memorial Library. I submitted my application and after going through interviews, accepted the job offer and on July 1, became one of the library's newest faculty members, with my feet planted firmly on the tenure track.

At this point, I had a hazy idea of what tenure track meant, but four months into the job and three months of twice-weekly New Faculty Orientation sessions, made the picture much clearer. Tenure track means documenting every single thing I do in the name of my job by using a software package called "Digital Measures." Committee work, volunteering, writing summary articles for in-house and campus publications; all of these tasks are part of the documentation required for proof of my eligibility for a tenure appointment. My day-to-day duties are now documented with an eye toward "T&P," the acronym for "tenure and promotion."

I am frequently asked what it's like to be at an academic library after being at a public library for so long. Most people, i.e., librarians, assume there is quite a difference in an academic setting. I've found for me, that's not necessarily true. Actually, the truth is I find that this job has enough similarities to my positions in public libraries that I'm comfortable, where the differences constantly challenge me. In public libraries, I kept track of legislative happenings and local property tax issues because they affected the day-to-day operations of the library. In academic libraries, I keep track of the university community's happenings for the same reason. Public libraries serve all ages of users. Academic libraries (or at least state supported ones) serve all ages, frequently including Indiana residents who are not affiliated with Indiana State University but who receive a library card and use it to check out materials. And, although I

thought I'd miss seeing babies and toddlers excited about coming to story time, I'm pleased to note the increasing appearance of moms with strollers and dads with baby backpacks, making use of the University's library.

Public libraries decorate for holidays. So do academic libraries. Public library employees dress up for Halloween. At Cunningham, a reference librarian organizes a lunch hour "Pumpkin Caroling" in front of the library where we sing classic "It's The Great Pumpkin, Charlie Brown!" carols.

Both institutions check materials out to people. Students let materials run overdue just as patrons of public libraries. People in both settings complain about overdue fines and plead for forgiveness. As a public library employee I was evaluated yearly, based on past performance. I was asked to set personal and professional goals for the coming year; tenure track academic librarians are evaluated on past performance. In my "new" profession, I also set goals by keeping in mind the all-important milestones of yearly T&P reviews. I already know that the third year is half way through the tenure cycle and is considered to be a watershed year. By that magic third year, in addition to my teaching duties, I should be actively engaged in research (with published results an added bonus) and have demonstrated proof of being actively involved in service to the University, the community and the profession (aka serving on committees), all the while balancing a home life.

A major difference I have discovered in the operation of public versus academic libraries is the number of hours they serve the public. Cunningham's hours are geared to student needs: seven days a week, usually 10 to 18 hours a day. Thank goodness I have staff and students who are willing to work that 2 a.m. shift. I'm too old to pull an all-nighter! And, something new this year; we will not close during the first two days of fall finals week in December. Students studying in the library will be served snacks and a 5 a.m. "Dean's Breakfast" (compliments of the deans of the schools on campus) to keep them going. I can hardly wait to see who shows up in their jammies!

As a tenure track faculty member at Indiana State
Indiana Libraries, Vol. 28, Number 2

University, I've ordered my regalia and will march in my first faculty parade when Dr. Daniel Bradley is installed as President of Indiana State University. (Regalia: ok, another term new to me since I didn't participate in my IU graduation for my MLS and I can't remember what went on at my bachelor's ceremony since that was 35 years ago.) I'm also planning some road trips to other academic libraries' circulation departments to see how they do things and how I can adapt some of their best practices to my own staff. I can use all the help I can get so if readers of this article have any suggestions, just send them along because I plan to be here until my next retirement age (Medicare?) at 65!

Author

Cheryl L. Blevens
Head of Circulation
Cunningham Memorial Library
Indiana State University
Terre Haute, IN 47809
Telephone: (812) 237-2545
E-mail: cblevens@isugw.indstate.edu

Notre Dame's Librarian-in-Residence Program

By: Laura Bayard

Hesburgh Libraries (formerly University Libraries) and the Kresge Law Library of Notre Dame jointly launched the Librarian-in-Residence program in 2000. This program is the library partners' flagship diversity initiative. The intention is to recruit and hire a newly credentialed librarian every two years who can contribute effectively to diversity to the profession and to the University. The program provides the resident with opportunities to gain professional experience and to clarify his or her thinking about future career directions. In return, the residents contribute their talents and skills to make progress on projects or otherwise accomplish work. The residents are not guaranteed a permanent position at the conclusion of the program, but they are free to apply for library faculty positions that become available. Hesburgh Libraries, however, is fortunate to have been able to hire the first four residents. The first resident to be hired since has moved into library administration at another university. Recently, the fifth Librarian-in-Residence was hired for the program period 2008/09-2009/10.

So what is a residency? Notre Dame's interpretation is that the program is aimed at recent (within two years) graduates from an ALA-accredited library school. Internships, on the other hand, are interpreted to be work opportunities often offered during summers to students who have yet to graduate. Much has been written recently in the *Chronicle of Higher Education* about the increasing importance of internships for undergraduates in many disciplines as a way to enhance a student's resume, thereby creating better opportunities to attract a good job upon graduation. Similarly, the Notre Dame Librarian-in-Residence is encouraged over the two-year program to enhance his or her CV in the area of contributions to the profession, such as making presentations at national or state

venues and publishing articles in library journals. These kinds of contributions are attractive to academic librarians seeking to hire new librarians, especially in those institutions whose librarians enjoy faculty status. The contributions a resident makes can reinforce the notion of future success in library faculty positions. The Notre Dame resident is hired as a Visiting Librarian at the rank of Assistant Librarian. The residents enjoy the same benefits of health care, vacation, moving expenses, and professional travel support as other librarians except that contribution towards retirement is not provided by the University.

Residencies are prevalent now in academic libraries, especially in member libraries of the Association of Research Libraries (ARL). The oldest residency, the Pauline A. Young Librarian residency began in 1984 at the University of Delaware. Named for a prominent Delaware librarian and civil rights activist, the residency's goal from the beginning was to hire new librarians from underrepresented groups (University, para. 1). Since the mid-1980's, many other residencies have been established, including Indiana at both Notre Dame (Librarian, 2008) and Purdue (Purdue, 2008). Currently, Notre Dame's library residency is unnamed, but there is hope that the program will be endowed within a decade at which time a name will be bestowed. ALA and ARL diversity scholarships provide funding to recruits to the profession, creating a burgeoning applicant pool for residencies.

While there are similarities among programs, not all residencies are designed alike. At Notre Dame, the program has been drawn broadly to allow differences among the residencies. The first year of the residency is divided into three or four rotations with the first rotation in the fall usually beginning in the Research Department of the Law Library.

