

Library Gazette

The Library Gazette is a newsletter printed by and for the staff of the Z. Smith Reynolds Library.

November 23, 1998 | Vol. 10, No. 21

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Administrative Council report- November 18, 1998

Budget: There has been a freeze on new positions and a salary increase of 2.5% placed by the Trustees. **Rhoda** will discuss this matter at the Staff Meeting on Thursday, Nov. 19th. Team Leaders have the official letter outlining this move. **Rhoda** and Ken Zick will be proactive in attempts to get the administration to follow through on the second half of staff salary adjustments due this year. One budget item for the coming year the library will request is network connections for the Bib Lab. Also, Jay Dominick, VP for Information Systems, has asked the library to take over operation of the ITC Lab. **Rhoda** is negotiating with Jay about the terms for this ITC take over because we will need technical support in order to accomplish this.

Y2K: Dirk Faude, the library Year 2000 Committee liaison, presented an overview of the ZSR Y2K Compliance Project. The core concern is that in the year 2000, computer hardware and microchips be able to register the upcoming century digit change accurately. The ZSR plan is based on a "testing-centric" approach that is a microcosm of the university's plan. This approach will allow the library to make sure the most critical functions of our operation are Y2K compliant. The goal of this project is for the library to be able to proceed with its business operations in the year 2000. Because the library uses numerous outside vendors, it is also important that our primary vendors have a Y2K plan for compliance.

Dan Smith and Tim Mitchell are serving as the library technical contacts.

Endeavor: Dan Smith reported that OCLC had completed converting the ZSR data and has uploaded it to Endeavor. Things should move more quickly now that this enormous task has been completed.

Search Committee for Tech Team Leader: Applications for this position are slowly coming in. **Tim Mitchell** will be the support staff rep on the search committee for this position.

Team Leaders as problem collector: Rhoda stated that one function of a Team Leader is to bring staff concerns to the Admin Council for discussion. Rhoda encourages each staff person to bring any concerns forward to their Team Leader.

Correction: In the last Gaz, I incorrectly listed the busiest days of library visitation. The days with the most visitation are Sunday - Thursday. – **Craig Fansler**

BRITTLE update

Brian Baird, the BRITTLE Listserv moderator, recently announced the closing of BookLab, the vendor in Austin, TX that produced the preservation facsimiles for the BRITTLE program nationally. The BookLab closing leaves a giant void for every library participating in this program. BookLab produced a quality product and Brian is searching for another vendor to take over the work BookLab did. – **Craig Fansler**

From the Director

I have called the Team Leaders, fishing for invitations to attend a team meeting so that I can learn more about departmental activities and projects, answer questions and get to know some of the staff better. I will make many opportunities to spend time with staff over the next few months. My presence does have an impact, however, that is not always what I intend! I went to the stress reduction workshop in the afternoon session. It was useful and well attended, but in my conference room **Debbie** had placed the flip chart with the comments of the morning group. Many more job-related causes of stress were listed than in the afternoon session. Could it be that my presence inhibited staff from expressing themselves? Hmm.

The budget guidelines do not address the area of capital improvement requests, and we are busy getting estimates, collecting information and thinking about our priorities. We will be asking for funding to install an awning over the delivery entrance, replace shelving in the Baptist Collection, re-carpet large areas of the library, replace some worn furnishings, and more. This is the year when we request new computers for 1999-2001.

The Curriculum Review Committee presented its final report to the faculty on Monday, November 9. There are some 16-17 recommendations which must be voted on by the faculty, one item at a time. At 5:20pm, when we adjourned, we had voted on the first one! We will resume discussion and vote on the next batch on November 30 in a special faculty meeting called for that purpose. There are a number of controversial items that will produce a lot of discussion, two being a new cultural diversity requirement and a new quantitative reasoning requirement.

The Committee on Information Technology is looking at Dreamweaver, a high end web page design product for the standard load, and the Committee on Academic Planning just voted in support of a new interdisciplinary minor in neuroscience. I was assured, in front of witnesses, that we would not need new library resources for this program!! – **Rhoda Channing**

Project Voyager Report

Approximately 65 staff members from the three libraries attended one of two informational sessions held the week of November 9. The sessions provided a forum for questions and concerns about the new system to be addressed by a panel consisting of the systems librarians from the three libraries – **Dan Smith**, Alan Keely, and Mark McKone. Topics discussed included the project timeline, training procedures, the migration of data, and module-specific questions.

