



Flipping a Library to Genre Organization

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Overview of Do-It-Yourself Genrefication

What is genrefication?

Many libraries—and especially school libraries—are reorganizing their collections into genres to make it easier for patrons to find the materials they want. This process is known as genrefication.

Materials are organized much like you would find in popular brick and mortar bookstore chains. Some say the library is “Ditching Dewey,” though often the Dewey Decimal system is not fully eliminated.

The genres the library chooses can align with the school’s curriculum, thus supporting the curriculum standards in place. A majority of libraries that have made this change report a significant increase in library use and circulation.

About this guide

This guide is a starting point for anyone planning to reorganize their library collection by genre. After reading it, you will come away with knowledge of the high-level planning involved, as well as helpful information and tips.

Understand there are many ways to approach flipping your collection to genre organization. The ideas and approaches in this document reflect one of the ways. Many libraries have genrefied their libraries and posted their experiences on the Internet. Spend some time researching other approaches to help find the one that best meets your needs. Also, remember that Follett School Solutions is here to help. Call your Sales Representative or a Sales Enablement Specialist with any questions.

This guide consists of six sections:

- *Overview of Do-It-Yourself Genrefication*
- *Popular Genres, Titles and Authors by Grade Level*
- *Planning Your Library Space*
- *Adding Genre Data to Destiny*
- *Using the Genre Helper Report*
- *DIY Genrefication Checklist*

This guide is aimed at the Do It Yourself (DIY) genrefication scenario—where you plan to work on your own to organize your library collection by genre. The information provided is not intended to be all-inclusive, as each library has different goals to consider. Use this guide to help lay the groundwork for defining a plan for your library.

Getting help

The DIY approach isn’t for everyone. It is important to know that Follett School Solutions (FSS) can help. FSS provides fee-based managed services to help you plan, coordinate and staff onsite work of organizing a collection by genre.

Services include:

- Project management of the service delivery
- Pre-project planning and assistance with genre mapping
- Staffing, resources and materials needed to perform the work
- Population of genre information into Destiny® Library Manager™ data
- Post-genrefication collection analysis using Titlewave®

Follett’s services are customized to meet each library’s unique needs. For more information and to get a price quote, contact your Follett School Solutions sales representative. If you don’t know who your representative is, click the “Find Your Follett Team” link on the Follett School Solutions website (www.folletlearning.com).

What does a “typical” genrefication project entail?

The word “typical” is emphasized, because it’s important to know that genrefication projects will differ from library to library. While there can be some commonality in approach, the decisions made are unique to the individual collections and curriculum goals of each school/library. Here is a high-level list of what’s typically involved:

- **Plan!**
Having a plan is critical to success. Plan the work, then work the plan. Be ready to be firmly flexible when something unexpected comes up. Count on something unexpected coming up—it likely will.
- **Prepare!**
Organize everything. Make guiding decisions up front, and adjust your details when a situation requires it. Prepare and organize everything, from defining genres to planning materials needed to considering patron service interruptions.
- **Execute!**
This is where you work your plan. As you begin doing the work, new details not identified when planning will surface. Sometimes, this means adjusting your plan. Be firmly flexible in making adjustments.

The remainder of this section dives a little deeper with information Follett School Solutions has found in our experience flipping libraries to a genre organization. The details are still high level and provided for you to consider in planning your DIY genrefication project. This guide is not a template you can follow, but it will help you determine what to consider as you move forward. Your plan will reflect your library and your situation.

What do I need to include in my plan?

Consider the following as you start to build your plan.

Define the purpose of genrefying

Ask yourself “Why do I want to move, label and code several thousand books?” This can be the most important question of the project. Here are some common reasons why libraries flip their collections to genre organization:

- To better tie my collection to and support the school curriculum
- To bring greater visibility to high-interest titles
- To help students and staff members more easily find reading materials they seek
- To expose students and staff to a more diverse selection of authors and reading
- To make students more independent library users, which saves staff time
- To motivate students to read more
- To increase circulation and support of school curriculum, which can help me secure additional funding

Plan and prepare for the collection

With your purpose defined, you are ready to make decisions about the collection.

Weed first!

Starting with a clean house is critical. Flipping a collection to be organized by genre is a lot of work. You don’t want to spend money on supplies or time handling materials that no longer serve a purpose in your collection.

A good weeding addresses this. Getting an accurate reflection of your collection, once organized by genre, will help you improve your collection going forward. Weeding can be done well in advance of starting the actual genre flip project.

Follett can help. Within your Follett Titlewave account is a TitleWise Collection Analysis option. TitleWise Collection Analysis reports show strengths and weaknesses in your collection content, including collection

age information. The analysis information can help you plan an effective weeding strategy. This is a no-cost resource available to you.

Complete an inventory

If you have not completed an inventory of your library collection in the last two years, it’s critical you do so before starting a genreification project. The data in your library automation system needs to accurately reflect the materials on your library shelves. Discrepancies will complicate the work and impact the benefits gained from some of the resources Follett recommends using during your project.

Decide what to genrefy

At the highest level, the choices are *fiction only*, *fiction and select sections of nonfiction*, or *everything*. A common practice is to start with *fiction only*. Genre organization can later be expanded to include *nonfiction*. This decision is often guided by the size of the collection and the staffing/timeframe to complete the work.

Identify what genres to use

The genre taxonomy used is often unique to the individual library. Some genres will be obvious; others will not. Districts might define some standards that individual schools must follow. Such policies usually maintain an overall structure, but give individual libraries some flexibility to meet their unique needs. Refer to your defined purposes for genrefying, and consider how they influence your genre category decisions.

Some questions to ask include:

- What genres best support the curriculum?
- What do my students/staff want to find in the collection?
- Are there sections of the collection that are underused and need more exposure?
- Do I use a pre-defined list of genres as a starting point?
- Are there district guidelines we should create or that I need to follow?

Follett has collected information about common genres. The following is a list of common genre categories used at various grade levels. Use it as a starting reference point when defining the genres you want to use:

Elementary grades	Middle/intermediate/high school grades
Adventure	Adventure
Animals	Award Winners (State and National)
Award Winners (State & National)	Classics
Biography	Dystopian
Fairy Tales	Fantasy
Fantasy	Friendship
Folklore	Graphic Novel
Graphic Novel	Historical Fiction
Historical Fiction	Horror
Holiday	Humor
Humor	Mystery
Mystery	Myths & Mythology
Realistic Fiction	Poetry
Scary Stories	Realistic Fiction
Science Fiction	Romance
Sports	Science Fiction
	Sports
	Urban Fiction
Nonfiction genres	
Arts	
Math	

Science
US History
World History

For more recommendations, visit follettlearning.com to see the genres most requested by Follett customers. Also, see the *Popular Genres, Titles and Authors by Grade Level* section of this guide.

Map the collection to your genres

Once you have defined the genres you will use, you must map all of the copies in your collection into the correct genre for that title. Genre mapping the collection is one of the most challenging and tedious activities of the project. Tedious as it is, it is a critical part of a smooth and successful genre flip project.

Genre mapping involves looking at every copy of every title you are genreifying and deciding what genre it belongs in. This occurs at the copy level, because you might choose to map some titles that you have multiple copies of into more than one genre.

You will find yourself challenged with the choice between genres for some titles. Sometimes, referring to your driving purposes can help you decide which to select. The weakness or strength of some sections of your collection can influence this decision.

Follett provides a free resource called the Genre Helper Report to help you genre map the collection. In Follett-managed genreification projects, the completed Genre Helper Report is a key tool for creating genre worksheets used to organize and manage the work. Created using data submitted for TitleWise analysis, this report is a spreadsheet listing all of the copies in your collection. For most libraries, the majority of the collection can be genre mapped using only the spreadsheet.

To request a Genre Helper Report, contact a Sales Enablement Specialist or call 888.511.5114, extension 45051. Also, see the *Using the Genre Helper Report* section of this guide.

Decide how to indicate the genre on the shelves

Students and staff need to be able to find what they are looking for. It is important to clearly identify the genres on the physical materials. Common approaches include the use of genre labels, color association with genres and genre call number prefixes. See the *Planning Your Library Space* section of this guide for more details.

