

[Skip to Table of Contents](#)

28th Annual ALA Poster Sessions

American Library Association Annual Conference
Chicago, IL
July 2009

2009 Poster Session Committee:

Jody Condit Fagan, Chair, James Madison University
faganjc at jmu.edu

Candace Benefiel, Review Panel Chair, Texas A&M University
cbenefie at lib-gw.tamu.edu

Charlotte Dugan, Abstracts Editor, Missouri State University Library CharlotteDugan at MissouriState.edu

Reviewers:

Julie Banks, Southeast Missouri State University
Jeff Barber, Regina Public Library
Nan Butkovich, Penn State University
Christina Desai, University of New Mexico
Mollie Dinwiddie, University of Central Missouri
Stephanie Graves, Southern Illinois University Carbondale
Stefanie Hunker, Bowling Green State University
Andrea Imre, Southern Illinois University Carbondale
Steven Johns, Des Moines Area Community College
Wendi Arant Kaspar, Texas A&M University
Deborah O. Lee, Mississippi State University
Barbara Lewis, University of South Florida
Meris Mandernach, James Madison University
Michelle Miner, Kent District Library
Sarah McHone Chase, Northern Illinois University
Pixey Mosley, Texas A&M University
Necia T. Parker-Gibson, University of Arkansas
Susan Wells Parham, Georgia Institute of Technology
Carl Pracht, Southeast Missouri State University
Arlene Salazar, Texas State University
Jodi Shepherd, Ferris State University
Melissa Van Vuuren, James Madison University
Luke Vilelle, Hollins College
Michael C. Witt, Purdue University

Floor Managers:

Anjana Bhatt, Florida Gulf Coast University
Howard Carter, Southern Illinois University Carbondale
Yu-Hui Chen, University at Albany, SUNY
Kristen Costello, University of Nevada, Las Vegas
Cory Grimmick, Hillsdale Community Library

Michelle Miner, Hillsdale Community Library
Sarah McHone Chase, Northern Illinois University
Michael C. Witt, Purdue University

ALA Liaisons:

Delin Guerra, Anne Weglewski, and Karee Williams

Abstracts Booklet:

Charlotte Dugan, Missouri State University Library

Editorial Assistant:

Elizabeth Kline, James Madison University

**2010 Annual Poster Session Application Information
2010 Annual Conference, Washington, DC: June 26-28, 2010**

Applications for presenting poster sessions at the 2010 American Library Association Annual Conference in Chicago, IL, will be accepted via the World Wide Web at:

<http://www.lib.jmu.edu/org/ala/>

Applications will be accepted between **October 1, 2009 and January 1, 2010**

An application form, guidelines for applying, helpful hints, and photos of sample poster sessions can be found at the website. If you don't have access to the World Wide Web or to email, please contact Jody Condit Fagan, Chair, at 540-568-4265 (telephone) for instructions on how to apply.

Applicants will be notified by **March 1, 2010** whether their poster sessions have been accepted for presentation at the conference. Poster sessions will be presented on June 26, 27, and 28 at the conference.

History:

Poster sessions were introduced to the American Library Association at its 1982 Annual Conference in Philadelphia. They are an effective forum for the exchange of information and a means to communicate ideas, research, and programs.

Poster sessions may present any of the following:

- a report of a research study
- an analysis of a practical problem-solving effort
- a description of an innovative library program

Poster sessions cover a broad range of subjects grouped according to such areas as management, collection development, technology, reference, and library services to special groups.

Poster session participants place materials such as pictures, data, graphs, diagrams and narrative text on bulletin boards. During their assigned time periods, participants informally discuss their presentations with conference attendees.

Participants are selected through a double-blind peer review process.

Session I: The Collectors: Posters on Acquisitions, Cataloging and Classification, Collection Development and Management, History, Serials, and Special Collections

Saturday, July 11, 2009, 11:00 am - 12:30 pm

- I - 1** **Do Chemists Use Old Literature? Comparison of Age Distribution of References Cited in CIC Chemistry Faculty Publications: 1954-2004** - Nancy J. Butkovich
- I - 2** **Library Science Education and the Metadata Librarian** - Michael Bolam
- I - 3** **Avoiding Duplicate Name Authority Records in a Retrospective Cataloging Project** - Lucas Mak
- I - 4** **Identifying Works Using Legacy Data: FRBRization Approaches, Issues, and Challenges** - Athena Salaba and Yin Zhang
- I - 5** **Subjecting the Catalog to Tags: LibraryThing for Libraries Usage at CSUN** - Danielle Skaggs and Jennie Quiñónez-Skinner
- I - 6** **Cleaning Cottages and Castles: Weeding Year-round** - Dana Peterman and Christina Woo
- I - 7** **Issuing an A.P.B. for Oral Histories: Developing a Survey Model for Other Libraries** - Juliana Nykolaiszyn and Tanya Finchum
- I - 8** **Trashy Tags: A Study of Problematic Tags in LibraryThing** - Marliese Thomas, Dana Caudle and Cecilia Schmitz
- I - 9** **To Build or to Buy: The Tale of the Library à la Carte Open Source Project.** - Margaret Mellinger, Jane Nichols and Kim Griggs
- I - 10** **Man-WHAT? The What, Why, How, When and Where of Building a Great Manga Collection at Your Library!** - Rachel Kitzmann, Erika Caswell and Candice Mack
- I - 11** **Scanning Service Takes the Anxiety Out of Microform Collections** - Brenda Reeb and Maura Proctor
- I - 12** **Acquiring from Secondary/Used Sources: Money Saver or Time Sink?** - John Ballestro and Julie Mosbo
- I - 13** **Looking for Genres on the Web: Content Analysis of American Author Websites** - Timothy Hackman and Karen Patterson
- I - 14** **Analysis of BioOne Journal Collections: Their Quality, Indexing Coverage and Scholarly Content** - Lutishoor Salisbury and Carolyn Mills
- I - 15** **From Workflow to Information Flow: Collaborating for Effective Collection Development** - Julie Gilbert and Anna Hulseberg
- I - 16** **Taking Stock of Special Collections in Public Libraries** - Alison Leonhardt, Gwen Glazer, James O'Connor, Laura Deal and Christina Spallone
- I - 17** **Walking the Walk: A Path to Support Open Access Publishing** - Donna Braquet and Linda Phillips

- I - 18 **Data Talks: Who Is Listening?** - Meris Mandernach
- I - 19 **Built to Scale: Designing an Efficient and Highly-Automated Digitization Workflow** - Aaron Brenner
- I - 20 **Deal or No Deal? A Method to Appraise Big Deals** - Deborah Blecic, Sara Blaszczyk, Joan Fiscella and Stephen Wiberley

Session II: The Educators: Posters on Distance Learning, Continuing Education, Library Education, Literacy, and Research Methodology

Saturday, July 11, 2009, 1:00 pm - 2:30 pm

- II - 1 **Waves of Change: Redefining Library Services with the TIDES Program** - Christine Hennessey and Susan Clarke
- II - 2 **How Much Can One-Session Library Instruction Improve Information Literacy Skills for Students? - An Assessment of Student Learning Outcomes** - Ma Lei Hsieh
- II - 3 **Faculty Assessment of Library Instruction: Are Your Instruction Programs Really Enhancing Student Scholarship?** - Leanne Hillery
- II - 4 **Information Literacy Insider: Assessing Information-seeking Strategies with a Contest Created for Students, by Students** - Carrie Donovan, Virginia Vought and Daniel Poynter
- II - 5 **Comparison of Required Introductory Cataloging Courses, 2008 Update** - Jodi Spillane
- II - 6 **Catching Up to Google Scholar: The Retrieval Power of Academic Search Premier and Google Scholar** - Ingrid Hsieh-Yee and John Coogan
- II - 7 **An Endangered Species: The Science/Engineering Librarian** - Nedelina Tchangalova
- II - 8 **Egypt Camp: A University Expedition for Middle School Students** - Jenny Presnell
- II - 9 **Inspiring Writers with Swag: A Journey through Wayne State University Libraries' Chapbook Information Literacy Initiative, a K-20 Literacy Collaboration via Poetry and Art** - Lothar Spang, Heather Harrison and Alice Cruz
- II - 10 **WISE Pedagogy on Demand: Free Training for LIS Online Instructors** - Anne McKinney
- II - 11 **Faculty Scholarship Database: Ingenuity through Collaboration** - Michelle Oleson, Krista Montgomery Knapp and Mandy Hackley
- II - 12 **Getting To Know Users: Defining University Library Constituencies for Research** - Jimmie Lundgren
- II - 13 **If You Post It, Will They Come? Effective Advertising for Librarian Jobs** - Kathryn Kjaer
- II - 14 **Ethnic Minority Librarian Recruitment: 2 Programs with 1 Goal!** - Gerald Holmes, Jason Alston, Sha Li Zhang and Julie Hersberger
- II - 15 **Why Present a Poster at the ALA Annual Conference: An Analysis of What Motivates Participants** - Julie Banks and Carl Pracht
- II - 16 **A Matrix from a Matriarch** - Kelly Behle
- II - 17 **The Researcher's Journey: Scholarly Navigation of an Academic Library Website** - Steve McCann, Kate Zoellner, Tammy Ravas, Sue Samson, and Kim

Granath

- II - 18 **Do They Really Know? Collaborating with Faculty on Information Literacy assessment.** - Arianne Hartsell-Gundy, Katie Gibson, Masha Misco and Eric Resnis
- II - 19 **Preventing Plagiarism: Keepin' It Real** - Alice Perez, Alanna Aiko Moore, Gayatri Singh, Marlo Young and Dominique Turnbow
- II - 20 **Lean and Mean: Presenting LibQUAL+T Results to Library Users** - Mary Ranadive and MacDonald Patricia

Session III: Global Solutions, International Projects in Libraries

Sunday, July 12, 2009, 11:00 am - 12:30 pm

- III - 1 **Globalization and Diversity in Children's Literature: Experiencing the World at Your Library!** - Camille McCutcheon
- III - 2 **Building Better Reference Skills Together: Library Staff Training in the United Arab Emirates** - Jennifer Snoek-Brown and Bridie Farah
- III - 3 **GIVES - Gateway to a World of Information** - Lynne Rudasill, Helen Sullivan, Kit Condill and Joseph Lenkart
- III - 4 **Degrees of Change: Is There Room for the Foreign LIS Degree in Today's Academic Library?** - Amber Burtis, Megan Lotts and Melissa Hubbard
- III - 5 **Libraries and Museums: Snapshots of Special Collections in Trinidad and Tobago** - Kumaree Ramtahal and Sunita Gobin
- III - 6 **Volunteer Tourism: How Study Abroad and Service Learning Programs Transfer Skills and Help Sustain Grassroots Lending Libraries in Central America** - Jane Mirandette and Hannah Miller
- III - 7 **"We're Going Home": The Lost Boys of Sudan and the Panyijiar County Library Project** - Bethmarie B. Gooding
- III - 8 **Users' Satisfactions via deliverDocs and ILL from Texas to Qatar** - Suzanne Gyeszly
- III - 9 **Academic Libraries Outreach to Libraries in Developing Countries** - Raik Zaghoul
- III - 10 **A Healthy Dose of Competition Sparks Innovation and Community Building: The Global Libraries Romania Community Participation Contest** - Meaghan O'Connor and Katie Sheketoff
- III - 11 **The Academic Library in Contemporary Kenya: Challenges and Way Forward** - Michael M. Gathua
- III - 12 **Library Anxiety in Chilean English Education Students** - Rachel Slough
- III - 13 **Casting a Net from Nebraska to Nicaragua: Extending Library Outreach and Service to Our Sibling Institution at the Universidad Nacional de Aut6noma de Nicaragua, Le6n** - Marvel Maring
- III - 14 **"Morals Presented by Literature, Moods Reflected by Calligraphy" Calligraphy Exhibition** - Liang Ching Ju
- III - 15 **From PDCA to KPI:Service quality improvement mechanism of the ITRI**

