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# Nebraska LIBRARIES

November 2016, Vol. 4, No. 4

*The Journal of the Nebraska Library Association*



**NLA**

Nebraska Library Association  
EDUCATE • ADVOCATE • INNOVATE

# Nebraska LIBRARIES

November 2016, Volume 4, Number 4

## Published by the Nebraska Library Association

Membership in NLA is open to any individual or institution interested in Nebraska libraries.

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*Nebraska Libraries* (ISSN 2326-3237), formerly known as *Nebraska Library Association Quarterly* (NLAQ,) is published online quarterly in spring, summer, fall, and winter by the Nebraska Library Association.

**Cover Photo Credit:** *The Downtown Library in Cedar Rapids, Iowa, is one of several from which Lincoln City Libraries' Board of Trustees & staff draw inspiration. Photo courtesy of Main Street Studio: Wayne Johnson.*

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# EDITOR'S MESSAGE

Welcome to the November 2016 issue of *Nebraska Libraries*. The Nebraska Library Association held elections in September; members voted on executive leadership as well as section and round table leadership. We welcome a new crop of leaders and place the responsibility of running this organization on their shoulders. Our theme for this issue is “the future.”

The ALA's Center for the Future of Libraries demonstrates limitless possibilities. Much thought and research is documented for convenient browsing [here](#). For example, how could drones possibly affect libraries? —In addition to being one of many content-creation and research technologies available for checkout, drones can also provide internet access, thus expanding possibilities for outreach services.

As any future-savvy librarian knows, libraries are becoming much more than printed resources within institutional walls. *Nebraska Libraries* has featured several forward-thinking library trends this year including makerspaces (February) and expanded outreach services (May).

In this issue, Nebraska library professionals share their plans for the future. Sky Seery shares Mid-Plains University's plans to combine its libraries and student success centers into learning commons areas and Pat Leach discusses Lincoln City Libraries' processes

and considerations in planning for a new central library. Also in this issue, Andrew Cano proposes that the future is now, at least when it comes to virtual learning; Emily McIllece tries a new method of library instruction in effort to engage students; and Emily Nimsakont discusses how linked data can give libraries greater visibility in an increasingly electronic world of information.

The NLA is an organization on which you can depend to enrich your professional life. NLA depends on your contributions to ensure the organization will continue to thrive for years to come. Our recently elected NLA president Angela Kroeger is asking for your input. Read her column in this issue for further details.

If you are reading this you are most likely a library professional or a student. What will you contribute to services and resources at your library in order to better serve your patrons and meet your institution's goals? How will you change the world?



Warm Regards,

**Willa Bitney-Garay**  
Editor, *Nebraska Libraries*

## Lincoln Central Library Planning: Needs, Considerations, and Trends

### Pat Leach

Sometimes it seems like Lincoln’s been considering a new downtown library forever. Thirteen years ago, a study of Bennett Martin Public Library recommended that a new library be built on a new site downtown.

Fast forwarding to today, Mayor Chris Beutler has announced that resolving the need for a new downtown library is among the projects for his third term, which ends in 2019. Many important decisions are yet to be made—site, cost, potential bond issue amount, and potential capital campaign, among them.

Aside from those specifics, we’re responding to many questions about the future of libraries generally. Many people believe that libraries are books alone, that books are going electronic, and therefore, we shouldn’t invest in libraries. As we advocate for a new downtown library,



*An outdoor area at the Downtown Library in Cedar Rapids, Iowa, is as functional as it is beautiful. The area, which is adjacent to the library’s green roof, has become popular for community events and weddings. Photo courtesy of Main Street Studio: Wayne Johnson.*

we’re addressing this general question about the future of the public library. We talk a lot about libraries as community centers focusing on learning, literacy, and literature. We’re promoting some substantial community-wide programs to support learning and literacy. “15 Minutes a Day” addresses the remarkable difference it makes when people regularly read aloud to pre-primary children. “ConnectED” promotes the resources of the library in supporting children’s school work, and is piloting a project to issue a library account to every child in Lincoln Public Schools. We’re engaged heavily with the Prosper Lincoln program, which is marshalling the resources of foundations, organizations, and institutions to solve key community issues.

We’re also paying attention to new downtown central libraries in other cities, intending to combine their great ideas with our needs in Lincoln.



*The children’s area in the Madison, Wisconsin, Central Library provides a whimsical environment for young minds to flourish. Interior design by MSR Design, photo courtesy of Lara Swimmer.*



*Sustainability features are popular in many new libraries. In Madison, Wisconsin, solar panels help power the computer lab. Photo courtesy of Madison Public Library.*



*The new Central Library facade in Madison, Wisconsin, allows an abundance of natural light to penetrate the building. Architectural design by MSR Design, photo courtesy of Lara Swimmer*

The new central library in Cedar Rapids, Iowa, impressed us in countless ways. Its scale resembles what we're considering, about 100,000 square feet. Natural light in this library enlivens nearly every space.

The meeting rooms at Cedar Rapids Public Library are situated on the outer edges of the library, going against the recent trend of meeting rooms located immediately at the entrance, where the space can be blocked off when the library isn't open. At Cedar Rapids they allow meeting room use before or after the building opens, charging a fee to pay staff who must be present in the building. People using the meeting rooms while the library is open walk past appealing displays and service points.

Sustainability features in several new libraries include green roofs. In Cedar Rapids, that space has become very popular for community events, including weddings.

The newly expanded and renovated Central Library in Madison Wisconsin includes some lively maker spaces, one with a focus on audiovisual production, another an intriguing programming area called "The Bubbler," where community people gather to be creative.

San Diego's new Central Library is on a grand scale—two floors are used for a charter high school. The grand entry area can open up to the outside, a perk of their fabulous

weather. They also created meeting spaces that require people to venture far into the library. One of them is on their top floor among special services, where the entry/gathering space is open to the sky.

All three of these libraries, Cedar Rapids, Madison, and San Diego, have become popular for weddings. Their beautiful civic spaces offer a choice in addition to churches and outdoor venues. In San Diego, a little balcony off the top floor has become a favorite of wedding photographers—the constant wind there pulls a bridal veil into a photogenic fan behind the bride. These libraries have needed to put staff hours toward wedding arrangements. When I talk with directors of libraries that have opened downtown libraries recently, I usually ask what has surprised them about their new facilities. Almost always, they mention the success of the meeting rooms and community spaces.

Among our interests in Lincoln is promoting the central library as the "home branch" for the thousands of people who live within its two-mile radius. Here in Lincoln, Youth Services hasn't been as much of a focus downtown as it has been for our branches. We will want the Youth Services area in our new central library to draw in families from the core of our city, and from all over. We've been looking at spaces such as the children's area in Topeka, where a giant

tyrannosaurus appears to have become stuck in the ceiling. We're thinking of these as "children's discovery spaces" that draw children in, and provide great opportunities for learning through play.

More people use the personal computers at the downtown library than in branch libraries. Even as Lincoln expands the number of people who will have excellent wireless Internet at home due to build-out of the fiber network, we expect many people will need to use computers. Recent information on how low-income people access the Internet leads us to expect that many people will need access to a computer even if they have a smartphone. In light of Lincoln Public Schools issuing a tablet to nearly all students, we've strengthened the wireless Internet we provide.

We're eager for a new central library to create exciting spaces for our two special service areas, the Jane Pope Geske Heritage Room of Nebraska Authors, and the Polley Music Library. Depending on where a new library is sited, we also see potential in providing a gathering space for the children from outstate Nebraska who visit the State Capitol in great numbers.



*The Central Library in San Diego, California, provides many unique meeting spaces including one on the top floor, where the gathering space is open to the sky. Photo courtesy of the City of San Diego.*

Lincoln's Library Board of Trustees and staff are investing much time, thought, and effort in considering how the big issues of the public library will translate into what the community of Lincoln wants. Throughout this process, we see that libraries really are about much more than books. We look forward to showing how an effective new downtown library will transform individuals, and our whole community.

*Pat Leach has been director of Lincoln City Libraries for eight years. She's worked at Lincoln City Libraries for over 35 years, also in cataloging, periodicals, outreach, branches, and youth services. Originally from Aurora, Nebraska, Pat graduated from the University of Nebraska Lincoln with a degree in elementary education, and received a master's*



*degree in library and information science from the University of Illinois at Urbana-Champaign. She is the host of NET Radio's All About Books weekly program. Pat has read and presented information on the American Library Association Notable Books List for more than 25 years. Pat has been an active member of NLA for over 20 years and most recently served as chair of the Public Library and Trustee section.*



*A boy finds a private spot to read a book at the Downtown Library in Cedar Rapids, Iowa. Photo courtesy of Main Street Studio: Wayne Johnson.*



*Library Assistant Regina Hanson sits at the service desk in North Platte Community College Learning Resource Center.*

## Mid-Plains Community College Learning Commons: Transforming Libraries and Beyond

### Sky Seery

When the Library and Student Success Center merge, what do you call it? The Learning Commons! Recently, the Libraries and Student Success Centers at Mid-Plains Community College reconfigured and formed a Learning Commons. This change is a slow, ongoing process that will take two to three years to fully complete.