Decide how to identify genres in your library automation system

The capabilities of the automation system you use will influence how you present genre information to students and staff. Since organizing libraries by genre is becoming more popular, new features are being developed to better support genre-organized collections. It is important that the genre information is visible to students/staff on the search results screen. Consult your library automation system vendor for their recommendations on displaying genre information in their system.

Plan and prepare the physical library space

It is important to plan how you will arrange the physical collection in your library. Refer back to your driving purposes, and let them influence your decisions. Some questions to ask include:

- *How do my existing traffic patterns in the library influence my genre locations?*
- *Do I need to create new traffic patterns?*
- *How does reorganizing my collection by genre affect my shelf space?*
- *With your collection reorganized, what kind of signage do you need to help students and staff find what they're looking for?*
- *Will you make or buy your signs?*
- Additional details about planning your genres in your physical library space can be found in the *Planning Your Library Space* section of this guide.

Plan and prepare the work of flipping the collection

The work of flipping the collection into genres is often described as the scariest part of the project. You are removing every book from its current shelf location and moving it to a new location within its target genre.

An overview document such as this one cannot tell you the best way to do this. Facility logistics, staffing, funding and available time is unique to every library.

There are many activities that must come together for a successful result. Some of them may require approval from administration. The following are considerations to include in your plan:

Time and timing:

- Is there a deadline for having the project completed? What drives this deadline?
- What hours can work be performed?
- Will books be in circulation during the project? How will books in circulation be handled?
- Can the library be shut down? If so, for how long?

Workspace:

- What space is available to work in? What space is needed?
- How close is the work space to the books?
- What is needed in the work space? (tables, chairs, network access, air conditioning/heat, lighting)

Staffing:

- Who will perform the work? (Volunteers, student helpers, paid workers/temp workers, other librarians in the district?)
- What level of commitment is required? How is that commitment maintained through the duration of the work?
- Who has decision authority for resolving issues or answering questions?

Tools:

- Book carts, computers, bookends, boxes

Supplies:

- Genre labels, color labels/protectors, Post-it notes, markers, pens, tape

Choose an approach

There are two general approaches to perform the work of flipping the collection to genre: you can do it gradually, over a period of time or you can do it all at once.

If this is a DIY project, staffing levels might dictate a “work over time” approach. Or, you might want to hire Follett School Solutions to do it for you all at once. Generally, this approach is quicker and less disruptive.

The “work over time” approach

This approach requires fewer resources all at once, and is typically influenced by funding and available staffing. There are many articles, blogs and videos on the Internet from others who have genreified a library. Following is a general sequence of activity to use as a starting reference.

Follett strongly encourages you to research how others have done this and build an approach that works best for you in your library. Unless indicated otherwise, each step can be completed as an independent activity leading up to the work of reorganizing the collection into genres.

1. Prepare the collection.
 - Weed the collection.
 - Perform a full inventory of the collection.

2. Define your plan.
 - Identify driving purposes.
 - Identify what you will organize by genre.
 - Identify what genres to use.
 - Identify how genres will be indicated on materials.
3. Map your collection to genres.
 - Submit your data for a TitleWise collection analysis and request the Genre Helper Report.
 - Use the Genre Helper Report to map every copy to its target genre.
4. Indicate genres on the materials.
 - Working from a copy of the Genre Helper Report with all target genres indicated, sort the report into shelf order, creating worksheets to aid in organizing work activities.
 - Indicate the target genre on the books. Assign a page of the worksheet to a worker. Working in shelf order, they will locate the copies on their page and apply the appropriate genre indicator on the identified copy. Return the copies to the shelf in call number order. Moving into genres comes later. Mark completed pages done to help manage work progress.
5. Plan and prepare the physical library space.
 - Calculate the estimated space required for each genre and plan your shelving layout. See the *Planning Your Library Space* section for detailed instructions on how to perform this activity.
 - Plan your library signage needs.

For the remaining steps, you may want to schedule your library to be closed, if possible. The work activity involves the physical relocation of the library material to their new genre organized shelves.

If you are not able to do this, prepare students and staff to expect the collection to be in transition, meaning some materials may be difficult to find. Completed genres will have materials in their genre section. Other materials will still be in Dewey order.

6. Unless you have large areas of surface space to work in, reshelving the collection into genres requires some cycles of work activity in order to manage workspace. The basic cycle of activity is:
 - a. Choose the genre you will start with. Some prefer to tackle the largest genre first. Others prefer to start with smaller genres. Clear the estimated number of shelves you calculated for that genre. Using boxes or available surface areas, sort the copies cleared from the shelves into their indicated genres.
 - b. Once enough shelf space is cleared, continue to work through the collection, pulling all copies in the target genre. Organize and shelve these copies for that genre.
 - c. As you complete one genre, move on to the next genre and repeat the process. Continue this until the entire collection is reorganized by genre.
7. If you have books still in circulation, process them into their new genre location as they are returned. For Destiny users, be sure to add the genre information to the copy record for these materials as well. Refer to the *Adding Genre Data to Destiny* section of this guide for instructions.

The “all at once” approach

It is possible to label and reorganize into genres all at once. This requires more planning and coordination. The benefit is less disruption to providing library services overall. This is the general approach Follett uses when delivering genre-related services onsite with a project team.

There is a lot of activity happening at the same time. The following is a general sequence of activity to use as starting point. Follett strongly encourages you to research how others have done this and build an approach that works best for you in your library. Unless indicated otherwise, each step can be completed as an independent activity, leading up to the work of labeling and reorganizing the collection into genres.

1. Prepare the collection.
 - Weed the collection.
 - Inventory the collection.

2. Define your plan.
 - Identify driving purposes.
 - Identify what you will organize by genre.
 - Identify what genres to use.
 - Identify how genres will be indicated on materials.
3. Map your collection to genres.
 - Submit your data for a TitleWise collection analysis and request the Genre Helper Report.
 - Use the Genre Helper Report to map every copy to its target genre.
 - Working from a copy of the Genre Helper Report with all target genres indicated, sort the report into genre order with Call # as a secondary sort to create worksheets for each genre. These aid in organizing work activities.
4. Plan and prepare the physical library space.
 - Calculate the estimated space required for each genre and plan your shelving layout. See the *Planning Your Library Space* section for detailed instructions on how to perform this activity.
 - Plan your library signage needs.

For the remaining steps, you will want to schedule your library to be closed, if possible. The work activity involves the removal, labeling and physical relocation of library materials to their new genre organized shelves.

5. Unless you have large areas of surface space to work in, the remaining steps require cycles of work activity to manage workspace.
The basic cycle of activity is:
 - a. Start with the largest genre you have. Clear the estimated number of shelves you calculated for that genre. Using boxes or available surface areas, sort the copies being removed into their indicated genres as shelves are cleared.
 - b. Once the shelves for that genre are cleared, continue to work through the collection pulling all copies in that target genre.
 - c. Route the copies for the target genre to a workstation, applying whatever means indicates the genre on the copies. Do not mix genres at a workstation.
 - d. Once the genre is indicated, the copies can be shelved in their new genre location.
 - e. As you complete one genre, repeat the process, moving on to the next largest genre. Continue this until the entire collection reflects their target genre and the copies are organized on the shelves by their genre.
 - f. If you have books still in circulation, process them into their new genre location as they are returned. For Destiny users, be sure to add the genre information to the copy record for these materials as well. Refer to the *Adding Genre Data to Destiny* section of this guide for instructions.

Add genre information into Destiny Library Manager

Now, all of your items are on the shelves organized by genre. The next step is to use a laptop on a cart and barcode scanner to populate your genre information into your Destiny data. This makes the genres visible on the search results displays and makes it possible to search and report circulations by genre. Refer to the *Adding Genre Data to Destiny* section of this guide for step-by-step instructions.

Popular Genres, Titles and Authors by Grade Level

This section is a guide for individuals organizing a library collection by genre groupings. The genres reflected are examples of popular genres used in the grade levels indicated.

Reviewing these characteristics can help in deciding which genre a title best map into. Genre selection for a title can be very subjective and in some cases there may be more than one genre to consider for a title. The specifics of your collection and curriculum can equally influence your decisions. This information aids in making those decisions.