Library - Jan-Yun Wang, Mei-Yu Liang and Mei-Lien Chu

- III - 16** [Land of the Dragon and Home of the Beaver: Oregon's International Relations Round Table and the Horner Exchange Program with China](#) - Richard Sapon-White
- III - 17** [Cross-Cultural Perspectives of User-Satisfaction with Academic Libraries within a Developing Country.](#) - Patience L. Simmonds
- III - 18** [National Taiwan University Medical Library Launches a New Reading Paradise](#) - Peng Kao
- III - 19** [User-centric Design for Digital Library of the Caribbean](#) - Marilyn Ochoa and Mark Sullivan
- III - 20** [Smart Investing Yields Big Dividends](#) - Claudia Ruediger, Jill Young and Charles McAllister

[Session IV: Outreach: Posters on Interlibrary Cooperation, Library Services to Special Groups, and Reference and Information Services](#)

Sunday, July 12, 2009, 1:00 pm - 2:30 pm

- IV - 1** [Causing a Hubbub: Hosting a Freshmen Orientation Extravaganza at the Library](#) - Alice Wasielewski and Stacey Greenwell
- IV - 2** [Librarianship Is a Contact Sport](#) - Anthony Molaro
- IV - 3** [Student Affairs Connection: Marketing Libraries through Co-Curricular Activities](#) - Kathryn Crowe
- IV - 4** [Reference Tools in Second Life](#) - Florence Tang
- IV - 5** [Bridging the Gap: Combining the Resources of a Public Library & High School to Reach Out to Teen Moms](#) - Peggy Gallagher and Lindsay Klemas
- IV - 6** [We the People: Library Leadership in Constitution Day Celebrations](#) - Sara Baron
- IV - 7** [Educate Einsteins without Evaporating Your Budget: A Cost-Effective Guide to Integrating Science into your Library](#) - Alaina Cauchie and Kelly Sanders
- IV - 8** [From the Consortium to the Public Services Desk: Keeping CHAT and Improving Reference at the MSU Libraries](#) - Amanda Clay Powers, Li Zhang, David Nolen, Gail Peyton and Julie Xu
- IV - 9** [The Academic Library as a Civic Commons](#) - Theresa Mudrock, Angela Lee, John Vallier, Jessica Albano, Jill McKinstry, Anne-Marie Davey and Emily Keller
- IV - 10** [If You Feed the Parents, the Students Will Come: Freshman Parents' Library Program to Promote Student Information Seeking Behavior](#) - Marcia Boosinger
- IV - 11** [Comparing Apples to Oranges? Community College and University Cooperation in Virtual Reference](#) - Sara Memmott, Mary Kickham-Samy,

Sandra C. McCarthy, Christine Tobias and Arlene Weismantel

- IV - 12** [Leaving the Library: Holding Office Hours in Your Liaison Department](#) - Renee Tanner and Connie Strittmatter
- IV - 13** [READY, SET, READ!](#) - Sue Walton and Cate Fleming
- IV - 14** [Publish, Don't Perish: Creating a Scholarly Publishing Series for Faculty Outreach](#) - Lisa Nickel and Betty Ladner
- IV - 15** [It IS More than Just Cheating: Demonstrating the Importance of Academic Integrity to First Year Students.](#) - Eric Resnis, Rob Withers and Kwabena Sekyere
- IV - 16** ["Dear Sir, I Have Been Looking for...": Analyzing Virtual Reference Correspondence](#) - Kevin Ford, April Levy and Dana Muvceski
- IV - 17** [It's Just Rocket Science: Academic Libraries as Faculty Outreach Partners](#) - Melanie Sellar
- IV - 18** [Let's Do It Again: Librarian/Faculty Collaboration: Lessons and Outcomes](#) - Regina Beard
- IV - 19** [Library and Information Center Accessibility: The Differently-able Patron's Perspective](#) - Clayton Copeland
- IV - 20** [Who's In, Who's Out? What's Hot, What's Not? - Life in a Teen Girls Book Club](#) - Frances Yates

Session V: Connections: Posters on Cooperation with Non-Library Institutions and Agencies, Interlibrary Loan, Library Use Instruction, and Public Awareness

Monday, July 13, 2009, 11:00 am - 12:30 pm

- V - 1** [Exploring the Virtual Library: Undergrad Learning Using Facebook and Wikis](#) - Marilyn Ochoa and Matthew Loving
- V - 2** [Overcoming Distance: Using Elluminate for Synchronous Library Instruction](#) - Marilyn Ochoa and Mary Edwards
- V - 3** [Library 2.0. - How Does Your \(Book\) Garden Grow? Increasing Circulation at Academic Libraries through In-Library Book Displays Promoted via LibraryThing](#) - Michelle Maloney
- V - 4** [Library Secrets! Marketing Library Services with Social Software Tools](#) - Jennifer Kelley
- V - 5** [Using Technology to Improve Interlibrary Loan Service at the University of Southern Indiana](#) - Kathy Carmichael
- V - 6** [Reaching Students Outside of Traditional Library Instruction: Creating Online Tutorials to Reach a New Generation of Information Users](#) - Curt Friehs and Cindy Craig
- V - 7** [From Annotated Bibliographies to Zines: Faculty-Librarian Collaboration on Alternatives to the Research Paper](#) - Sylvia Andrychuk and Elizabeth Gibson

- V - 8 **Making a Handout into a Helping Hand: Creating Useful Materials in the Right Format for Library Users** - Denyse Sturges
- V - 9 **Kissing Cousins: Writing Centers and Academic Libraries** - Lisa Santucci
- V - 10 **Welcome to Our Libratory: Promoting Scientific Literacy in the 21st Century** - Victoria Ross and Katja Rossi
- V - 11 **Web 2.0 in Information Literacy Online Tutorials** - Margot Hanson and Diane Nahl
- V - 12 **The Assignment Research Calculator: Designing, Developing and Managing Your Own Customized Project** - Jane Magee, Monica Fusich and Elisabeth Thomas
- V - 13 **Voices in the Library: Introducing Public Performance in an Academic Library** - Connie Strittmatter and Rene Tanner
- V - 14 **Ethnographer for an Hour: Replacing the Traditional Library Tour with Student-centered Exploration** - Nancy Noe
- V - 15 **Library Blogging at the Time of Need: The Creation of a Class Specific Library Resources Blog with Entries That Coincide with Topics as They Are Discussed in Class** - Carissa Tomlinson
- V - 16 **The Library's Role in Showcasing Faculty Scholarship and Artistic Work** - Wes Wison, Ruth Szpunar, Tiffany Hebb, Rick Provine and Kathryn C. Millis
- V - 17 **A Royal Flush without a Poker Face: Reaching First Year Students through Instruction and Innovation** - Maryke Barber, Beth Larkee and Luke Vilelle
- V - 18 **Getting Out of the Comfort Zone - Teaching a Class on Banned Books** - Tiffany Hebb
- V - 19 **Reading Them Their (Copy)rights: Integrating Intellectual Property Awareness in the Humanities through Library Instruction** - Patrick Tomlin
- V - 20 **Face Out - Marketing Your Collection on the Cheap!** - Catherine Ingram

Session VI: Infrastructure: Posters on Buildings and Equipment, Management, and Technology

Monday, July 13, 2009, 1:00 pm - 2:30 pm

- VI - 1 **Who's on Next? Early-Career Librarian Participation in Professional Associations** - Angela Bardeen, Gene Springs and Stefanie Warlick
- VI - 2 **Web-based Citation Management Software and the Impact of Metadata Quality on User-driven Metadata Reuses** - Yuji Tosaka
- VI - 3 **Keeping People at the Center of the Public Library: Analysis of Disruptive Technology in the Library and Suggestions for Creating a People-Centered Environment** - Lisa Chow and Sandra Sajonas
- VI - 4 **GIS Application for Library Accessibility Analysis** - Sung Jae Park

- VI - 5** **Let Drupal Drive Your Website** - Ronald Peterson
- VI - 6** **The Economic Crunch: How the ARL Libraries Are Responding to this Challenge?** - Zhonghong Wang
- VI - 7** **Download Here, Download There.A Downloadable Kiosk in the Library.** - Margaret Peebles
- VI - 8** **We Are Family: Integrating Student Assistants into the Life of the Library** - Luke Vilelle
- VI - 9** **"Search OSU and Beyond.": The Impact of WorldCat Local at the Ohio State University** - Moriana Garcia, Morag Boyd, Lynda Hartel, Rebekah Kilzer and Jennifer Kuehn
- VI - 10** **Go Mobile: Top 5 Mobile Services for Libraries** - Lisa Carlucci Thomas and Joe Murphy
- VI - 11** **Mobilizing to Support Mobile Users** - Diane Hudson, Juliet Kerico and Beth Rasch
- VI - 12** **Playing with Fire: Engaging Community Partners in Library Disaster Planning** - Amy Ward and Mary Evangeliste
- VI - 13** **Focus Group or Policy Maker: A Review of Library Advisory Groups from Past to Present** - Mila Su
- VI - 14** **A "SWAT Team" Approach to User Studies** - Tina Smith and Erin Mayhood
- VI - 15** **Chatting Via Qwidget: Does the Interface Make a Difference** - Ken Furuta, Cynthia Johnson, Penny Coppennoll-Blach, and Sara Davidson
- VI - 16** **Espresso on a Black Coffee Budget: The Restructuring of the University of Arizona Libraries** - Ricardo Andrade, Raik Zaghoul and Maliaca Oxnam
- VI - 17** **Library RFID Technology Update** - Connie Haley, Kathleen Degnan, and Kathleen Haefliger
- VI - 18** **Dispelling the Myth of the Virtual Librarian Flash Bang** - Emily Blankenship and Yolanda Hollingsworth
- VI - 19** **The Efficacy of a Statewide Leadership Program: A Study of SLLI** - Jason Martin and David Woolard
- VI - 20** **A Holistic Approach to Defining Web Usability** - Yu-Hui Chen, Carol Anne Germain and Abebe Rorissa

Session I: The Collectors: Posters on Acquisitions, Cataloging and Classification, Collection Development and Management, History, Serials, and Special Collections

Saturday, July 11, 2009, 11:00 am - 12:30 pm

I - 1 Do Chemists Use Old Literature? Comparison of Age Distribution of References Cited in CIC Chemistry Faculty Publications: 1954-2004

Nancy J. Butkovich, The Pennsylvania State University, University Park, PA (njb2 at psulias.psu.edu)

Collection managers need to understand how patrons use library materials. The age of cited literature is a useful criterion for determining shelf space allocations as well as informing purchase decisions for archival collections and certain formats, such as conference proceedings. This project examined the literature cited by chemistry faculty at the CIC institutions (Big Ten plus the University of Chicago) at decadal intervals from 1954-2004. Four hypotheses were constructed, and citations were analyzed using SPSS to determine differences in the age distribution of cited references over time. Comparisons were made between individual CIC institutions and between land grant and non-land grant institutions within the CIC. Although there was little difference in the median age of cited literature over time between land grant and non-land grant institutions, there was a slight trend toward an increase in the median age in more recent sample years. When comparing individual institutions the same overall trend toward an older median age for the cited literature was noted; however, differences in median ages between institutions became less in more recent sample years. These data, which will be presented in tabular and graphical format, will interest chemistry librarians and collection managers at peer institutions.

I - 2 Library Science Education and the Metadata Librarian

Michael Bolam, University of Pittsburgh, Pittsburgh, PA (mrbst20 at pitt.edu)

Metadata librarians are regularly being recruited for positions in digital libraries, digital repositories and technical services departments. In an 18-month period (January 2007-June 2008) over 70 professional librarian positions with the term "metadata" in the job title were collected from various listservs and internet employment sites. Of these jobs, nearly 50 could be considered "entry level positions" requiring no previous professional experience. Using the entry level position postings as a representation of the skills expected for these positions, a survey was developed to determine if coursework at ALA accredited MLIS/MLS programs is providing appropriate preparation for students seeking positions as Metadata Librarians. This survey was intended for Library and Information Sciences faculty who teach courses related to organizing information, cataloging, digital libraries, and/or metadata. The poster will present the data collected from the job postings and the results of the faculty survey.

