## WELCOME

Welcome 2010 CARL Conference Attendees,

Everyday there are news stories on libraries. The stories are usually focused on collections, buildings, and emerging technologies, and rarely on the people that make libraries. Libraries have amazing collections because library people select, process, and promote all sorts of materials with an eye to the future. Libraries have award winning buildings because library people help design and renovate them to meet both known and anticipated user needs. Libraries are at the forefront of technology because library people are risk takers and see how technology can transform processes and projects.

The conference committee hopes that the theme, *People Make Libraries: Digging into Our Past and Polishing Our Present to Transform Our Future,* will highlight the current research and practice that is transforming academic and research libraries, and facilitate the sharing of valuable knowledge, practices, and experiences. Here are a few new things that you might be interested in:

- The conference includes an opening reception that will feature 15 share poster sessions and 14 exhibitors. We anticipate that this event will add new opportunities to share and network.

- The ⚙ icon indicates that a meal or snack is provided. You will notice it throughout the program, since there is no doubt that the action is always where the food is ☺

- All conference meeting rooms have wireless access.

- You are able to connect to your fellow conference attendees using new smart phone apps, Flickr and Twitter. The apps integrate Flickr and Twitter. For those of you using laptops, the Flickr and Twitter feeds are also available on the CARL Conference homepage.

  Smart phone apps: http://carl.boopsie.com
  Flickr tag: carlconf2010
  Twitter: #carlconf2010

Let us know what you think about the conference and its new features. There will be print evaluations available in the meeting rooms for each session, and there will be an overall conference available at http://www.carl-acrl.org/conference/evaluations. Also don't hesitate to thank one of the many 2010 Conference committee members or sponsors. A lot of effort goes into organizing a conference like this, and it is all done on volunteer time. A list of all these wonderful volunteers and sponsors is located in the program folder.

Just as people make libraries, people make CARL. We should never underestimate the valuable resource that is our membership with its vast knowledge, experience, and best practices. Therefore, I want to take this opportunity to thank the many CARL members that have taught me so much, and I hope that you enjoy the conference!

**Amy Wallace**
**President**
**California Academic and Research Libraries**
(Image thanks to SP-Studio @ www.sp-studio.de)

## WHERE IT'S @!

**Thursday April 8, 2010**

| | Room | Event |
|---|---|---|
| 8:30am-12:00pm | _____ | Engage Session: _____ |
| 1:30pm-5:00pm | _____ | Engage Session: _____ |
| 6:00pm – 8:00pm | California | Opening Reception: Poster Presentations & Vendor Exhibits |

**Friday April 9, 2010**

| | | |
|---|---|---|
| 8:00am - 9:00am | California | Breakfast |
| 9:00am- 10:30am | California | Plenary Session<br>Dr. Peter Hernon: Be a Leader Not Merely a Follower |
| 10:45am – 12:00pm | _____ | Listen & Learn/Discussion Session: _____ |
| 12:00pm– 2:00pm | California | Lunch, Awards, and Business Meeting |
| 2:15pm – 3:30pm | _____ | Listen & Learn/Discussion Session: _____ |
| 3:30pm – 3:45pm | Foyer | Snack Break |
| 3:45pm – 5:00pm | _____ | Listen & Learn/Discussion Session: _____ |
| 6:00pm – 8:00pm | California | Dinner Program<br>Gary Kurutz: Built by a Bureaucracy:  Treasures of the California State Library |

**Saturday April 8, 2010**

| | | |
|---|---|---|
| 8:00am - 9:00am | California | Breakfast |
| 9:00am- 10:30am | California | Plenary Session<br>Melanie Hawks: Intention to Action: Influencing Others When You Don't Have (or Can't Use) Authority |
| 10:45am – 12:00pm | _____ | Listen & Learn/Discussion Session: _____ |
| 12:00pm – 2:15 pm | | Lunch On Your Own/IG No-Host Lunches |
| 2:15 pm– 3:30pm | _____ | Listen & Learn/Discussion Session:  _____ |
| 3:30pm – 3:45pm | Foyer | Snack Break |
| 3:45pm – 5:00pm | _____ | Listen & Learn/Discussion Session: _____ |
| 5:00pm-on | Wherever You Are! | After-Party |

## Thursday April 8, 2010

| 6:00 pm -8:00 pm | Opening Reception: Share, Network, & Learn  (California) |
|---|---|

**Reception**

**The reception will include a pasta bar and fajita bar.  There will also be a no-host beverage bar.**

### Digital Posters

**Create Your Own Pupu Platter with Library a la Carte: An Open Source Alternative to LibGuides**  Janet Pinkley (CSU Channel Islands)

**Listening to the chorus: Librarians conducting copyright education**
Lua Gregory and Shana Higgins  (University of Redlands)

**Leveraging Our Expertise: A Team-Based Approach for Including Information Literacy in Curricular Design**  Pamela Jackson (San Diego State University)

**Tech Tuesdays: Technology Workshops at the King Library**
Peggy Cabrera (San Jose State University)

**Under Surveillance: Teaching Topic Monitoring as a Research Skill with RSS Feeds and Email Alerts**  Mira Foster (San Francisco State University)

### Print Posters

**Can Google Replace Your Database?**  David Schmitt (UC San Diego)

**Creating an Unexpected Freshman Library Introduction Experience**
Sami Lange (Sonoma State University)

**Data Curation: Establishing a Baseline for Scientists' Awareness and Interest in Library Based Infrastructure**  Jeanine Scaramozzino and Marisa Ramirez  (Cal Poly San Luis Obispo)