While the law librarians are busy teaching the legal research course to first-year law students, the resident who is auditing the course offers research assistance to law students and faculty. Sometimes the rotation schedule allows the resident to accompany Notre Dame's law librarians to the American Association of Law Librarians (AALL) annual conference and meeting. This year and perhaps next year will be different with no Law Library rotation being offered because construction of the new law school is underway and there is no available office space to house a resident. The other rotations during the first year are offered by department head colleagues in the Hesburgh Libraries. Department heads who may have a project or some other idea to provide work for the resident will respond to a call for proposals in late winter. Recruitment and hires occur in spring with a start date aimed at July 1. In determining the second year, the resident's interests and the Libraries' needs are factors in the decision about which department will host the resident. The resident's participation on library committees and in professional activities contributes to the resident's understanding of and experience with research and law libraries.

The resident reports to librarians who supervise the work rotations and evaluate the resident's work. As a way to create continuity throughout the two years, the resident reports administratively to the Library Faculty Affirmative Action Officer who pulls together the rotational supervisors' evaluations and writes the annual performance review. In practice, the relationship is a mentor/mentee one to help the resident navigate the University and the Libraries and to enhance his or her CV. The Officer liaises with the Office of Institutional Equity to collect and report diversity data during library faculty recruiting and hiring efforts; reports directly on matters of diversity to Jennifer A. Younger, the Edward H. Arnold Director of University Libraries; chairs the Library Faculty Diversity Committee; and coordinates the Committee's diversity initiatives. Reporting directly to the director is expedient for two reasons. She can authorize funds and actions quickly. Also, she promotes the programs upward to the university level. Notre Dame's aspirational goals include hiring and retaining more women and minority faculty. The residency program supports those

University's goals.

In the run-up to establishing the rotation, the Diversity Committee spent a good deal of time too with university counsel. Mostly there were questions about language used in job ads and on the website as the Committee grappled to understand the legal nuances inherent in the program that was being established. As the Committee became more experienced with the residency, the meetings with the university counsel diminished. The director of the Office of Institutional Equity, however, would be available for consultation as needed. The Library Leadership & Management Association's (LLAMA) Diversity Officers' Discussion Group meets at both ALA Mid-Winter and Annual Conferences. The DG offers good support, allowing leaders to share experiences that can lead to programmatic changes at home. Also meeting at the same conferences is the Diversity Interest Network & Exchange (DINE) that offers a broader arena to share information about diversity issues and to enjoy some refreshments too.

The main responsibility of the Diversity Committee during a search for a resident is to perform the duties of a search committee. There are three predominant venues where the job ad for the residency is placed. The first is ARL's Research Library Residence Programs Database at: <http://residencies.arl.org/>. The database is free. Second are electronic mailing lists devoted to diversity, specifically ALA's DINE@ala.org, LLAMA's list at diversity-l@ala.org, and the Spectrum's Scholar list at <http://lists.ala.org/wws/info/scholars>. Because making efforts to increase the diversity of applicant pools for all library faculty positions is the essence of affirmative action, these lists also are used when advertising for any available library faculty position. Finally, another avenue of advertisement is to contact all ALA-accredited library schools. In earlier times, this meant writing and sending a letter to each school. Today, however, more and more schools have an electronic jobs board so a mere E-mail attachment will work fine. Sometimes proactively recruiting individuals can be an effective method, but it is generally not used for the residency position.

Of course all things evolve or change depending

upon circumstances at the time and Notre Dame's library residency is no exception. For example, usually only one position is available at a time, but during 2005/06-2006/07, two excellent applicants were appointed. Much is written about the positive impact of cohorts. But it was difficult to double the number of rotations needed because the Libraries is not as large as some other ARL libraries. It is unlikely that there will be two simultaneous residents at Notre Dame in the future. For another example, the rotations during the first year have been reduced from four to three in the last couple of cycles. Yet another example is the more explicit attempts through the position descriptions and ads to attract residents who are technologically savvy. The advertisement for this most recent residency indicated that emerging technologies would be the focus. The resident will identify and analyze emerging technologies and innovations during the second rotation in the Library Systems Department. In the third rotation, she will recognize and implement relevant technological improvements for the reference department and the Engineering Library. Her first rotation will be in the Mahaffey Business Information Center (BIC) within the Mendoza College of Business where the collections are primarily electronic. She will gain insight and experience that will allow her to get ideas of public services' needs that will help her when she moves into the rotation in Systems. Rotations often incorporate other activities that might be going on during the residency for the first and maybe last time in the Libraries. Yet these perhaps one-time activities can induce department heads to see a need for hosting a rotation at a particular time. For example, Hesburgh Libraries recently received an LSTA grant to purchase a/v equipment to create instructional content and deliver it over the Internet. The new resident probably will participate in learning the modalities, perhaps creating a/v instructional content for the BIC. Another example of a resident's participation in such an activity would be when the Law Library participated in LibQual+ (TM), a survey developed by ARL to assess users' perceptions of the quality of library services. Lastly, when a new product from the Libraries' integrated library system is to be implemented, the resident could have a role in conducting user-centered studies. Whatever the motivation to host a rotation, colleagues'

good-will is key to a successful program.

It is true historically that residencies occur in larger academic libraries, but recently a community college in a Western state was seeking ways to fund a residency. It may be too soon to call it a trend, but it is clear that librarians see value in post-MLS opportunities for new librarians. The programs provide practical rather than theoretical work experiences. The benefit of the work produced accrues to libraries. New librarians have opportunities to discover where their passions lie within the profession. The benefit of experience accrues to new librarians. Finally, anecdotal evidence suggests that an unanticipated benefit of a successful residency is the boon of more diverse applicant pools for other available positions within the Libraries because the applicants perceive an environment hospitable to librarians of color. Who knew?

Bibliography

Librarian-in-Residence Program. (Last updated: August 25, 2008). Retrieved August 25, 2008, from <http://www.library.nd.edu/diversity/residence.shtml>

Purdue University Libraries. Diversity Residency Program, 2008-2010. (2008). Retrieved August 25, 2008, from <http://www.lib.purdue.edu/diversity/residency08.html>

University of Delaware Library. Pauline A. Young Residency: Program History. (n.d.). Retrieved August 22, 2008, from <http://www2.lib.udel.edu/personnel/residency/history.htm>

Author

Laura Bayard, Head, Documents Access & Database Management
208 Hesburgh Library
University of Notre Dame
Notre Dame, IN 46656
E-mail bayard.1@nd.edu
Ph. 574-631-8570
FAX 574-631-6772

Biography

Laura Bayard heads the Documents Access & Database Management department in the Hesburgh Libraries at the University of Notre Dame. She serves as the Library Faculty Affirmative Action Officer.

It Isn't Just Me: A Story of Four Recent Library Science Graduates on the Prowl for their First Librarian Job

By: Theresa Bruno

I I have become a slave to my answering machine. Immediately when I walk through the door I see the blinking light. My heart trembles, my breath quickens, could it be someone asking me to come for an interview? I press the button and hear the message. Alas, it is not for me and I must wait another day.

Unfortunately, this has been my life since I began searching for a librarian position. I am beginning to feel as though I am in high school again, waiting anxiously by the phone hoping against hope that the boy I admire will call. I often wonder, is it me? Are other library science graduates as frustrated as I am? That is when I decided to put my research skills to the test and find other recent graduates who were experiencing the same problem: unemployment. After all, misery likes company and perhaps I could even make a few valuable contacts along the way.