For each genre, there is:

- The genre name
- The grade levels where this genre is often used
- A brief description of titles that likely map into this genre
- The common characteristics found in titles that likely map into this genre
- Examples of popular titles/authors for each grade level that are often found in the genre

Genres are listed in alphabetical order. At the end of this section, see the genre-related questions and answers.

Adventure (Elem) (Middle) (HS)

Use for stories that revolve around an exciting, risky or dangerous undertaking.

Common characteristics:

- Epic journeys or quests
- Heroic characters
- Action/danger/violence
- High-stakes conflict
- Survivalism

Example titles/authors:

(Elementary)

- *Addison Cooke and the Treasure of the Incas* by Jonathan W. Stokes
- *The Double Vision* trilogy by F.T. Bradley
- *Nim's Island* by Wendy Orr
- *Stormstruck!* by John Macfarlane

(Middle)

- *The Call of the Wild* by Jack London
- *Hatchet* by Gary Paulsen
- *My Side of the Mountain* by Jean Craighead George
- *The Swiss Family Robinson* by Johann David Wyss

(High School)

- *The Assassin Game* by Kirsty McKay
- *If We Survive* by Andrew Klavan
- *Nerve* by Jeanne Ryan
- *Threatened* by Eliot Schrefer

Animals (Elem)

Use for stories where animals are main characters or major parts of the plot.

Common characteristics:

- Often stories where the animals can talk or wear clothes
- Often stories about a person's relationship or adventures with an animal

Example titles/authors:

(Elementary)

- *Berenstain Bears* series
- *Clifford the Big Red Dog* series
- *Curious George* series
- *Charlotte's Web* by E.B. White

Classics (Middle) (HS)

Use for well-known stories that have been around for decades or centuries.

Common characteristics:

- Published frequently, including internationally
- Frequently used texts in the classroom
- Frequently adapted

Example titles/authors:

(Middle School)

- *Johnny Tremain* by Esther Forbes
- *The Adventures of Huckleberry Finn* by Mark Twain
- *The Red Badge of Courage* by Sean Connolly

(High School)

- *To Kill a Mockingbird* by Harper Lee
- *A Tale of Two Cities* by Charles Dickens
- *Frankenstein* by Mary Shelley
- *The Count of Monte Cristo* by Alexandre Dumas

Dystopian (Middle) (HS)

Use for stories that take place in an undesirable society, usually a dictatorship or chaotic/dangerous landscape.

Common characteristics:

- Often takes place in the future
- Often takes place after an apocalyptic event
- Obstacles include attacking aliens, robots, zombies, etc., survival in an apocalyptic wasteland, including disease outbreaks, or totalitarian governments.
- The protagonists' goals are usually to help themselves and others survive or overthrow the antagonists.
- Often can cross genres with science fiction or survival fiction

Example titles/authors:

(Middle School)

- *Psi Chronicles* series by Lana Krumwiede
- *Ember* series by Jeanne DuPrau
- *Empty World* by John Christopher
- *Swipe* series by Evan Angler

(High School)

- *Divergent* series by Veronica Roth

- *Gone* novels by Michael Grant
- *The Testing Trilogy* by Joelle Charbonneau
- *The End* by G. Michael Hopf

Fairy Tales (Elem)

Use for stories that revolve around fantasy characters and feature magic.

Common characteristics:

- Elements of fantasy or magic
- Characters are fairies, various magical creatures, kings, queens, princes, and princesses.
- Features the phrase “Once upon a time” or “Long, long ago”
- Characters are “good” or “evil” and “good” often defeats “evil.”
- Presented in picture book form

Example titles/authors:

- *The Adventures of Pinocchio* by Carlo Collodi
- *Cinderella* by Charles Perrault
- *Grimm’s Tales for Young and Old*
- *Hans Christian Andersen Fairy Tales*

Fantasy (Elem) (Middle) (HS)

Use for stories not rooted in reality that feature otherworldly elements.

Common characteristics:

- Magic
- Epic quests
- Good versus evil
- Imaginary worlds set in the past or future
- Imaginary creatures
- Human characters that interact with nonhuman characters
- Books featuring a monster from mythology, such as a minotaur or harpies, as a main plot element without any mention or reliance on their birth mythology

Example titles/authors:

(Elementary)

- *Ella Enchanted* by Gail Carson Levin
- *James and the Giant Peach* by Roald Dahl
- *The Tale of Despereaux* by Kate DiCamillo
- *A Tale Dark and Grimm* by Adam Gidwitz

(Middle)

- *The Harry Potter* series by J.K. Rowling
- *His Dark Materials* trilogy by Philip Pullman
- *Percy Jackson and the Olympians* series by Rick Riordan
- *Tuck Everlasting* by Natalie Babbitt

(High School)

- *The Earthsea* series by Ursula K. Le Guin
- *The Fellowship of the Ring* by J.R.R. Tolkien
- *The Inheritance Cycle* tetralogy by Christopher Paolini
- *The Mortal Instruments* series by Cassandra Clare

Folklore (Elem)

Use for stories that derive from the oral traditions of various cultures. Forms in this genre also include songs, myths and proverbs.

Common characteristics:

- Anonymous creators
- Elements of trickery
- Feature a moral or lesson
- Characters are regular people or animals that behave like humans.
- Communicates cultural values of a tribe, ethnic group, or culture

Example titles/authors:

- *African Tales* by Gina Mhlophe
- *Beyond the Stones of Machu Picchu: Folk Tales and Stories of Inca Life* by Elizabeth Conrad VanBuskirk
- *Children of the Dragon: Selected Tales from Vietnam* by Sherry Garland
- *The Elephant's Friend and Other Tales from Ancient India* by Marcia Williams
- *Whiskers, Tails & Wings: Animal Folktales from Mexico* by Judy Goldman

Graphic Novel (Elem) (Middle) (HS)

Use for a book that contains sequential illustrations and text to tell stories.

Common characteristics:

- Can be one full story or a collection of stories focusing around particular characters or settings
- Can feature multiple authors and illustrators
- Often feature superheroes
- Original work or collection of previously published stories from comic magazine issues
- Single issue comic magazines are not considered graphic novels. For single issues in library binding and hardback versions, librarian's discretion as to where to classify
- Collections of comic strips, (*i.e.*, *Peanuts*, *Beetle Bailey*, *Doonesbury*) from newspapers and online are left to the librarians' discretion.
- Hybrids, or text heavy books that involve illustrations that directly continue the flow of the text (*i.e.*, *Detective Frankenstein*) are not considered graphic novels.
- Short story collections that are predominantly text but feature one or two comic chapters are not considered graphic novels.

Example titles/authors:

(Elementary)

- *Adventure Time* series
- *Benny and Penny in How to Say Goodbye* by Geoffrey Hayes
- *Stone Rabbit* series by Erik Craddock
- *Stratford Zoo Midnight Revue* series by Ian Lendler

(Middle school)

- *The Asterix* series
- *Laika* by Abadzis Nick
- *Archie: The Married Life* series
- *The Unbeatable Squirrel Girl* series

(High school)

- *Attack on Titan* series by Hajime Isayama
- *Captain America* series

- *Runaways* series
- *Bleach* series by Tite Kubo

Historical Fiction (Elem) (Middle) (HS)

Use for stories set in the past that revolve around real events, people or situations. The story must be set in a time period prior to the time in which it was written. Do not use for stories set in the very recent past.

Common characteristics:

- Set in the past
- Fictional characters in a real setting
- Notable historical figures as characters
- Historical events used as plot elements
- Details the period depicted

Example titles/authors:

(Elementary)

- *The Invention of Hugo Cabret* by Brian Selznick
- *Out of the Dust* by Karen Hesse
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *The War That Saved My Life* by Kimberly Brubaker Bradley

(Middle)

- *Bud, Not Buddy* by Christopher Paul Curtis
- *Esperanza Rising* by Pam Munoz Ryan
- *Island of the Blue Dolphins* by Scott O'Dell
- *Number the Stars* by Lois Lowry

(High School)

- *The Book Thief* by Markus Zusak
- *The Boy in the Striped Pajamas* by John Boyne
- *The Glory Field* by Walter Dean Myers
- *Milkweed* by Jerry Spinelli

Horror/Scary Stories (Elem) (Middle) (HS)

Use for stories that conjure an atmosphere of fear and dread.