Currently, the Libraries and Student Success Centers are operating as two individual and separate departments within the college. In McCook, they are housed in the von Riesen Library with the Library located on the main floor and the Student Success Center located on the bottom floor. In North Platte, the Library and Student Success Center are just down the hall from one another.

The Libraries and Student Success Centers have worked with one another for some time. The Student Success Centers provide a quiet location for students to study, computer labs for testing, test proctoring, math and writing labs and tutoring services. They also complete a number of tasks regarding first-day no shows, administrative drop periods and a mentoring program. Occasionally, the Libraries will work with the Student Success Centers to proctor tests in the evening. College administration see the potential for more. The Libraries house all of the typical library materials – books, DVDs, CDs, magazines, newspapers, computers, comfortable furniture and coffee.

The Learning Commons at Mid-Plains Community College has been in the works for a while. With a change in leadership during the summer, it was the perfect time to begin the merge of these departments. Andy Long,



Vice President of Student Services and McCook Campus states “We’re in the business to help students succeed. One thing we can provide is a place where students can get the resources and personal academic help they need. At a small campus, it just makes sense to me that there should be one place where students can feel welcome to get both.” I’m genuinely excited about the Learning Commons because libraries transform to serve their community – this transformation is completely student-centered and will bring together our services and staff. It’s really exciting!



*Bobbi Barton, Area Assistant Director of Student Success Centers, is proud of the McCook Community College Student Success Center.*

In the grand scheme of things, the merge made a lot of sense because we are able to strengthen our quality of services. Additionally, by combining our areas, we are combining our mostly part-time staff. To be honest, it’s going to be an adjustment for everyone. In the future, there won’t be “library” or “student success center,” functions will be combined so we work together. Hopefully, by completing the merge over several years, this will give staff time to adjust and grow into the new duties and responsibilities.

Right now, we’re building the foundation. It started with the announcement of the Learning Commons and the personnel who will be leading this new area. Kristi Salestrom, formerly the Area Director of Student Success & Retention is now the Area Director of the Learning Commons. My position changed from the North Platte Learning Resource Center Supervisor to the Area Assistant Director of Learning Resource

Centers and the Area Assistant Director of Student Success Centers position was filled by Bobbi Barton, who joined our team in the beginning of September. I’ve had time to work with both McCook and North Platte library staff to ensure a smooth transition into the future. Over the last month, Bobbi has been busy getting to know Student Success Center staff and creating plans for the future. So far, I’ve really enjoyed learning and tackling new responsibilities.

The planning process is slowly moving forward; we want to do this right. In October, staff at both campuses will meet during the Mid-Plains Community College Fall Enrichment Day to discuss the vision for the Learning Commons. This will be the first time that all of the staff in both campuses will be together to talk about the Learning Commons. It’s during this time that we hope staff openly share their vision of the Learning Commons; we want opinions, thoughts



*North Platte Community College Student Success Center provides a quiet place for students to study.*



*Library services take place on the main floor of McCook Community College's Riesen Library. McCook's Student Success Center, not pictured, is one floor below.*

and to build on the ideas of the staff who work in these departments. When it comes down to it, we're here because we enjoy helping students be successful and the Learning Commons will do that and much, much more on our campuses. It's streamlining our services and working together as a team to enhance the services we provide.

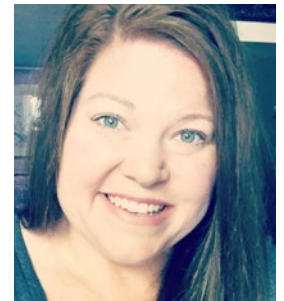
Kristi, Bobbi and I have spent time researching different learning commons in neighboring states. We are going to take a couple of days in the spring semester to visit these sites, talk with their administration and staff and gather ideas. Hopefully, we can hear about their successes, learn what not to do and bring back new ideas to share with our administration and staff.

Over the next couple of years, our physical spaces will change and right now, we don't exactly know what that will look like. It's probably going to be messy - we will tear down walls in North Platte and possibly flip-flop the current locations in McCook - but it is exciting nonetheless. My hope is to provide new areas with a fresh

look or an outdoor area for students to use, bring in new technology, perhaps a makerspace with a 3D printer and creative equipment. The possibilities are endless!

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*Sky Seery is the Area Assistant Director of Learning Resource Centers at Mid Plains Community College. She has been employed with MPCC since 2011.*



*She has served a board member of the Central Plains Library System for six years, is a current board member of the North Platte Public Libraries Advisory and Foundation boards and is the current chair to the Nebraska Library Association Scholarships and Awards Committee. Sky travels between North Platte and McCook, as well as MPCC's Extended Campuses. This is her first year in the position where she leads the library portion of the Learning Commons.*

*Sky's undergraduate degree is in management of human resources. She is a graduate student in the library and information science program at the University of Missouri.*

# When the Future Is the Present: Developing a Virtual Learning Program at the University of Nebraska-Lincoln Libraries

Andrew J. Cano

On January 4, 2016, I stepped onto the campus of the University of Nebraska-Lincoln (UNL) as a member of the Libraries faculty for the first time. Despite the cold morning being far different from those I experienced in South Florida, where I was born and raised, and Texas, where I lived the previous four and a half years, I was eager to begin the work for which I had been hired - developing a virtual learning program to meet the information literacy needs of the distance students enrolled at the University. As 2016 winds down, I look back on the year with pride. The foundation had been laid for this program and look forward to 2017 and beyond with excitement about the successes the program has the potential to achieve as it continues to grow. More than anything, however, I am filled with a sense of urgency as online learning is too often described as the future of education when, in reality, it is very much the present.

The most recent federal data reveal that just over 25 percent of all students enrolled at public postsecondary institutions of higher education in Fall 2013 took at least one online course. Almost 9 percent of these students took courses exclusively online (United States Department of Education, 2016). These numbers were even higher at the University. According to data shared by the University's Office for Online and Distance Education, a staggering 58 percent of all students took at least one online course and 11 percent took their courses fully online. This means that the University Libraries must meet the learning needs of a sizable percentage of presently enrolled students and continue to plan for a future that includes increasing online enrollment.



*University of Nebraska-Lincoln Virtual Learning Librarian Andrew Cano meeting with members of the User Experiences team to discuss improving services to online students.*

As the virtual learning librarian, it is incumbent on me to facilitate all efforts in this regard. Fortunately, colleagues had already started this work over the last decade through the implementation of digital library instruction and research on distance library services. Furthermore, the current instruction coordinator had already been working to expand the Libraries' virtual instructional presence. In fact, from the moment I first visited campus as part of my interview process, I was pleased to find how well my ideas for the virtual learning program fit into the administrative team's vision for the future of the Libraries' instructional services. These ideas include two initiatives that meet the University's present distance education needs while also offering the scalability necessary to meet those of the future: digital badging and embedded librarianship.

Digital badges (alternatively known as microdegrees or nanodegrees) demonstrate a student's mastery of a specific set of skills and are acquired through the successful

completion of competency-based modules. The creation of these badges at the University will facilitate the development of a virtual information literacy curriculum that students will (often unknowingly) complete parallel to the academic curricula of their chosen programs. For example, students at the orientation stage of their studies will complete badges related to creating library accounts and navigating the Libraries website, then move on to completing badges aligned with the ACRL's *Framework for Information Literacy in Higher Education* to develop general information literacy competencies (e.g. developing strong keyword searches, properly citing sources), and then complete the information literacy curriculum through badges specific to their academic programs (e.g. engineering, childhood education, agronomy).