After conducting some brief research, I discovered three other recent graduates unemployed, unhappy and anxious about the future. Christen Orbanus, a recent MLIS graduate from Rutgers University, was brave enough to share her pain, angst and at times hope in an article in the *Library Journal*. Christen started applying for library positions when she first enrolled in library science school. At first, she was looking for entry-level experience as an intern or clerical worker. Through perseverance, Christen found two rewarding and diverse internship experiences and was excited about her future. After all, she had been told that there would be plenty of jobs for new librarians.

Christen's optimism was short lived, however, as she began to apply for professional librarian positions. When the rejection letters started coming in, Christen began to feel more anxious. In her article, *Where are all the jobs?*, Christen wonders why

she keeps on receiving rejection letters. Like me, she worries if she is did anything wrong in her interviews saying, "Do I talk to fast?" Do I look too young? Do I look presentable?" (Orbanus, 2007) I can imagine Christen sitting by the phone, waiting, and jumping to answer the phone, only to never hear from these places again.

Honestly, why did my parents never tell me that looking for your first professional position is like dating? You see an ad on the Internet, you apply, get an interview and then you wait and wait for the phone to ring. Meanwhile you sit and wonder what did I do wrong? Was there something in my teeth? Did I talk too much? I wish they would just tell me *why* they did not hire me. Is it just me, or is this the same thing I went through when I was young and first dating?

Unfortunately for Christen and me, it was not so much what we did or did not do during the interview, but what we lacked; professional experience. Both Christen and I worked at a variety of libraries, so we believed we had the experience required. We were both dead wrong. Libraries, especially academic, want librarians with librarian experience, even for entry level positions. As my coworker Darby Fanning says, "Usually libraries do not care if you have 5 years clerical experience in a library. They want to hire someone with professional library experience. It is a vicious cycle. You can't get a librarian position because you don't have experience and you can't get experience unless you have a librarian position."

Darby Fanning is not the only person who is frustrated with this paradox. John Berry III, Editor-at-Large for *Library Journal*, is also frustrated by the opportunities for new librarians. In his article titled, *The Experience Trap*, he writes "My own students complain bitterly when they find 'experi-

ence' that they haven't yet been able to gain listed as a preferred attribute of candidates for entry-level positions." (Barry, 2008) Although Berry believes that experience is overrated, never the less, this does not change the reality for most recent MLS graduates.

To add insult to injury, it appears entry level positions are declining. Rachel Holt and Adrienne Strock conducted a study on librarian job ads placed on ten prominent library jobs websites. Of the over 900 librarian positions posted, a shockingly small amount, only ninety-nine of the available jobs were considered entry-level. (Holt, 2005) After they finished surveying the library ads, Holt and Strock mailed questionnaires to the ninety-nine libraries to determine who was applying for these entry-level positions. Surprisingly, they found that many "veteran librarians," those with four or more years experience, were applying for entry-level positions. In most cases, Holt and Strock found that librarians fresh out of graduate school did not have chance; employers often went with the more experienced candidate. (Holt, 2005)

To make matters worse, many recent MLS graduates are so depressed about their chances of getting a librarian position that they apply for clerical positions. Evan Simpson, a recent MLS graduate, is an example of this. Before graduation, Simpson applied for a number of library positions, including some that were technically clerical jobs in libraries. After reading job postings for entry-level librarians, he was unsure about his prospects of finding a librarian position and figured a job, any job at a library was better than nothing. (Simpson, 2005) Many places refused to even interview him because he had his MLS, although one prestigious university in the Northeast agreed to interview him for the interlibrary loan specialist position. It was not a librarian position, but he was desperate and figured with his newly minted MLS degree, that he had a good chance of getting the job. (Simpson, 2005)

Evan's interview went well and he felt confident that he would get the job. The next two weeks he waited and waited, hoping against hope that he would receive that important call. Unfortu-

nately, weeks turned into two months and Evan saw many of his friends landing their first professional library positions. Finally, Evan received the call he was waiting for and he happily accepted the clerical interlibrary loan position that he interviewed for previously. This was a triumph for Evan. While this was not a professional position, at least it was a position at an academic library.

The United States is not that the only place where novice librarians are having trouble landing entry-level positions. Carolyn Guinchard, a Canadian, is another recent MLIS graduate, who had trouble landing her first librarian position. Carolyn was a stay at home mom for years until she decided to go back to school and become a librarian. After she graduated with her degree in library science, she began to look for work, but was disappointed in the number of positions available to novice librarians. Starting to feel desperate, she considered moving her family to the United States. After several months, Carolyn received the call she had been waiting for and graciously accepted a digital librarian position at a Canadian university. (Guinchard, 2000)

Luckily, Carolyn is not the only one who is now a professional librarian. Both Christen Orbanus and Evan Simpson have also found librarian positions. Christen is now working as a children's librarian for a public library in New Jersey and Evan has been promoted to Access Services Librarian at a prestigious university in the Northeast. I have been successful in my job hunt. Recently, I was appointed Visiting Assistant Librarian, at Indiana University, Purdue University in Columbus. A position I got because I was willing to take a low paying, four month, part-time position, while a full time, tenure-tracked librarian was on maternity leave.

Entry-level librarian positions are vanishing and frustrations of new librarians are rising. However, there are still entry-level positions out there, so one must willing to relocate, or take a part-time or clerical position to get the experience necessary for the entry-level positions. Searching for your first librarian position is tough. It takes time, persistence, a willingness to take a part-time or clerical position and lots of hard work. In the end, how-

ever, you can disconnect your phone, quit taking antacids and enjoy your new librarian position. Good Luck!

Author

Theresa Bruno
tdepaul@iupui.edu

References

Berry, J. (2008). The experience trap. *Library Journal*, 133(9). Retrieved August 14, 2008, from Academic Search Premier database.

Guinchard, C. (2000). Getting that first job: Reflections from a recent MLIS graduate. *Feliciter* 46(282). Retrieved on March 25, 2008, from Wilson Web.

Holt, R., Strock, A. (2005) The Entry-Level Gap [Electronic version]. *Library Journal*, 130, 8. Retrieved from Academic Search Premier on August, 4 2008.

Orbanus, C. (2007). Where are all the jobs? [Electronic Version]. *Library Journal*, 132, 46. Retrieved on March 25, 2008, from Wilson Web.

Simpson, E. (2005). The quest: Inside the job search [Electronic version]. *Library Journal*, 130, 36-8. Retrieved on March 25, 2008, from Wilson Web.

What Makes A Good Human Resources Person?