**Digital Information Fluency: It's Not Your Mother's Information Literacy**
Susan Shepherd (UC San Diego)

**Mining the Knowledge Base: Wiki Technology and Constructivist Learning in a Reference Services Training Program**   Emily Chan & Marina Torres (University of the Pacific)

**(S)He said, She said: the benefits of mentorship from a mentor and mentee perspective**
Talitha Matlin (San Jose State University MLS Candidate)  & Dominique Turnbow (UC San Diego)

**Transforming our Library Reading Room for a Leisure Reading Collection**
Suzanne Roybal (Dominican University of California)

**Understanding Science Faculty information-seeking behavior To Determine Collection Development Priorities**  Jiannan Wang (CSU East Bay)

**Visualizing Library of Congress Subject Headings** Melissa VandeBurgt (CSU Channel Islands)

**We have the technology! We have the capability! Building a mentor program for future librarians**  Krista Ivy (UC Riverside)

### Exhibitors

Drexel UNIVERSITY — Center for Graduate Studies, Sacramento, California

H.W. WILSON Since 1898

scelc — Statewide California Electronic Library Consortium

Taylor & Francis Group, an informa business

# CONFERENCE SCHEDULE

## Friday April 9, 2010

| 8:00 am – 10:30 am | Plenary Session (California) |
|---|---|
| **8:00 - 9:00**<br><br>🍴 **Breakfast**<br><br>**9:00 – 10:30**<br><br>**Plenary Session** | **Plenary Session: Be a Leader Not Merely a Follower**<br>The presentation examines leadership and its importance to libraries as they cope with the challenges of the present and the future. It highlights both the challenges and opportunities posed by leadership throughout the organization, from those serving on teams to those in supervisory and managerial positions.  Still, leadership is a misunderstood concept and other concepts such as those relating to customer service may be more appealing for many librarians. Clearly, leadership requires new attributes and abilities for librarians who become leaders. No all of those in top managerial positions, Hernon argues, are leaders.<br><br>**Dr. Peter Hernon (Graduate School of Library and Information Science, Simmons College)**<br>Peter Hernon is Professor at the Graduate School of Library and Information Science, Simmons College, Boston, where he teaches courses on research methods, evaluation of library services, academic librarianship, leadership, and government information. Dr. Hernon received his Ph.D. degree from Indiana University, Bloomington, and has taught at Simmons College, the University of Arizona, and Victoria University of Wellington (New Zealand). Besides he various activities in New Zealand, he has delivered keynote address in eight other countries:  Canada, England, France, Finland, Greece, Portugal, Spain, and South Africa.<br><br>He is the co-editor of Library & Information Science Research, founding editor of Government Information Quarterly, and past editor-in-chief of the Journal of Academic Librarianship.  Professor Hernon is the author of more than 290 publications, more than 40 of which are books. He has received a number of awards for his research and professional contributions, including being the 2008 recipient of the ACRL Academic/Research Librarian of the Year Award. The first edition of this book, Assessing Service Quality, was the 1998 winner of the Highsmith award for outstanding contribution to the literature of library and information science in 1999. |

| 10:45 am - 12:00 am | Listen & Learn (El Dorado) | Listen & Learn (Fresno) | Discussion (Granada) | Discussion (Hermosa) |
|---|---|---|---|---|
| **Listen & Learn**<br><br>**Discussion** | **CARL Research Award Winner: Subjecting the Catalog to Assessment**<br><br><br>Luiz Mendes (CSU Northridge)<br>Jennie Quinonez-Skinner (CSU Northridge)<br>Danielle Skaggs  (CSU Northridge) | **New Directions in Library Instruction: Keywords, Visual Literacy, and Critical Thinking**<br><br><br>Matt Conner (UC Davis)<br>Melissa Browne (UC Davis) | **Panning for the future: an exercise in teamwork**<br><br><br>Helen Heinrich (CSU Northridge) Donna LaFollette (SCELC: Statewide California Electronic Library Consortium) | **Upstairs-downstairs: Working with a campus assessment coordinator and other allies for effective information literacy assessment**<br><br>Amy Hofer and Margot Hanson (Golden Gate University) |

| 12:00 pm - 2:00 pm | Lunch & CARL Business Meeting (California) | |
|---|---|---|
| 🍴 Lunch<br><br>**Business Meeting**<br><br>**CARL Outstanding Member Award**<br><br>**Ilene F. Rockman CARL/ACRL Conference Scholarship**<br><br>**CARL Research Award** | **2009 Ilene F. Rockman**<br>**CARL/ACRL Conference Scholarship**<br>Julian Prentice<br>Note: Julian Prentice will co-present a Discussion Session on Saturday.<br><br>**2010 Ilene F. Rockman**<br>**CARL/ACRL Conference Scholarship (2010)**<br>Talitha Matlin and Daisy Larios<br><br>Ilene F. Rockman CARL/ACRL Conference Scholarship Sponsored By: | **2009 CARL Research Award**<br>*Subjecting the Catalog to Assessment*<br>Luiz Mendes, Jennie Quinonez-Skinner, and Danielle Skaggs (CSU Northridge)<br>Note: The team presented their research in a session prior to the awards luncheon.<br><br>**2010 CARL Research Award**<br>*Standardized Information Literacy Assessment: An Institution-Specific Approach*<br>Shannon Staley, Valeria Molteni, and Christina Peterson (San Jose State University)<br><br>CARL Research Award Sponsored By: |