I - 3 Avoiding Duplicate Name Authority Records in a Retrospective Cataloging Project

Lucas Mak, Michigan State University Libraries, East Lansing, MI (makw at mail.lib.msu.edu)

A retrospective cataloging project of 5,000 digitized University Extension bulletins challenged catalogers in coordinating name authority control. Published over the past 100 years, these bulletins were written by faculty, students, and extension staff, with most authors contributing more than one publication over the period. The influx of authority records from this project significantly slowed down the local review process and resulted in a delay in new record upload to the national authority file. Multiple catalogers worked on different publications by the same author creating multiple authority records. A decision tree was created to provide guidance for avoiding potential duplication and over 200 name authority records have been created or updated since then. This poster will present the decision tree, as well as the strategies and reference sources that were proved to be useful in handling similar projects.

I - 4 Identifying Works Using Legacy Data: FRBRization Approaches, Issues, and Challenges

Athena Salaba (asalaba at kent.edu), and Yin Zhang (yzhang4 at kent.edu), Kent State University, Kent, OH

We all have legacy data! A number of presentations and papers discuss the need to experiment with FRBRizing legacy data so that when the FRBR model (IFLA's Functional Requirements for Bibliographic Records) is implemented by new ILS systems and description standards, such as RDA, existing records can easily be incorporated with new data. In this poster, we will report on and discuss the issues and challenges we faced when applying the OCLC Workset Algorithm to FRBRize the Library of Congress collection using both bibliographic and authority records. The presentation will cover how existing MARC records were used to identify FRBR work entities, what issues and challenges the process involved, and how we addressed some of those issues and challenges. In addition, the algorithm's performance in work-based grouping of legacy data has been evaluated for two case studies, and the results of these evaluations will be discussed in the poster presentation.

I - 5 Subjecting the Catalog to Tags: LibraryThing for Libraries Usage at CSUN

Danielle Skaggs (danielle.skaggs at csun.edu), and Jennie Quiñónez-Skiner (jquinonez at csun.edu), California State University, Northridge, Northridge, CA

California State University, Northridge (CSUN) implemented LibraryThing for Libraries (LTFL) in March 2008 with the goal of improving resource discovery through tags, recommendation links, and FRBR-like other editions. Without published or anecdotal evidence of LTFL's effectiveness at academic libraries, an analysis of LTFL use at CSUN became important. An initial study of use relied on two different measurements: the usage statistics provided by LTFL and a comparison of the number of titles accessible through Library of Congress Subject Headings (LCSH) and LTFL tags. The initial study covered the initial period of LTFL implementation as well as the typically lower usage summer, so a second analysis of data from the current academic year will be conducted to determine if usage has increased. Information on a planned California Academic and Research Libraries (CARL) Research Award-funded study of students' LTFL usage behavior will also be presented. Planned visuals include tables presenting total usage numbers as well as prevalence and usage figures; plus charts comparing usage figures from the original study and current analysis. Screen captures illustrating features of LTFL in the catalog may also be presented, space permitting.

I - 6 Cleaning Cottages and Castles: Weeding Year-round

Dana Peterman (dpeterma at uci.edu), and Christina Woo (cjwoo at uci.edu), University of California, Irvine, Irvine, CA

All libraries confront the three "uh-ohs" of collections: overcrowding, and out-of-date, out-of-scope. Instead of weeding in response to crises, we weed year-round. With little foreseeable growth in shelf space and a chronic need for more space, we are complementing collection growth with ongoing deselection. To formulate sustainable and acceptable solutions to librarians and constituents across disciplines, UCI Libraries use a combination of technology and disciplinary knowledge to identify low-use and duplicate-format material. We developed and shared our different strategies for overcoming obstacles and unforeseen challenges. Unusual for this activity, we created a unique and coordinated approach to rotate weeding among librarians. We'll show how organizations might replicate our success through communication and coordination among bibliographers and technical services. We will share the issues and the solutions, including planning, matching weeding styles to client needs, disciplinary strategies of viewing collections, scheduling, and workflows. We intend to measure our success based on multiple outcomes: the removal of approximately 32,000 volume equivalents per year, a reduction in the number of major book shifts and the elimination of overflow book carts. Qualitatively, we will document our newfound knowledge of the collection, its use, and its interdisciplinary nature through bibliographer cooperation and consultation.

I - 7 Issuing an A.P.B. for Oral Histories: Developing a Survey Model for Other Libraries

Juliana Nykolaiszyn (juliana.nykolaiszyn at okstate.edu), and Tanya Finchum (tanya.finchum at okstate.edu), Oklahoma State University Library, Stillwater, OK

In 2007, librarians at Oklahoma State University received an Amigos Library Services fellowship to assist in surveying the status and condition of oral history collections throughout Oklahoma. In spite of the existence of oral history recordings dating back to as early as the 1920s, no known effort has been made until now to develop a master list of these recordings in Oklahoma. Lacking such a list, oral history practitioners are unsure if they are duplicating previous or ongoing efforts; and scholars may miss highly relevant primary research material. In addition to identifying oral history collections held in cultural repositories, the survey effort also strived to gather data on preservation, access, technical concerns, and training needs from various organizations, collecting over 120 responses to date. This presentation will provide insights into the survey results, including challenges faced by all when it comes to preserving and making oral histories accessible. Graphically, the poster will include a map of responding institutions, tips and strategies for success, along with sample survey materials, and a concise methodological summary. It is the researchers' hope that this project will assist other libraries in surveying oral history collections on a statewide or regional level.

I - 8 Trashy Tags: A Study of Problematic Tags in LibraryThing

Marliese Thomas (mst0001 at auburn.edu), Dana Caudle (caudlda at auburn.edu), and Cecilia Schmitz (schmice at auburn.edu), Auburn University Libraries, Auburn University, AL

Many web sites like LibraryThing, Delicious, and Flickr allow users to tag resources with their own keywords. When these tags are collected together, they form a folksonomy which can serve as an addition to traditional controlled vocabularies like the Library of Congress Subject Headings (LCSH). One criticism of folksonomies is the uncontrolled nature of tags and the inconsistency of their application. In their paper "Tidying up Tags?," Marieke Guy and Emma Tonkin discuss the problem of "messy" tags containing characteristics such as spelling variations, foreign language terms, acronyms, abbreviations, initialisms, slang, jargon, and singular vs. plural forms which hinder retrieval. If libraries are to add folksonomies and tagging to their catalogs, it would be useful to know just how messy the tags are. LibraryThing is a popular social cataloging site devoted to books. Its rich tag base and similarity to library catalogs makes it an ideal testing ground. This study harvested tags for a selection of books in LibraryThing and measured the number of tags in the tag set for each of the problematic areas listed above. The poster session will use graphs and tables to present this information.

I - 9 To Build or to Buy: The Tale of the Library à la Carte Open Source Project.

Margaret Mellinger (margaret.mellinger at oregonstate.edu), Jane Nichols (jane.nichols at oregonstate.edu), and Kim Griggs (kim.griggs at oregonstate.edu), Oregon State University Libraries, Corvallis, OR

In 2005, Oregon State University librarians set out on a quest to update their pathfinders. Through focus groups and surveys we found that students wanted course-driven guides as well as subject guides. The question then became, how can we enable our librarians to provide those guides? After many setbacks and detours, user studies, and development decisions, OSU Librarians developed Library à la Carte. Library à la Carte is a content management system that gives librarians a menu of choices for creating and collaborating on course assignment pages and subject guides that integrate Web 2.0 features, such as chat and RSS feeds with traditional library content, such as catalogs and article databases. In keeping with a local spirit of open source development, OSU librarians made Library à la Carte available for other libraries to try, install, adapt and use. The decision to release open source software has costs, benefits and challenges, which will be addressed in this poster session. Additionally, the presenters will illustrate the journey from concept to product, including data from the most recent usability studies and student evaluation and assessment. There will also be a live demonstration of Library à la Carte. Visit the project site at <http://alacarte.library.oregonstate.edu/>.

I - 10 Man-WHAT?: The What, Why, How, When and Where of Building a Great Manga Collection at Your Library!

Rachel Kitzmann (kitzmann at lapl.org), Erika Caswell (ecaswell at lapl.org), Los Angeles Public Library, Los Angeles, CA and Candice Mack (cmack at lapl.org), Los Angeles Public Library, Tarzana, CA

Manga has become a staple of any young adult library collection. From *Naruto* to *Fruits Basket*, *Negima* to *Death Note*, teens devour manga in almost any guise. We'll show the impact of manga on circulation and usage through statistics graphs and charts, illustrate the history of manga and the tropes of manga through pictures and notations, as well as showcase teen stories about the importance of having a manga collection that is up to date. We will also discuss strategies of collection and weeding, including samples of collection development plans and spread sheet to track usage. We will also include photos to highlight different ways to display the collection, and criteria for weeding to keep a healthy manga collection.

I - 11 Scanning Service Takes the Anxiety Out of Microform Collections

Brenda Reeb, University of Rochester, Rochester, NY (brenda.reeb at rochester.edu)
Maura Proctor, Syracuse University, Syracuse, NY (mproctor at syr.edu)

Users need easy access to library resources, something that is impossible with a reel of microfilm. Patrons typically cringe when they encounter microfiche or film and must learn to use microform equipment before they can view the material. And yet microform collections contain incredibly rich content. A scanning service implemented by the Newspaper and Microform Center at the University of Rochester's River Campus Libraries eliminates patron anxiety with the microform format by providing easy document delivery of microform materials. Patrons request the service through the catalog record. Within 24 hours a library staff member scans the item and deposits a .pdf file in a digital drop box for patron pick-up. Visitors to this poster session will learn how the scan service works and learn how the service is marketed. Pictures of web submission forms and the text of email alert messages that are integral to the scan service will be displayed on the poster. Marketing activities, patron privacy, and copyright issues will be covered as bullet points on the poster. Usage data since 2006 will be included, as well as assessment survey data from the 2008-2009 academic year.

I - 12 Acquiring from Secondary/Used Sources: Money Saver or Time Sink?

John Ballestro (jballest at lib.siu.edu), and Julie Mosbo (jmosbo at lib.siu.edu), Morris Library - Southern Illinois University Carbondale, Carbondale, IL

During the last five fiscal years, Morris Library's monographic budget has been reduced by over 400,000 dollars. The increase in serial prices forced us to siphon the monograph funds over to our serials budget to offset those prices. Our buying power has been severely reduced due to higher prices and a flat budget, resulting in two serials' cancellation projects in a span of four years. With this economic instability, the Acquisitions department is being forced to find unique ways to save money. One way is to look at purchasing materials from secondary and used book sources. For FY09, we have constructed a database of purchases to track how much money is saved buying from these resources versus buying from commercial vendors. By setting up certain parameters, we track how often the Preservation unit within the library is consulted to determine acceptable conditions of used materials and/or to actually repair used items. We hope to determine how much money we save and how heavy a burden is put on Preservation because of the new avenues of purchasing. This poster session will display the results, graphs, figures, and information regarding our findings, along with actual book samples of buying new versus used.

I - 13 Looking for Genres on the Web: Content Analysis of American Author Websites

Timothy Hackman (thackman at umd.edu), and Karen Patterson (kpatter at umd.edu), University of Maryland, College Park, MD

This project entails content analysis of over 200 Web sites for authors commonly taught in university-level American literature survey courses. Using a faceted classification scheme to categorize site content, the researchers explore the extent to which consistency has developed in the scope and content of Web sites for authors in the canon of American literature. The goal is to identify both the full range of unique content on these Web sites and, within that range, the core content elements that comprise the "American Author Web Site" genre. The authors also gathered biographical details on each author, to consider the question of whether Web site content varies by an author's gender or racial background. Ultimately, the goal is to identify a set of common and/or "best" practices for content and organization of author Web sites that will assist both undergraduate students and advanced researchers looking for author information on the Web, as well as site designers hoping to create quality resources for these users. In the choice of subject, size of the sample, and novelty of the approach, this promises to be a unique project that will interest librarians, web developers, and literature fans alike.