By: Peter Ford, SPHR

Catbert, Dilbert's evil HR Director. That's the image that comes to mind for some people when they think of "Human Resources". Others think of a person at work who has been very caring and helpful with their concerns. After 30+ years of working in Human Resources, I've formed some opinions about what makes a good HR person. And don't get me wrong, I haven't always been able to measure up to what I'll be explaining in this article. But as I learned more about organizations, and observed more HR people, the following emerged to me as some of the most important attributes of good HR people. This list assumes that the HR person has mastered the foundational skills, knowledge, and technology of the profession necessary to "be in the game". I've found that most experienced HR professionals have the fundamentals such as planning a recruitment campaign, analyzing a pay program for competitiveness, or negotiating a union contract, but meeting the following standards is considerably more rare. In my opinion, here's what it takes to clear the "high bar" in HR:

Earning the Trust of the Organization

You just can't be a good HR person without establishing trust. You earn trust doing what you say you'll do, by keeping matters confidential when you say you will, and by telling the truth. When asked a question that would be inappropriate to answer at all, a good HR person explains they can't discuss the subject. Sometimes you may need to be evasive about answering at all. But never lie. People remember. And once you've lost the trust of people, it is very difficult to win it back.

Learning the Business

A HR person can't be fully effective if they don't get out and learn what the organization they work for is all about. Most all HR people know the basic products or services their organization

provides to its customers, but many don't get to the next level of understanding. What is the strategic plan for the organization? From a business operations viewpoint, what are the most critical things that must be done well for the organization to be successful? Sometimes this information is easy to find. Often it takes being assertive and asking your key operating managers to educate you. Why is it important to know? Because you can't possibly decide the best way to use your time and money in HR if you don't know first hand what the organization most needs.

Committing

When an HR person is dedicated to the organization and truly cares about its people, the organization can tell. When people learn you care a lot and are trying your best to meet the HR needs of the management as well as employees, you earn the respect of both.

Listening

With all the responsibilities that come with being a HR person today, it often isn't easy to take the time to truly listen to those who have something they want to tell you. But many customers of HR would say it is what matters the most. Yes, employees generally need to look to their own manager to first discuss department issues. And, yes, HR people often won't be able to have the conversation when the employee (or manager) first asks. But the best HR people find the time to listen – and are open to what the speaker is saying.

Advocating for "the Organization"

Some HR people are viewed strictly as employee advocates without demonstrating much interest in how well the organization performs. Others are so aligned with the managers they support that

employees don't see them as ever looking out for their best interest. The best HR people are passionate about doing what is in the best long term interest of the organization - and its employees. In some situations that means advocating for an employee, in others it means helping an employee see the perspective of the manager. Approaching each situation as an advocate for what is best for the organization as a whole prevents a HR person from being too closely aligned with any particular part of the organization.

Biography

Peter Ford, SPHR, is Human Resources Manager with the Allen County Public Library in Fort Wayne, IN. Formerly, he led HRM Performance Partners LLC, a Michigan based human resources consulting firm. Email: pford@acpl.info

A Worldly Job: Young Librarians and the United Nations

By: Kata Koppel

It was a sunny Sunday afternoon when I opened the *New York Times* career section with anticipation. I enjoy looking at job ads for those dream jobs that are often listed. As I scanned the page, an ad for entry-level careers at the United Nations caught my attention. Despite my Bachelor's degree in political science, I knew that it was unlikely there would be a career position listed in my chosen field of librarianships. Much to my amazement the ad touted openings for librarians! I imagined the possibilities of working in the steel and glass United Nations Secretariat building in New York City and set to work finding out more about the jobs offered.

The National Competitive Recruitment Examination is given yearly, generally in February, to citizens of under-represented countries in the United Nations Secretariat. The NCRE is the major gateway to a junior level professional position in the Secretariat in all occupational areas. Professional positions at the United Nations are divided into levels such as P1, P2 and so on based on skills and experience. P2 positions are exclusively filled by those who have passed the examination. In order to qualify for the exam, one must meet several criteria. First you need to be a citizen of a country considered to be under-represented among the Secretariat staff. The United Nations strives for a balance of countries represented in its staff against its membership. This list of countries shifts on a yearly basis, but it has been my experience that the United States has been represented for the last three or four years. Candidates must also have the appropriate first-level degree for their discipline area and be under 32 years old during the year in which the exam takes place.

The exam itself is actually in several parts: the written examination and the oral examination or

interview. The written examination is generally given in February in New York and other locations around the world. Information about the examination including occupational areas and eligible countries for the following Spring is posted in the prior Fall. I applied for the February 2006 examination in October of 2005.

I took the written NCRE in February of 2006 at the United Nations Secretariat building in New York. The exam is given at UN locations around the world on the same day. I'd been to the building before on an official tourist tour, but I could tell that this was something special. It was a cold morning and slightly snowy as I trudged into the building from my cousin's apartment a few blocks away. I had no idea what to expect when I arrived. Armed with my passport as proof of citizenship and enough pencils and pens to rewrite the entire Gettysburg address several times over, I entered the building through the security gates. A line of young people at least one hundred deep curved around the staircase in the main lobby area. Everyone was slightly sleepy but an excitement buzzed through the crowd. Slowly we moved towards the front of the line and the written exam itself. As I got closer to the sign-in table I realized that we were heading into the General Assembly Hall itself. I took my place at Djibouti's seating area on the world political stage with a note of excitement. This was the place that I'd seen on television many times and here I was! What would it be like if I was actually working for the UN? The entire hall was full of test takers. I estimated that there were at least 200 people taking the exam in New York that day, with many more also taking the exam around the world. How many of us were taking the library exam? I did my best to count those who took the library examination book but lost count somewhere around forty.

The written exam consists of two parts: the first is a forty five minute composition, requiring the taker to read and condense some written material and the second is a three hour and forty five minute general examination over occupational specific topics. My hand began to cramp after the shorter exam and I wasn't sure how I was going to make it through the nearly four hour occupational exam without losing a hand to tension. The library exam had both short answer and essay type questions over a variety of topics relating to all aspects of librarianship and diplomacy. Thankfully I had reviewed the suggested study topics and my library school class materials before taking the exam. It felt very much like I would imagine a comprehensive exam for a Master's degree might. As time was called, I knew that at least I had tried my best and would now begin the long wait to find out if I passed the written portion of the NCRE.

Months dragged on as I religiously checked the website for information about the grading status of the exam. The site warned that it would be late summer at the very earliest before those who passed were notified. All candidates were given a numerical code that could be used to check your status anonymously on the web. Finally, in late October I received the news that I had passed the written portion and would now be invited for an interview at Headquarters. Thankfully I was living in New Jersey at the time as the exam took place over a two day period. I also learned quickly that the UN doesn't ask you when a convenient time is for an interview. Rather, they told me that I would be interviewed at 10:00 on a particular Wednesday in November, with a return visit the next day for a tour of the facilities. Information about study topics and tips were included with my letter of invitation. I set to work learning as much as I could about the United Nations, its libraries and programs, as well as world topics before the November interview.

I returned to Headquarters for my interview and was taken through the employee only entrance and whisked up to the Human Resources area on a high floor of the Secretariat building. I met with the Board of Examiners for what is considered the oral examination. Four United Nations employees, mostly from the library, interviewed me for

an hour about my skills and experiences. The UN has moved towards a competency-based type of interview, so the interview was less freeform than those I had experienced in the past. I felt woe-fully underprepared for the questions about the structure of the UN and its composite parts. But, I made it through with laughter and smiles from my interviewers. As I walked out of the interview, one of the librarians made sure to mention that I should walk up a flight of stairs to check out the bathroom with the best view of New York! Up a level I went unescorted, a bit nervous that I was going to be caught and questioned for wandering around the building alone. Across from the Office of the Secretary General was indeed a bathroom with an incomparable view of the city skyline. After taking a few minutes to relax and calm myself, I knew that I still had tomorrow's tour to continue my oral examination.