This approach provides an asynchronous educational experience that follows students throughout their educational journey rather than being front-loaded during their first semester. Furthermore, the badges will be created, issued, and verified according to Mozilla Open Badges standards (<http://openbadges.org/>) so that students have demonstrable proof of their skills. Not only will this strategy avoid redundant instruction (e.g., a student learning about basic APA citation for the fourth time) but such gamification has the potential to incentivize students to continue building their information literacy skills as they fill their Mozilla backpack with badges. Finally, as increasing enrollment is a strategic objective for the University administration, badging

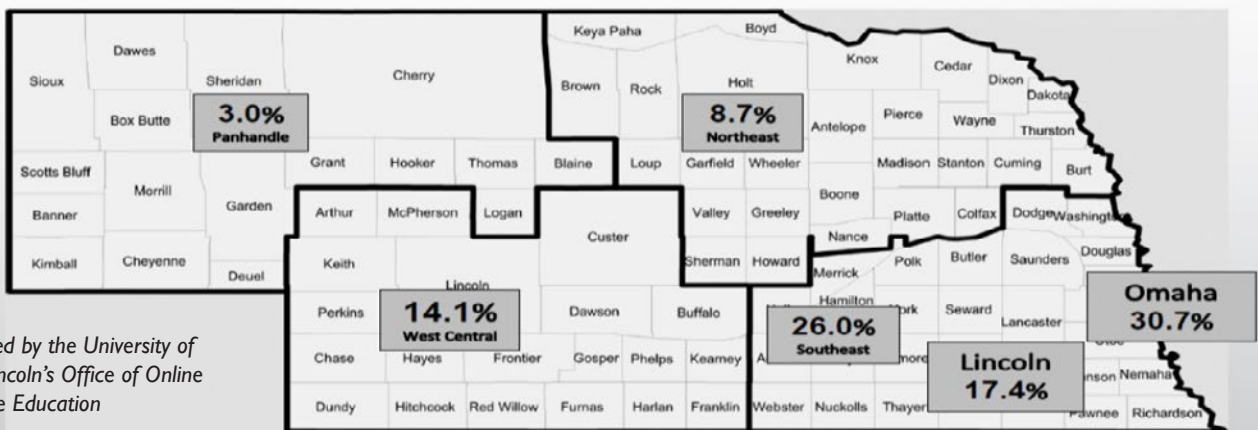
provides the benefit of scalability as there is no limit on the number of students who can complete badges. In fact, by digitizing library instruction, librarians are less strained by the growing number of students they serve.

These flesh-and-blood librarians, however, remain a critical piece of the virtual learning program. Despite the benefits of digital resources, nothing can replace the expertise that professionally-trained librarians bring to the learning experience. Furthermore, the ACRL's *Standards for Distance Learning Library Services* require that distance learners have direct human access to library personnel "through instruction, interaction, and intervention in the provision of library services and in facilitating successful use of library resources, particularly electronic resources requiring computer and digital literacy, and information literacy skills" (Standards for Distance Learning Library Services, 2016, Library Requirements, para. 3). Therefore, expanding embedded librarianship at the University is the second planned initiative of the virtual learning program.

While the Libraries already offers embedded services, this service has been largely underutilized by academic departments and embedded librarians remain a rare presence in online courses. This situation is disappointing in the present and unacceptable in the future. Therefore, one of my primary goals over the next couple of years is to actively promote

## Distance Only Nebraska Residents Academic Year 2014/2015

Of the 7,105 Distance Only Students, **4,665** are Nebraska Residents



Data provided by the University of Nebraska-Lincoln's Office of Online and Distance Education

embedded librarianship and to provide my colleagues with the training necessary to best provide teaching and learning support in online courses. I have taken the first steps to achieve this goal by slowly adding resources to our collection that will help colleagues improve upon their already strong teaching skills and digital literacy and by creating an internal topic guide to help keep them abreast of developments in practice and research related to distance library services. I am also collaborating with the instruction coordinator and the chair of Reference and Instructional Services to identify more opportunities for training.

Unlike digital badging, embedded librarianship's scalability is limited. At the present time, there are no plans to significantly expand the number of liaison librarians and I do not see that changing until the far off future (if ever). Therefore, as the number of online courses increases and the number of available librarians remains unchanged, it is critical to work efficiently with other departments within the Libraries to free up valuable time for librarians engaged in teaching and learning activities. I am currently evaluating all workflows and meeting with teams from within the Libraries (e.g. User Services, Scholarly Communication) to ensure that all issues relating to online courses are resolved swiftly and satisfactorily. While there is much work to be done in this area, I am already seeing the efforts bearing much fruit in the form of increased collaboration among different departments.

In planning for the future, this increased collaboration must expand across all four University of Nebraska (NU) campuses, as the University of Nebraska Online Worldwide coordinates programs from all four campuses, and the services provided through the respective Libraries will have a significant impact on the success of these programs. Fortunately for me, the University of Nebraska Campus Libraries (UNCL) partnership provides the ideal foundation on which I can build relationships with colleagues at the other campuses to establish a working group with the goal of serving the entire distance community (i.e. faculty and students) through both practice and research. This is the one aspect of my vision that is very much still in its nascent stages but, as it also happens to be the vision of those I have reached out to, I am confident it is one that will grow very quickly.

Finally, I find it important to emphasize that the success of these initiatives will impact much more than the state's academic communities. Rather, as 68 percent of fully online students across all four NU campuses are Nebraska residents. The majority of these residents are working professionals and would likely be unable to pursue a higher education if distance education were not available. Given the opportunity to earn advanced degrees, they can better create their individual "good life" while contributing to the success of every community served by Nebraska Library Association members. The work being done at the University Libraries today, then, can help create a prosperous future for all Nebraskans.

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*Andrew J. Cano is an Assistant Professor at the University of Nebraska-Lincoln Libraries, where he has functioned as the Virtual Learning Librarian since January 2016 and the current Vice-President/ President-Elect of NLA. Prior to his University appointment, Andrew spent a decade working at a large metropolitan public library, small proprietary institutions of higher education, and a community college. Having earned both a MS in library science and a MS in higher education online through Drexel University, he is acutely aware of the needs of distance students and is excited to be able to help meet those needs in his current role. As a 2009 American Library Association Spectrum Scholar, he is also dedicated to help address the challenges faced by students from underserved populations and his research agenda includes advancing knowledge of improving learning among neurodivergent students.*



*A native of Miami, Florida, Andrew has also lived in South Carolina, Ohio, and Texas. Having married a native Lincolnite, he is very happy to have been able to move to Nebraska and is eager to enjoy everything the state offers. He is an avid runner, having completed approximately 25 half marathons (he lost count after 20) and four marathons in addition to multiple shorter races. He plans to slow down and focus more on hiking in city and state parks while also getting around on his bicycle as much as possible.*

#### References:

- Standards for Distance Learning Library Services. (2016, June). Retrieved September 15, 2016, from <http://www.ala.org/acrl/standards/guidelinesdistancelearning#library>
- United States Department of Education. (2016). Fast facts: Distance learning. National Center for Education Statistics. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=80>

## Treasurer's Annual Report – NLA Annual Meeting

Christa (Burns) Porter

Below is the 2016 Treasurer's Annual Report, as presented at the 2016 NLA Annual Conference on October 20, 2016. On the next few pages, you may view the entire budget spreadsheet.

- NLA took over Treasurer duties for S&I as of January 5, 2016.
- The 2016/2017 budget was approved at the September 9 board meeting.

### Summary of Annual Report, as of 9/30/2016

#### Assets

Checking	\$19,682.43
Money Market	\$44,752.45
Mutual of Omaha CDs	\$35,463.93

#### Funds

Louise Nixon Scholarship Fund	\$76,665.95
NLA Legacy Fund	\$61,491.27

**Total Assets:** **\$215,895.02**

**Total Available Funds:** **\$77,737.80**

**YTD Income** **\$33,794.90**

**YTD Expenses** **\$42,920.05**

**YTD Total Net** **-\$9,125.15**

# SPECIAL FEATURE

Nebraska Library Association Budget		2015 /2016 Budget & Expenditures		As of:
<b>Assets</b>				
Checking Account				9/30/16
Money Market Account				9/30/16
Certificates of Deposit (3) Mutual of Omaha				9/30/16
<b>TOTAL</b>				
Less C & U Section Funds				9/30/16
Less ITART Funds				9/30/16
Less TSRT Funds				9/30/16
Less S&I Funds				9/30/16
Less NMRT Funds				9/30/16
Less IFRT Funds				9/30/16
<b>LESS SECTION &amp; ROUND TABLE FUNDS</b>				
<b>TOTAL AVAILABLE FUNDS:</b>				
Nixon Scholarship Fund (Lincoln Community Foundation)				6/30/16
NLA Legacy Fund (Nebraska Community Foundation)				6/30/16
<b>TOTAL UNAVAILABLE FUNDS:</b>				
<b>Total Assets</b>				