The project is divided into two phases. The first phase's objective is to install the Voyager system, migrate data from existing systems to Voyager and to transfer production operations from existing

systems to Voyager. The objective of Phase 2 is to enhance the Voyager system by implementing the Citation Server, Image Server and other modules as released. The timeline for Phase 1 to be complete is early to mid January when all three libraries will go "live" with the new system. The timeline for Phase 2 is mid-1999.

Functional training will take place during the first two weeks of December. The first week (Dec. 1-4) will be a "Train the Trainer" model where Endeavor will train staff in all four modules: Circulation, Cataloging, Acquisitions, and Serials. ZSR staff who are attending are: **Tina Kussey, Aaron Hamilton, Linda Early, and Daniel Sweeney**, plus **Dan Smith, Tim Mitchell, and Wanda Brown**. The second week's training (Dec. 8-11) will be module-based. Training will be conducted for staff who work with specific modules. Staff attending this training: **Jill Carraway, Megan Mulder, Prentice Armstrong, Chris Burris, Travis Manning, Bridgett Beck, Angela Wilson, Isabel Zuber and Mary Horton**. Once all of these people have been trained, they, in turn, will train the rest of the staff. OPAC training for Public Services staff will also be included!

Subcommittees have been formed to help with various aspects of the project. The Communications Team is the marketing and public relations arm of the project. **Susan Smith** is ZSR 's representative on this committee. The End-User Education Team will design methods to instruct users to learn the new system. **Elise Anderson** is ZSR 's representative. The WebVoyage Access Design Team will handle the design work for the web interface of the OPAC. **Susan Smith** is also working on this team. The EBSCO Team (**Wanda Brown** is ZSR 's representative) will coordinate with EBSCO on the input of serials order records and the loading of UN/EDIFACT electronic invoices. Finally, (for now) the Training Team will coordinate staff training efforts among the three libraries to ensure that everyone receives the appropriate training needed. **Wanda Brown** will represent ZSR on this team. – **Susan Smith**

ZSR Library Committees: Making a Difference

Library Orientation Committee

The Library Orientation Committee (**Bobbie Collins, Sherry Durren, Lisa Myers and Florence Toy**) met on Friday, November 6. **Bobbie Collins** (Chair) invited **Debbie Lambert** to the meeting to share information on campus-wide activities related to new employee orientation.

Debbie is currently serving on the New Employee Orientation Committee. According to **Debbie**, this committee is charged with reviewing, revising, and improving the existing new employee orientation program coordinated by the Office of Human Resources. The committee has already forwarded recommendations for a new "first day" orientation program and is developing strategies for ongoing orientation opportunities throughout the first six months of employment. The committee is also developing some standard orientation activities that all departments can customize and implement with their new employees. One example is the "supervisor's checklist" for new employees. **Debbie** also noted that the Z. Smith Reynolds Library has one of the outstanding new employee orientation programs currently existing on campus.

After **Debbie**'s report, the Library Orientation Committee turned its attention to updating the Supervisor's Checklist which is used at ZSR . The committee will also be reviewing and updating materials in the orientation notebook which is given to all new library employees.

As a reminder, the Library Orientation Committee encourages all new employees hired within the last six months to watch the orientation video. If you want to checkout a copy, see **Lisa Myers** or **Florence Toy**. – **Bobbie Collins**

Staff Development Committee

Staff Development is on a roll!