When I returned to the United Nations the next day, I was greeted with several other candidates from the library occupational group. Five of us in total, four from the United States and one from Norway, would spend the day touring the Dag Hammarskjöld library, meeting with department heads and generally learning more about the functions and procedures of the UN library system. Successful NCRE candidates can be placed at any of duty stations within the United Nations Secretariat, but for librarians New York and Geneva are by far the largest libraries. Coming from an academic library background, I knew a bit about the Depository Library system but I had no idea of the depth of services offered. With an exchange of email addresses, the candidates said goodbye at the end of the day in the hopes of meeting again as employees of the UN libraries.

Around Christmas of 2006, I received the word I had been waiting for! Out of the candidates interviewed, 11 had passed the oral examination and would be placed on the roster for future placement in a librarian position. From the counts I had seen, more than a hundred young people had applied to sit for the written exam. Of those, less than 15 were asked to orally interview in New York. I was excited to be among those who had passed this arduous process. Little did I know that my wait was just starting.

Since the exam is given based on anticipated job openings, it is an inexact science which can lead to long waits on the roster. In fact, a placement on the roster is not a guarantee of employment with the United Nations. Major consideration as to matching the specialization of the successful candidates with the anticipated openings isn't given. According to the official information given to successful candidates, the theoretical limit of time on the roster is approximately one year. After hearing that I had passed the exam I heard nothing from the UN for over a year. I began to get nervous that nothing was happening for me. I sent updated information to the appropriate office as requested and inquired as to my status only to be told that I was "still on the roster". Thankfully I was already working as a librarian and wasn't waiting for a first opportunity.

Finally in February of 2008, as I was preparing to return to Indiana, I received an email inviting me to interview for a position in New York. By this time I had essentially given up all hope of working for the UN in any position, so I was surprised by how excited I was to be asked to interview. I respectfully declined as I literally had my entire life packed into boxes and on a truck to Indiana. Again I waited. In the interim I had discovered a Yahoo! Group which was filled with successful NCRE candidates across all disciplines. In reading their experiences I discovered that my experience was far from unique. Most had been on the roster for over a year before ever being called for an interview. Several people reported having gone through multiple interviews without an offer. The frustration with the roster-based system was apparent. In July of 2008 I received another email for an interview, this time for a reference position in Geneva, Switzerland. I was able to arrange for a videoconference. I am still awaiting the decision for that situation several months later. As I am not fluent in French, I assume my chances are poor, but I am nonetheless excited by the possibilities!

The United Nations is working to become a more technologically savvy and nimble organization. In fact, one of the areas being investigated for improvement is the entire NCRE program and the way candidates are recruited for junior level professional positions. The librarianship exam has not

been given since 2007, so I am hoping that they are going to clear more people from the roster before recruiting again. I am nearing 35 and am less certain that I want to start my career "over" at the UN. I'm not certain how long I will wait for an opportunity to work with the United Nations. I am glad for the experience of seeing behind the scenes of global diplomacy and the librarians that support that work. I've learned much more about myself as a librarian and also about the United Nations as a whole. I strongly encourage young librarians to investigate global librarianship with the United Nations and its related organizations. The NCRE is not the only path to UN employment, but it is one of the largest. Other United Nations organizations such as the World Health Organization (WHO) and UNICEF recruit young professionals and librarians through their own programs. More information about the NCRE can be found from: <http://www.un.org/Depts/OHRM/examin/ncrepage.htm>

Biography

Kata Koppel is the Information and Instructional Services Librarian at Marian College in Indianapolis. In a past life, she was the Membership Services and Technology Manager at the Indiana Library Federation.

Marian College
Information and Instructional Services Librarian
317-955-6066 (day) 317-429-9177 (evening)
kkoppel@marian.edu
3200 Cold Spring Rd.
Indianapolis, IN 46222

Resumes and Cover Letters

By: Rachel Applegate

Will you be a great librarian?

Productive and innovative, responsive to patrons and co-workers, both dependable and creative? Will you be good—and will you make the library look good? Who knows? People who are looking to hire librarians want to know. They will try to figure this out in three ways: from an interview (or two or three), from references...and from your resume and cover letter. Your resume and cover letter are essential for you to get to the stage of being taken seriously for a job.

First important note: Yes, there are positions which are filled through “connections.” You may not think about “networking,” but whether you realize it or not, you are creating connections with the work you currently do, the people at events you go to, and the classes you take. You are building a reputation, which will be in people’s minds when they think of you and a position that is open—or they may even create a position for you, if your reputation is splendid enough. However, even if a library has a position that they know you will be perfect for, there are few libraries that will hire you without at least a resume. If a library subscribes to equal opportunity or affirmative action (that is, all publicly-funded and most privately funded libraries), they will want to document that they hire qualified people—not *just* people with connections.

What follows are some ways to make the resume-cover letter process benefit both you and the libraries to which you apply. It is most applicable to smaller academic and public libraries—“small” meaning those not filling very specialized positions. If you are interested in school library positions you should make sure you conform to certification and other requirements (and

describe your qualifications in those terms); people interested in a special library position should try to find out as much as possible about two things: the particular specialty of the library, and the size of the library (number of employees) and its parent organization.

Second important note: The generic resume compared to the blue/black/gray interview suit. Should you wear a blue suit to an interview? Should your resume look like everybody else’s? Well, first, a resume that follows a format will not look like everybody else’s, because there will be applicants who send in very poorly-done resumes. Second, following a convention such as “wear a blue suit” or “follow resume format” itself sends a signal to your job site: a signal of taking the process seriously. Third, “conventional” clothing and resume formats allow job search committees to focus on the content of your presentation or interview responses or resume, without becoming distracted by its packaging. If you truly want people to focus on you, make the “package” (your resume, how you dress) as conventional and therefore as invisible as possible. If you want to show your creativity, consider doing that in the content of what you present, not in its format.

The resume: The most efficient way to do this starts with what seems like extra steps: preparing three separate resume-like items: a “CV,” a generic resume, and one or more specific resumes. More work now, less work later, although you should update these on a regular basis so that you are able to send the generic resume out on very short notice and a specific resume with just a few days’ time.