Common characteristics:

- Death/the afterlife
- Suspense
- Unexpected incidents/surprise
- Dark and evil forces
- Characters are zombies, vampires, ghosts, werewolves, monsters and other supernatural creatures

Example titles/authors:

(Elementary)

- *Dead Air* by Michelle Schusterman
- *Myles and the Monster Outside* by Philippa Dowding
- *Swamp Monster* by James Preller
- *Uncle Montague's Tales of Terror* by Chris Priestley

(Middle)

- *Cirque du Freak: A Living Nightmare* by Darren Shan

- *Coraline* by Neil Gaiman
- *The Goosebumps* series by R.L. Stine
- *The Graveyard Book* by Neil Gaiman

(High School)

- *The Dead Girls of Hysteria Hall* by Katie Alender
- *Frankenstein* by Mary Shelley
- *Miss Peregrine's Home for Peculiar Children* by Ransom Riggs
- *The Monstrumologist* by Richard Yancey

Humor (Elem) (Middle)

Use for books which are humorous in plot, dialogue or description.

Common characteristics:

- Humor may be blatant or subtle.
- Outrageous situations and characters
- Parodies of existing books or other media
- Contains frequent jokes

Example titles/authors:

(Elementary)

- *Big Nate* series by Lincoln Peirce
- *Captain Underpants* by Dav Pilkey
- *Amelia Bedelia* series
- *Bad Kitty* series by Nick Bruel

(Middle School)

- *Me and Miranda Mullaly* by Jake Gerhardt
- *Last Boy at St. Edith's* by Lee Gjertsen Malone
- *The Bubble Wrap Boy* by Phil Earle
- *Return to Ribblestrop* by Andy Mulligan

Mystery (Elem) (Middle) (HS)

Use for stories that revolve around an unusual event or crime that feature characters seeking to unravel the truth behind the problem and solution.

Common characteristics:

- Missing persons/objects
- Clues/evidence
- Crime/murder
- Detectives/investigators/amateur detectives
- Criminal investigations
- Suspects
- A red herring

Example titles/authors:

(Elementary)

- *The Boxcar Children* mysteries by Gertrude Chandler Warner and various authors
- *The Cam Jansen* mysteries by David A. Adler
- *The Encyclopedia Brown* mysteries by Donald J. Sobol
- *From the Mixed Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg

(Middle)

- *Book Scavenger* by Jennifer Chambliss Bertman
- *Chasing Vermeer* by Blue Balliett
- *Sammy Keyes and the Killer Cruise* by Wendell Van Drannan
- *The Westing Game* by Ellen Raskin

(High School)

- *Paper Towns* by John Green
- *Pretty Little Liars* by Sara Shepard
- *Shelter* by Harlan Coben
- *Skink: No Surrender* by Carl Hiaasen

Myths and Mythology (Middle) (HS)

Use for stories featuring mythological elements or fictional adaptations of myths.

Common characteristics:

- Contains gods, heroes, monsters and other elements from mythology of any culture
- May feature stories taking place during the time period of the mythology or contemporary characters dealing with characters and elements from the mythology
- Mythological elements must be prominent in the story. Books featuring one or two ancillary characters from a mythology, but without a real focus on that mythology, would not be included.

Example titles/authors:

(Middle School)

- *Percy Jackson* series by Rick Riordan
- *Hunters of Chaos* series by Crystal Velasquez
- *Hit the Road, Helen!* by Kate McMullan

(High School)

- *Starling* novels
- *Beauty's Daughter* by Carolyn Meyer
- *Serpentine* by Cindy Pon

Poetry (Middle) (HS)

Use for narratives in rhyme or verse.

Common characteristics:

- Picture books that rhyme or juvenile one-story poems or retellings of famous poems
- Novels told in verse form. Paragraphs may often, but not always, be narrower in width than regular prose.
- Classic narrative epic poems, i.e. *Beowulf*, *The Iliad*, are left to the librarian's discretion as whether to be considered fiction or nonfiction

Example titles/authors:

(Middle School)

- *All the Broken Pieces* by Ann E. Burg
- *Raven* by Edgar Allan Poe
- *Rhyme Schemer* by K.A. Holt
- *House Arrest* by K.A. Holt

(High School)

- *The Aeneid* by Virgil
- *Fallout* by Ellen Hopkins
- *Beowulf* by Anonymous

- *Forget Me Not* by Carolee Dean

Realistic Fiction (Elem) (Middle) (HS)

Use for stories set during the present that depict realistic events.

Common characteristics:

- Modern setting
- Realistic events
- Believable situations
- Fictional characters
- Tackles issues that reflect contemporary life

Example titles/authors:

(Elementary)

- *Because of Winn-Dixie* by Kate DiCamillo
- *The Grand Plan to Fix Everything* by Uma Krishnaswami
- *Maniac Magee* by Jerry Spinelli
- *Ramona Quimby, Age 8* by Beverly Cleary

(Middle)

- *The Best Worst Thing* by Kathleen Lane
- *The Graduation of Jake Moon* by Barbara Park
- *The Same Stuff as Stars* by Katherine Patterson
- *Wonder* by R.J. Palacio

(High School)

- *The Fault in Our Stars* by John Green
- *Looking for Alaska* by John Green
- *The Perks of Being a Wallflower* by Stephen Chbosky
- *Speak* by Laurie Halse Anderson

Romance (Middle) (HS)

Use for stories that revolve around the development of a romantic relationship between two characters.

Common characteristics:

- Emotionally satisfying and/or optimistic conclusion
- Love triangles
- Forbidden love
- Man-woman relationships/same-sex relationships
- Sensuality

Example titles/authors:

(Middle)

- *Achingly Alice* by Phyllis Reynolds Naylor
- *Flipped* by Wendelin Van Draanen
- *Lombardo's Law* by Ellen Wittlinger
- *Love, Stargirl* by Jerry Spinelli

(High School)

- *Eleanor & Park* by Rainbow Rowell
- *Nick and Norah's Infinite Playlist* by Rachel Cohn
- *P.S. I Still Love You* by Jenny Han
- *What Happens Now* by Jennifer Castle

Science Fiction (Middle) (HS)

Use for stories that revolve around imagined or futuristic ideas that relate to science, technology, outer space or alien life.

Common characteristics:

- Alien life, robots, machines
- Space exploration
- Futuristic setting
- Imagined science/technology concepts
- Set in outer space, a fabricated world or different planets/universes

Example titles/authors:

(Middle)

- *Tesla's Attic* by Neal Shusterman
- *Circus Galacticus* by Deva Fagan
- *Among the Hidden* by Margaret Peterson Haddix
- *Mars Evacuees* by Sophia McDougall

(High School)

- *Childhood's End* by Arthur C. Clarke
- *Ender's Game* by Orson Scott Card
- *The Fifth Wave* by Richard Yancey
- *I Am Number Four* by Pittacus Lore

Sports (Elem) (Middle) (HS)

Use for stories where a particular sport or sports in general is a significant plot element or setting.

Common characteristics:

- Main character participates in the sport.
- Often has the main character faced with a moral issue related to the sport
- Antagonists play or are involved with the sport.

Example titles/authors:

(Elementary)

- *Rainbow Magic. Sports Fairies* series by Daisy Meadows
- *Sports Illustrated Kids* series
- *Jake Maddox JV* series
- *Fred Bowen Sports Story* series

(Middle School)

- *Fast Break* by Mike Lupica
- *Football Genius* by Tim Green
- *Booked* by Kwame Alexander
- *The Walk On* by John Feinstein

(High school)

- *Travel Team* series
- *Podium Sports Academy* series by Lorna Schultz Nicholson
- *Shoeless Joe* by W.P. Kinsella

Urban Fiction (Middle) (HS)

Use for stories that take place in the poorer sections of the inner city.

Common characteristics:

- Title may be dark with explicit content, including profanity, sex and violence

- Focuses on interpersonal relations
- Main characters try to survive street life/crime as plot elements.
- Young adults and other cultures/nationalities are protagonists.