## Friday April 9, 2010

| 2:15 pm – 3:30 pm | Listen & Learn (El Dorado) | Listen & Learn (Fresno) | Discussion (Granada) | Discussion (Hermosa) |
|---|---|---|---|---|
| Listen & Learn<br><br>Discussion | Succession Planning: Predictors for Success<br><br><br><br><br>Lesley Farmer (CSU Long Beach) | Rock the CASBAH: CalArts Student Behaviors and Habits<br><br><br><br>Jeff Gatten (California Institute of the Arts)<br>Mike Bryant (California Institute of the Arts) | People Make Research Guides<br><br><br>Jacqui Grallo (CSU Monterey Bay)<br>Kathlene Hanson (CSU Monterey Bay)<br>Jade Winn (USC) | Library Research and Institutional Review:  IRB got your hands tied? Did they get permission?<br><br>Pamela Howard (SFSU)<br>Mira Foster (SFSU) |
| 3:30 pm – 3:45 pm | Snack Break:  Sponsored by   ProQuest  Start here. | | | |
| 3:45 pm – 5:00 pm | Listen & Learn (El Dorado) | Listen & Learn (Fresno) | Discussion (Granada) | Discussion (Hermosa) |
| Listen & Learn<br><br>Discussion | Digging into Our "Hidden Collections": Maximizing Staff Skills and Technology to Enhance Access to Special Collections<br><br>Elaine Franco (UC Davis)<br>John Sherlock (UC Davis)<br>Sarah Buchanan (UCLA) | Mentees at the Beach! What do mentees want?<br><br><br><br>Eileen K. Bosch (CSU Long Beach)<br>Khue Duong (CSU Long Beach) | Mining the Knowledge Base: Wiki Technology and Constructivist Learning in a Reference Services Training Program<br><br>Emily Chan (University of the Pacific)<br>Marina Torres (University of the Pacific) | The Library Scavenger Hunt Strikes Back: teaching "Library as Place"<br><br><br><br>Allison Carr (CSU San Marcos)<br>Pearl Ly (CSU San Marcos) |
| 6:00 – 8:00 pm | Dinner Program (California) | | | |

### Dinner Program

**Built by a Bureaucracy:  Treasures of the California State Library**

This year, the California State Library celebrates its 160th anniversary making it one of the oldest governmental libraries west of the Mississippi. In this slide-illustrated talk, Kurutz will present an overview of the Library's rough and tumble early years, the architecture of the historic Library & Courts Building, the acquisition of such notable biblio-treasures as the Nuremberg Chronicle from 1493 and John James Audubon's incomparable double elephant folio. There will be a focus, of course, on California history and its colorful past with such exciting items as a 1666 map of California as an island, James Marshall's hand-drawn map showing where he discovered gold in 1848, humorous prints spoofing gold fever, Gold Rush daguerreotypes, early cookbooks and menus, and examples from the Library's vast ephemera collection including gorgeous posters and booklets designed to promote California as a place for "health, wealth, and sunshine." Since we are in the state capital, the program will conclude with a glimpse at the Golden State's zany political history.

**Gary Kurutz**

Since 1980, Kurutz has served as Principal Librarian, Special Collections Branch of the California State Library in Sacramento. Special Collections includes the California History Section, Sutro Library, General Rare Book Collection, and Preservation Office. Previously, he held positions as Head Librarian, Sutro Library; Library Director, California Historical Society; and Bibliographer of Western American at the Henry E. Huntington Library. Additionally, he serves as Executive Director of the California State Library Foundation and is on the faculty of the California Rare Book School at UCLA. He has received awards from The Book Club of California, California Historical Society, California Committee for the Promotion of History, Commonwealth Club of California, Oregon-California Trails Association, Sacramento Book Collectors Club, and the Sacramento County Historical Society.

Kurutz has authored a number of books, including Recollections on war with Mexico, Knights of the lash : the stagecoach stories of Major Benjamin C. Truman , California calls you : the art of promoting the Golden State, 1870 to 1940, The Architectural Terra Cotta of Gladding, McBean, Benjamin C. Truman: California Booster and Bon Vivant, and The California Gold Rush: A Descriptive Bibliography of Books and Pamphlets Covering the Years 1848-1853.  He has also written over one hundred articles for scholarly and library related publications, and is the editor of the California State Library Foundation Bulletin.