Third important note: “CV.” A “c.v.” is NOT a resume. CV stands for “curriculum vitae,”

which is roughly, “the course of your life.” Some academic job ads will request a “c.v.,” although this is rare for librarian positions, and a CV should NOT be used unless specifically requested. So why should you do one? So that you can have in one place all of the elements that might go into a resume. This is tedious to create—so do it only once! *If you do really need to use a CV in a job application, check out the Tools and Resources in the Careers section of the Chronicle of Higher Education: chronicle.com*

Resume-item A: Elements of a CV:

- Your own contact information.
- A list of all educational degrees after high school, including year (month is not needed—except when you are applying for a job within 12 months of receiving your highest degree), any honors (you may include GPA), majors, and the titles of final projects (honors projects, theses, and dissertations).
 - o *If there is something particular about your high school you may record it here. Use very rarely.*
 - o *You can list individual coursework (taken outside of the degrees) or certifications or other types of education if they are relevant to your career.*
- Everything you have published: books; articles in journals, magazines, or newspapers; newsletter items (or editorships); manuals if they have some public access/use.
 - o *Keep a file of your publications in paper and/or have copies in Word or pdf format.*
 - o *Not yet published? “in press” means accepted but not yet printed; avoid “submitted.”*
 - o *Web pages? Make sure of two things:*

that the page will be ‘live’ if someone wants to get to it, and that you are clear about your role in authorship/design.

- Presentations. These should only be those to some sort of external audience (conferences or workshops). If you regularly do internal presentations, include those in your work or volunteer experiences (below).
- Grant proposals or projects. Be very clear about your personal responsibility. Do not use “principal investigator” unless you are sure that is technically correct. Include amounts of awarded grants.
 - o *You can include here for your records unfunded grant proposals. Avoid including them in a resume.*
- Work experiences. You may wish to divide these into library and non-library experiences. In this CV, keep them in chronological order and include dates as exact as possible (some employer forms require very specific dates of previous experience). Record supervisor’s names, titles, and contact information, even if they are not references for you. If it is not obvious, include a note about the size of the organization.
 - o *This is where internships go, paid or unpaid. Note that they are internships. You can note the extent of the internship (180 hours, etc.). Include student teaching.*
 - o *In this CV, include every work experience (well, except those you are trying to forget). You will not use all of them in any resume, but it is invaluable to have them recorded in one spot.*
 - o *Describe them as thoroughly as you need to in order to remember what you really did. Be generous here, but in your resume you’ll need to be concise*

and focused.

- o *Even high school jobs, even when you are well past high school, may be relevant—not to include on a resume, but perhaps for you to refer to when talking about your experiences. The CV functions as your memory.*
- Volunteer experiences. Volunteer experiences can display the characteristics that employers are looking for. Include specific dates, organizational information (including something about its size), supervisor, and how many hours per week you were involved.
 - o *You can use volunteer experiences to signal two things: specific skills and experience (for example, creating marketing campaigns or coordinating a lot of co-volunteers) and “values.” Some private organizations look for people with specific “mission” orientations, and this can show how familiar you are with a particular “mission.”*
- Memberships: Make sure you get organization names correct, and include web sites if they aren't obvious (for example, the Association for Institutional Research is at airweb.org not air.org). ALA and affiliates count as “obvious”! You do not need to specify “student member” (generally, you may pay a student rate but you are an actual member). Include dates. Include sub-divisions. Especially include any officer or committee positions.
 - o *Here is one place where you may omit items that are no longer active. If you were just a member (especially just a student member) for a year or two and are no longer, you can drop it. If the organization is important, you should still belong.*
- Technical skills: This is normally NOT part of a real CV, but you will need it for a resume. Avoid obvious skills: we assume you know how to answer a phone, use a computer (you wrote your resume, didn't you?), surf the Web, and make copies. Be specific: don't say “programming” unless you can name the specific programming language. Include certifications if possible.
- References. If you are looking for different types of jobs you may wish to line up references who can speak to different parts of your career—have a “bank” of references from which you draw the most appropriate for each opening.
 - o Check with each person for permission to list them, and in what circumstances. Some will only allow you to list them as references for specific types of jobs, or even for specific job openings—take notes on this.
 - o Include email contact information; phone information as well. References are seldom checked by paper mail. Do not acquire copies of generic letters of references.
 - o If you are a recent graduate, remember that one of your references is usually a professor. Remember that when you are in class! You are making an impression with your attitude as well as with your assignments.

DO NOT include of these:

- Family information: marital/partnership status, children, commute.
- Personal information such as ethnicity, health, or non-job-related desires (“Love walking in the woods; marathon runner.”)
- Hobbies and religious preferences may show up in “volunteer” experiences or in “publications;” otherwise, avoid.

- o *If you include this information in a resume, people will believe you have no understanding of equal employment practices. Some very old resume books still show this information but it is a sure way to date yourself.*
- Soft skills or personality traits: “Strong leadership skills.” Teamwork.” “Enthusiastic.” While employers do value these traits, they find simple lists to be useless. You need to demonstrate that you have them, with specifics in your experiences or cover letter, not simply claim that you do.

Resume-Item B: The Generic Resume

This resume should be targeted at a category of potential employment: type of library combined with area of librarianship. Examples include children’s services/public libraries, public services/academic libraries, technical services (in library large enough to have tech services departments), etc. If you will be pursuing jobs in different categories, you should prepare different generic resumes.

You will use this generic resume when you need to send something off quickly and do not have the time to specifically tailor your resume to one particular opening.

Overall guidelines:

- No more than 2 pages total (references can be on a separate page). One page is fine; you should have had at least two substantial full-time jobs to justify a second page (those could be with the same organization—anything requiring a separate description).
- Proofread! This is your public advertisement: check for correct spelling, correct grammar, consistent verb tenses, and parallel construction in bulleted items. Employers assume that this is something you care about and had time to work on: if you cannot be correct and detail-

oriented in something so close to you, they will have little confidence that you can represent their organization well. Three tips in proof-reading:

- o Let it sit a little. You need to get your brain away when it becomes too familiar.
- o Let someone else read it.
- o Read it aloud.
- Use simple formatting, reasonable page margins, and common fonts. Many applications are conveyed online; people will be printing out what you send to them.
 - o White space helps and so do underlining or bolding to identify sections. The goal is to have a resume where readers can quickly go to the parts that interest them.
 - o **Mac users:** Test to be sure the fonts and other features you use translate to a PC. Send your resume to someone with a PC and have them print it out. (Often Mac fonts show up as Courier, which is very crude-looking).
- Show, don’t tell. Anyone can write, “I am a strong leader.” What have you done that demonstrates that? Create strong, specific descriptions of your jobs (your experience)—avoid a list of adjectives that you believe describe you (“Team-oriented. Good communicator.”)
- Education vs. experience: You are trying to demonstrate that you have skills and knowledge that your employer will value—people don’t care about courses, they care about what you know as a result of the courses or of experience. If you are a recent library school graduate, specific courses can be appropriate to mention when you have no experience (for example, a course in advanced cataloging,

or user education). Do not list all your courses.

Formats/features: The order in which these appear is up to you, with some notes of advice. You want to make your strongest case, soonest.