Income	2015 Budget	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep
Dues	\$22,000.00	\$2,706.78	\$8,564.53	\$2,390.00	\$832.50
Confrence Profit	\$20,000.00		\$11,940.38		
NLAQ Advertising and Royalties	\$0.00	\$0.00		\$51.82	
Interest - Checking & Money Market	\$38.00	\$20.08	\$19.27	\$19.58	\$19.53
Sales Tax from sections	\$250.00	\$0.00	\$0.00		
Other Income	\$0.00			\$5.00	\$5.14
<b>Subtotal</b>	<b>\$42,288.00</b>	<b>\$2,726.86</b>	<b>\$20,524.18</b>	<b>\$2,466.40</b>	<b>\$857.17</b>
<b>Funds Received</b>					
Nixon Scholarship Fund	\$2,000.00	\$1,849.98		\$1,825.31	\$20.00
NLA Legacy Fund	\$2,500.00	\$500.00			
Nebraska Advocacy Day	\$2,500.00		\$820.00	\$2,205.00	
NEMA funds/Conference Exec Sec'y	\$1,000.00		\$0.00		
Internship Grant	\$0.00	\$0.00	\$0.00		
<b>Subtotal</b>	<b>\$8,000.00</b>	<b>\$2,349.98</b>	<b>\$820.00</b>	<b>\$4,030.31</b>	<b>\$20.00</b>
<b>Total Income</b>	<b>\$50,288.00</b>	<b>\$5,076.84</b>	<b>\$21,344.18</b>	<b>\$6,496.71</b>	<b>\$877.17</b>

Expenses	2015 Budget	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep
Section Allocations	\$6,000.00	\$0.00		\$5,970.00	
Contingency	\$1,768.00				
Insurance	\$500.00	\$0.00	\$460.00		
Bank Charges	\$30.00	\$0.00	\$0.00		
Nebraska Community Foundation Fees	\$400.00	\$0.00	\$0.00		
YourMembership.com	\$4,495.00	\$2,247.50		\$2,247.50	
Sales Tax (for sections)	\$250.00		\$316.27		
Post Office Box Rental	\$92.00		\$102.00		
<b>Subtotal</b>	<b>\$13,535.00</b>	<b>\$2,247.50</b>	<b>\$878.27</b>	<b>\$8,217.50</b>	<b>\$0.00</b>

# SPECIAL FEATURE

<b>Funds Disbursed</b>					
Nixon Scholarship Fund	\$2,000.00	\$0.00		\$2,000.00	
NLA Legacy Fund	\$100.00	\$0.00	\$0.00		
Nebraska Advocacy Day	\$3,000.00	\$2,791.13	\$0.00		
National Legislative Day	\$1,800.00	\$314.50	\$975.18		
Internship Grant	\$0.00	\$0.00	\$0.00		
<b>Subtotal</b>	<b>\$6,900.00</b>	<b>\$3,105.63</b>	<b>\$975.18</b>	<b>\$2,000.00</b>	<b>\$0.00</b>
<b>Contracted Services</b>					
Executive Director	\$11,340.00	\$2,835.00	\$945.00	\$2,250.00	\$2,250.00
Supplies and Expenses	\$600.00	\$509.57			
Lobbyist	\$4,320.00	\$540.00	\$720.00	\$1,033.50	\$720.00
Legislative Monitoring Expenses	\$4,320.00	\$540.00	\$720.00	\$1,033.50	\$720.00
Internet Site Coordinator	\$350.00	\$0.00	\$276.09		
Publication Editor	\$1,800.00	\$450.00	\$450.00	\$450.00	\$450.00
Accountant	\$2,400.00	\$600.00	\$600.00	\$600.00	\$600.00
<b>Subtotal</b>	<b>\$25,930.00</b>	<b>\$5,474.57</b>	<b>\$3,711.09</b>	<b>\$5,967.00</b>	<b>\$4,740.00</b>
<b>Obligations</b>					
Filing non-profit biennial report	\$0.00	\$0.00	\$0.00		
MPLA Membership	\$100.00	\$100.00	\$0.00		
ALA Membership	\$160.00		\$0.00	\$200.00	
Freedom to Read Foundation	\$0.00	\$0.00	\$0.00		
AFCON Membership	\$0.00	\$0.00	\$0.00	\$120.00	
National Legislative Day	\$0.00			\$2,421.01	
Nebraska Library Leadership support	\$0.00	\$0.00	\$0.00		
MPLA Leadership Conference stipends (2)	\$1,500.00	\$0.00			
Emerging Leaders Stipend	\$1,000.00	\$607.70	\$0.00		\$351.71
League of Municipalities Meeting Booth	\$200.00				\$235.00
<b>Subtotal</b>	<b>\$2,960.00</b>	<b>\$707.70</b>	<b>\$0.00</b>	<b>\$2,741.01</b>	<b>\$586.71</b>
<b>Officers</b>					
Vice-President	\$1,500.00		\$0.00		
Treasurer	\$150.00		\$0.00		
ALA Councilor	\$3,000.00	\$430.00	\$1,102.44	\$370.45	
<b>Subtotal</b>	<b>\$4,650.00</b>	<b>\$430.00</b>	<b>\$1,102.44</b>	<b>\$370.45</b>	<b>\$0.00</b>
<b>Committees</b>					
Scholarships	\$175.00	\$0.00	\$0.00		
<b>Subtotal</b>	<b>\$175.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>Total Expenses</b>	<b>\$54,150.00</b>	<b>\$11,965.40</b>	<b>\$6,666.98</b>	<b>\$19,295.96</b>	<b>\$5,326.71</b>
		<b>Jan-Mar</b>	<b>Apr-Jun</b>	<b>Jul-Sep</b>	
<b>Total Net</b>	<b>-\$3,862.00</b>	<b>-\$6,888.56</b>	<b>\$14,677.20</b>	<b>-\$12,799.25</b>	<b>-\$4,449.54</b>



# TSRT – Technical Services Round Table

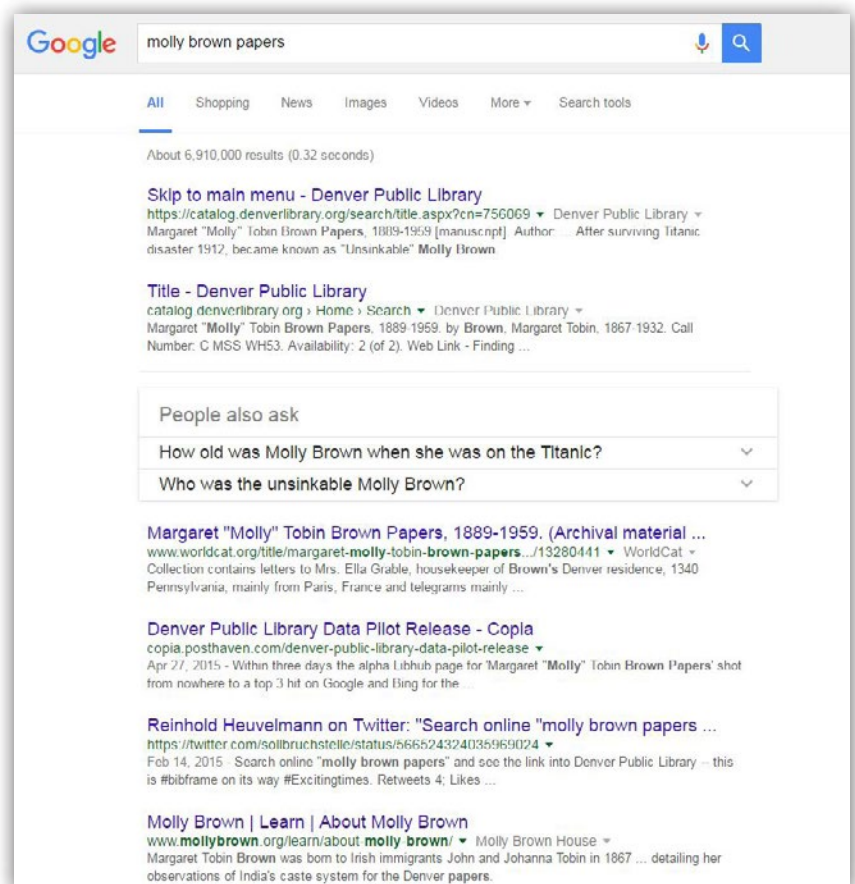
## The Future of Library Catalogs: What Will Linked Data Look Like?

Emily Dust Nimsakont

Those who are familiar with current trends and hot topics in the world of library cataloging may have heard the phrase “Linked Data.” Bizer, Cyganiak, and Heath (2007) state that the term Linked Data “refers to a style of publishing and interlinking structured data on the Web” (introduction, para. 2). The basic assumption behind Linked Data is that the value and usefulness of data increases the more it is interlinked with other data.” The potential for library data to interact with other data on the Web could affect our library catalogs in a number of ways.

One way in which Linked Data could change the search experience for library users is by providing links to resources outside a particular library’s collection in search results. In theory, Linked Data technologies could allow for people searching a library’s catalog to be linked to resources from other sources, such as digitized archival materials from other institutions relating to the person’s search topic. For example, in France, a project called OpenCat involved linking a public library’s catalog to data from the French national library (Le Boeuf, 2013).