## Saturday April 10, 2010

| 8:00 pm – 10:30 pm | Plenary Session (California) | | | |
|---|---|---|---|---|
| 8:00 - 9:00 <br><br> 🍴 **Breakfast** <br><br> 9:00 – 10:30 <br><br> **Plenary Session** | **Plenary Session: Intention to Action: Influencing Others When You Don't Have (or Can't Use) Authority** <br> Library organizations are full of people with talent, insight, energy, and ambition who don't necessarily have the formal authority to make and implement decisions on their own. Even those in management roles often find that using authority is not the most effective way to get things done. Working with and through other people is an essential skill for anyone who wants to see their ideas take root. This interactive session will help you discover how to shape others' opinions and move your ideas forward without relying on positional power. <br><br> **Melanie Hawks** <br> Melanie Hawks is the Learning and Development Coordinator at the University of Utah's J. Willard Marriott Library. Melanie has more than fifteen years of experience as a trainer and facilitator in the nonprofit and higher education sectors. She designs and delivers both online and in-person learning events for library professionals throughout the United States and Canada. Melanie has a Master of Professional Communication from Westminster College and has recently authored the ACRL Active Guides on Life/Work Balance and Influencing Without Authority. | | | |
| 10:45 pm - 12:00 pm | **Listen & Learn (El Dorado)** | **Listen & Learn (Fresno)** | **Discussion (Granada)** | **Discussion (Hermosa)** |
| Listen & Learn <br><br> Discussion | **Are They Getting It: Seeking Evidence of Students' Research Behavior Over Time** <br><br><br> Karin Griffin (CSU Long Beach) <br> Susan Jackson (CSU Long Beach) <br> Carol Perruso (CSU Long Beach) | **The Library as a Student Research Site** <br><br><br> Anna Gold <br> (Cal Poly San Luis Obispo) | **Is it really sink or swim for tenure tracks?** <br><br><br> Crystal Goldman (SJSU) <br> Valeria Molteni (SJSU) <br> Y. Diana Wu (SJSU) | **Usability Testing of a Library Web Site: Librarians and Anthropologists Working Together** <br><br> Allison Cowgill (CSU Fresno) <br> Amanda Dinscore (CSU Fresno) |
| 12:00 pm - 2:00 pm | **Lunch On Your Own:** <br> See Local Arrangement Board for Details on Interest Group (IG) No-Host Lunches | | | |
| 2:15 pm – 3:30 pm | **Listen & Learn (El Dorado)** | **Listen & Learn (Fresno)** | **Discussion (Granada)** | **Discussion (Hermosa)** |
| Listen & Learn <br><br> Discussion | **Using Systematic Review for Higher Steps to Research Methods:  The Case of Business Instruction** <br><br><br> Ann Fiegen (CSU San Marcos) <br> Diana Wu (San Jose State University) | **It's about the plan: how to ensure that your program evaluation gives you the results you need** <br><br> Susan Shepherd (UC San Diego) <br> Dominique Turnbow (UC San Diego) | **Early Career Issues in Academic Librarianship** <br><br><br> Katherine O'Clair <br> (Cal Poly San Luis Obispo) | **Libraries as Bedrock: Partnering to Promote Diversity and Inclusiveness on Campus** <br><br> Serjio Acevedo (University of the Pacific) <br> Michelle Maloney (University of the Pacific) |
| 3:30 pm – 3:45 pm | **Snack Break** | | | |
| 3:45 pm – 5:00 pm | **Listen & Learn (El Dorado)** | **Listen & Learn (Fresno)** | **Discussion (Granada)** | **Discussion (Hermosa)** |
| Listen & Learn <br><br> Discussion | **The Next Generation Research Guide: You Too Can Move to LibGuides and Plan a Cheap, Fun  Marketing Campaign in One Semester or Less** <br><br><br> Nicole Allensworth (SFSU) <br> Diane Sands (SFSU) <br> Hesper Wilson (SFSU) | **Faculty Online Collaborations: One Jewel at a Time** <br><br> Robin Lockerby (National University) <br> Vicki Martineau (National University) <br> Christine Photinos (National University) <br> Barbara Stillwell (National University) <br> Shareen Grogan (National University) | **Let's Try This Again: Redefining the Content of Information Literacy for a Post-Google World** <br><br><br> Korey Brunetti (CSU East Bay) <br> Julian Prentice (Chabot College) <br> Lori Townsend (CSU East Bay) | **Using the Library Staff and Statistics to Create a Dynamic Twitter Program** <br><br><br> Sami Lange (Sonoma State University) <br> Joe Marquez (Sonoma State University) |

# 2010 CARL CONFERENCE
# SESSION ABSTRACTS

## Friday April 9, 2010
## 10:45 am – 12:00 pm

**CARL Research Award Winner: Subjecting the Catalog to Assessment**
The emergence of tagging (assignment of "keywords" to information resources by users) has engendered much debate about the usefulness of controlled subject indexing languages vs. tags for categorization of objects. There have been numerous implementations of tagging in library catalogs—from social OPACS (SOPACS) to tagging systems (e.g., PennTags), but few user studies about the use and usefulness of tags for resource discovery in the catalog. Current assessment tools only provide a glimpse at tag usage data, but not the in-depth analysis required for quantitative and qualitative assessment of the use of tags vs. subject headings. This session presents the results of our CARL Research Award based on the usability testing conducted to examine how users interact with controlled vocabularies (Library of Congress subject headings) and user-generated tags (based on the implementation of LibraryThing for Libraries tags) in the catalog for resource discovery.
**Presenters: Luiz Mendes, Jennie Quinonez-Skinner, and Danielle Skaggs (California State University, Northridge)**

**New Directions in Library Instruction: Keywords, Visual Literacy, and Critical Thinking**
In a time of transformation in the library profession, teaching or bringing knowledge out to patrons is seen as central to the future. In many libraries, the main form of teaching remains the "one-shot" library session in which students are handed off from an instructor to a librarian who answers research questions. However, this transfer is hobbled by a major omission: most library instruction consists of teaching the mechanics of databases rather than the construction of search statements that generate results in the first place. Writing teachers pay no attention to the formulation of keywords and search statements; librarians rely on writing teachers and their subject knowledge for input into the databases. As a result, there is no instruction on the translation of subject knowledge into keywords and students founder at the beginning of their search process. Studies show that this is a serious problem that is likely to get worse with a student population socialized to the internet and accustomed to one word searches and rapid results; the failure rate on searches is high. The body of techniques available for generating keywords is limited: Boolean searching, concept mapping, synonyms, and broadening and narrowing search terms. Each has its uses and limitations although none really addresses the need that exists. The paper will discuss a specific exercise for generating keywords and speculate on the reasons for its success. These include principles of visual literacy and ways to cooperate with writing instructors in the teaching of critical thinking. **Presenters: Matt Conner and Melissa Browne (University of California, Davis)**