I - 14 Analysis of BioOne Journal Collections: Their Quality, Indexing Coverage and Scholarly Content

Lutishoor Salisbury, University of Arkansas, Fayetteville, (lsalisbu at uark.edu)
Carolyn Mills, University of Connecticut, (Carolyn.Mills at uconn.edu)

BioOne was launched in 2001 with the aim to transform scientific publishing into a viable, market-aware, fiscally responsible enterprise. Electronic publishing is at the heart of the BioOne initiative. It was the first electronic aggregation of scientific journals in the agriculture and biological sciences to emerge. We examined the 130 current full-text titles in the BioOne.1 and BioOne.2 collections to determine whether they are peer reviewed, contain book

reviews and are supplied by document delivery vendors. We identified indexing coverage in eleven major databases in agriculture and life sciences: Aquatic Sciences and Fisheries Abstracts (ASFA), Agricola, Biosis, Biosis Previews, CAB Abstracts, Current Contents, Environmental Sciences and Pollution Abstracts, Scopus, ISI Web of Science and Zoological Record. We concluded that the majority of the titles in BioOne collections are refereed and scholarly; the majority of the journals are indexed in several of the major indexing and abstracting journals in the field of agriculture and life science and the majority of the journals from the two collections are also available via several major document delivery vendors.

I - 15 From Workflow to Information Flow: Collaborating for Effective Collection Development

Julie Gilbert (jgilber2 at gustavus.edu), and Anna Hulseberg (ahulsebe at gustavus.edu), Gustavus Adolphus College, St. Peter, MN

Collection development decision-making requires accurate and clearly-presented information about a library's holdings. How can collection management and electronic resources specialists best collaborate to support a collection development program that encompasses books and serials in a variety of formats, especially when those formats are evolving continuously? How can they support decision-making that involves faculty members who may be unfamiliar with library terminology, tools, and concerns such as access and licensing? What opportunities does a collegial management model offer for library staff to collaborate on collection development workflow analysis across the boundaries of traditional roles? With these questions in mind, librarians at Gustavus Adolphus College facilitated parallel workflow analyses of collection development and electronic resources management tasks and applied recommendations to a book weeding project and a serials review for a specific discipline. These efforts, conducted as a pilot program for future workflow analyses, emphasize generating information and forging new collaborative relationships to support collection development decisions. This poster session tracks the projects, provides assessment data, and presents outcomes such as new policies, procedures, and tools for providing information to inform collection development decisions. The session also highlights new opportunities for collaboration among collection management and electronic resources staff.

I - 16 Taking Stock of Special Collections in Public Libraries

Alison Leonhardt, (alison.leonhardt at gmail.com)

Gwen Glazer, Syracuse University, Ithaca, NY (gglazer at gmail.com)

James O'Connor, (jsoconno at syr.edu)

Laura Deal, (deal.laura at gmail.com)

Christina Spallone, (ckspallo at syr.edu)

In a treacherous economic climate, funding shortfalls threaten the very existence of public libraries. Finding creative ways to raise money has become a matter of survival. Special collections become an obvious target -- but not necessarily the right one. This poster analyzes the pros and cons of public libraries selling off their special collections. Benefits of deaccessioning include increased funds; better preservation of rare materials; more space and money for other library services and materials; a cohesive collection; and a clear focus of the educational mission of public libraries. Keeping special collections, however, ensures that materials remain accessible to a local community; encourages additional donations; shows respect for donors' gifts; and reinforces a contract with the public to keep materials in perpetuity. Although there is not a wealth of scholarly research on this topic, the fate of special collections is a real-life conundrum for public libraries around the country. This poster uses a stock-market metaphor to investigate this "practical problem-solving effort," with a line representing pros and cons as peaks and valleys. Case studies, graphs and primary-source material will be on display, as well as take-away pamphlets providing more in-depth information.

I - 17 Walking the Walk: A Path to Support Open Access Publishing

Donna Braquet (dbraquet at utk.edu), and Linda Phillips (dbraquet at utk.edu), University of Tennessee, Knoxville, TN

Scholarly communication is the lifeblood of universities. Threats to the free flow of research and ideas continue to

jeopardize the entire academy; however administrators, scholars, and librarians are now pursuing options to reclaim research produced in the academy's domain. One way to do this is with Open Access. Open Access has been a topic of interest and intense debate for academic librarians and ways to create awareness about and encourage publication in Open Access journals have been discussed at library conferences for the better part of the decade. But what is the next step? What happens when the library's promotion pays off and teaching faculty seek support from for their open access endeavors? This poster will describe the steps taken to create a pilot program for an open access support fund at a major state university. This program is one way to 'walk the walk' of open access promotion by offering to subsidize costs associated with many open access publications. This poster will include practical information and tips such as: steps that can be taken to create such a program; library and academic positions that can be involved; and opportunities and barriers that exist. Program documents, statistics and general impressions will also be shared.

I - 18 Data Talks: Who Is Listening?

Meris Mandernach, James Madison University, Harrisonburg, VA (manderma at jmu.edu)

In any given library, an immense amount of information is gathered about the collection. Circulation statistics are collected, new acquisitions are tabulated, and usage data from electronic resources are compiled. However this information is often viewed piecemeal or used in support of a specific service, rather than as a collection management tool. By aggregating this data into subject areas, these statistics are transformed into informative tools for selectors aiming to build robust, well-rounded subject collections. At James Madison University, this novel approach was implemented by generating portfolios for each of the subject areas within the Library's collection. Each subject portfolio contained circulation data in tabular and graphical formats, cost and usage of databases by subject, information about consortia support, allocation amounts, and university data for the department. The portfolio displayed the spending breakdown between print and electronic resources as well as compared high circulation versus collection growth within the subject. This poster will present a typical portfolio and include survey results on how the data available via the portfolio is being used by individual selectors to inform, evaluate, and assess their subject area within the collection.

I - 19 Built to Scale: Designing an Efficient and Highly-Automated Digitization Workflow

Aaron Brenner, University Library System, University of Pittsburgh, Pittsburgh, PA (abrenner at pitt.edu)

The Digital Research Library at the University of Pittsburgh has spent several years developing an in-house digitization workflow system that can handle a large volume of material, track items and users, automate many aspects of production, and generate reports and statistics. As a result, we estimate that our capacity for building digital library collections in-house has grown nearly ten-fold without significant increases in staff and equipment. This poster will present an outline of the overall workflow design, examples of the system's user interface and reports, and visualizations of production statistics.

I - 20 Deal or No Deal? A Method to Appraise Big Deals

Deborah Blecic (dblecic at uic.edu), Sara Blaszcak (thorburn at uic.edu),
Joan Fiscella, (jbf at uic.edu), and Stephen Wiberley (wiberley at uic.edu), University of Illinois at Chicago Richard J. Daley Library, Chicago, IL

Big deals-multi-year contracts to purchase access to an online aggregation of large numbers of a publisher's journals-have provided participating libraries unprecedented access to journals. Anecdotal evidence indicates that publishers have set price increases for these packages at rates that exceed the CPI and most library acquisitions budget increases. Such a model demands evaluation, especially in the current economic environment. A review of the literature finds important assessments of big deals but no publication that outlines a method to help determine whether to renew a big deal or subscribe to individual journals from a publisher. This poster will outline such a method. The method begins with three years of COUNTER journal reports of the number of Successful Full Text Article Retrievals (SFTARS) for

each title and the list price for the electronic-only version of the journal. The method also considers the number of years available for each title, availability of titles from other platforms, subject, backfile purchases, archival rights, and the cost per SFTAR for the aggregate deal. The poster presents these factors, with examples from analysis of four big deals, to provide step-by-step guidance for libraries that seek to evaluate their own big deals.

Session II: The Educators: Posters on Distance Learning, Continuing Education, Library Education, Literacy, and Research Methodology

Saturday, July 11, 2009, 1:00 pm - 2:30 pm

II - 1 Waves of Change: Redefining Library Services with the TIDES Program

Christine Hennessey ([hennessece at sfasu.edu](mailto:hennessece@sfasu.edu)), and Susan Clarke ([sclarke at sfasu.edu](mailto:sclarke@sfasu.edu)), Ralph W. Steen Library, Stephen F. Austin State University, Nacogdoches, TX

TIDES (Teaching, Images and Digital Experiences) is a program created and maintained by the Digital Projects Department of the Ralph W. Steen Library at Stephen F. Austin State University located in Nacogdoches, Texas. In addition to serving as a digital repository for the university, TIDES has emerged as a tool for helping to bridge cultural divides in East Texas, specifically between K-12 educators and the area's increasingly large Hispanic student population. By forming partnerships with institutions and educators from Mexico, offering free, media rich resources to teachers and students, adapting current curriculum for today's digital environment and fostering international partnerships, TIDES joins the rank of those projects that work to redefine, advance and evolve the roles of libraries and librarians. Originally funded by a grant from the Institute of Museum and Library Services and currently supported as a sustainable library program, this poster session will highlight primary resources from the TIDES database, K-12 lesson plans designed by educators from Texas and Mexico, and the unique partnerships that the program has forged in the name of access and education. Averaging over one and a half million hits per month, this program demonstrates the impact a library can have on its community.

II - 2 How Much Can One-Session Library Instruction Improve Information Literacy Skills for Students? - An Assessment of Student Learning Outcomes

Ma Lei Hsieh, Rider University, Lawrenceville, NJ ([mhsieh at rider.edu](mailto:mhsieh@rider.edu))

Most college libraries offer one-session library instruction tailored to class assignments. However, how can one-session library instruction be effective in building information literacy (IL) skills for students? The purpose of this study is to assess the library instruction program for the IT freshmen classes at Monmouth University over the course of three semesters, from spring 2007 to spring 2008. Two instruments were used for the assessment: pre-and post-tests and a student survey. The tests were used to monitor actual learning of students. The survey was designed to rate the effectiveness of the library session. The difference of the pre- and post tests was statistically significant, suggesting that one-session library instruction was effective for student learning. In the survey portion, most students rated the library session highly, confirming the value of the library instruction. The results of the tests indicated that students needed the reinforcement on the use of library catalog and research databases. Furthermore, teaching faculty made a significant difference in student learning when they reinforced the IL concepts in the classroom. In conclusion, while one session library instruction is useful, many changes can still be made to improve student learning. Presentation includes charts and tables.

II - 3 Faculty Assessment of Library Instruction: Are Your Instruction Programs Really Enhancing Student Scholarship?

Leanne Hillery, Regent University Library, Virginia Beach, VA ([lhillery at regent.edu](mailto:lhillery@regent.edu))

How would faculty at your institution assess your library instruction programs? This poster session highlights and

synthesizes the results of an evaluative study, the Library Educational Enhancement Survey, conducted in fall 2007 by the Regent University Library. The purpose of this study was to assess Regent University faculty perceptions, awareness, and usage of the library instruction programs offered by the library. Specifically, this study sought to determine to what degree instruction sessions enhanced student learning and improved the quality of their individual research. The results of the study answered important questions regarding the perceived quality of instruction sessions and ways in which the university library could increase faculty awareness and use of course-based instruction services. The study also led to several changes in the way the university library communicates with faculty and markets its programs to the entire campus community. Attendees of this presentation will learn about methods of data compilation and interpretation, methods of assessing program effectiveness, and techniques for marketing programs for course-based instruction to university faculty.