While the ability to link to outside resources from within the library catalog with very little effort is certainly an attractive benefit, Linked Data could also provide another result, one that potentially could be even more beneficial for libraries - the chance for library materials to show up in search engine results. This would enable patrons to be aware of library resources in their area without even accessing a library website or online catalog. The Denver Public Library has converted their MARC catalog data to a linked data format, and their catalog now provides an example of how



*A Google search for “Molly Brown papers” retrieves as the first search result a direct link to the DPL catalog record for their archival collection of Molly Brown’s papers.*

linked data enables access to library catalogs through search engines. A Google search for “Molly Brown papers” retrieves as the first search result a direct link to the DPL catalog record for their archival collection of Molly Brown’s papers. Even if resources outside of the library are taken out of the equation, Linked Data technologies could still have an effect on the way library users interact with their libraries’ catalogs. Currently, librarians struggle with providing access to all of their libraries’ resources, which are kept in many different silos according to how they are provided (library catalog, databases of electronic resources, digitized versions of archival collections, and many other possibilities). It is

nearly impossible to provide a discovery tool that provides one-stop access to all of a library's collections. If Linked Data were used as a method of providing structured data about all of these resources, it could become much easier to link them all together in a single search interface.

The technology used to encode library catalogs is currently in a state of flux, and MARC records will continue to be the mainstream standard for the time being. However, Linked Data solutions are on the horizon, and it is exciting to think about the possibilities they hold for the discovery of library resources

*Emily Dust Nimsakont is the Head of Cataloging & Resource Management at the University of Nebraska at Lincoln Schmid Law Library. She teaches cataloging courses at the University of Nebraska at Omaha and University of Missouri and is currently serving as chair of TSRT*



**References:**

Bizer, Chris, Cyganiak, Richard, & Heath, Tom (2007). How to publish linked data on the Web. Retrieved from <http://linkeddata.org/docs/how-to-publish>  
 Le Boeuf, Patrick, (2013, March 15). Customized OPACs on the Semantic Web: The OpenCat Prototype. Retrieved from <http://files.dnb.de/svensson/UILLD2013/UILLD-submission-3-formatted-final.pdf>

## Book Review: Man & Wife by Katie Chase

A Strange Object, 2016

Paper, \$14.95, 9780989275989

The eight short stories in this collection feature frequently young characters finding their places in their families and in society—but societies slightly askew from our own. A mother sends her daughter to the family's distant lakeside cottage when she starts her first period. A city burns one day each year. A daughter is betrothed. Katie Chase presents the reader with worlds disturbingly similar to our own in their banalities—but each with its particular twist. Readers who enjoy strictly realist work may find these stories out of reach. The element of societal critique will engage readers who prefer their fiction with a subversive edge. Fans of Aimee Bender, Margaret Atwood, and Angela Carter will enjoy.

– Jennifer Gravley, Reference and Instruction Librarian, University of Missouri Libraries, Columbia, Missouri



# NLA’s Goals for the Future

## Angela Kroeger

What are the NLA’s goals for the future? To answer this question, my first thought was to check the strategic plan. I knew NLA had a strategic plan, because I served on the one of the strategic planning subcommittees years ago. The old strategic plan is no longer on our website, but the mission statement and goals are preserved in our handbook, right up front in the introduction.

### **OUR MISSION:**

*The Nebraska Library Association is the cornerstone of the Nebraska library community. We advocate for our members, enrich their professional lives, advance the lifelong learning of all Nebraskans, and advance all library interests in Nebraska.*

### **OUR GOALS:**

#### **Advocacy and Public Policy**

*Provides opportunities for advocates to increase public awareness of the value of libraries and the library profession and plays a key role in formulating policies and standards that affect library service in the state.*

#### **Building the Profession**

*Provides professional development opportunities and partners with other organizations to sponsor continuing education sessions that are timely, accessible, and affordable for members. Committed to recruiting a diverse workforce.*

#### **Member Engagement**

*Welcomes all who are committed to excellent library service. Creates an environment in which all members participate in, contribute to, and benefit from the many professional opportunities provided by the association. Communicates efficiently with the library community using a variety of communication methods.*



*NLA needs you to think about the future of Nebraska libraries!*

#### **Organizational Excellence**

*Operates efficiently, effectively, and is responsive to the needs of members.*

#### **Transforming Libraries**

*Provides leadership in the transformation of libraries and library services as they enhance collections and services in a rapidly changing environment.*

These goals are from 2012, and I think they still look pretty-darned good. But strategic plans are not meant to be static documents, shelved and forgotten. It’s time for us as an association to revisit our goals.

Yes, I know - I can hear the chorus of agonized groans echoing across the state. In some circles, merely uttering the words “strategic planning” causes a wellspring of despair. Believe me, I’ve been through my share of excruciating planning processes, and I don’t want to go through that again any more than you do. But I’ve also been through positive, optimistic, and - gasp - fun strategic planning processes, so I know it is possible.

Maybe we need a new plan, maybe we just need to be reminded of our existing plan, or maybe we need a vision statement and a few action items to illuminate our goals. I don't know. That's the thing about planning in an organization like ours. No one person can say, "These are our goals - all y'all follow me." We are diverse. We are a community. We are greater together than any individual among us can be alone.

I'd like to form an Ad Hoc Strategic Planning Committee. If you're reading this and thinking, "Yeah! Right on!" - or whatever kids say these days - then please contact me at [nlapres@gmail.com](mailto:nlapres@gmail.com). I want you to join this committee. Please don't let distance be a barrier. If you're outside the Omaha-Lincoln area and can't travel, we'll bring you in with Skype, Zoom, or something similar. Or maybe we'll have our discussions asynchronously online. I'm open to suggestions, whatever gives more people the chance to participate. And if you don't want to formally join the committee, but still want input, we'll make sure there are opportunities for all NLA members to add your voices.

*Angela Kroeger started at a Criss Library at the University of Nebraska at Omaha in 1995 — earlier if you count a couple of semesters as a student worker. After a year in Circulation and another year in Reference, she made her way to Cataloging, where she happily served for 16 years. In summer 2013, she transferred into Archives and Special Collections, still at the same library. Her interests include metadata, standards, and ethics, and how all of these things influence user access to library resources.*



*In May 2015, she completed her Master's degree in Library and Information Science from the University of Missouri. She attended the Nebraska Library Association late in 2006 and serve as Chair of the Paraprofessional Section in 2009-2010 and Chair of the Technical Services Round Table in 2012-2013. She is presently serving as President-Elect of NLA.*

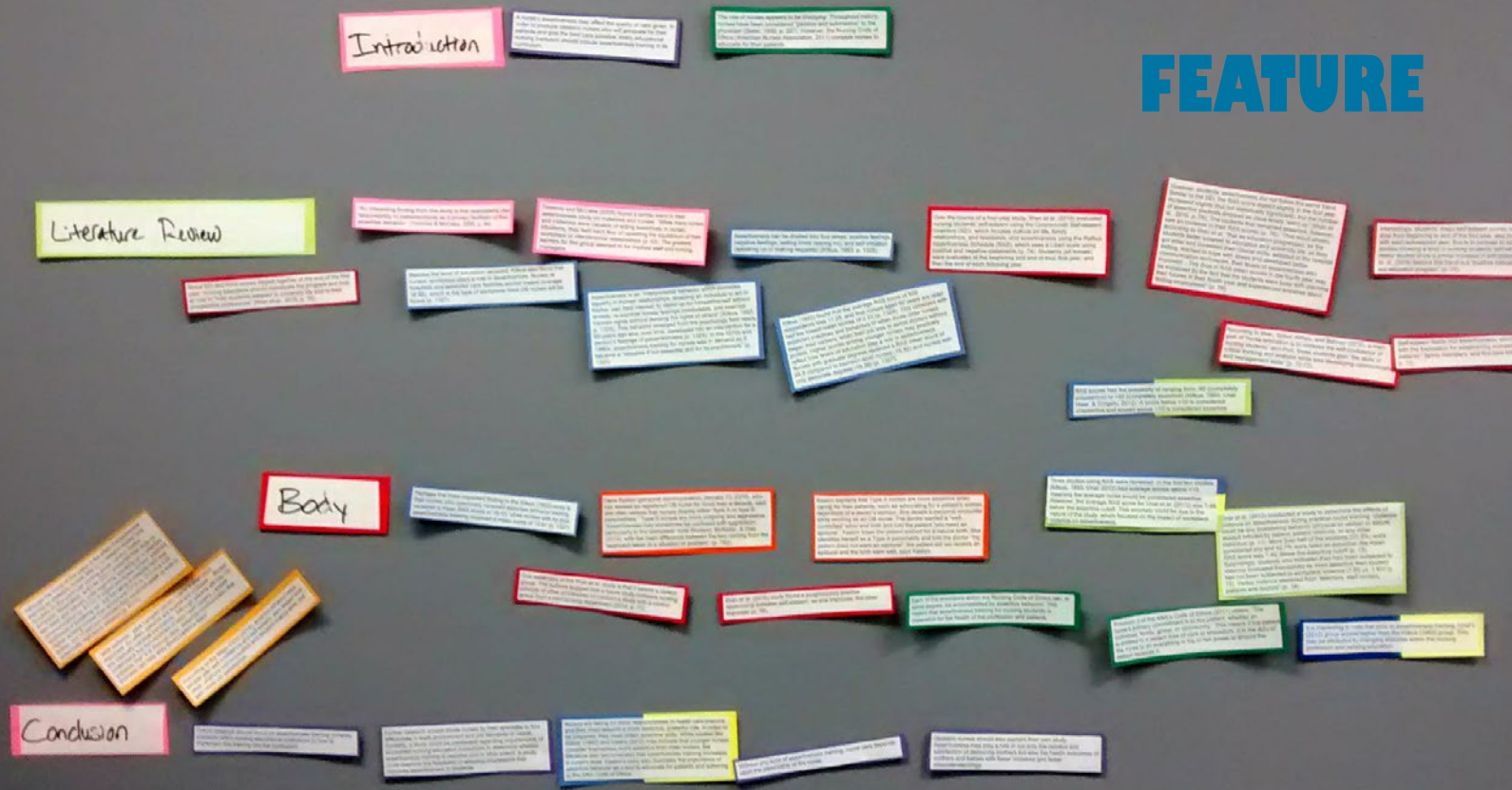
## Hear Ye! Hear Ye!