**Panning for the future: an exercise in teamwork**
Although behind the scenes, Technical Services (TS) plays an important role in the expenditure of a library's materials and personnel budgets. Budgetary crises, increased user expectations, and growing workloads create challenges for TS staff to continually do more with less. When old practices cannot survive weakening budgets, it is time to dig into the layers of established procedures and see how they stand the test of relevance. TS at California State University Northridge (CSUN) Oviatt Library undertook such a study and discovered a not-so-gold mine of superfluous traditions, outdated mechanisms, and a noticeable lag behind the times. The discovery led to the re-organization of the department, the re-design of existing workflows, and the introduction of innovative technology. **Presenters: Helen Heinrich (California State University, Northridge) and Donna LaFollette (SCELC: Statewide California Electronic Library Consortium)**

**Upstairs-downstairs: Working with a campus assessment coordinator and other allies for effective information literacy assessment**
Guess what -- you don't need to do learning assessment on a 45-minute one-shot presentation. Instruction librarians at Golden Gate University learned this and much more when an Assessment Coordinator arrived to help prepare our school for WASC. Oakleaf & Hinchliffe (2008) identify lack of coordination as one of the barriers librarians face in conducting assessment, and we found that having a smart, committed, and trustworthy coordinator made all the difference to our research project. We leveraged the Assessment Coordinator's expertise to stay focused on a project that produced valid and useful results from an in-depth learning assessment to measure student learning in an English Language Learners program. Our presentation focuses on the people connections that made this assessment work: between librarian collaborators, with students and instructors in the ELL program, and all the way upstairs to our University-wide assessment coordinator. We'll talk about how we designed our assessment and - phew - let go of post-instruction evaluation forms. Participants will get a fresh look at how information literacy assessment can benefit from upstairs downstairs collaboration (floor plan not included)!
**Presenters: Amy Hofer and Margot Hanson (Golden Gate University)**

## Friday April 9, 2010
## 2:15 pm – 3:30 pm

**Succession Planning: Predictors for Success**
This session shares the research on the experiences of beginning and expert librarians to ascertain the factors that predict practitioner success. In the process, the study compares southern California librarians (and their academic preparation) with the experiences of librarians in other representative countries. Factors are identified that link to librarian preparation, with the intent of determining: 1) what prior experiences and predispositions jumpstart librarians; 2) at what point in the academic-practice continuum identified skills, knowledge, and dispositions should be addressed; 2) what in-service activities optimize continued professional growth and success. The investigator also uncovers universal and culturally determined practices. **Presenter: Lesley Farmer (California State University, Long Beach)**

**Rock the CASBAH: CalArts Student Behaviors and Habits**
The CalArts' Student Behaviors and Habits (CASBAH) project, implemented in the spring of 2009, drew its inspiration from the widely publicized and discussed "Studying Students: The Undergraduate Research Project at the University of Rochester." The Rochester study made use of a number of anthropological and ethnographic methods to examine how undergraduate students write their research papers. Partly borrowing and adapting some of the qualitative methodologies used in the Rochester study, CalArts undertook the challenge to learn more holistically about the information-seeking behaviors of art school students. Our research question was simply: How do college students in an artistic and nontraditional setting view and act on the process of discovery? We expected to gain some interesting insights given the nonlinear approach to experiencing the world exhibited daily by our community of artists.
**Presenters: Jeff Gatten and Mike Bryant (California Institute of the Arts)**

**People Make Research Guides**
Software for web-based research guides has allowed librarians to emerge from the stacks and put a face on their work. Web-based research guides highlight the people who select, organize, and provide access to information. Software such as Springshare's LibGuides and Oregon State's Library a la Carte present opportunities for librarians to create research guides that are learner-centered, personal, and that feature the subject specialist librarian among the library's key resources. Librarians from two universities will share how they are using modern tools to transform library services. The discussion will be focused on various aspects of having the librarian as part of the information package. The speakers will share how they have used research guide tools to bring their pedagogical, technological, and discipline-based expertise to the online environment. They will discuss their experiences implementing best practices at each institution, specifically with regard to principles of learner-centered instruction and using technology to enhance access to library resources. Session leaders will engage participants in activities focused on developing practical strategies to create guides that will increase awareness and use of library resources, and facilitate a meaningful, personal, learner-centered experience. We will explore institutional differences and software options, as well as the associated concerns of intellectual property and academic freedom.
**Presenters: Jacqui Grallo (California State University, Monterey Bay), Kathlene Hanson (California State University, Monterey Bay), and Jade Winn (USC)**

**Library Research and Institutional Review: IRB got your hands tied? Did they get permission?**
Do you want to do surveys, focus groups, interviews, or observations when you do research? Do you know about your institution's research review process? Are you certified to do research on human subjects, and have you gone through the Institutional Review Board (IRB)? If any of these questions apply to you, and if you have no idea what we're talking about, join our discussion. As library research grows more complex the rules of oversight have evolved. Ethical standards and guidelines within librarianship have a long, well regarded history with respect to patron rights and privileges, but academic research has another specific set of ethical standards and guidelines that apply to research on people. While human subjects' protections originally applied to biomedical research, concerns about federal regulations, funding, and the Common Rule have lead to what some call "mission creep," and increased oversight of social science research. This might include your research, so come for a primer on the review process, a report on its current controversies, and a discussion of its impact on research in librarianship. **Presenters: Pamela Howard and Mira Foster (San Francisco State University)**