II - 4 Information Literacy Insider: Assessing Information-seeking Strategies with a Contest Created for Students, by Students

Carrie Donovan, Indiana University Libraries, Bloomington, IN ([cdonovan at indiana.edu](mailto:cdonovan@indiana.edu)),
Virginia Vought, Indiana University Libraries, ([v.vought at gmail.com](mailto:v.vought@gmail.com)), and
Daniel Poynter, Digital Literacy Contest, ([Daniel.Poynter at gnic.org](mailto:Daniel.Poynter@gnic.org))

While it is widely acknowledged that today's students possess a great deal of online search savvy, there is a disconnect between this perceived expertise and students' true level of information literacy. In order to gain a better understanding of students' strategies for information seeking, librarians at Indiana University decided to collaborate with a partner who had firsthand knowledge of their audience of learners: a college student. Daniel Poynter created the Digital Literacy Contest in 2007 while a student at Purdue University in order to measure students' internet search skills and cognitive agility. The contest requires participants to answer a series of questions in a limited time through the use of search engines and library databases. While student involvement is often based on the achievement of an award for first place winner, all participants reap the greater reward of learning through critical inquiry. This poster presentation will outline the planning and preparation required for implementing the contest, as well as evaluation data and comments from the participants. The results will indicate that students benefit from a heightened awareness of their own searching capabilities and a greater understanding of the library's resources. The librarians, in turn, achieved new insights into students' information seeking skills that were based on authentic assessment, rather than assumption.

II - 5 Comparison of Required Introductory Cataloging Courses, 2008 Update

Jodi Spillane, University of South Carolina Libraries, Columbia, SC ([jls at sc.edu](mailto:jls@sc.edu))

Concerns about the declining number of required introductory cataloging courses led to a study in 1998, in which data collected from library school bulletins were compared to data gathered in a similar 1986 study. Results indicate that the number of required introductory cataloging courses has dropped. The purpose of this poster session is to update that 1999 study titled "Comparison of Required Introductory Cataloging Courses, 1986 to 1998" for *Library Resources & Technical Services* (v. 43, no. 4, 1999). It has been ten years of changes in technology and theory. This study investigates whether there has been another change in the number of required cataloging courses.

II - 6 Catching Up to Google Scholar: The Retrieval Power of Academic Search Premier and Google Scholar

Ingrid Hsieh-Yee, School of Library & Information Science, Catholic University of America, Washington, DC
([hsiehyee at cua.edu](mailto:hsiehyee@cua.edu))

John Coogan, University of Maryland University College, Adelphi, MD ([jcoogan at umuc.edu](mailto:jcoogan@umuc.edu))

The study analyzes the retrieval power of Google Scholar (GS) and Academic Search Premier (ASP) in terms of relevance, currency, full text availability, overlap of results, and unique items retrieved. Findings are also compared with benchmark data collected in 2006 to assess how the two systems have evolved as major search tools for scholarly materials. As an in-depth analysis of GS and ASP the study closely examines their search results. Four topics in

science and technology are searched in GS and ASP in both basic and advanced search modes. Top 10 results from each system are compared in terms of the number of relevant items retrieved, the number of full text articles available (via free Web or subscribed databases through OpenURL), age of retrieved items, search result overlap and uniqueness. Because EBSCO has improved its search engine and unveiled a new interface with more functionalities in summer 2008 and Google Scholar has expanded its scope and improved its search engine, the findings are contrasted with our 2006 findings. The poster will highlight findings with graphs and charts and recommend search and information service strategies to librarians and publishers.

II - 7 An Endangered Species: The Science/Engineering Librarian

Nedelina Tchangalova, University of Maryland, College Park, MD (nedelina at umd.edu)

Library information school (LIS) students without science background often express fears and concerns to pursue a career in engineering librarianship. A successful transition from graduate student to practicing engineering librarian requires a complex combination of knowledge and skills. Faculty status with the requirement for tenure is a fact of life for engineering librarians. Most librarians have not received extensive training in research methodology and they have usually limited access to research funds. The support and assistance of colleagues is critical and the establishment of support groups for various research needs can provide a mechanism for discussing common concerns. The author will suggest strategies to encourage library students to pursue careers and leadership positions in engineering libraries and information science fields. In addition, this poster will highlight issues new engineering librarians encounter in the workplace, and the recruitment and retention of engineering librarians.

II - 8 Egypt Camp: A University Expedition for Middle School Students

Jenny Presnell, Miami University, Oxford, OH (presnejl at muohio.edu)

Explore the experiences of 6th and 7th graders as they discover not only new information literacy skills, but also what college life is like. Partnering to create a living learning experience, university librarians and middle school faculty teach information literacy skills through a residential four-day visit to campus. Using the Ancient Egypt unit, students begin learning about the lives of Egyptians in their school classroom. Coming to the university environment, they continue their learning process by being taught information literacy skills in the university libraries in several libraries through exploring web search and evaluation techniques, evaluating articles and using materials in other specialized libraries on campus. These sessions are combined with visits and lectures from faculty in Museum Studies/Anthropology, Ancient History, and Music. In their spare time, these middle school students experience college student life through visiting the campus recreation center, restaurants in town, and a movie. Through Egypt Camp, student's lives are saturated with learning opportunities, making this a model for life-long, information literate learning.

II - 9 Inspiring Writers with Swag: A Journey through Wayne State University Libraries' Chapbook Information Literacy Initiative, a K-20 Literacy Collaboration via Poetry and Art

Lothar Spang (ab1116 at wayne.edu), Heather Harrison (bb7485 at wayne.edu), and Alice Cruz (dy1063 at wayne.edu), Wayne State University, Detroit, MI

Wayne State University Libraries and its Detroit area K-12 school participants collaborate on the Chapbook Information Literacy Initiative, a poetry project that involves working with K-12 students, the majority of whom are minorities, in the interest of increasing literacy skills and strengthening ties between WSU and area schools. The Chapbook Project is based on the historic tradition of chapbooks-informal self-published books of poetry and stories that, beginning in the 16th century, were sold on the street in chapter form by the author, or "chapter." The project's purpose is to provide students with an opportunity to develop their creative writing, visual literacy, and technology skills in the production of their own chapbooks, and in doing so promote an appreciation for literacy and art that may profoundly affect the student's educational career. Print and digital versions of the chapbooks are produced, making the students published authors. The aim of the program stresses information literacy and fosters educational success for youth throughout the community. Providing children access to the tools needed to express themselves results in

increased self-esteem and self-confidence so that students can make better education and life choices that might propel them to consider higher education as a real possibility.

II - 10 WISE Pedagogy on Demand: Free Training for LIS Online Instructors

Anne McKinney, WISE, University of Illinois GSLIS, Champaign, IL (amckinn at illinois.edu)

Introduction to Online Pedagogy is a free resource for Library and Information Science (LIS) educators, students, and professionals who want to learn effective practices for online teaching. Sponsored by the Web-based Information Science Education (WISE) Consortium and the University of Illinois, this resource is an open-access training website for anyone, anytime to learn as a beginner or as a seasoned instructor looking for new ideas in online instruction. Viewers can interact with other learners/instructors via linked forums for pedagogical discussion, training activities, and continuing education in new developments for distance learning. Since 2007 WISE Pedagogy has hosted eight sessions of a short Moodle workshop on the topic with a total of 137 participants. For each session, more individuals have expressed an interest in taking this workshop than could be accommodated in enrollment. The on-demand website was launched in January 2009 as an effort to meet the demand for pedagogical training. By July there should be more data to evaluate its effectiveness in serving the LIS community. The poster will have screen shots from the website and forums, evaluative graphs, and other visuals related to WISE Pedagogy to attract interest.
<http://www.wisepedagogy.org/index.shtml>

II - 11 Faculty Scholarship Database: Ingenuity through Collaboration

Michelle Oleson (mloleson at salisbury.edu), Krista Montgomery Knapp (kmknapp at salisbury.edu), and Mandy Hackley, Salisbury University, Salisbury, MD (mlhackley at salisbury.edu)

This poster session will describe the newly revamped Faculty Scholarship Database project at Salisbury University. The database is an attempt to capture the complete published, presented, or performed works of all past and current faculty members and will be operational by April 2009. Faculty members submit and edit their own entries with quality control performed by reference librarians in conjunction with the University Web Master. Whenever possible, stable links to articles, e-books, illustrations, or online videos are included. This database project has been an immensely collaborative effort between the librarians who initiated the project and maintain the database, IT, administration, and past and current faculty. The database serves as a tribute to both the quantity and quality of scholarship produced by SU faculty. The poster will demonstrate how the final product came together with many hands and highlight the effectiveness of the different search and updating features.

II - 12 Getting To Know Users: Defining University Library Constituencies for Research

Jimmie Lundgren, University of Florida, Gainesville, FL (jimlund at uflib.ufl.edu)

It is widely understood in academic libraries that various members of the university community have different needs that are met by the libraries. Generalizations often voiced are that (1) scientists use journal articles heavily and seldom require books; (2) freshmen students need a place to study and occasionally journal articles when writing term papers; (3) literature professors use many books, etc. As a cataloger it seems most of the books I see being processed are acquired to serve the needs of faculty and advanced students. Differences in patron needs are reflected in numbers of books purchased for humanities and social sciences as compared with chemistry or engineering. How true are our assumptions? Won't understanding each distinctive constituency better enable the libraries to meet their needs? Users can be quantified by fields of study and levels from freshman to research professor. Library materials and services most valuable to each group can be examined. Distinctive styles of usage and requirements of tools such as the library catalog can also be associated with each group. The first step towards comparing user groups is to define them. This poster will graphically show aspects of major user groups at the University of Florida.

II - 13 If You Post It, Will They Come? Effective Advertising for Librarian Jobs

Kathryn Kjaer, University of California, Irvine, Irvine, CA (kkjaer at uci.edu)

Academic libraries face many challenges in developing an excellent workforce for the 21st century. One of these challenges occurs at the outset of the librarian recruitment process: how to effectively advertise job opportunities to attract the most highly qualified candidates. The University of California, Irvine (UCI) Libraries has developed a list of over 25 publications, websites, and email listservs where we regularly advertise librarian positions. Our goals are to a) reach national and international audiences, b) attract a diverse applicant pool including candidates from underrepresented groups, c) be noticed by qualified job seekers in our geographic region, d) target communities where specialized skills are most likely to be found, and, e) limit advertising expenses. In order to evaluate the effectiveness of our advertising plan, we developed an online survey and asked all those who applied for librarian positions at the UCI Libraries between October 2007 and January 2009 to indicate where they saw our job advertised and to name any other sources they consult for librarian job openings. This poster describes the advertising sources we have used, explains the applicant survey, analyzes the results of the survey, and suggests how the data may influence our recruitments in the future.

II - 14 Ethnic Minority Librarian Recruitment: 2 Programs with 1 Goal!

Gerald Holmes (gerald_holmes at uncg.edu), Jason Alston (jkalsto3 at uncg.edu), Sha Li Zhang (slzhang at uncg.edu), and Julie Hersberger (jahersbe at uncg.edu), University of North Carolina at Greensboro, Greensboro, NC

This poster session will present two means of recruiting and preparing ethnic minority librarians for work in academic libraries. The Academic and Cultural Enrichment (ACE) Scholars Program was created through a grant funded from the IMLS Laura Bush 21st Century Librarian Program. The project was funded with \$862,000 in June 2008 with collaboration between the University Libraries, the Department of Library and Information Studies (LIS), and nine participating academic libraries in North Carolina. The program will recruit and prepare twelve ethnic minority librarians through a two-year MLS degree program at UNCG. The two-year, Post MLS Diversity Residency program was created with the financial support of the University Libraries. During the first year, the Resident will work in three functional areas and in the second year will choose one service area upon which to focus. This program required collaboration among the Libraries', the LIS Department, and the Office of Multicultural Affairs. Each program was created to increase the number of ethnic minority librarians in the profession. Recruiting and retaining ethnic minority librarians for future positions in academic libraries is both critical and challenging in today's environment. The two programs will provide models for other libraries in recruiting ethnic minority librarians.

II - 15 Why Present a Poster at the ALA Annual Conference: An Analysis of What Motivates Participants

Julie Banks (jbanks at semo.edu) and Carl Pracht (cpracht at semo.edu), Southeast Missouri State University

Poster sessions have been a highlight of ALA annual conferences since 1982 when they were first inaugurated. ALA's poster session website states, "They are an effective forum for the exchange of information and a means to communicate ideas, research and programs." This suggests that academic librarians can count their participation in poster presentations toward advancement, tenure, and promotion. In order to verify this, the investigators drew a random sample of academic librarians who had presented at the last four annual conferences, developed a survey that was pilot tested, and sent the survey over the Internet using U-Test. The sixty-four percent return rate clearly indicated the importance of poster sessions in achieving tenure and promotion. For example, 54.84% of the librarians reported that poster sessions helped them in securing tenure, while 66.14% stated that the poster sessions helped in gaining promotion. Other questions included how often the presenter had participated in poster sessions, the area of the library where the presenter worked, whether a journal editor had contacted the participant about writing an article, and whether the poster presentation had actually led to a publication.