Example titles/authors:

(Middle School)

- *After Tupac and D Foster* by Jacqueline Woodson
- *Begging for Change* by Sharon Flake
- *Money Hungry* by Sharon Flake
- *Secret Saturdays* by Torrey Maldonado

(High School)

- *Coleman High* novels by Calvin Slater
- *Two the Hard Way* by Travis Hunter
- *Midnight and the Meaning of Love* by Souljah
- *The Banks Sisters* by Nikki Turner

Questions and answers

As you begin thinking and planning about how to categorize your collection, here are some questions and answers you might find helpful.

Question: *Our library has a lot of series titles. Our students like to read through the series of popular titles. How do I make it easy for them to find series titles when organized by genre?*

Answer: Look at your challenge and ask, “What is the simplest solution that addresses the need?” At Follett, we have arranged series titles in order within the main genre. Consider the advantages and disadvantages of that approach against your driving purposes. An alternate approach is to create a series genre section located directly next to the main genre. For example, a library with a “Science Fiction” genre section would define a “Science Fiction Series” genre section right next to it. If a driving purpose is to make it easier for students to find the materials they want, consider an approach that best supports that goal.

Question: *Our library has a lot of foreign language materials. How do I organize foreign language materials in genres?*

Answer: In a manner similar to the previous Series situation, consider your driving purposes and what organization of your Foreign Language titles best accomplishes what you want. Follett has used similar approaches for Foreign Language materials as we have for Series.

Question: *Our library serves students in the K–5 grades. Our younger students like picture books. Our older students like chapter books. How do we organize the collection to meet both their needs?*

Answer: We at Follett have seen Picture Books as their own genre section, separating them from chapter books, and we have seen Picture Books in the genre sections with the chapter books. If you have a particularly large Picture Book collection and choose to make them their own genre section, consider how to organize them within the genre section so students can find what they’re looking for.

Planning Your Library Space

It is important to consider how you will arrange the physical collection in your library. As with other aspects of genrefication, Follett recommends your decisions about your library space be driven by your overall objectives. Following are some questions about your library space that can help you with your planning.

- **What are the existing traffic patterns in the library?**
Think about your traffic paths through the collection. How do they influence where you will locate your genres?
- **Do you want to change existing traffic patterns or create new traffic patterns?**
The location of popular genres can influence traffic patterns in the library. This follows a common marketing technique used in retail stores. The fact that a high-demand product, such as diapers or sporting goods, is located in the back of the store is no coincidence. You must walk through the entire store, past sale items and promoted products, to get to what you want. Along the way, you see something you hadn't planned on getting and pick it up. This can work with your library traffic paths also.
- **How does reorganizing my collection by genre affect my shelf space?**
Where you locate the genres and how much shelf space they require is an important part of planning. Adjusting the collection on the shelves is very time-consuming. As you shelf the collection, you want to avoid having to shift the collection as much as possible. Follett has devised a way to estimate where your genre sections will fit on your shelves. The result is only an estimate, but it can help minimize the amount of shifting.

This section of the guide includes information on the following:

- Genre-organized shelf planning
- Shelf-space calculations
- Indicating genre on the shelves
- Library signage

Genre-organized shelf planning

Here are some useful tips about shelf planning.

- Use sticky notes to label shelves with genres as a visual aid in planning the layout of the collection by genre. Sticky notes can easily be repositioned as your layout plan is defined.
- Measure your shelves. Standard library shelves measure 46" wide. Most libraries have some shelves of varied widths. Measure and document how many shelves of each width you have and where they are located.
- Consider how much open space you want to have on your shelves. A common target is to fill your shelves 75% full. This allows insertion of new materials in the future without the need to adjust your collection to make room. Some libraries do not have enough space to accomplish this. For those situations, identify a realistic target for your library that you will use in your planning.
- Different genres require different amounts of shelf space. Science Fiction genre books are generally thicker than Graphic Novels and thus have a higher "inches per book" requirement for space use. This is very important to consider while planning your genre locations in your library.

Shelf-space calculations

Collecting some information about your collection is critical to estimating the locations of your genres in your library. The information aids in using the sticky notes to visualize which shelves will house which genres. The following details steps in performing some simple calculations to accomplish this.

Step 1: Determine how full you want your shelves to be. A 46-inch shelf that is 75% full uses 35 inches of space for books. Where shelves differ in width or where you do not have space for 75% shelf use, use the information for your situation to determine how much book space you have on your shelves. Noting where any off-sized shelves are is helpful in later steps. Noting the size on sticky notes can help with this activity.

Step 2: Determine the average “inches per book” for each of your genres. There are two ways to obtain this information. The first is to use Follett’s Genre Helper Report. The Genre Helper report contains information about the actual thickness of an item, when available. When mapping your items to their target genres, this thickness information can be used to estimate how much space a genre will require on the shelves. For more information on the Genre Helper Report, refer to that section of this document.

The second way to determine the average inches per book is collect data from a good-sized representative sample of titles from each genre. Position them as they would be on a shelf, and measure how many inches of space they use. Divide the number of inches by the number of books to get the average “inches per book” for that genre. Note this number for use in future steps.

Step 3: Determine how many copies exist in each genre. Calculate the number of inches of shelf space required for that genre by multiplying the number of copies by the average “inches per book” value for that genre.

Using the number of copies in the genre and the average “inches per book” value for the genre, you can calculate an estimated amount of shelf space a genre will require. Further calculations based on your shelf sizes then estimate how many shelves the genre requires.

The following is an example of estimating the required shelf space for a genre:

- Situational facts:
The library shelves are 34 inches wide.
- The desire is to have shelves 75% full. A 34-inch shelf 75% full has 25.5 inches of space for books.
- The Genre Helper Report indicates the Fantasy genre contains 1,559 books. Sample book measurements indicate an average thickness of 1.090 inches per book.

Calculations:

of books in genre X Inches per book = Inches required for books in genre
 $1,559 \times 1.090 = 1,700$ inches of books

Inches per book ÷ Available book space per shelf = Number of shelves to hold the genre
 $1,700 \div 25.5 = 67$. It will take approximately 67 shelves to hold the Fantasy books.

Step 4: Using the shelf estimate you just calculated, write the genre name on sticky notes and apply to the shelves for that genre. Repeat this step for each genre until all genres are reflected on your shelves. This lets you visualize your library organized by genres and make adjustments as you need. Moving the sticky notes around is much easier than adjusting shelves of books later. Follett has found it generally easier to work from the largest genre to the smallest when doing this. Having the sticky notes on the shelves can also help with coordinating workers to shelve the books correctly.

Indicating genre on the shelves

Students and staff need to be able to find what they are looking for. It is important to clearly identify the genres on the physical materials. Common approaches include the use of genre labels, color association with genres and genre call number prefixes.

Genre labels:

Each genre has an identifying label design and is applied on or near the spine to indicate which genre that copy is in. Some libraries choose to create their own labels and design. The library supplier DEMCO® has a wide assortment of popular genre labels (www.demco.com/goto?BROWSE&collection=genre). Books ordered from Follett School Solutions can also be delivered with DEMCO genre labels attached. For more information on Follett processing services, visit follettlearning.com.

Color association with genres:

The use of color to identify the different genres is another option. The two common approaches for color use is color dots/labels or color label protectors. DEMCO is also a popular source for obtaining these materials. Before using color, consider the impact this will have on students and staff afflicted with vision color deficiency.

Genre call number prefixes:

This approach indicates the genre or a genre code as a prefix in your copy call number. Note that this can increase the physical work required to genrefy, since you must add the prefix values to your automation system data, print new spine labels and apply these labels to the collection.

Library signage

With your collection reorganized, students and staff need signage to find the materials they are looking for. Signage is important! Some questions to ask include:

What kind of signage do I need?

- Common needs include poster/wall signs, genre section signs, and individual shelf signs.
- If you are using genre codes, such as a call number prefix, consider providing a reference table by your workstations.

Where will I obtain my signs?

- The basic options are to buy them or make them yourself. If you opt to make them, consider getting the Art and Trades (Woodworking) departments involved.

Using the Genre Helper Report

The Genre Helper Report is a valuable tool from Follett that aids in the planning, genre mapping and work execution of a library genrefication project. Once completed, the worksheets created from a Genre Helper Report are used to coordinate the physical work of flipping the collection. To request a Genre Helper Report, contact a Titlewave School Support Specialist or call 888.511.5114, extension 45051.