The results of the NLA elections are in. Congrats to ALL the winners and a huge shout out to the losers as well – thank you all for running for office! This year was a full slate, and we appreciate everyone who leant their support and were willing to run. We wish everyone a great year!

### Winners are:

NLA: Angela Kroeger, President  
 Andrew Cano, Vice President/President Elect  
 Amy Wenzl, Secretary  
 C & U: Holli Duggan, Vice Chair/Chair Elect  
 Paras: Rebecca Varga, Vice/Chair/Chair Elect  
 Jacob Lee, Secretary/Treasurer  
 PLTS: Becky Baker, Vice Chair/Chair Elect  
 Amy Hafer, Secretary/Treasurer

SCYP: Jill Annis, Vice Chair/Chair Elect  
 S & I: Scott Childers, Vice Chair/Chair Elect  
 ITART: Scott Childers, Chair  
 IF: Tim Lentz, Vice Chair/Chair Elect  
 Wally Seller, Secretary  
 TSRT: Euem C. Osmera, Vice Chair/Chair Elect  
 Billie Cotterman, Secretary



The build-a-paper activity provides a hands-on method for students to learn about using sources in an academic paper.

# Build-a-Paper: Old tools With a New Twist

Emily McIllece

Yearning to overthrow the tedious tyranny of one-shot library demo sessions, I began an active-learning campaign with faculty. Instruction requests came in. Instead of plundering the digital app trove, however, I found myself turning to some old classroom staples: paper and scissors. In a planning discussion, a communications instructor told me her students seem to be able to find appropriate articles, but they struggle with using those articles in a paper. Despite being in a 300-level course, each semester her students struggle with what information to pull from their sources and how to use them. They know to use references but not effectively, and they also lack confidence in synthesizing ideas and data from their sources and presenting it in their own words.

Nursing and healthcare students tend to be hands-on learners, so a lecture on academic paper writing did not seem effective and at best would be redundant to previous

courses. Yet this problem needed to be addressed. How could we help them make connections? And, to be honest, how could I escape giving a lecture? How possible was it to “build” an essay in a one-shot class?

## Build-a-Paper

Puzzles came to mind, but the concept of an academic paper as a puzzle seemed too rigid. Two people can write about the same topic with the same sources but produce different essays. The librarians at the University of Nebraska at Omaha shared their own “using information” activities, but they did not feel direct enough for this class. We needed something that:

- 1) Allowed students to organize information and use it as evidence
- 2) Demonstrated different ways to use that information (direct quote, paraphrase, linking ideas between different sources, etc.)

- 3) Demonstrated how and where to use your own words
- 4) Templated the basic structure of an essay but allowed flexibility in arrangement
- 5) Could be done within an hour

The instructor had been using two former students' papers as strong examples of the literature review assignment. Rather than write a paper from scratch, I adapted the paper on assertiveness training in nursing by pulling in additional sources (including newer and 'less academic' sources'), creating more variation with in-text citations, paraphrasing, and more 'in own words' content. A complete essay is not necessary, only enough pieces to give students the 'meat' of the introduction, literature review, body, and conclusion.

Next, I printed copies of all the "pieces." Each piece could be a reference, sentence, or group of sentences. Then I cut the pieces and pasted them to construction or board paper, giving each source its own color. Pieces that were pure "own words" received their own color category. Each set of pieces were numbered on the back and placed into a corresponding yellow envelope. This was labor intensive. Essay subheadings were also printed along with "blank" or wildcards.

To give students guidance, I then created a chart handout that broke down their assignment checklist, connected each criteria to a 'place' or 'places' within an essay, and then where to typically find that information within their sources (mostly scholarly articles). On the back, I included a brief explanation of the Build-a-Paper's topic and included prompt questions to get them started.

### **In the Classroom**

Nearly every student in the class had previously experienced the typical library search demonstration, so I grabbed their attention with: "You'll be happy to know we aren't going to do any of that. Instead, today we're going to write a paper."

That got their attention. When I asked what do they find most challenging or frustrating about writing papers, as expected, their answers dealt with how to put it together and knowing when and where they need references versus their own words. This was an easy opening for me to explain the contents of each packet and the task before them. Each group received a wad of fun tack, a packet, the reference list, the chart, and a wall to build their paper. Two sets of articles were printed out and left in the center of the room for students to review as needed.

The student groups divided into two main behaviors: those who jumped straight into reviewing and placing the pieces (often with negotiation and debate) and those who seemed hesitant to engage with the text. The instructor and I moved through the groups to clarify instructions, answer questions, or follow up a comment within the group.

### **Group Observations & Behavior**

One group quickly discovered pieces were color-coded by source and immediately started to organize the essay in citation blocks. I asked them if this was their assignment, which requires them to compare and contrast at least three sources to support their hypothesis, and if they could write it in a similar fashion or use a different approach. Another group noticed very similar information coming from at least two different sources. I asked them to consider why they might repeat information within an essay, why they might repeat information from different sources, and if it was worth repeating this particular piece of information. In this particular instance, the information was the "cut-off" score from an assertiveness-measurement scale use by two separate studies.

At the end of the allotted 40 minutes, students were prompted to discuss their first impression of the activity, what they found particularly challenging, and what observations or discoveries they made along the way. We discussed these comments, especially challenges and "ah-ha!" moments. Some groups took note of "citation

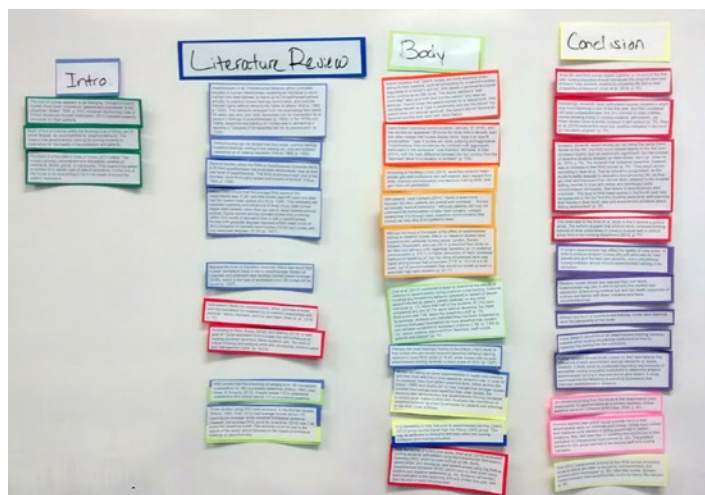
free” pieces and multi-colored/multi-source pieces and discussed how they used that information differently. Then, with only a couple minutes left, students were encouraged to look around the room and observe general differences in essay structure.

As we concluded the class, I asked what students would change about the activity. A couple students wished they had a chance to read an article or summary of the topic prior to class. This was interesting, because students previously had been encouraged to read the example paper used as the foundation for this activity (and apparently did not), and students asked for “extra work.” However, this could mean that this activity may be well-suited for a flipped classroom.