- o Contact information. Remember graduates of most universities can have or retain a university email address—at least try for something professional rather than very personal in appearance.
- o AVOID: A “Goal” or “Objective” statement. Out of twelve academic and public library directors consulted on this point, a few were mildly accepting of this (as long as it did not contradict the job being applied for) but all indicated that it was essentially useless, and a majority actively disliked it.
- o Education: For academic library jobs, place education here no matter how much experience you have. For others, consider whether your education or experience is more impressive at this point in your life.
 - o Provide specific correct degree initials (B.A., B.S.N., etc.), years, and institutions. The institution name should be the same as on your transcript and/or diploma—this becomes tricky when you graduate from a ‘system’ college.
 - o Include a location if it or the college is not well-known (that is, not Purdue, not Indiana State University, but maybe Hanover and certainly any college called ‘Concordia’ or ‘St. Mary’s’—very common college names).
 - o For positions requiring a high school or associates’ degree, you can include high school and any high school honors. For positions requiring a bachelor’s degree or above, omit lower-level degrees.

For academic MLS positions, include bachelor’s degree and the major: that’s relevant to most academic jobs. Omit titles of projects.

- o Experience: List your work history with job titles, organization names (addresses aren’t needed), dates, and a description of your responsibilities.
 - o While you can list your work history in several ways, a chronological order was preferred by the majority of library directors.
 - o If you have substantial experience overall, or substantial pre-MLS experience, a division into library and non-library sections is appropriate.
 - o If you have substantial experience and are applying for a fairly specialized position, you can use a “functional” approach to highlight skills and experiences relevant to a particular job opening.
 - o Many employers like seeing a “trajectory”—how have you progressed in your career? Two things make employers a bit wary: short times in positions, or unexplained gaps. Remember they are looking for a great—and reliable--colleague. Librarians understand reality, and you can explain any unusual job history elements in your cover letter.
 - o In describing your jobs, use no more than 3-4 lines each. Begin with the most responsible elements first, as long as they were genuinely part of your job. You may have spent more hours putting labels on new books, but if you were the one responsible for processing purchase orders, that’s what you need to

start with. You can say that you provided back-up or filled in for people in higher level positions, if true.

- o Use library language. If you had a job in another field, try to turn its terminology into library equivalents: "member relations" or "visitor research" at a museum would be the equivalent of "Member (equivalent of Friends) Relations" and "Visitor (Patron) research."
- o Volunteer work can be incorporated into an experience section, particularly if it shows up-to-date skills.
- o Publications and presentations, as long as they are relevant to the job category for which the resume is designed.
- o Specific skills, memberships and honors. If brief, these can also be grouped with education. Here you may list specific courses appropriate to the generic category.

Do you have more than 2 pages? Try these tips:

- o Review your job descriptions. Remove or group details: "Programmed using Unix and other languages" (rather than listing five), "Processed books prior to cataloging; performed other clerical duties" (rather than "filing orders in numerical order, updating vendor lists, emailing recipients").
- o List some employment in a group, especially of non-library related short-term jobs. "1995-2000: Various student employment positions (cashier, residential advisor, administrative assistant)."
- o List presentations in a group; consider grouping publications, but those in "peer-reviewed" journals should be listed individually.

- o Remove the "Goals" statement. Few of your readers will miss it.
- o But--do NOT make the font very small. 10-point is the limit, and even that can be difficult for some older readers.

References

Have a list ready of 3-4 people. They should not be family, friends, or pastors; professors only if relevant to the job you're applying for.

- Include their names and titles if any, email, phone, and physical *business* mail organization names and addresses. A business address and title will show what their background and qualifications are.
- Follow a job ad's instructions carefully on providing references.
- You should send a copy of your generic or specific resume to the people you've asked to be references. If you do so ahead of time, they can alert you to any errors or problems with your resume.

Resume-Item C and D and E: Specific Resume/s

A specific resume is aimed at one particular job, or a very narrow range of particular jobs. Here, the building blocks are your generic resume, your CV, and the job ad. Insert into this specific resume all of the items from the CV which specifically target that particular position. Your resume will still not refer directly to that job—that's for your cover letter.

This is a very individual creation. Here are some examples of ways to create a targeted resume:

- o For an academic library position as "liaison" or someone working with a specific academic department, be sure to include your college major or minor, if they match. If you did an honors paper or thesis in that major, list it in the degree section.

- o For a position serving youth or children, don't forget relevant volunteer experiences.
- o For any job requiring technical skills, include relevant coursework or non-credit classes, including dates and level (e.g. a freshman, graduate, or continuing education course) especially if they are recent.
- o For a position at a religiously affiliated institution, you can signal your understanding of their mission if you have work or volunteer experience that shows a relevant affiliation. (For such institutions, faith-oriented qualifications are legal, and their ad or web pages should be clear about any requirements).

Cover letter:

The cover letter is where you make a specific match between you (represented by the resume) and the organization (represented by their job ad AND by their general characteristics—at least, everything you can find out about them online). All cover letters must be individually targeted at a specific job—even when in an extensive job search you are repeating some of your phrases from letter to letter (keep copies!)

You want to please your potential employer by communicating to them what they want to know. Most of the time, they do not know you: they know you only through this letter and your resume. However, they have clear desires.

- o They want to know that you have read and understood the ad. Consider asking if something is not clear (e.g. what kind of experience is required?). Consider not applying simply on a whim or to see what happens. It is a small world. If you treat them with respect, they and their colleagues will treat you with respect.
- o They want to know that you meet what they said they are looking for—that

you have everything they mentioned as “required,” and that you have as much as possible of the stated “desired” items.

- o They want to know that you want to be part of their organization. Show at the least that you're motivated enough to have done some homework about them. You don't need to dig up secrets—but you do need to read their web page. If you can briefly suggest ideas about how you could serve the position and their organization in ways the ad did not mention, that would show both preparation and initiative.
- o They want to be reassured that you can become a committed part of their organization. Explain very briefly and very carefully any unusual job moves or gaps, or indicate in some way why their position is attractive to you at this time. You won't have to explain why you want to move to the big city, but you may want to indicate why a smaller or out of the way place would be attractive to you. (It is expensive and disheartening to have someone come and then leave). In short, show that you understand them, and that you can do what they are looking for.
- Length: In general, one page should be completely sufficient for nearly all applicants. The only exceptions would be if a job advertisement itself is very lengthy and you have substantial experience, or the job ad asks for specific “essays” such as a philosophy of service.
- Format: Date of sending. The name* and address of the recipient. Salutation*. Body of the letter: a) the first paragraph should specifically say exactly what job, from the ad, you are applying for--1-3 sentences total; b) one or two paragraphs where you describe how you fit the job ad and their organization; c) possibly a paragraph or sentence about how the job fits your work trajectory / goals; d) a concluding paragraph repeating that you are qualified

for their position and available. Ending: Sincerely, <line, line> your name. Use a four-line space if you will actually sign a paper copy. After your name, include your email address; include your full address if you have room on one sheet.

- *Salutations/names: This can be rather tricky.
 - o If it is an academic position, check the library's or the university's web site to see if the head of the library is called "Dean." If so, use that ("Dean Jones.") If the head of the library has a doctorate (Ph.D. or Ed.D.), say, Dr. Jones (but use Dean if available).
 - o Use any title given in the ad ("Send applications to Dr. Smith, chair of the search committee).
 - o If no title is given but a personal name is provided, and if you can reasonably guess at gender, use Mr. or Ms. (not Mrs. or Miss). If no name is given, or there's no other title available, consider these: Dear Committee Members (for academic positions at the MLS level or higher, most of which involve a search committee) or Dear Sir or Madam. Go into the body of the letter right after the recipient address.