This section of the guide assumes you are already familiar with the use of an Excel spreadsheet, including filtering and sorting data. If you need help with these features, a YouTube™ search can direct you to many short tutorial videos covering basic spreadsheet functions for a variety of software brands.

Elements of the report

The lines

Each line in the spreadsheet reflects a copy that is in the MARC file submitted to Follett Titlewave® for analysis. Where there is more than one copy of a title, there is a line for each copy. Each line will have a unique barcode and possibly call number, should any copies have differing call numbers.

1	A	B	C	D	E	F	G	H	I	J	K	L	M	N
#	CALLNUM	BAR CODE	BUCKET	TITLE	AUTHOR	MATCHED	FLRID	BISACS	SUBJECTS	CCSTAGS	THICKNESS	PUBYEAR	TARGET GENRE	
6377	6376 F NAY	30008141	FIC	Shiloh season /	Naylor, Phyllis Reynolds	Y	23452A1	JUVENILE FICTION / Animals / Dogs JUVENILE FICTION / Family / General JUVENILE FICTION / People & Places / United States / General	Dogs Fiction_Kindness Fiction_West Virginia Fiction	Realistic Fiction		15	1996	
6378	6377 F NAY	30001470	FIC	Shiloh	Naylor, Phyllis Reynolds	Y	00783A3	JUVENILE FICTION / Animals / Dogs JUVENILE FICTION / Animals / General JUVENILE FICTION / Family / General JUVENILE FICTION / People & Places / United States / General	Animals Treatment Fiction_Dogs Fiction_West Virginia Fiction	Animal Tales_First Person (Point of View)Overcoming Adversity (Literary Theme)Plot (Story Element)Realistic Fiction_Sentence Fluency (Writing)Setting (Story Element)Strong Character		15	1991	
6379	6378 F NAY	30001472	FIC	Shiloh	Naylor, Phyllis Reynolds	Y	00783A3	JUVENILE FICTION / Animals / Dogs JUVENILE FICTION / Animals / General JUVENILE FICTION / Family / General JUVENILE FICTION / People & Places / United States / General	Animals Treatment Fiction_Dogs Fiction_West Virginia Fiction	Animal Tales_First Person (Point of View)Overcoming Adversity (Literary Theme)Plot (Story Element)Realistic Fiction_Sentence Fluency (Writing)Setting (Story Element)Strong Character		15	1991	
6380	6379 F NAY	30001473	FIC	Shiloh	Naylor, Phyllis Reynolds	Y	00783A3	JUVENILE FICTION / Animals / Dogs JUVENILE FICTION / Animals / General JUVENILE FICTION / Family / General JUVENILE FICTION / People & Places / United States / General	Animals Treatment Fiction_Dogs Fiction_West Virginia Fiction	Animal Tales_First Person (Point of View)Overcoming Adversity (Literary Theme)Plot (Story Element)Realistic Fiction_Sentence Fluency (Writing)Setting (Story Element)Strong Character		15	1991	
6381	6380 F NAY	50000985	FIC	Shiloh	Naylor, Phyllis Reynolds	Y	00783A3	JUVENILE FICTION / Animals / Dogs JUVENILE FICTION / Animals / General JUVENILE FICTION / Family / General JUVENILE FICTION / People & Places / United States / General	Animals Treatment Fiction_Dogs Fiction_West Virginia Fiction	Animal Tales_First Person (Point of View)Overcoming Adversity (Literary Theme)Plot (Story Element)Realistic Fiction_Sentence Fluency (Writing)Setting (Story Element)Strong Character		15	1991	
6382	6381 F NIC	50050007	FIC	Beethoven lives upstairs /	Nichol, Barbara	Y	27454B2		Beethoven, Ludwig van. 1770-1827 Fiction_Letters Fiction Uncles Fiction			1994		

The columns

Each column has an identified purpose (see table). All data comes from the MARC records submitted to Titlewave for analysis.

Column Letter	Heading Label	Description
A	#	This column is created by Follett and provides an easy way to return the spreadsheet to the original sort order.
B	CALLNUM	Copy call number
C	BARCODE	Barcode number
D	BUCKET	Call Number Prefix grouping, which is determined by Titlewave based on the call number prefixes of the MARC data.
E	TITLE	Title of the item
F	AUTHOR	Author name

G	MATCHED	The MARC data submitted to Titlewave for analysis is matched against Follett's large MARC database. A "Y" in this column indicates a match occurred. An "N" in this column indicates we were unable to match this title/copy with one of our records. When no match occurs, the remaining columns of the spreadsheet will be empty for that copy. This column can be filtered to more easily see what copies matched and what failed to match.
H	FLRID	This column indicates the Follett Order ID for the title reflected in the line. If Follett has ever sold the title, the order ID is reflected. Order IDs are reflected for both titles still available for purchase and titles that can no longer be purchased.
I	BISACS	BISAC Subjects. This information is provided to Follett by the publisher and comes from the Follett product database.
J	SUBJECTS	MARC subjects. This data reflects the MARC Subjects and comes from the Follett MARC database.
K	CCSSTAGS	This column indicates the Follett-defined curriculum tags. This data is created by Follett and comes from the Follett product database.
L	THICKNESS	This column indicates the thickness of the item in millimeters and comes from the Follett product database.
M	PUBYEAR	This indicates the publication year of the item and comes from the Follett MARC database.
N	TARGET GENRE	If not present in your Genre Helper Report, it can be created. This column is where you will indicate the target genre the item should be mapped into.

How to use the Genre Helper Report

One of the more challenging tasks when organizing a library by genre is defining which genre the title belongs in. The Genre Helper Report lets you see information about a title that is helpful in making this determination.

A large portion of a collection can be genre-mapped from the Genre Helper Report, without pulling individual titles from the shelves to review. However, there will be titles that require getting the book in hand, looking it over, and reading about the story to make a determination.

To use the Genre Helper Report:

1. Always save a backup copy of your Genre Helper Report spreadsheet. Doing so will prevent the loss of a large amount of work due to an error.
2. Open the Genre Helper Report spreadsheet. Look for the "TARGET GENRE" column to the far right of the report. If it doesn't exist, in row one, column N, type "TARGET GENRE." You will use this column to indicate line by line which genre that title will map to in your genre-organized collection. Indicate only one genre per item.
3. For each line, review the information provided and compare them with the genres you have identified you will use in your library. The information in the BISACS, SUBJECTS and CCSSTAGS columns will reflect the themes of each title. Type the target genre for that item into the cell for that line in Column N.
4. For the titles you're unable to determine a genre for without looking at the book, you can highlight the line and place text in column N to indicate the need to pull the book for review. Doing this makes it easy to sort or filter the report for these items and use the call number to locate them for review. The

following example shows a yellow highlight, and text “Pull to check” is used to indicate one of these titles.

A	B	C	D	E	F	G	H	I	J	K	L	M	N
#	CALLNUM	BAR CODE	BUCKET	TITLE	AUTHOR	MATCHED	FLRID	BSACS	SUBJECTS	CCSSTAGS	THICKNESS	PURYEAR	TARGET GENRE
6346	6346F MAR	60000214	FIC	On Christmas Eve	Ann M. Martin	Y	1112455	JUVENILE FICTION / Fantasy & Magic / JUVENILE FICTION / Health & Daily Living / Diseases, Injuries & Infirmities / JUVENILE FICTION / Holidays & Celebrations / Christmas & Advent / JUVENILE FICTION / Social Themes / Friendship	Best friends Fiction, Cancer Fiction, Christmas Fiction, Christmas stories, Friendship Fiction, Magic Fiction, Santa Claus Fiction				
6347	6347F MAR	60010236	FIC	A corner of the universe /	Martin, Ann M. 1955-	N						17,2005	Friendship
6348	6347F MAR	60050685	FIC	A dog's life	Martin, Ann M. 1955-	Y	2422905	JUVENILE FICTION / Animals / Dogs / JUVENILE FICTION / Animals / General	Dogs Fiction, Orphaned animals Fiction	First Person (Point of View)		2005	Animals

- The Genre Helper Report is provided as a spreadsheet to take advantage of the filtering and sorting capabilities available. How you use the Genre Helper Report from this point can vary based on your approach to reorganizing the collection into genres.
 - Filter the list for titles that failed to match the Follett Database. Now you can easily find those titles on the shelves and determine which genre they map to.
 - Sort the list by Genre. From this, you can count how many copies there are in each genre, use the thickness data to determine an average thickness for the genre, add this average to the lines without thickness data and estimate the total inches of shelf space the genre will require. This information can help you plan shelf usage and plan the genre layout of your library.
 - Sort the list by Call Number. The list can be used to go through your shelves and apply your genre identifiers on the individual titles before reorganizing the collection into genres.
 - Sort the list by Genre first, with a sub-sort of Call Number. The list can be used to shelve the copies within their genre, and then organized by Call Number within the genre.
 - Print individual pages of the list to assign work to workers or volunteers. The pages can help with organizing the work and tracking what has been completed.