### Future Modifications

Other improvements beyond prior assigned reading can be made. Instead of reviewing the constructed essays as an entire class, the groups could rotate through an essay or two and fill out a brief evaluation sheet. Then they would reveal their findings to the class, prompting a discussion on the similarities and differences between the essays.

In basic logistics, takedown was extensive. Removing each piece of essay, along with all the remnants of sticky



The build-a-paper activity templates the basic structure of an essay but allows flexibility in arrangement.

tack, was time consuming. Instead, the essays could be constructed on trifold poster boards for quick removal from the room. This may also allow for the use of bulletin board pins instead of sticky tack.

Feedback from the instructor and later from students was positive. As one student told me, “I didn’t think I got it right when we did it, but now that I’m looking for articles, I’m thinking about where a part from the article will go in my paper.”

Along with the above modifications, our next challenge is to adapt the activity or its concepts for an online course.

### MATERIALS NEEDED

- Adapted assignment example
- Chart connecting essay components with assignment description
- Multi-colored pack of construction or art paper
- Yellow envelopes (or similar)
- Sticky tack (or pins)

Emily McIllece is the Reference and Instruction Librarian at Nebraska Methodist College. When not chasing after a rambunctious toddler, she strives to convince students the library is more than a “print room.” Her completely attainable professional goal is to move to the British Virgin Islands and become a sailing librarian, delivering books, wi-fi, and reference services to tiny islands and hidden beaches.



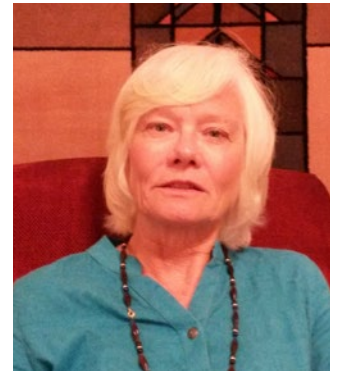
## Mari Sandoz Award Winner Announced

**The Mari Sandoz Award recognizes significant, enduring contribution to the Nebraska book world through writing, film production or related activity. This year's honoree is Laura Marvel Wunderlich.**

I grew up in Nebraska libraries, first in my parents' home library and the Hastings Public Library where my aunt Oline Marvel worked for 28 years, later in Perkins Library at Hastings College and Love Library at the University of Nebraska-Lincoln. Except for six years of graduate study at Trinity College, Dublin and the University of Notre Dame, and three years of teaching in Ithaca, New York, I have read, taught, edited, written, reviewed, and discussed books in Nebraska.

While I thoroughly enjoyed the stimulating world of academia—both teaching and scholarly writing—I was also eager to change focus as the 21st century dawned. Editing and introducing six volumes of essays on various literary and historical subjects for Greenhaven Press in California satisfied my desire to design books which would encourage thought and discussion among undergraduate readers. When Dwight Marsh retired as editor of *Plainsongs* poetry magazine in 2005, I welcomed the opportunity to explore the world of contemporary poetry. The expertise of the associate editors and the joy of working with poets in Nebraska and across the United States made my job as editor both fascinating and educational. It was an unexpected pleasure to be asked to write the histories of two 100-year-old Nebraska-based, international companies during

this same time. These books, focused on elucidating the unique character of each company, were also an education in business, machines, city and state and U.S. history, environmental issues, politics, and more.



Laura Marvel Wunderlich

My husband Joachim Wunderlich (Foreign Language Dept. Professor Emeritus) and I are delighted now to share an office in Hastings College's Perkins Library. We have the opportunity to read, translate, write, and engage in civic activities like the Hastings Public Library's One Book, One Community project and the two recent Chautauquas hosted in Hastings and sponsored by Humanities Nebraska, while feeling the energy of college students and faculty right outside our office door. Co-owning an independent bookstore in Salida, CO with my twin sister Lisa inspires our belief in the enduring value of books. I'm amazed at the 20-something crowd's interest in the classics and philosophy as well as the sheer number of books the community of Salida and its many seasonal visitors order and read!

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### Curriculum vitae:

BA Hastings College (1979); majors--English, Secondary Education

MA University of Nebraska—Lincoln (Jan. 1981); areas of specialization—English

Renaissance Literature, 19th and 20th century Anglo-Irish Literature

Substitute Teacher for Freshman English at Hastings High School (Spring 1981)

Higher Diploma in Anglo-Irish Literature. Trinity College, Dublin (1982)

PhD University of Notre Dame (Jan. 1989); areas of specialization—Renaissance Drama and

Anglo-Irish Literature

Assistant Prof of English—Ithaca College, Ithaca, NY (1987-1990)

Hastings College, Hastings, NE (1990-2002)

Editor of *Plainsongs* poetry magazine, 2005-2015

Co-owner of an independent bookstore, The Book Haven, in Salida, CO (2009-present)



# ANNOUNCEMENTS

## Books:

*Tragedies of Identity in the Works of Shakespeare and Beckett*, 1988 dissertation

*Readings on The Taming of the Shrew*, Greenhaven Press, 2000

*Readings on Waiting for Godot*, Greenhaven Press, 2001

*Turning Points in World History: Elizabethan England*, Greenhaven Press, 2002

*Readings on Billy Budd*, Greenhaven Press, 2003

*At Issue in History: The Salem Witch Trials*, Greenhaven Press, 2003

*People Who Made History: William Shakespeare*, Greenhaven Press, 2004

*The History of Dutton-Lainson Company, 1886-2006*, Cornhusker Press, 2006

*Industrial Irrigation Services Company, a history of the company and the founding family*, Cornhusker Press, forthcoming 2016

## Presentations and Articles:

"The Shape of Beckett's Search," Faculty/Graduate Student Lecture Series, University of Notre Dame, 1985

"Review of *The Doctrine of Election and the Emergence of Elizabethan Tragedy* (1984) by Martha Tuck Rozett" in *Religion and Literature*, Autumn 1985

"Contraries, Negation, and Visions of Apocalypse," West Chester Yeats Conference, West Chester, PA, 1985

"Blake and Yeats: Visions of Apocalypse," *College Literature* (Yeats Issue), 1986

"Review of *Discourses of the Fall: A Study of Pascal's Pensees* (1986) by Sara E. Melzer" in *Religion and Literature*, Autumn 1986

"Semi-Divine Humor: James Stephens' *The Demi-Gods*," American Committee for Irish Studies International Conference, Dublin, Ireland, 1987

"Time and Timing in *The Tempest*," Shakespeare Symposium, Ithaca College, Ithaca, NY, 1987

"Joyce's Aristophanic Wit," NEMLA, Providence, RI, 1988

"Review of *Beckett and Myth* (1988) by Mary A. Doll and *God, The Quest, The Hero: Thematic Structure in Beckett's Fiction* (1988) by Laura Barge" in *Religion and Literature*, Fall 1989

"Reflecting Revolutions of Perception: *King Lear* and *Endgame*," International Conference on Revolution, Atlanta, GA, 1989  
Session Chair: "Speech and Spectacle in Beckett's Drama," Conference of Irish Literature and Culture, University of Notre Dame, 1990

"The Failure of *Telos* in *King Lear* and *Endgame*," MMLA, Kansas City, MO, 1990

"Gender, Narration, and the Gaze in Beckett's *Play*," NEMLA, Hartford, Connecticut, 1991

"Re-fashioning the Scold: the use of *mise en scene* in *Zeffirelli's Shrew*," NEMLA, Buffalo, NY, 1992

"The Failure of *Telos* in *King Lear* and *Endgame*" in *Past Crimson, Past Woe, the Shakespeare-Beckett Connection*, ed. Anne Marie Drew, Garland Publishing, 1993.