## Friday April 9, 2010
## 3:45 pm -5:00 pm

**Digging into Our "Hidden Collections": Maximizing Staff Skills and Technology to Enhance Access Listen and Learn to Special Collections**
"Exposing Hidden Collections," the 2003 conference organized by ARL's Special Collections Task Force, heightened awareness of the extent of uncataloged and unprocessed special collections languishing in academic and research libraries and the need to provide access to these distinct, and sometimes unique, collections. Additional reports and proposals at the national and state level have urged libraries to set priorities, establish best practices, and streamline workflows in order to optimize discovery of their hidden collections. The University of California, Davis, General Library has significantly reduced its arrearage of special collections materials (including rare books, pamphlets, and ephemera) and increased patron usage by focusing on UCD's research specialties, training paraprofessionals to catalog more difficult and specialized materials (resulting in one reclassification to "Specialist Cataloger"), utilizing staff language skills, streamlining workflows, carefully considering optional practices, and facilitating original cataloging and authority work through selective and sometimes serendipitous searches of online and print resources. Original bibliographic records have been added to OCLC WorldCat, UC's Melvyl, and the ESTC. OCLC credits for original records, as well as for update and enhance transactions, have helped offset the expense of preparing more detailed bibliographic records for special collections. Specific projects, some grant-funded, have encompassed collections of British Romantic poetry, American Western history, viticulture and enology, California authors and fine presses, and pre-1801 imprints. Some unexpected "gems" have been discovered in the process. **Presenters: Elaine Franco (University of California, Davis), John Sherlock (University of California, Davis), and Sarah Buchanan (UCLA)**

**Mentees at the Beach! What do mentees want?**
Mentoring is a service activity that librarians should participate to ensure a smooth integration of new library faculty member into the organization. However, program structure matters when evaluating the efficacy of mentoring models. Three tenure-track librarians at California State University Long Beach (CSULB) will describe their experiences as mentees in a new mentoring model approach, the Resource Team model (RTM). Based on the concepts of group and circle mentoring models, the RTM approach was designed to acclimatize new librarians to all areas of librarianship and to the culture of the organization. This presentation will focus on how the RTM ensures that mentees have the tools and support to work effectively within the organization and to flourish professionally as they move towards tenure. Presenters will also discuss the advantages and disadvantages of this model for mentees, examining strengths, weaknesses, opportunities and pressures from the mentee perspective. Much has been written on mentorship programs in academic libraries from the mentor's or organization's perspective and less from the mentee's point of view. Our research shows that most mentoring models are based on one-on-one relationships, whereas ours is a team-based model. California State University Los Angeles (CSULA) is already using our model to mentor two new librarians. This presentation will give you some interesting "food for thought" and ideas to implement the model at your library. **Presenters: Eileen K. Bosch and Khue Duong (California State University, Long Beach)**

**Mining the Knowledge Base: Wiki Technology and Constructivist Learning in a Reference Services Training Program**
In Fall 2009, the Health Sciences Branch (HSB) Library of the University of the Pacific (Stockton, CA) initiated a reference training program using wiki technology to provide basic reference services during all library hours, promote a uniform level of reference expertise, and develop staff competencies and skills. Implementation results have been promising as staff consistently exhibit more confidence when addressing reference questions and engaging in larger professional library issues. HSB requires branch employees to share and assume various job duties and responsibilities, due to staffing concerns and the availability of the Science Librarian. To maximize staff presence and reference capabilities at HSB, reference training was implemented for the branch's two paraprofessional employees. A wiki format was selected to collocate different resources and formats in a single location. The collaborative functions of the wiki complemented the branch's egalitarian organizational structure. Each staff member selected materials of interest and augmented the wiki conversation with their previous experiences. Content on the wiki was user-driven, as participants were able to dictate the materials featured on the wiki. For the staff, prominent benefits of using the wiki include the encouragement and exchange of dialogue, self-selected materials generated from personal interests, archival abilities, asynchronous communication, and a collaborative and constructivist learning environment. **Presenters: Emily Chan and Marina Torres (University of the Pacific)**

**The Library Scavenger Hunt Strikes Back: teaching "Library as Place"**
Scavenger hunts, also known as "treasure hunts," have been much criticized, even hated by many instruction librarians. Advocates of "library as place" suggest that the role of the academic library should change from being a repository for materials to a place on campus that fosters learning, collaboration, and connects users to information resources. Without experiencing the physical library, students often lack the understanding of the organization of information, may not use library resources, and possess poor research skills. Adding a "library as place" component to library orientations or sessions can alleviate library anxiety and improve student learning. At CSU San Marcos, librarians teach two weeks of a semester long freshman experience course and two librarians added a group library exploration activity to their lesson plans so that students would understand the library as place and meet student learning outcomes (ex. using the catalog to look up a book and find it in the stacks). The feedback from students and faculty has been overwhelmingly positive. Presenters will discuss the impetus for the activity, development and continuous improvements, and best practices for creating (or recreating) effective scavenger hunts that include assessment of student learning. These discussions will be supported by student centered learning theory, Millennial student characteristics, the concept of library as place, and a literature review of the use of scavenger hunts in library instruction. Participants will come away with a full lesson plan and activity kit list to teach "library as place" at their institution. **Presenters: Allison Carr and Pearl Ly (California State University, San Marcos)**

## Saturday April 10, 2010
## 10:45 am – 12:00 pm

**Are They Getting It: Seeking Evidence of Students' Research Behavior Over Time**
Librarians and faculty at CSULB frequently complain about how poorly prepared our freshmen are for college-level research. We sense freshmen overwhelmingly use Google to conduct their research. Students want information with little effort. They don't understand the research process. Five librarians at CSULB launched a study to examine this behavior. Will this research behavior change over time? Is it affected by librarians' instruction? This session will present the preliminary results of a longitudinal study, which indicate that instruction does make a difference. In addition, we will have practical advice on launching similar research. This session will help librarians understand how to navigate the potential minefields of institutional research protections, recruitment, and grant administration. Sound dull? Wait 'til you hear about grant-procedure hell, a 17-page application for institutional research approval (plus 19 appendices), and faculty who didn't get it. On the way to recruiting 400+ students, we learned: how much five dollars would buy (less than a minute of an 18 year olds' time), an attractive student at the sign-up table is more effective than librarians with an average age of 47 (duh!), and food attracts students (another duh!!). **Presenters: Carol Perruso, Karin Griffin, and Susan Jackson (California State University, Long Beach)**