II - 16 A Matrix from a Matriarch

Kelly Behle, County of Los Angeles Public Library, Castaic Library, Castaic, CA (kbehle at library.lacounty.gov)

A foray into the work of Frances Clarke Sayers (1897-1989), a librarian who demanded much from children's

literature, raised questions such as "How would she evaluate the books available today?" and, "Would her exacting criteria be relevant today?" Sayers' career spanned most of the history of children's librarianship in this country, and her work influenced the profession. For example, she wrote a report that led to the launch of the children's literature collection in the Library of Congress, and she served on Caldecott and Newbery committees. Hundreds of primary source documents from Sayers' personal papers and published works, as well as the works of contemporaries whom she stated had influenced her thinking were investigated. Two principle ideals, a scored list of forty-five criteria, and an evaluative matrix emerged from analysis of the materials. At age 67, Sayers wrote, "Children have a right to experience the contemporary. The old truths are restated in terms of each generation." Sayers-a librarian who pled for children's books of future generations that would offer something vital in their time-left directives that bear examination today.

II - 17 The Researcher's Journey: Scholarly Navigation of an Academic Library Website

Steve McCann (steve.mccann at umontana.edu), Kate Zoellner (kate.zoellner at umontana.edu), Tammy Ravas (tammy.ravas at umontana.edu), Sue Samson (sue.samson at umontana.edu), and Kim Granath (kim.granath at umontana.edu), The University of Montana Mansfield Library, Missoula, MT

One of the most difficult problems facing academic librarians is knowing how scholars approach the library web site when they have a research question: what navigation paths do they take, what resources do they consult; and where are they at in terms of their research? The answers to these questions have the potential to guide the development of a successful library website design. The University of Montana Mansfield Library conducted a usability study analyzing the research process of both undergraduates and graduate students. The goals of the project were to determine how the library web site fits into the University scholar's research process and to what extent does the library's newly redesigned website fulfill that research need. The study analyzes the use of the website by library researchers to identify any obstacles that might need change and guides future directions as the website continues to grow and improve. This session presents findings to the study in both a poster and in handouts. The findings will be relevant for academic libraries specifically, and for anyone who manages a library website. The study will help to guide the University of Montana Mansfield Library website as it continues to grow and improve.

II - 18 Do They Really Know? Collaborating with Faculty on Information Literacy Assessment.

Arianne Hartsell-Gundy (hartsea at muohio.edu), Katie Gibson (gibsonke at muohio.edu), Masha Misco (stepanm at muohio.edu), and Eric Resnis (resnisew at muohio.edu), Miami University, Oxford, OH

This poster will recount the experiences of Miami University's (Oxford, OH) Faculty Learning Community for Improving Student Research Literacy, a group of professors and librarians who work together on incorporating information literacy into the curriculum. Faculty members wondered early on how students in their classes conceive of their own information literacy skills. These conversations led to the creation of a survey for students to self-assess the information literacy skills that faculty perceived important, including: 1) How and where students are searching for information; 2) Student preparation to perform information research, and its applicability outside the library; 3) Location(s) where students perform information research; 4) Differences in information literacy skill perceptions between class level and experience with paper writing. Approximately 400 students were reached with the survey instrument. Results of the survey were matched to professor definitions of information literacy and a common list of desired information literacy skills created by professors at the beginning of the academic year. Study results allowed community members to see where perceptions among professors, librarians, and students were similar, and where they differed greatly. The results led to rich and stimulating conversations about how students perceive information literacy.

II - 19 Preventing Plagiarism: Keepin' It Real

Alice Perez (ajperez at ucsd.edu), Alanna Aiko Moore (aamoore at ucsd.edu),

Gayatri Singh (gasingh at ucsd.edu),

Marlo Young, University of California San Diego, SSH Library, La Jolla, CA (m2young at ucsd.edu), and Dominique Turnbow, University of California San Diego, Biomedical Library, La Jolla, CA (dturnbow at ucsd.edu)

Current research shows the increase in plagiarism on college campuses, primarily because the Internet has made it easy and convenient for students to copy and paste information from online sources and web pages. Students are confused about citing information from online sources, and often resort to "borrowing" information, plagiarizing, and violating academic integrity-many times without even being aware that they are doing something wrong. In response to faculty requests, a team at the University of California San Diego (UCSD) Libraries developed a suite of products to educate students about the various types of plagiarism, provide tools to prevent it, and raise awareness of plagiarism. In partnership with the University Academic Integrity Office (AIO), four tools were produced: an exhibit, an online interactive tutorial, an outreach brochure, and a comprehensive workshop. Working with the AIO, the plagiarism tools were marketed to the wider campus community, embedded in several core courses and explored with a campus college. The success of the plagiarism tools will be evaluated in the future by user surveys, site meter visits, and workshop attendance. This poster session will display the exhibit and brochure, demonstrate the content of the tutorial which encompasses the latest technologies, and provide strategies for both library and campus-wide outreach on the topic of plagiarism.

II - 20 Lean and Mean: Presenting LibQUAL+T Results to Library Users

Mary Ranadive (mranadive at towson.edu), and MacDonald Patricia (pmacdonald at towson.edu), Towson University, Towson, MD

The Albert S. Cook Library of Towson University was one of 213 libraries internationally to participate in the 2008 survey of LibQUAL+T. For the past nine years this survey has been used in over a thousand libraries to measure user perceptions of service quality. While keen to use the measures from the LibQUAL+T survey, the Cook Library wanted to present the data so that it could be easily interpreted by library constituents. By utilizing NVivo (software for qualitative research) Cook librarians were able to track patterns and distill results more fully from the rich set of data received through the open comment field on the survey. The poster will also illustrate how library staff used a satisfaction ranking score to simplify the LibQUAL+T measures and help determine which services were most important to users. Graphs, charts and word clouds will visually support and highlight the library's methodology and results.

Session III: Global Solutions, International Projects in Libraries

Sunday, July 12, 2009, 11:00 am - 12:30 pm

III - 1 Globalization and Diversity in Children's Literature: Experiencing the World at Your Library!

Camille McCutcheon, USC Upstate, Spartanburg, SC (cmccutcheon at uscupstate.edu)

Librarians who work with juvenile collections are familiar with the multicultural and international awards that the American Library Association sponsors. Yet, there are others such as the Children's Africana Book Awards, the Sydney Taylor Book Award, or the Aesop Prize that also promote multiculturalism. Although these awards raise awareness and many peoples and cultures on earth, there are other diverse points of view to consider. Aside from the ALA-sponsored Schneider Family Book Award winners which portray the disability experience, what additional resources could librarians consult to find quality juvenile books on topics such as children or adolescents who have serious medical illnesses or anger management issues? What award lists or web sites could be used to find titles on living in foster care, dealing with bullies, or promoting respect for the earth and all living creatures? This poster session will highlight resources including web sites, book awards, and publishers that librarians can consult to build solid collections that foster both multicultural and diverse perspectives.

III - 2 Building Better Reference Skills Together: Library Staff Training in the United Arab Emirates

Jennifer Snoek-Brown (jsnoekbrown at gmail.com), and Bridie Farah (bridie.farah at zu.ac.ae), Zayed University, Abu Dhabi,

As budgets tighten and staff numbers shrink, more users are asking, "Where is the librarian when I need help?" More academic librarians are taking advantage of opportunities for outreach and enrichment outside the library walls; while this expands the traditional definition of libraries to more communities of users, a perception may result that less trained, experienced staff are available on the "front lines" of reference. Therefore, librarians at Zayed University have become creative regarding the training of reference staff--involving deeper, more meaningful training not only to prepare staff to present that essential, positive first impression, but also for staff to become more confident in the development of personal and professional skills that translate beyond the library walls, as well. Librarians worked together to create and implement a comprehensive, in-depth, and interactive library staff training program. This program includes theoretical and practical applications of reference skills, ranging from reference interviews to information literacy. This poster documents the process of that collaborative program, highlighting its curriculum, benefits, and assessment, as well as its challenges and triumphs.

III - 3 GIVES - Gateway to a World of Information

Lynne Rudasill (rudasill at illinois.edu), Helen Sullivan (hfsulliv at illinois.edu), Kit Condill (condill at illinois.edu), and Joseph Lenkart (lenkart at illinois.edu), University of Illinois at Urbana-Champaign, Urbana, IL

The Global Interlending Verification Enquiry Service (GIVES) expands the resources of interlibrary loan based on the model of the Slavic Reference Service (SRS) at the University of Illinois at Urbana-Champaign. For over 20 years, SRS has provided bibliographies, citation verification, and assistance to scholars working in a variety of East European and Slavic languages. With additional support from the Global Studies library at the University, Turkish and Persian language materials have now been included to provide local and global scholars with useful tools and services. Users can explore bibliographic tools to determine the types of information available in vernacular languages from over 25 countries. Links to general resources in English are also available, including information on specific fonts, linguistic resources, and much more. This poster will include an example of the organizational chart, sample statistics on the services provided, examples of the resources that are available, workflow, and representations of the tools used by our staff to find and access the needed resources. The success of this project is largely based on the tools developed for the training of staff and the cooperative efforts we enjoy with libraries in Canada, Poland, Russia, Turkey, and elsewhere.

III - 4 Degrees of Change: Is There Room for the Foreign LIS Degree in Today's Academic Library?

Amber Burtis (aburtis at lib.siu.edu), Megan Lotts (mlotts at lib.siu.edu), and Melissa Hubbard (mhubbard at lib.siu.edu), Southern Illinois University at Carbondale, IL

The American Library Association (ALA) accredited Masters in Library Science (MLS) has long been considered the standard terminal degree for most academic librarians. However, there are many relevant degrees offered in foreign countries that are not evaluated by the American Library Association. At Southern Illinois University Carbondale, a task force was formed to investigate whether the library faculty should revise their Operating Paper to allow for foreign library science degrees. Members of the task force researched the nature and quality of foreign library and information science education. They also investigated how other academic libraries handle this question by compiling data on the degree requirements listed in position advertisements for academic libraries posted between October 1 and November 5, 2008. The data suggests that many academic libraries allow individuals with non-ALA accredited library science degrees to apply for professional positions. This presentation examines the results of the task force's investigation. The poster contains visual elements that will engage the viewer with the topic and encourage questions about the implications of this research.

III - 5 Libraries and Museums: Snapshots of Special Collections in Trinidad and Tobago

Kumaree Ramtahal, The University of the West Indies, Main Library, St. Augustine, Trinidad (Kumaree.Ramtahal at sta.uwi.edu)

Sunita Gobin, University of Trinidad and Tobago, O'Meara Campus - Library Learning Centre, Arima, Trinidad and Tobago (sunita.gobin at utt.edu.tt)

Special collections usually form part of the acquisition process of libraries, archives and museums since they provide significant historical, cultural and research value. Some of these collections also demonstrate the rich diversity of a particular country or region. This poster presentation takes you on a journey that highlights some of the unique resources that reside in the Special Collections of two libraries and one museum in Trinidad and Tobago, a twin-island Republic of the Caribbean region. These collections are located at the University of the West Indies, St. Augustine Library-an academic library, the National Library and Information Systems Authority (NALIS)-a national library and the Caribbean Indo Museum-a specialized museum. This poster will provide insights into the scope of selected collections and also focus on issues such as accessibility, preservation and digitization of these collections.