Again, it is important to review your letter for grammar, spelling, and consistency. If you are applying to a number of positions, be sure to double-check that you don't have elements that belong to one application showing up in another (surprisingly common but very irritating to libraries).

Bottom line: People expect you to be careful. They expect you to pay attention to what they've said in their ad. They expect you to do web-homework on their organization. They

want to see a match between what they have envisioned and what you can provide. They need information from your resume, your cover letter, and your references to find that out.

Omissions or errors in this article are the responsibility of the author. However, the author recognizes with gratitude the feedback given by these library leaders (in alphabetic order): Janet Fore, Director of the Library, Saint Mary's College, Alice Greenburg, Director, Putnam County Public Library, Marilyn Irwin, Associate Dean, Indiana University School of Library and Information Science, Indianapolis (former director, Center for Disability Information & Referral, Indiana Institute on Disability and Community), Sara Laughlin, Director, Monroe County Public Library, Lewis Miller, Dean of Libraries, Butler University, Nancy Newport, Assistant Director, Carmel-Clay Public Library, Wendy Phillips, Director, Carmel Clay Public Library, Michele Russo, Dean of Library Services, Indiana University South Bend, Sheryl Sollars, Director, Westfield Washington Public Library, Mary Stanley, Associate Dean, University Library, Indiana University Purdue University Indianapolis, and Judy Violette, Director of Library Services, Indiana University Purdue University Fort Wayne.

Biography

Applegate spent 18 years as an academic librarian: reference librarian and library director at the College of St. Scholastica in Duluth, Minnesota. She has held a variety of other academic positions, mostly involving assessment and evaluation. Currently she teaches masters students in the library science program situated at IUPUI.

Indiana University School of Library and Information Science, Indianapolis
Assistant Professor
rapplega@iupui.edu
317-278-2395
755 W. Michigan Street, UL3100
Indianapolis, IN 46202

Indiana Libraries

Submission Guidelines

Indiana Libraries is a professional journal for librarians and media specialists. Published twice a year, it is a joint publication of the Indiana Library Federation and the Indiana State Library.

Practitioners, educators, researchers and library users are invited to submit manuscripts for publication. Manuscripts may concern a current practice, policy, or general aspect of the operation of a library.

For information and to discuss ideas for article topics, contact the Indiana Libraries editors:

Editor:

Karen Evans
Indiana State University
Cunningham Memorial Library
650 Sycamore St.
Terre Haute, IN 47809
Email: kevans4@isugw.indstate.edu (preferred)
Phone: (812) 237-8824
FAX: (812) 237-2567

Assistant Editors:

Alberta Davis Comer
Indiana State University
Cunningham Memorial Library
650 Sycamore St.
Terre Haute, IN 47809
Email: acomer@isugw.indstate.edu (preferred)
Phone: (812) 237-2649
FAX: (812) 237-3376

Marissa Priddis
Assistant Director/Head of Adult Services/Webmistress
Alexandrian Public Library
115 W. Fifth Street
Mount Vernon, IN 47620
Email: theloudlibrarian@yahoo.com (preferred)
Phone: (812) 838-3286
FAX: (812) 838-9639

Instructions to Authors

Style. Manuscripts should follow the parenthetical citation style of documentation modeled by the American Psychological Association (APA). The Publication Manual of the American Psychological Association: Fifth Edition was most recently updated in 2001; some online information on using the APA Manual is available at <http://www.apastyle.org/>. The article should be double-spaced throughout with one-inch margins on all sides. Pages should be unnumbered. Manuscripts should be original and not published elsewhere. Authors are responsible for the accuracy of all materials including quotations, references, etc.

Length. Contributions of major importance should be 10-15 pages double-spaced. Rebuttals, whimsical pieces and short essays should be 2-7 pages, double-spaced. However, articles of any length may be submitted. (Graphics, charts, and tables are not included in the page count). Charts and tables should be submitted separately from text.

Graphics. Authors are responsible for obtaining permission to use graphic materials (illustrations, images, photographs, screen captures, etc.). Submit camera-ready artwork for all illustrations, black and white only.

Photos. Authors may submit photos of themselves and photos that illustrate the manuscript. Photos should be submitted electronically as a jpeg or a tif at 300 dpi or higher resolution. Photos may also be sent by mail to the editor.

Submitting Manuscripts. Authors should be identified by a cover sheet that contains the author's name, position, address and email address. Identifying information should not appear on the manuscript. Manuscripts should be submitted electronically in one of two ways:

1. Microsoft Word (preferred), WordPerfect or plain ASCII text file on a PC-compatible disk, accompanied by a paper copy. (See editor's address above).

OR

2. Microsoft Word (preferred), WordPerfect or plain ASCII text file (PC-compatible) attached to an email message addressed to kevans4@isugw.indstate.edu.

Manuscripts will be acknowledged upon receipt and a decision concerning use will be made within thirty days after the date of receipt. The editor reserves the right to revise all accepted manuscripts for clarity and style. Edited articles will be returned to the authors for review. Those articles not returned to the editor within five days will be published as revised by the editor or assistant editors. Upon publication, the author will receive two complimentary copies.

Order of Information in Submission

1. Title of article
2. Name of author(s)
3. Text of article with references to source material in APA parenthetical notes
4. References for source material in APA format
5. Institutional affiliation, job title, and contact information for author(s) including phone number, email address and work address.
6. Short bio of author(s), about 3-4 lines for each author

Text Format Requirements

1. Use 12-point Times New Roman for all text.
2. Submit files as Word (.doc) or Rich Text File (rtf.) documents, either as attachments or on disk if sending via USPS.
3. Save files with distinctive names (i.e., your last name, or a word or phrase specific to the article content) rather than with generic ones which anyone might use (i.e., indianalibrariearticle.doc or reference.doc).

See Also

1. The Librarian's Guide to Writing for Publication (Scarecrow Press, 2004)
2. APA Style Home at www.apastyle.org

Forthcoming Issues of *Indiana Libraries*

General Issues

To contribute an article, contact the editor
(Karen Evans/ kevans4@isugw.indstate.edu)

General Winter and Summer issues will be published January and July of each year.

Special Issues

Distance Learning
(Fall 2009)

Guest Editor: Phillip Orr

Distance Learning Librarian
University of Southern Indiana

David L. Rice Library
8600 University Blvd.
Evansville, IN 47712-3534

porr@usi.edu



INDIANA LIBRARY FEDERATION

941 E. 86th Street, Suite 260

Indianapolis, Indiana 46240

Phone: (317) 257-2040

Fax: (317) 257-1389

E-Mail: askus@ifonline.org

Web: www.ifonline.org

NON-PROFIT ORG.

U.S. POSTAGE

PAID

GREENFIELD, IN

Permit No. 498