**The Library as a Student Research Site**
Studying students to understand how they find and use information is one of several newer assessment strategies that shift the focus of library research from the library to the user, with sometimes surprising results. In this session we'll explore another way that libraries can engage in user-centered research: offering the library as a student research site. In recent years the Kennedy Library at Cal Poly San Luis Obispo has been used as a research site for undergraduate students, including individuals, groups, and courses, in fields such as architecture, business, and computer science. A case study will illustrate how a faculty member and students in one business course developed their library research agenda and research questions; interacted throughout their research with the library; and presented their findings. Discussion will focus on how to achieve successful outcomes for the faculty, students, and library; the types of library-related research topics that students can engage in productively; how to acknowledge and share student research results; and the benefits of creating an ongoing research program in libraries in which students take the lead. **Presenter: Anna Gold (Cal Poly San Luis Obispo)**

**Is it really sink or swim for tenure tracks?**
A panel consisting of a mentor and two mentees will share their experience and tell their stories. They seek to exchange ideas on surviving a fast-changing environment with librarians from other academic libraries where librarians have faculty status. The SJSU experience is easy to duplicate and aims to help junior librarians achieve her/his full potential, to design/develop personal goals that fit into personal career expectations, to take one step at a time to reach those goals, to better support organizational goals and objectives, to develop leadership within the organization, to boost morale and productivity, and finally to enjoy his/her work during the tenure process. **Presenters Crystal Goldman, Valeria Molteni, and Y. Diana Wu (San Jose State University)**

**Usability Testing of a Library Web Site: Librarians and Anthropologists Working Together**
This session describes how a 2008/2009 Fresno State anthropology-based library project led to a current study that applies ethnographic techniques to test web site usability. Anthropology faculty and students, and librarians are working closely together to acquire data on how students actually navigate the library's web site to find information. Descriptions of methodology, processes/procedures, software applications, preliminary results, and future plans for comprehensive data analysis will be highlighted. We will also talk about what worked and what didn't, and provide some practical suggestions on ethnographic research that participants can implement in their institutions. **Presenters: Allison Cowgill and Amanda Dinscore (California State University, Fresno)**

## Saturday April 10, 2010
## 2:15 pm – 3:30 pm

**Using Systematic Review for Higher Steps to Research Methods: The Case of Business Instruction**
Are you ready to write higher quality research articles? Do you want to know more about systematic analysis? California Librarians are well represented among the 70 articles about business instruction that will be described in this session. This data set will serve as an example that can be applied to any library research study. What can we learn from this body of research that can improve future studies? Who and what are the foundational theorists or models on which this literature stands? This study seeks to place business instruction research into Jonathan Eldredge's Levels of Evidence model and to test whether the Glynn Critical Appraisal Checklist could be applied as an inter-rater reliability tool. More than a report of the study itself, panelists and attendees will reflect on the opportunities for higher levels of evidence-based research methods indicated by this qualitative systematic analysis. Attendees will receive recommended readings for research methods in systematic analysis, and reflect on the challenges and opportunities for academic librarians to improve the quality of research studies. **Presenters: Ann Fiegen (California State University, San Marcos) and Diana Wu (San Jose State University)**

**It's about the plan: how to ensure that your program evaluation gives you the results you need**
You: I have an exciting new program, but my library is cutting back on some services and I have been asked to provide evidence that it's worth keeping. I have some positive anecdotal feedback, but I would like some data to back it up.
Us: That sounds great! You should do an evaluation.
You: That seems like a lot of work. Do you have any tips to get me started?
Us: Actually, we do!

This presentation will discuss a recent year-long evaluation of the College Outreach Program at the University of California, San Diego. We will discuss our evaluation process from creating a plan to designing and implementing it. While results and next steps will be included, the focus of the presentation will be on the process used to create the evaluation. We spent the first six months clarifying evaluation questions, identifying stakeholders, selecting methods, and designing instruments. The time spent planning the evaluation proved to be invaluable as it provided focus and ensured that information could be used to make a decision about future outreach activities. Attendees will leave this presentation with a clear understanding of the importance of having an evaluation plan and steps they can take to create one to evaluate a program within their own institution. **Presenters: Dominique Turnbow and Susan Shepherd (University of California, San Diego)**

**Early Career Issues in Academic Librarianship**
Are you early in your career (< 5 years) as an academic librarian or a library school student thinking about pursuing a career in academic librarianship? Do you have questions or concerns about how to plan your career and stay on track (RPT, anyone?) or even how to land that first job as an academic librarian? Bring your questions, concerns, thoughts, and more and let's talk! We'll get out that "elephant in the living room" and have a discussion about the issues that matter most to early career librarians and library school students. Are you an experienced librarian with some advice and suggestions for those early in their careers or just starting out? Please join us and share your thoughts on how to navigate successfully through the bends and turns of the first few years as an academic librarian. This discussion will be 100% audience-driven. Participants will anonymously submit their questions at the beginning of the session, and we will have four 15-minute discussions on selected topics from those questions. Please join us for what is sure to be an engaging and important discussion. **Presenter: Katherine O'Clair (Cal Poly San Luis Obispo)**