III - 6 Volunteer Tourism: How Study Abroad and Service Learning Programs Transfer Skills and Help Sustain Grassroots Lending Libraries in Central America

Jane Mirandette, Hester J Hodgdon Libraries for All Program, Loveland, CO (janem101 at aol.com)

Hannah Miller, Hester J Hodgdon Libraries For All Program, Washington, DC (hannah.miller27 at gmail.com)

One aspect to sustaining a grassroots library is skills transfer; the professional development of staff. How to keep staff abreast of new library developments when electricity and technology are scarce? The Hester J Hodgdon's Libraries for All Program has established skill transfer connections in the form of volunteer tourism. What makes volunteer tourism so compatible with skill transfer is that it becomes the arena for problem solving in its most genuine form. We will show how long term programs with Simmons College and the study abroad course held with the University of Maryland, bring library and information science students, eager for experience and willing to share their knowledge together with the San Juan del Sur Nicaragua's library staff. Site visits to mobile library projects, lending library programs and workshops with the Nicaraguan Library Association foster an important "Inter-cambio" or exchange of skills and ideas. Students learn what is like to create and run libraries with little or no resources and to share valuable training with staff. The influx of resources for the libraries and support for the community brought by these programs are other aspects of sustainability that will be explored. Information will be offered on developing applications and curriculum as a model for library science graduate programs and other developing nations' library programs as well.

III - 7 "We're Going Home": The Lost Boys of Sudan and the Panyijiar County Library Project

Bethmarie B. Gooding, Rasmussen College, Fargo, ND (bethmarie.gooding at rasmussen.edu)

This poster documents aspects of the Panyijiar County Library Project in Southern Sudan through textual materials, architectural drawings, and a brief video. This project is led by PACODES (Panyijiar Community Development Services), a non-profit charitable organization based in North Dakota which funds projects' relating to the Lost Boys of the Sudan, in collaboration with multiple universities with library planning from Concordia College and Rasmussen College from the Fargo, ND/Moorhead, MN area. The Panyijiar Library Project seeks to build the first library in Panyijair County, an isolated region has been impacted by the Sudanese civil war and in recent years a series of floods which have devastated their agricultural base. The project will construct a "green" library, furnish it with books, create a center for information, and to help connect a small community to the rest of the world. As Lost Boy Justin Machien

Luoi observed, "Books can help villages learn how to grow crops, protect themselves against disease, and build with masonry."

III - 8 Users' Satisfactions via deliverEdocs and ILL from Texas to Qatar

Suzanne Gyeszly, Texas A&M University at Qatar, Doha, Qatar (suzanne.gyeszly at qatar.tamu.edu)

Texas A&M University at Qatar Library, Doha (TAMUQ) is a branch campus of Texas A&M University Libraries (TAMUL) in College Station. Despite the two campuses and libraries are almost 8,000 miles and 9 time zones away, faculty, students, and researchers at Qatar campus are extremely satisfied with the prompt, accurate, and flawless deliverEdocs and Interlibrary Loan services provided by TAMU Libraries. TAMUQL has limited numbers of books, journals available for the users compared to TAMUL which has 4 million volumes of collections. In addition users of both campuses have access to a large number of E books and journals. TAMUQ users can fill out the online deliverEdocs forms on their laptops or remote locations then send the requests direct to main campus. TAMUL personnel will deliver online the needed articles or book chapters direct to the requester within 24-48 hours and books via Fed Express which takes 3-5 working days. Those materials which are unavailable at TAMUL will be fulfilled by Interlibrary Loan services and their time tables and policies will apply to all users. The project will summarize the past five years of deliverEdocs and ILL services and their users' satisfactions.

III - 9 Academic Libraries Outreach to Libraries in Developing Countries

Raik Zaghoul, University of Arizona Library, Tucson, AZ (raik at email.arizona.edu)

Doris Lessing remarked in her Noble Lecture, on a Zimbabwean library, "There are no books of the kind the pupils would like to read, but only tomes from American universities, hard even to lift, rejects from white libraries, or novels with titles like Weekend in Paris and Felicity Finds Love." This poster session will map trends and patterns of academic libraries outreach efforts over the last ten years using meta-analysis. The analysis will cover outreach efforts ranging from the subject of Lessing's comment, to more effective outreach such as institutional repositories and librarian training. Of special interest are the issues of sustainability of the outreach efforts and their long-term contribution to equity of access on a global scale.

III - 10 A Healthy Dose of Competition Sparks Innovation and Community Building: The Global Libraries Romania Community Participation Contest

Meaghan O'Connor (moconnor at irex.org), and Katie Sheketoff (ksheketoff at irex.org), International Research & Exchanges Board (IREX), Washington, DC

From November 2007 to November 2008, the Global Libraries Romania team implemented a Community Participation Contest (CPC) to encourage innovation and community building among the Romanian library community. This monthly contest funded technology-based projects designed by librarians in collaboration with community members. Selection criteria included: originality, community participation, innovative uses of technology, and ease of replication. Fourteen projects were funded, many of which revolved around documenting and digitizing local culture and traditions. The November 2007 winner from Jurilovca Public Library, for example, used CPC funds to purchase equipment to create a digital archive of local heritage materials, including scanning books and photographs and recording folklore (stories and songs) performed by community members. Funding ranged from \$1,500-\$2,500, depending on the scope of the project, and many librarians have found ways to extend work on the project beyond the award, either through local cost-share or external funding. The poster will showcase some of the most exciting projects resulting from the CPC contest and describe the CPC methodology, presenting it as a model for library systems looking to encourage innovation, co-creation, and community building throughout a library system.

III - 11 The Academic Library in Contemporary Kenya: Challenges and Way Forward

Michael M. Gathua, United States International University, Nairobi, Kenya (mgathua at usiu.ac.ke)

This poster discusses the challenges facing the contemporary academic library in Kenya today and is based on a literature survey and the 31 years experience of the author working in academic libraries. It briefly examines the development of academic library systems over the past five decades since Kenya attained its independence in 1963. Among the many challenges facing the academic libraries in Kenya today are limited production of tertiary books by the local publishing industry. Publishers in Kenya are market and profit-driven whereby secondary and primary school books attract more attention. Kenyan academicians could be more aggressive in producing university-level books. Academic information resources have to be sourced from overseas, making them very expensive for universities and tertiary colleges. Competing priorities and needs in universities have resulted in libraries getting relatively smaller budgetary allocations for more staff, books, journals and other academic resources. Kenya, like many other African countries, has liberalized its economy and governance, so obtaining foreign exchange to import books and other academic resources is easier, but internet resources have not been exploited fully due to costs, bandwidth limitations and unreliable electric power. Shortage of qualified library professionals and training opportunities is another handicap. Until the late eighties, Kenya relied mainly on foreign scholarship to train librarians. This slow growth and development of library personnel affects academic libraries adversely. Technical services like abstracting, indexing, internet exploitation and information literacy/selective dissemination of information have not been attended to. To ameliorate the current position, we propose the creation and strengthening of regional academic library consortia; co-operative memberships into international service providers like OCLC; sharing of collection development information to avoid unnecessary duplications of books and journals; efficient e-communication to share information; revamped library training curricula; and more aggressive solicitation for bigger budgets from mother institutions.

III - 12 Library Anxiety in Chilean English Education Students

Rachel Slough, Indiana University Bloomington, Charleston, IL (rslough at indiana.edu)

Library anxiety, that is, fear of library resources, services, facilities or staff that interferes with the ability to research, is a concern for librarians that wish to make their resources and services easily accessible to their users. As the number of international and non-native English speaking library patrons continues to increase, there is a particular need to understand library anxiety at an international level and explore ways to meet the specific needs of these users. This study examines library anxiety in English education students at the Universidad Católica de la Santísima Concepción, in Concepción, Chile and is one of the first studies on library anxiety to be performed in Latin America. Using a modified version of Bostick's Library Anxiety Scale, an analysis is provided of the level and sources of library anxiety in Chilean undergraduates. Data is graphically presented in light of a similar study with Israeli education undergraduates. The results offer suggestions for sensitively meeting needs of international patrons while acknowledging library anxiety.

III - 13 Casting a Net from Nebraska to Nicaragua: Extending Library Outreach and Service to Our Sibling Institution at the Universidad Nacional de Autónoma de Nicaragua, León

Marvel Maring, Criss Library, The University of Nebraska at Omaha, Omaha, NE (mmaring at unomaha.edu)

Extending the University of Nebraska at Omaha's Criss Library resources to its sibling institution, the Universidad Nacional de Autónoma de Nicaragua, León (UNAN) has launched an innovative global partnership for joint faculty, librarians and students in English, Foreign Language, ESL and Social Work; greatly expanding the opportunities for inter-university collaborations for each campus. UNICEF states that "Nicaragua is the third poorest country in the Americas, with a per capita gross national product of \$453." A key to Nicaragua's future economic health is improving the educational opportunities at all levels. This poster session will illustrate how the Criss Library's role in this relationship created enormous opportunities for deepening and broadening research possibilities in order to advance the level of scholarship in a developing country. Learn how library resources and services such as LibGuides and LibraryThing have a role in extending global reach via the internet to UNAN joint-researchers in order to provide an individualized touch from a distance. Through photographs as well as online, see how this inter-campus relationship has developed over time. Sibling institutions offer a perfect way to tap into already formalized relationships and create opportunities to share and develop challenging and creative research agendas beneficial to both campuses.

III - 14 "Morals Presented by Literature, Moods Reflected by Calligraphy" Calligraphy Exhibition

Liang Ching Ju, MingDao University in Taiwan, ChangHua, Taiwan (adamia at mdu.edu.tw)

Calligraphy has been an art for a long time in Chinese history. From the oracle during Shang and Zhou dynasties, the ancient style of calligraphy and small style in Chin dynasty, the running script and cursive style in Han dynasty, as well as the regular script in Tang dynasty, the calligraphy styles have changed with the course of history and symbolize the social cultures and cultural thinking of each period. To implement the concept of humanities school, MingDao University (MDU) in Taiwan established the Department of Chinese Literature (including the graduate program) and the Institute of Chinese Studies, taking calligraphy and seal cutting as developmental characteristics. MDU has collected over 3,000 books about calligraphy and have nearly 500 modern famous expert authentic works. MDU has also established "Lunghuo Gallery," a "Professional Calligraphy Classroom" which provides a place for teachers and students to do research and hold exhibitions. "Calligraphy Club" and "Seal Cutting Club" are also for students to improve their knowledge and skills. The theme of this exhibition focuses on MDU library's precious collection of calligraphy books, copybooks, rubbings from stone, and calligraphy and paintings. An "Online Literature and Art Museum" will be built to promote liberal arts education by the Internet. MDU is heading for the goal of being the "Asian Center for Calligraphy Resource."

III - 15 From PDCA to KPI: Service Quality Improvement Mechanism of the ITRI Library

Jan-Yun Wang (myl3988 at gmail.com), Mei-Yu Liang (myl3988 at gmail.com), and Mei-Lien Chu (MYL at itri.org.tw), Industrial Technology Research Institute, Chutung, Taiwan

The Industrial Technology Research Institute of Taiwan library has established key performance indicators (KPI) to enhance operation performance and consolidate the process of quality management. Having implemented this procedure for two years, starting in May 2006, each indicator improved from 2% to 62.5%, satisfaction levels for library services increased, and morale was raised in both employees and the employer by having a clear and common goal to work with. This mechanism, using KPI as process improvement metrics to check the service quality periodically, was the first of its kind adopted by a library in Taiwan. Its success attracted inquiries from other libraries regarding how to apply KPI and how to quantify performance. In addition to illustrating the success of the seven indicators through charts, it is also presented as a PDCA cycle chart for the success rate of electronic resources connections, which explains how to set a goal, keep records, analyze problems, follow up on them, find solutions and make improvements to ultimately achieve the target goal.