The flexibility of organizing the information on the Genre Helper Report many different ways makes it a valuable aid in a genrefication project.

Adding Genre Data to Destiny

This section provides instructions for populating genre data into the MARC records of Destiny.

Note: Before proceeding with these steps, all work of mapping your materials into their genres—including the shelving of the collection into their genre groups—should be completed. This is necessary to ensure accuracy.

By doing this, the values you populate into your data are based on the materials on the shelf. There is more than one way to accomplish some of the steps described. Also, steps presented are the easiest to describe using equipment most commonly available to all Destiny customers.

Create barcode list files

The first step in adding genre data to your Destiny records is to create a list of barcodes that are contained in each genre. This is accomplished by placing a laptop on a rolling cart and using a scanner to scan all of the barcodes on the books in the genre into a text file.

Follett recommends creating a separate file for each genre and do all of the scanning of a genre on one laptop. You can scan multiple genres at the same time using multiple laptops and barcode scanners.

Equipment needed:

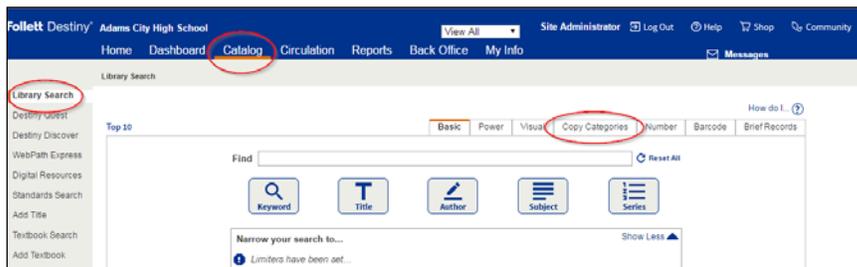
- MS Windows laptop computer w/barcode scanner attached
- Rolling cart (such as an AV cart)
- USB flash drive (optional, if the laptop does not have internal storage)

1. Determine which genre will be scanned. Place the laptop on the movable cart and proceed to that area. Optional: Insert a USB flash drive into the computer.
2. Click the **Windows Start** icon in the lower-left corner of the Windows interface.
3. Click **All Programs | Accessories** | and select **Notepad**. The Notepad application opens.
4. In Notepad, click **File | Save As**. You will be prompted for the location you want to save the file. You can save it to the internal storage or if using a USB flash drive, save the file to that location. For the **filename**, use the name of the genre you will be scanning. Click **Save**.
5. Click on the blank page in the notepad application. The cursor should be at the top leftmost position. Begin scanning barcodes on the materials in that genre. The scanner should automatically insert a carriage return after the scan, so you end up with a list of barcodes numbers. Duplicate scans are not a problem, so if you are not sure you scanned a barcode, scanning it again causes no harm. If you are interrupted while scanning, save the file and turn a book sideways where you left off so you can easily resume scanning.
6. Once you have scanned a shelf of books, save the file. This is done by clicking **File | Save** in the Notepad application. Pressing **Ctrl + S** on the keyboard at the same time will also save the file.
7. Once you have scanned all of the books in the genre, save the file again. You are now ready to scan the next genre. *It's important to follow the next steps so you do not overwrite the file you just completed.*
8. Open a new file in the Notepad application. This is done by clicking **File | New**. A blank page will open in Notepad. As before, click **File | Save As**, and choose the same location for this file to be saved. Be sure to use the next genre you are scanning as the **filename**.
9. Repeat these steps for each genre until all materials in all genres have been scanned into the file named for the genre.
10. Once all genres have been scanned, collect the Notepad text files onto a single USB drive. You should have one file for each genre in your collection. Each file should contain all barcode scans for the materials in that genre.

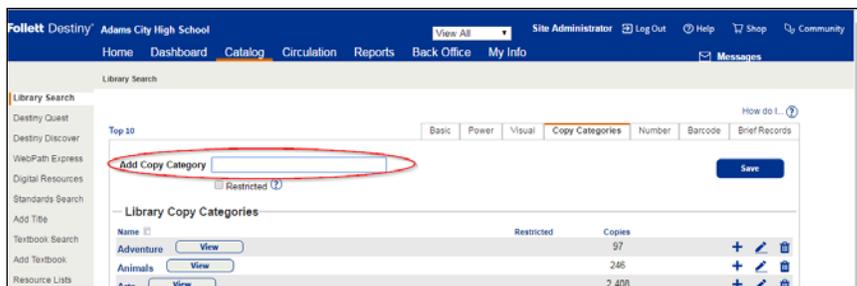
Create Copy Categories in Destiny

Next, we will populate your genres into the Copy Category field of your copy records in Destiny. Doing this groups your copies by the genre, including searching, producing bibliographies and reading lists, and promoting materials. Copy Categories can also be used to create historical collection statistics reports. We will also use the categories we add here to add your genres as Sublocations in Destiny. Sublocations display the Genre name on the search results displays in Destiny.

1. Log in to Destiny as a user that has Library Administrator or higher access rights.
2. Click the **Catalog** tab > **Library Search** option. Then click the **Copy Categories** sub-tab.



3. You will see the Add Copy Category display with the cursor in the **Add Copy Category** field. Type your first genre name. Immediately below the genre name you just typed, *deselect* the checkbox that says **Restricted**. Click **Save**.



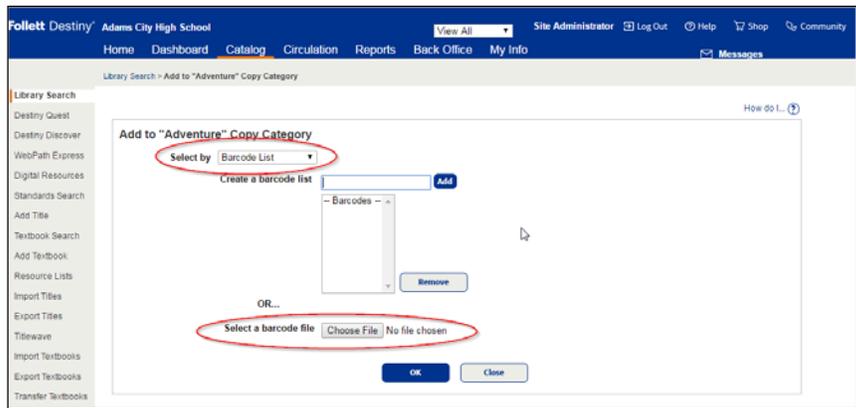
4. Repeat these steps for each of your genres until all genres have a Copy Category created for them.

Assign Copy Categories to your copies in Destiny

Next, use the text files of scanned barcodes to assign the Copy Category genre to the copies in that genre. In your computer, insert the USB flash drive containing all of the scanned text files to allow it to initialize. Once it has initialized, confirm you can browse to and see the files on the flash drive.

1. Log in to Destiny as a user that has Library Administrator or higher access rights.
2. Click the **Catalog** tab > **Library Search** option. Click the **Copy Categories** sub-tab to the right half of the display.
3. Find your first genre in the **Library Copy Categories** listing. Click the **Plus sign**  to the right of that genre name. This opens the **Add to "[Genre Name]" Copy Category** display.
4. In the **Select by** drop-down, select **Barcode List**.
5. In the **Select a barcode file** field, click **Choose File**. Use this pop-up to browse to the genre text file that aligns with the genre category name you are creating. Following these instructions, this location

would be the USB flash drive you inserted into the computer at the beginning of this process. In this pop-up, select the barcode scan file that matches the “[Genre Name]” **Copy Category** you are working with. Be sure the barcode file and the genre name are the same genre. Click **Open**. The full path to the file appears in the **Select a barcode file** field.