**Libraries as Bedrock: Partnering to Promote Diversity and Inclusiveness on Campus**
To broaden multicultural learning on campus, the University of the Pacific's University Library partnered with Multicultural Affairs to create book displays tailored to cultural heritage months, as well as events celebrating LGBT and Women's history. The book displays boasted higher than average circulation rates, 20% - 53%, and promoted the rich co-curricular programming on campus. To assist with the promotion of these physical, in-Library book displays, the Library uses LibraryThing, an online, book-driven, virtual "social space." LibraryThing beautifully displays book covers and generally provides patrons with a means of easily browsing thematically-grouped collections in an innovative and stimulating 2.0 environment. These displays help advertise diversity-based campus events programming – the Library is a high-traffic, central location on campus – and additionally help enhance student identity formation, while also promoting inclusiveness and engendering numerous opportunities for Pacific students to make their own discoveries and connections regarding the history of both our nation and our world, thus further equipping them with the knowledge needed to be informed and interculturally competent global citizens as called for in Pacific Rising 2008-1015, the University's strategic planning document. As a result of this session, attendees will understand the value of Multicultural Affairs / Library partnerships in promoting cultural understanding (as well as the benefits of student life/ library partnerships generally), and will learn how to create and sustain such partnerships. This session will provide attendees abundant opportunities to reflect, brainstorm and share ideas regarding Library / campus unit partnerships that would promote diversity and inclusiveness at their institutions.
**Presenters: Serjio Acevedo and Michelle Maloney (University of the Pacific)**

**Saturday April 10, 2010**
**3:45 pm – 5:00 pm**

**The Next Generation Research Guide: You Too Can Move to LibGuides and Plan a Cheap, Fun Marketing Campaign in One Semester or Less**
In Spring 2009, a group of San Francisco State University Librarians undertook a project to revolutionize our 75+ academic research guides. Realizing that the traditional static pathfinder was growing less and less relevant to our Googlecentric users, we decided to pick them up, dust them off and bring them into the modern Web 2.0 age. One of our central questions at the start of this project was: What about the librarians who authored these? Would they jump on our 2.0 bandwagon, or would we have to drag them kicking and screaming into the new age of interactive user-centered design? Using SpringShare's LibGuides content management system as well as some good old fashioned training, support and cheerleading; we successfully accomplished our goal. In this session, we'll discuss how we shepherded both our research guides and our librarian authors into the LibGuides system without tears, angst, or out-and-out civil war. We'll describe the nitty-gritty of training and persuading reluctant (or simply distracted) authors to make the move and use all the cool tools: shared content boxes, embedded multi-media, RSS feeds and more. Finally, we'll talk about our capstone research project to reach out to our users (and beyond) with no-cost social media marketing techniques, sharing our initial assessment and offering our audience an opportunity to learn from both our mistakes and our successes. **Presenters: Nicole Allensworth, Diane Sands, and Hesper Wilson (San Francisco State University)**

**Faculty Online Collaborations: One Jewel at a Time**
In an era when classes are being shifted to online, the challenge for instruction librarians is finding creative ways to collaborate with adjunct faculty who in many instances are not "on campus". In this presentation, the speakers will highlight a couple of library initiatives that made a difference in course outcomes, and impacted program and institutional strategic planning. The first example comes from the general education information literacy course in the College of Letters and Sciences and the development of the iLibrary Orientation Tutorial, collaboration on library assignments, and forays as embedded librarians in online and hybrid classes. The second example is of the Library, Writing Center, and Writing Across the Curriculum program to co-develop guides and sponsor faculty workshops. The final examples are collaborations with faculty that have moved from course-related library instruction to overarching program review of student learning outcomes and scaffolding of library skills to build program level learning environment that complements the University Assessment Plan. **Presenters: Robin Lockerby, Barbara Stillwell, Christine Photinos, Shareen Grogan, and Vicki Martineau (National University)**

**Let's Try This Again: Redefining the Content of Information Literacy for a Post-Google World**
If you could choose three things related to information literacy that your students would understand before graduation, what would they be? Academic librarians are at the heart of their institutions' educational missions, especially in their roles as teachers. In front of the classroom, via chat widget and at the reference desk, we face a rapidly changing landscape of students with disparate information skill sets. At the same time, the nature of our collections and role as a campus resource is also shifting. Given these changes--and in light of our experiences working with students--we are constantly poised to question the value and relevance of what we teach. In this session, three teaching librarians will lead a discussion of future approaches to information literacy instruction. This discussion will consider the value of information skills and knowledge to evolving professions and whether librarians are prepared to teach these competencies. Participants will take part in a group brainstorm/backward design process, in which we reflect on our collective "on the ground" experience to determine some core information literacy threshold concepts. Let's ignore the standards for an hour and think through information literacy as a field of study, and discover where it takes us. **Presenters: Korey Brunetti (California State University, East Bay), Julian Prentice (Chabot College), and Lori Townsend (California State University, East Bay)**

**Using the Library Staff and Statistics to Create a Dynamic Twitter Program**
Many academic libraries are using Twitter today. But, how valuable is this tool and how often are the tweets noticed? The Sonoma State Library pulled together a group of library staff and librarians to start a new twitter initiative in the summer of 2009. The group's goal was to try a semester long pilot of using twitter on the library homepage. The group tweeted about new library related resources, gallery events, workshop times, services for faculty, new online tutorials, campus lectures and more. Once the semester pilot was over, the tweets were analyzed and divided in to four main categories. The tweets were further divided into library related and non-library or campus related tweets. Statistics, based on accessed links in the tweets, were pulled to see if certain categories garnered more interest. The discussion session will focus on implementing a successful twitter program in a library. The focus will be on who should be involved in the twitter process, what statistics can be obtained to evaluate the process and what twitter best practices can be created by the people involved in the twitter program. **Presenters: Sami Lange and Joe Marquez (Sonoma State University)**

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