Stress Management Workshop

On November 11, 1998, Alan Cameron, Psychologist with the University Counseling Center, and Sarah Richter, graduate student intern, led a workshop for library staff on Managing Stress. Twenty-three library staff, including 5 from the Professional Center Library, participated in the sessions. Dr. Cameron defined stress as the "non-specific response of the body to any demand; the wear and tear of life." Stress can be good or bad, depending on one's personal view of the event, but stress is a requirement for life. The total absence of stress means death. Sources of stress can be physical, mental, emotional, environmental, socioeconomic, occupational, and personal. Stress management involves examining the sources of stress and making lifestyle adjustments to reduce stress. Dr. Cameron and Ms. Richter shared several strategies for identifying and managing stress. They suggested estimating the number of hours per week we spend in sleep, work, and non-work activities. The weekly total should be no more than 168 hours (24 hours a day for 7 days). Most people, however, attempt to defy the physical laws of the universe by using more than 168 hours per week! Another helpful exercise involves identifying your primary sources of stress and describing the symptoms of the stress. It's important to learn the coping strategies that work and those that don't. To effectively cope with stress, try the following: accurately assess problems, gather needed information, take action to change the stressor, say no if necessary, selectively ignore certain stressors, keep problems in perspective, look for the humor in the situation, and develop leisure time activities. Strategies that don't work include: self-criticizing, complaining without solutions, refusing to accept change, blaming others, and focusing on the negative. A healthy lifestyle, with good nutrition and regular exercise, is one of the best ways to prevent stress. Workshop participants enjoyed learning and practicing the relaxation breathing techniques led by Dr. Cameron and Ms. Richter. Now we need to learn to build relaxation time into our busy lives! Feedback from participants indicated that the workshop was a great success!

Supervising Student Assistants Discussion Group

The first meeting of the "Supervising Student Assistants Discussion Group" was a resounding success. Library staff from both Z. Smith Reynolds and the Professional Center Library shared concerns, ideas, and suggestions for supervising our library student assistants. The meeting focused on retention and motivation of student assistants. A summary of the discussion is below. A second meeting will be scheduled for some time in January.

Retention of Student Assistants

Responsibilities vary from department to department. Some students seemingly have to "work" more than others. Some seem to have more time to do homework. This difference creates resentment among student assistants. Some students only want to work in departments where they can do their homework.

Supervisors need to:

- clarify the tasks of the job and their expectations of the students before they are hired and after they are hired
- help students feel a part of the staff
- encourage student assistants to get to know each other
- encourage them to come back year after year to work

Supervisors need to help student assistants understand:

- the importance of their responsibilities
- how their assignments fit in with the activities of the department and the mission of the library
- that their responsibilities can be relevant to future jobs
- that student assistant work can give them important employment experience
- that their supervisors can serve as references for future jobs

Some practical suggestions for ensuring that guidelines and tasks are clear to the student assistants:

- orientation to the department in which they work
- general orientation to the entire library (similar to the Parents' Tour)
- student assistant handbook
- student assistant orientation checklist
- core competencies (used in hiring and training)

Rewards, incentives and special treats help with retention. Some examples are:

- pizza party
- picnic
- ice cream social
- "exam bag" of goodies
- flexible scheduling to accommodate exams
- "candle tea" trip

Motivation of Student Assistants

Students need to know that this is a job. This job may be their first work experience. They may not completely understand the responsibilities that go with having a job. Part of the supervisor's role is to help the new student assistants understand the guidelines and protocol of work.

Supervisors need to be consistent in their expectations. All student assistants need to be held to the same standards of attendance, productivity, accuracy, etc. The supervisor can serve as a model and demonstrate how expectations should be met. Periodic evaluations should be done for all student assistants. If problems are occurring, evaluation should be done at that time, not only at the end of the semester.

Students should be reminded of their responsibilities whenever necessary, especially in the case of problems. Those students who don't want to follow through will usually leave on their own.

The supervisor needs to be alert and aware of student assistant performance. The supervisor needs to take on the responsibility of noticing problems, whether they be attendance, tardiness or performance issues. The supervisor should provide instruction, assistance, and guidance immediately. Don't wait until the end of the semester.

Some practical suggestions:

- meet with every student assistant individually after a few weeks to touch base, clarify responsibilities and expectations, etc.
- ask student assistants to evaluate and give feedback on their departments
- ask student assistants to evaluate their training process
- establish student assistant mentors within each department

Digital Demands Teleconference

The Staff Development Committee recently added a videotape to the collection: *Digital Demands: Preservation and Access Issues*. This videotape presents the August teleconference which was sponsored by the Department of Cultural Resources, Division of Archives and History. **Rhoda Channing** is one of the presenters. Several staff members attended the teleconference and found it informative and stimulating. The videotape will be shelved in the ITC and is available for checkout. – **Debbie Lambert**

Time Sheet Workshop

The Staff Development Committee sponsored a time sheet workshop on Tuesday, and attendance was quite good. Once again we were joined by some of the PCL staff, Linda Powell and Linda Hearn. Angela Duncan and Alisa Threatt conducted the session, explaining some of the more confusing aspects of chronicling time off and accruing leave. The setting was informal, and questions were addressed as they came up.

