

accept appointment in a library where one aspires only to "acceptability."

Conclusion

Career and staff development are complementary programs, sharing the means to different ends. Managers and administrators need to accept the development of their staffs' knowledge and skills as

a major responsibility so that staff members will be able to perform at a high level of excellence. Through this process, an individual's career development needs will be addressed, even if not directly. Individual staff members have a major responsibility as well—a strong commitment to their own development and a willingness to learn and to change. ■ ■

Promoting professional development: A local approach

By **Ilene F. Rockman**

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Continuing your education without leaving your campus.

The professional development of librarians is increasing in importance as librarians once hired for their bibliographic competencies are now expected to engage in scholarly pursuits to gain reappointment, tenure, and/or promotion.

Libraries have interpreted professional development activities broadly to include active involvement in professional association work; presentation of papers; publication of books, articles, reviews, abstracts, and bibliographies; grant writing; consulting; research and study leaves; staff exchanges; and other contributions which enable one to perform at a higher level of proficiency.¹

As library budgets face increased competition for funds to support these activities, and evaluation criteria do not diminish their importance, library faculty members may wish to take greater responsibility for mounting local programs which foster a collegial approach to professional development. This is especially critical in the small or medium-sized academic library².

The programs developed by Cal Poly's Kennedy Library over the past three years may serve to inspire other libraries in their attempts to encourage, promote, and support the continuing education needs of their library faculties.

¹*Professional Development in ARL Libraries*, Spec Kit #86 (Washington, D.C.: Office of Management Services, Association of Research Libraries, 1982).

²Susan A. Stussy, "A Need for the Professional Development of Academic Libraries," *Catholic Library World* 59 (September/October 1987): 82-84.

In 1985 the 21-member library faculty created a Professional Development Committee (PDC) within the structure of the Librarians' Council. The Council adopted this action based upon the philosophy that professional growth and development activities:

- strengthen a librarians' knowledge and abilities;
- contribute to the effectiveness of an individual's performance and to the achievement of personal and professional goals;
- are vital to the continuation of a quality academic environment which depends upon intellectually active librarians;
- are essential to the provision of quality library service;
- are supportive of the library's role on campus;
- are a shared responsibility between an individual engaging in appropriate activities, and the university providing appropriate time and resources;
- stimulate librarians to challenge themselves.

Although the library already had previously established a staff development committee, its activities were broadly based (for example, stress reduction programs, CPR training) and outside the scope of professional concerns. Therefore, a three-person Professional Development Committee (PDC) was created under the auspices of the Librarians' Council to address the particular needs of librarians.

Successful programs

During its initial year in 1986, the PDC focused on two objectives: 1) to create and distribute a newsletter of upcoming meetings and calls for papers, and 2) to organize a workshop on writing articles for publication.

The newsletter was produced using Nutshell database management software, with customized printouts made available upon request. Content was chronologically arranged with salient information (date, title, location, contact person) culled from numerous brochures and flyers sent to committee members. It was 12 pages in length, distributed to all librarians, and an immediate hit.

The publication workshop that year featured four librarians who volunteered to share their recent experiences. Each spoke for 10 minutes on personal approaches to writing (motivation, overcoming psychological barriers, moving from manuscript to finished product), and answered questions from the audience. Their collective experiences included writing a bibliographic essay, collaborating to write a survey-based research article, writing a descriptive article, and writing a subject-oriented article. Each presenter also contributed to the content of an annotated bibliography distributed at

the workshop that included articles and books on the mechanics of writing, conducting research, and submitting articles for publication.

After this successful workshop, the committee decided to enlist the support of campus audiovisual personnel for a 1987 workshop the following year. "Utilizing Audiovisual Production Support" featured the university's senior photographer, graphic designer, and video producer. Each described services available to conference presenters to enhance the delivery of papers by employing high-resolution slides or overheads, or incorporating a video presentation with computer animation and special effects. As desktop publishing was just beginning to emerge on the campus that year, the workshop proved to be timely and informative.

The 1987-1988 academic year opened with the workshop, "Preparation for Sabbatical and Difference-in-Pay Leaves" presented by two recent recipients, two peer review committee members, and a representative from the campus personnel office. This nuts-and-bolts workshop was videotaped for future reference, and proved to be helpful to a librarian who applied for, and was awarded, a sabbatical the following year.

The remainder of 1988 was devoted to a series of lunchtime "Research At High Noon" forums held in the library staff room. These sessions served as a vehicle for librarians to share informally either recent research projects or conference presentations. Six volunteers (including the dean of library services) discussed such diverse topics as relationships between academic libraries and computer centers, teleconferencing, depository agreements

Wittenborn art publishing awards

The George Wittenborn Award is presented annually by the Art Libraries Society of North America to those publications which represent the best of art publishing, both in content and in presentation. The award honors the memory of George Wittenborn whose bookshop on Madison Avenue in New York City was an indispensable source of art literature and whose publishing efforts included a ground-breaking series of documents on 20th-century art.

The 1989 George Wittenborn Awards Committee invites nominations of 1989 imprints. Nominations, which will be accepted until mid-December 1989, and requests for more information should be sent to the chair of the committee: Eugenie Candau, Ackerman Fine Arts Library, San Francisco Museum of Modern Art, 401 Van Ness Avenue, San Francisco, CA 94102.

in the archival setting, literature searching at 2400 baud, browsing patterns of library use, fiction approval plans, and English literature selection.

Current PDC workshops are being developed on the topics of library planning and management in anticipation of an off-campus library faculty retreat next year.

There is no doubt that budget constraints may continue to restrict the amount of library support

which can be provided for continuing education and professional development opportunities for librarians. Nonetheless, one library has shown that by librarians taking responsibility, pooling local talents, motivating each other, and investing in a collaborative approach to professional development, successful and innovative programs can result. ■ ■

Using a spreadsheet program to shift a journal collection

By Dennis C. Tucker

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Letting the computer perform the more complex calculations involved in stack-shifting.

No one enjoys moving library materials. No matter how it's done, it's a time-consuming, mentally and physically exhausting task. The task can be made easier and less time-consuming however by applying the modern technology that is available.

The secret to a successful move of a periodicals collection is proper planning, requiring a grasp of several elements: the size of the current collection in linear inches, the amount the collection grows in one year (also in linear inches), the length of a shelf in inches, and the number of shelves available to

hold the collection in the new location.

Basically, then, planning a move is an arithmetic operation. The computer technology which is best designed to handle arithmetic is the spreadsheet. During a recent shift of our periodicals collection the use of a spreadsheet saved us hours of staff time and reduced our margin of arithmetic error.

The first step was to gather the data. We used a 3 x 5 card like the one shown in Figure 1 for each journal that was to be moved. On the card we supplied the following data: the title of the journal, and the height and thickness of a volume. Because the height and thickness of a volume can vary as issues change in size from year to year, some libraries might wish to note runs of the same title on separate cards, each according to its size.

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