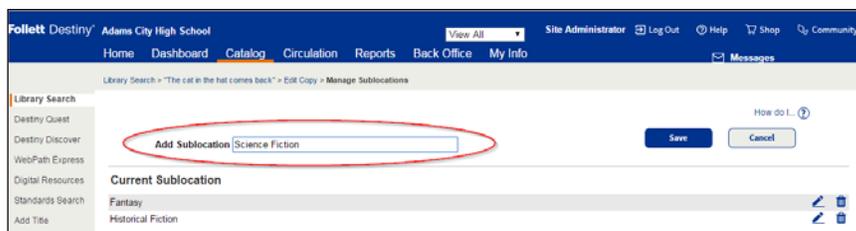


6. Click **OK**. A box indicates the number of copies added to this category. These copies now have this genre category assign to them.
7. Repeat these steps for the remaining genres, ensuring you select the correct barcode file that matches each genre until all genres are completed.

Add genre Sublocation values to Destiny

With the genre categories created, you can now use Destiny features to create genre sublocations on the copies so the genre name appears in search results. First, you must create all of the genre sublocation names in Destiny.

1. Log in to Destiny as a user that has Library Administrator or higher access rights.
2. Click the **Catalog** tab > **Library Search** option.
3. Search for a copy:
 - a. Click the **Basic** sub-tab to search for the copy by its **Title**.
 - b. Click the **Barcode** sub-tab to search for the copy by its Barcode Number.
 - c. Enter or scan in the Barcode Number.
4. Click the **Edit** icon  to edit the copy.
5. In the **Sublocation** field, click the **Other** button.
6. In the **Add Sublocation** field, type the name of your first genre. Click **Save**.



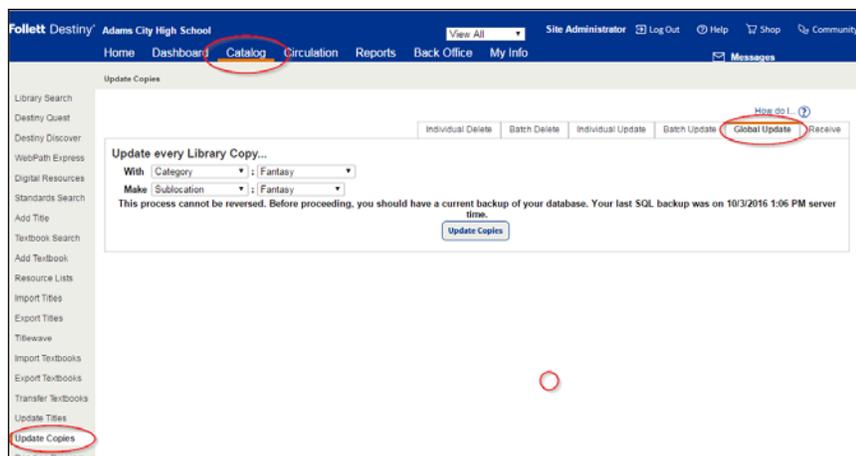
7. Repeat Steps 5–6 until you have added all of your genre names as Sublocations. The Copy Edit page appears.
8. In the **Sublocation** field, click the **Sublocation** drop-down, and select the correct genre for this copy.

9. Click **Save Copy**.

Globally update Sublocations based on genre category

Now that the genre names are entered as Sublocation values, you can use Destiny’s global update capabilities to quickly populate the correct genre Sublocation value on the copies based on the genre categories created earlier.

1. Log in to Destiny as a user that has Library Administrator or higher access rights.
2. Click the **Catalog** tab > **Update Copies** option.
3. Click the **Global Update** sub-tab.
4. In the **With** fields:
 - a. Select **Category** from the first drop-down. Once you make this selection, the second field becomes a drop-down.
 - b. Select your first genre category name from the second drop-down.
5. In the **Make** fields:
 - a. Select **Sublocation** from the first drop-down. Once you make this selection, the second field becomes a drop-down.
 - b. Select the same genre name as you selected in step 4b from the second drop-down.



6. Verify that the genre values selected in both of the second drop-downs match. Click **Update Copies**. You will see a warning that the process cannot be reversed. If you want to proceed, click **Yes**.
7. The Job Manager page lists the job as **Global Update Copies**. The status will indicate **Pending**. Click the **Refresh List** link near the top center of the display. When the job status shows **Completed**, you can click the **View** link to see the results of the job.



8. A report appears, indicating the number of copies that were updated and if any of the copies to be updated were skipped. Use this report to verify that all of the copies were updated. If any were skipped, the details about which record was skipped and the reason appear below the **Summary** information. You may need to resolve any issues and assign a genre Copy Category and/or

Sublocation to a single copy. The next section explains how to do this.

Assign a genre Copy Category and Sublocation to a single copy

You may need to assign a genre Copy Category and/or Sublocation to a single copy in your collection.

1. Log in to Destiny as a user that has Library Administrator or higher access rights.
2. Click the **Catalog** tab > **Library Search** option.
3. Search for the copy you want to add the genre information to.
 - a. Click the **Basic** sub-tab to search for the copy by its Title.
 - b. Click the **Barcode** sub-tab to search for the copy by its Barcode Number.
4. Click the **Edit** icon  to edit the copy.

To add a genre Copy Category:

1. In the Copy Categories section, click **Update**. Find the genre name you want to assign to this copy in the list. Towards the right of the display, select the **Assigned** checkbox aligned with that genre name.
2. Click **OK**. That genre name now appears in the Copy Categories section.

To add a genre Sublocation:

1. Find the **Sublocation** drop-down towards the bottom of the display. Click the drop-down field.
2. Select the desired genre name you want to assign to this copy.
3. Click **Save Copy**.

If the desired genre name is not in the list of values in the Sublocation drop-down, click **Other**.

1. In the **Sublocation** field, click **Other**.
2. In the **Add Sublocation** field, type the name of the genre you want to add. Click **Save**.
3. The genre name appears in the **Sublocation** drop-down.
4. Click **Save Copy**.

DIY Planning Checklist

Plan			
Task	Person(s) responsible	Date completed	Notes
Define the goals or accomplishments that drive why you are reorganizing the collection by genre.			
Use resources on the Internet to read how others before you have approached this task.			
Define what in the collection you will reorganize by genre.			
Define what genre groupings you will use. Consider any unique needs you want to address			
Define how you will identify the genres on the materials and shelves.			
Define the organization and location of the genre groupings in the library.			
Define the plan and process you will use to manage and perform the physical work of reorganizing the collection.			
Consider if you can benefit from any of the Follett Managed Genrefication Services.			

Prepare			
Task	Person(s) responsible	Date completed	Notes
Use goals/accomplishments to guide decision making throughout your preparation.			
Inventory the collection if a full inventory hasn't been completed in the past two years.			
Weed the collection (can be done up to a year in advance).			
After weeding, submit your data to Titlewave and request the Genre Helper Report.			
Use the Genre Helper Report to map your collection into your defined genres.			
Obtain labels, color protectors, signage or other materials used to identify the genres on the shelves.			
Temporarily label library shelves to reflect where the genres will be once the collection is reorganized. Adjust as needed.			
Create instructions to guide volunteers/workers in the tasks to be performed.			
Obtain commitments from volunteers/workers to perform the work.			
Organize the physical work space to support volunteers/workers in completing the work.			
Obtain any equipment and supplies needed to perform the work.			
Schedule the work according to the approach used.			

Execute			
Task	Person(s) responsible	Date completed	Notes
Document (at least in outline form) all the aspects of your plan.			
Use your plan, decisions and tools like the Genre Helper Report to aid in organizing the work as it progresses.			
Frequently spot-check the work results. Make sure the workers are completing the work correctly. Coach and train as needed. (Do not hesitate to excuse a worker consistently demonstrating an inability to do the work correctly.)			
Once the collection is reorganized by genres, populate the genre data into Destiny.			
Put your signage in place so students and staff can find what they are looking for.			
Celebrate your accomplishment of completing the project. Promote the changes and benefits with your library patrons and school staff.			
Track the library activity, looking for changes resulting from the new organization of the collection.			