Some of the questions pertained to limits to accruing sick time and vacation time. Angela and Alisa wrote down our questions and concerns and promised to get back to us with the answers. They also mentioned that some new software would be used within the next two years, hopefully making things easier for everyone.

Overall, the library employees were commended for our diligence and punctuality in filling out our time sheets, as well as for our interest in the topic and suggestions for improvements.

Thanks again to Angela and Alisa. –**Aaron Hamilton**

The Book Corner

Wapshot

If our library had followed the practice of many and used the most recent circulation date as a guide for weeding, I would not have found John Cheever's *Wapshot Chronicle* on our shelves last week. The most recent circulation date for it is March 14, 1991 and before that, August 30, 1982. I read the novel and stroked the soft vellum pages. The story is a charmer about an eccentric old New England family at mid 20th century, more or less managing to meet the challenges of modern life. Best character, Leander Wapshot, leaps from the page, the bloodied but not bowed skipper of the *Topaz*, philosopher and father of Moses and Coverly Wapshot, young gallants around whose adventures the narrative swirls.

Lightly penciled in the gutter of the verso is 6-15-65, the date the book was added to our collection. It came from Baker and Taylor. We paid \$3.47 and charged it to English. Such a compact bit of information that we don't record anymore. We don't do accession numbers any more either; this one is 202561. On the t.p.verso is a palimpsest shadow of the old call number PZ 3 C3983 WAP. Although a regular trade publication, the book is beautifully printed in nice fat, dark typeface on good paper. For me, there is hardly anything more satisfactory than finding, on the shelves of this library, the book that I'm looking for. The trail of human handling by ancestor librarians only adds to the interest. The circulation date tells us something, but it doesn't say, out of hand, in this library at least, "weed." Thank heavens. – **Elen Knott**

Library Cursed

Requirements for a borrowing card for members of the clergy were recently changed from only verification of clergy status to verification, plus payment of a \$50 fee per year, the same fee that we charge those who teach in area institutions. This is 50% less than the amount charged other non-college library patrons, but a substantial amount for those used to free privileges. The reason for this change was the considerable abuse of that free privilege by some library patrons with the clergy designation.

Reactions have ranged from understanding ("I will gladly pay the fee. Your library is a blessing.") to outrage ("To H--- with your Library!") and a variety of opinions in between. Free library cards for the clergy were controversial from the beginning, but it was hoped that they would be more appreciated and used with more consideration than they have been. This policy change was instituted with regret. –

Isabel Zuber

Thank you, Greenville County Library

The Greenville County Library of Greenville, South Carolina, recently returned to us twelve of our library books which have been gone for at least ten years. These books had been taken without being not checked out, were not barcoded and had no security protection. The subject area was philosophy.

We are delighted to have the books back and thanked Debbie Spear of the Greenville library staff most profusely. – **Isabel Zuber**

Dr. Mack Ernest is a hit with the Network

Dr. Joseph "Mack" Ernest from the WFU Medical School was the speaker at a general meeting of the Wake Forest Staff Network on Wednesday, October 28. The topic was women's health issues and the questions and discussion covered a variety of topics from ERT to wearing seat belts, accidents being the #1 killer of young women.

Dr. Ernest was interesting, well-informed and enthusiastic and the questions came almost faster than he could answer. The program had been called one of our best and a member of the audience described Dr. Ernest as "captivating."

The idea of this program came from the Medical School and from Dr. Ernest, with the suggestion that perhaps there could be a series of these informative sessions. If the program and the response from those attending on the 28th is any indication, such outreach on the part of the medical school faculty would be most welcome on this campus.

The network is already considering scheduling Dr. Ernest again this year so that those who did not get to attend the first meeting could have a chance to ask their own questions and benefit from the expertise of someone both knowledgeable and approachable. – **Isabel Zuber**

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