## College and Community presentations and articles:

"Fail Better Next Time: Samuel Beckett's Trilogy," English Forum, Hastings College, 1991

"The Renaissance Refashioned in Modern Irish Literature," English Forum, Hastings College, 1992

"Sloth, Smokes, and Stories: Flann O'Brien's *At Swim Two Birds*," English Forum, HC, 1993

"Is Shakespeare Still Our Contemporary?" Invited Faculty Lecture, Hastings College, 1993

"Harriot Jacobs and the Female Slave Narrative," Minority Student Union Invited Faculty Lecture, Hastings College, 1994

"Richard Lederer's *Anguished English*," NPR fundraiser

# ANNOUNCEMENTS

“Medieval Women Mystics: Margery Kemp,” English Forum, Hastings College, 1994

“A Portrait of the Artist as a Young Wolfe: Rebecca Harding Davis’ *Life in the Iron Mills*,” English Forum, Hastings College, 1995

“Tillie Olson and Rebecca Harding Davis,” American Literature Bookclub, 1995

“Simone Weil’s *Waiting for God* and Samuel Beckett’s *Waiting for Godot*,” First Presbyterian Church Forum, 1995

“Women’s Voices in the Civil War,” History Forum, Hastings College 1996

“John Wideman’s *Philadelphia Fire* and Gloria Naylor’s *Mama Day*,” English Forum, HC, 1998

One Community, One Book Steering Committee, Hastings Public Library, 2005

“Beth Marvel Marti and the YWCA,” *Historical News*, Adams County Historical Society, 2005

Co-Chair for Chautauqua, “Hard Times, Bright Dreams, the 1930s,” July 2008

“Chautauquas in Hastings,” *Historical News*, Adams County Historical Society, 2008

“Hard Times, Bright Dreams,” *Historical News*, Adams County Historical Society, 2008

*Plainsongs* poetry magazine received the Jane Geske Award from the Nebraska Center for the Book, 2010

Hosted a 35th Anniversary dinner and poetry reading for *Plainsongs* at The Lark Fine Arts Center in downtown Hastings. Nebraska poets Michael Catherwood, Becky Faber, Twyla Hansen, Dwight Marsh, Marge Saiser, and Don Welch shared their work with an audience of 200.

“Thomas E. Dewey and the Dewey-Eyed Tom-Toms,” *Historical News*, Adams County Historical Society, 2016

## 2016 pre-Chautauqua programs:

Dramatic Performance: “Mr. Dutton, Mr. Lainson, and the Human Fly” at the Victory Building (which was partially built with WWI victory bonds in 1920), Feb. 2016

Presentation on *Dead Wake, The Last Crossing of the Lusitania*, by Erik Larsen, April 2016

“Dutton-Lainson Company Celebrates 130 Years” *Historical News*, Adams County Historical Society, forthcoming September 2016

Numerous book reviews and discussions with book club members in Hastings during the last 15 years, and the opportunity to participate in the “Dueling Lauras” event in Salida, CO.

## Current Projects:

*Shakespeare in Contemporary Literature*, a series of critical essays.

Steering Committee for the Kent Haruf Literary Celebration in Salida, CO, September 2017.

(Kent Haruf, a Colorado native, graduated from and taught at Nebraska Wesleyan University in Lincoln before moving to Salida to write full time. His final book, *Our Souls At Night*, is being filmed this month in Florence, CO. Robert Redford and Jane Fonda are starring.)

# EDITORIAL POLICY

(Updated October 2014)

## Mission

*Nebraska Libraries* is the official journal of the Nebraska Library Association. It strives to inform its members and subscribers of NLA's activities and represent the broad scope of issues and news that affect all Nebraska libraries. To encourage the sharing of knowledge and inspiration throughout the state, *Nebraska Libraries* is an inclusive, flexible journal that publishes feature articles, editorials, news, and reports from anyone who cares about and is involved in the library world.

## Content

*Nebraska Libraries* welcomes content from volunteer authors, including feature articles, news briefs, columns and opinion pieces, and photographs and artwork. Content is also provided by overseeing NLA Communications Committee members. The *Nebraska Libraries* Editor and the Communications Committee have the responsibility to publish accurate information regarding NLA and its activities and to provide a balanced spectrum of coverage for all Nebraska libraries and members. Content is accepted or rejected at the discretion of the Editorial Board and is subject to editing for clarity and grammar.

## Editor's Responsibilities

The Editor is responsible for each journal issue providing a balanced mixture of relevant and thoughtful articles and features on the interests, responsibilities, problems, and concerns of the varied library professionals throughout the state of Nebraska. The Editor is responsible for determining the strategic direction for the practitioner journal and developing editorial policies and submission standards, actively soliciting manuscripts from various library professionals, conducting manuscript revision and editing, and serving as a primary liaison with authors. By submitting an item to this publication, an Author is implicitly granting the Editor permission to make minor editorial changes, such as correcting grammar, punctuation and spelling, and making layout and formatting changes as needed to speed along the publication process.

## Author's Rights

An Author agrees upon the stipulations of the Submission Policy when submitting an article to the Editor. Upon submitting works to the Editor, if revisions are needed the Author will receive a copy edited version of their work and be given a one-week deadline to contest or make any changes. If the Editor does not hear from the Author within that deadline the article, as per the Editor's responsibilities, will be published as the Editor sees fit, or saved for a future issue, in order to speed along the publication process. Authors should explicitly note when a submission is a creative work, such as poem or story, where such changes would negatively impact the Author's intent.

The Author shall, without limitation, have the non-exclusive right to use, reproduce, distribute, and create derivative works, including update, perform, and display publicly, the article in electronic, digital, or print form in connection with the Author's teaching, conference presentations, lectures, other scholarly works, and for all of Author's academic and professional activities.

After a period of six (6) months from the date of publication of the article, the Author shall also have all the non-exclusive rights necessary to make, or to authorize others to make, the final published version of the article available in digital form over the Internet including, but not limited to, a website under the control of the Author or the Author's employer or through other digital repositories.

## NLA Communications Committee Purpose

The NLA Communications Committee assists the Editor with the direction, publication, and distribution of *Nebraska Libraries* and ensures that the journal meets the needs of the Nebraska library community. The committee aids the Editor in developing *Nebraska Libraries*' policies and procedures, and its members contribute to the journal as well as solicit content from the broader library community.

## Disclaimer

The statements, comments, or opinions expressed by *Nebraska Libraries* contributors are those of their respective authors and do not represent the views the Nebraska Library Association.

# SUBMISSION POLICY

(Updated October 2014)

## Who Can Submit

Nebraska Libraries publishes articles and creative content from authors actively involved in the library world within the State of Nebraska. If you are unsure whether or not your piece would fit with our publication, please query the editor at [nlaeditor@nebraskalibraries.org](mailto:nlaeditor@nebraskalibraries.org).

Nebraska Libraries requires that all submissions be original contributions and that full disclosure of possible redundant publication must be made in the letter of submission.

## Editor & Author Review

Authors are asked to review their edited submissions within one week of being sent the final Editor-approved draft. If the Editor does not hear back from the Author within that week, the submission will be published as the Editor deems fit in order to not stall publication.

## Submission Guidelines

*Nebraska Libraries* will start publication as a quarterly practitioner's journal. If interest is high, bi-monthly publication could occur in the future. Submissions for quarterly issues are due as follows:

- February Issue = Due January 1
- May Issue = Due April 1
- August Issue = Due July 1
- November Issue = Due October 1

Any submissions received after a due date will be held and considered for the following issue. Submissions accepted but not published in the current issue may be published in a future issue with the author's permission.

Please send all submissions in Word .doc or .rtf forms. Please no PDFs.

The submission of photos to accompany articles is encouraged. Please send all photos saved as high-quality JPEG files. Please send all photos and artwork as separate files not embedded in the Word document.

If your article has sidebars or any special items that need to be formatted a certain way, please clearly state this in the submission.

*Nebraska Libraries* is a practitioner journal and not a peer-reviewed scholarly journal. Not all articles will require sources and citations; however, if citations are needed in your article, the citation style used by *Nebraska Libraries* is APA.

Please send all articles, ideas, and other queries to the Editor at [nlaeditor@nebraskalibraries.org](mailto:nlaeditor@nebraskalibraries.org)

## Items Eligible for Publication

We are looking for the following items or columns but we are open to submissions of all kinds:

- Feature articles about anything library related, including successful programs, collaborations, events, etc., at your library and how they are applicable to other Nebraska libraries
- Opinion pieces about hot topics in the library profession
- Short columns in each issue by members of the sections and round tables that highlight advantages conferred via section or roundtable participation, hot topics in the profession, or opinions
- New briefs—what has happened at your library or within your section/round table? Is there something notable upcoming?
- Member announcements (jobs, births, marriages, retirements, deaths, publications, etc.)
- Guest columns
- Spotlights on new NLA members
- Suggestions for future columns, article ideas, etc.
- Recommendations for the "Digital Watercooler" column (recommended blogs)
- Recommendations for the "Beyond the Stacks" column (interviews with interesting people who work in libraries)
- Recommendations for the "My Own Private Library" column (share your book collection with NLA)
- Recommendations for the "Featured Libraries" column (a spotlight on a specific Nebraska library)
- Creative works—short stories, poems, art, etc.
- Reviews of books, software, online resources, library products, etc.
- White papers (not sought but will be considered for publication)

## Recommended Article Lengths

- Feature Articles: 600—1800 words
- Opinion Pieces: 300—600 words
- News Briefs: 50 words or less
- Reviews: 100—200 words

Articles longer than the recommended length may still be considered; however, articles may be truncated in the published issue with a link to the full article on the *Nebraska Libraries* website provided.