III - 16 Land of the Dragon and Home of the Beaver: Oregon's International Relations Round Table and the Horner Exchange Program with China

Richard Sapon-White, Oregon State University, Corvallis, OR (richard.sapon-white at oregonstate.edu)

The International Relations Round Table of the Oregon Library Association (IRRT) has administered the Horner Exchange Program for the Oregon State Library (OSL) since 2006. With funding from OSL, IRRT selects Oregon librarians to send to Oregon's sister province of Fujian for three weeks every third year. It also hosts four Chinese librarians who visit that same exchange year and showcases for them public, academic and special libraries around the state, providing a glimpse of American library culture. The exchange program is a major undertaking for the round table, whose small core of active members selects and prepares candidates for sending to China as well as arranging the travel itineraries of our Chinese visitors. The program has undergone many changes over the twelve years of its existence, with improvements planned for the upcoming exchange in 2010. Continuing challenges include fundraising to replace the drawdown of the original endowment for the program; finding translators for the visiting Chinese librarians and a translator-librarian to travel with the Oregon librarians to China; and providing a meaningful experience of Oregon libraries in the short time that our Chinese visitors are with us.

III - 17 Cross-Cultural Perspectives of User-Satisfaction with Academic Libraries within a Developing Country.

Patience L. Simmonds, The Pennsylvania State University, Erie, PA (pls7 at psu)

Academic libraries in developing countries face challenges that are somehow different from those faced by similar libraries in developed countries. In an age of over abundance of information and extensive resources available to academic institutions in more developed countries, have you ever wondered what the users in academic libraries in developing countries think about their libraries? This poster session evolved out of a sabbatical research taken in November 2007- April 2008 to explore the cross-cultural perspectives of user satisfaction within two academic libraries at the University of Ghana, Legon, and Central University College in Ghana. The research comprised surveys distributed to students from the two universities, focus group sessions, and discussions with librarians and interviews with administrators who have direct influence on the libraries. The poster session will highlight the findings of this research show how the users view the services provided by their library and what constitutes satisfaction/dissatisfaction, and what they expect from their library and their librarians from the surveys and the focus group sessions. It will also present views for the librarians and the administrators.

III - 18 National Taiwan University Medical Library Launches a New Reading Paradise.

Peng Kao, National Taiwan University Medical Library, Taipei, Taiwan (peng at ntu.edu.tw)

An ideal library in the current digital era should be a wonderful place where people can gain knowledge, exchange ideas, and reduce stress. According to the research report of Association of Academic Health Sciences Libraries, nowadays the library is expected to fulfill four prominent needs from the users, and they are 1. More collaborative spaces that support group learning and problem solving. 2. Better noise control to shelter quiet, contemplative spaces from the talkative groups commonly found in libraries today. 3. Attractive, convenient and functional public space. 4. Visible, expert and customer-oriented staff that can assist users when they are having trouble with technology or retrieving information. To meet the users' needs, NTU Medical Library had the New Reading Paradise planned and designed. Its former Reference Room on the third floor has been renovated into a New Reading Paradise. The area is equipped with abundant reference resources, and comfortable discussion rooms, and new reading tables and chairs that are designed to comply with human body engineering. Better yet, elements of a Zen Garden are included as part of the decor, such as cherry trees, swings, rocking-chairs, and elegant gardening, that is full of Zen ideas. Within such beautiful surroundings, users can easily gain thorough relaxation, and also be inspired on learning as well as innovative ideas.

III - 19 User-centric Design for Digital Library of the Caribbean

Marilyn Ochoa (mochoa at uflib.ufl.edu), and Mark Sullivan (Mark.V.Sullivan at gmail.com), University of Florida Libraries, Gainesville, FL

The poster describes the technological approach used by the Digital Library of the Caribbean (dLOC) project to build an international collaborative library across many separate institutions with varying degrees of expertise, technological abilities, and motivations. A joint project of the University of Florida, University of Virgin Islands and Florida International University in partnership with institutions in the Caribbean and circum-Caribbean, dLOC allows users to browse materials or search the text through multilingual interfaces. Each partner generates the images and associated metadata and then submits this information to a central server. This pattern has proven effective in a region where constant internet access is often lacking. This poster will illustrate the emphasis on partner needs, such as institutional branding, and provide examples of the recurring, iterative usability process to develop a successful project web interface. This will provide a model and specific tools for other collaborative digital libraries.

III - 20 Smart Investing Yields Big Dividends

Claudia Ruediger (cruediger at semo.edu), Jill Young (jpyoung at semo.edu), and Charles McAllister (cdmcallister at semo.edu), Southeast Missouri State University, Cape Girardeau, MO

When information literacy librarians at Southeast Missouri State University looked to expand their efforts they turned to the Harrison College of Business. This high profile college within the University had already demonstrated an

interest in information literacy and assessment, using the ETS iSkills and other college-based assessments, and seemed a likely partner. Librarians regularly teach information literacy classes in a variety of fields and disciplines. However, working to integrate information literacy within a multi-department college is a different beast-so to speak. The effort, began in fall 2007, entails ten core courses with information literacy competencies and corresponding student learning activities sequenced throughout the ten course sequence. Teaching materials and preliminary assessment of impact will be presented. Attendees will also learn key ingredients and techniques to begin and sustain a large scale curriculum-integrated information literacy project.

Session IV: Outreach: Posters on Interlibrary Cooperation, Library Services to Special Groups, and Reference and Information Services

Sunday, July 12, 2009, 1:00 pm - 2:30 pm

IV - 1 Causing a Hubbub: Hosting a Freshmen Orientation Extravaganza at the Library

Alice Wasielewski, Eastern Kentucky University Libraries, Richmond, KY (alice.wasielewski at eku.edu)
Stacey Greenwell, University of Kentucky Libraries, Lexington, KY (stacey at uky.edu)

To introduce students to the library and the new Information Commons in a lighthearted way that makes students eager to return, the University of Kentucky Libraries has begun an annual tradition of hosting a huge event during freshman orientation. The Hubbub, first held in 2007 at the Hub at WT's Information Commons, requires months of planning and preparation, but results in an event that brings hundreds of students to the library. The poster will describe the planning process in detail, from brainstorming ideas to estimating numbers of pizzas to cleanup. The poster will feature colorful photos of students participating in various Hubbub activities. Some of the activities that will be highlighted include: video games, Pop A Shot basketball, palm reading, prize drawings, dancing, balloon animals, board games, and a "photo booth" created in-house. Also included will be tips and traps for other librarians thinking about hosting their own Hubbub in these tight budget times. Note: A similar presentation has been accepted for the Kentucky Library Association's Academic Section Spring Conference mini-sessions, and an article has also been submitted to College and Research Libraries' C&RL News.

IV - 2 Librarianship Is a Contact Sport

Anthony Molaro, Grand Valley State University, Grand Rapids, MI (molaroa at gvsu.edu)

This poster session will present the importance of Relationship Asset Management (RAM) in libraries. The poster will extrapolate the 12 principles of RAM outlined in Business is a Contact Sport and apply them to libraries. It discusses the vital role that relationships play in the success of a library. "Relationships represent a unique strategic resource that cannot be appropriated, duplicated, or stolen." Thus, relationships are not only assets, they are irreplaceable assets. Moreover, the poster session will present new and innovative ways for librarians to build and foster relationships with students, faculty, administrators, peers, etc. While it is based upon an academic model, this poster session is applicable to all libraries, because all libraries deal with and depend upon people. This poster will build upon the message that Samuel Swett Green delivered well over a hundred years ago, "One of the best means of making a library popular is to mingle freely with its users, and help them in every way. and [as] the conviction spreads through the community that the library is an institution of such beneficent influences that it can not be dispensed with."

IV - 3 Student Affairs Connection: Marketing Libraries through Co-Curricular Activities

Kathryn Crowe, University of North Carolina at Greensboro, Greensboro, NC (kmcrowe at uncg.edu)

Librarians at the University of North Carolina at Greensboro University Libraries developed the "Student Affairs

Connection" program in order to market the Libraries to students in co-curricular settings and to collaborate more closely with the Student Affairs Division. The program also provides the opportunity to seek student input on Libraries' services and resources and communicate directly with them in a variety of ways. The program has multiple facets: a liaison program where librarians are assigned to specific student organizations and services such as Student Government and Residence Life; a Student Libraries Advisory Council (SLAC) representing diverse groups of students that meets with librarians several times a year; staffing a Libraries' table and providing information and giveaways at activities fairs; and sponsoring special events such as Game Night each semester. Goals for the program are formed at the beginning of the academic year and progress is evaluated at the end of the year. This poster session will provide pictures and information on how the program was developed, successfully implemented as an important outreach and marketing program and assessed.

IV - 4 Reference Tools in Second Life

Florence Tang, Swilley Library, Mercer University Atlanta, Atlanta, GA (tang_fy at mercer.edu)

Ready reference books, brochures and online databases are among the many tools that reference librarians stationed at real-world library Public Services Desks use to answer local patrons' questions. Librarians stationed at the Alliance Virtual Library (AVL) Public Services Desk in Second Life (SL) use some of the same tools including wikis, bookmarks of Web pages and Google searches to help their patrons but they have additional resources to help them answer questions from avatar residents. SL reference librarians also employ radars, real-time language translators and an immediate, discreet view of their patrons' online profile information. At the real-world Public Services Desk, these tools are not yet available. This poster session will display the SL librarian's reference resources; describe what they do and how they aid providing reference services in SL. Although many of these tools do not yet exist in real life, they may have implications for the bricks-and-mortar Public Services Desk of the future.

IV - 5 Bridging the Gap: Combining the Resources of a Public Library & High School to Reach Out to Teen Moms

Peggy Gallagher, St. John's University, Hauppauge, NY (peggy.gallagher07 at stjohs.edu)

Lindsay Klemas, St. John's University, Astoria, NY (lindsay.klem at gmail.com)

This poster highlights the innovative outreach program developed in service to teen mothers and their children through a creative public library-high school partnership. A 2005 study by the New York City (NYC) Department of Health indicated that the number of teenage pregnancies in the city was almost twenty percent higher than the national average. The NYC Department of Education instituted the Living for the Young Family through Education (LYFE) program. The goal is to foster the mother-child relationship by giving parenting students the opportunity to continue their education by enrolling their children in an onsite childcare program. Long Island City (LIC) High School is one location offering the program. Despite the close proximity of the school to the LIC Branch of the Queens Public Library (just a few blocks), a cooperative relationship has not existed. This poster highlights the project underway to promote early-childhood literacy and a support system for teen mothers and their children by creating the partnership. The project establishes a broad spectrum of activities and resources including handouts, a blog, web pages, programming, and more. The evaluation process includes participant and staff focus groups and observations conducted by St. John's graduate students who are recipients of grant funding.

IV - 6 We the People: Library Leadership in Constitution Day Celebrations

Sara Baron, Regent University, Virginia Beach, VA (sbaron at regent.edu)

Did you know that there is a law requiring the celebration of Constitution Day for educational institutions receiving federal aid? For the last four years, the Regent University Library has been a leader in planning this event for our campus. An amendment to the 2004 Omnibus Spending Bill created a law establishing September 17th as Constitution Day and Public Law 108-447, Sec. 111 (b) states: "Each educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the educational institution." Collaborating with academic programs and student services in the development

of diverse and informative panel presentations on Constitutional issues has positioned the library squarely at the heart of academic and community life. This session will explore the legal requirements for Constitution Day celebrations, collaborative planning and cost sharing, and marketing examples including photographs and videos from the events. The ever-improving presentations, panelists, attendance and annual surveys demonstrate the benefit of this event to the campus and the positive impact on the Library's image. A common response following the last event was "Wow! How are you going to top this!?"

IV - 7 Educate Einsteins without Evaporating Your Budget: A Cost-Effective Guide to Integrating Science into Your Library

Alaina Cauchie, St. John's University, New York, NY (alaina.cauchie08 at stjohs.edu)

Kelly Sanders, St. John's University; New York City Board of Education, New York, NY (kelly.sanders08 at stjohs.edu)

This poster provides librarians with creative and budget-friendly tips on how to partner with science establishments in their communities as well as how to stimulate children's interest in learning by incorporating science workshops into their library programming. The poster will highlight our personal experience partnering with the New York Hall of Science and local zoological organizations. The information focuses on enriching elementary school students (ages 3 - 12) and the included literature and resources are appropriate for both public and school libraries. The poster will be complemented with an online wiki for further information about relevant internet websites, literature resources, possible opportunities for science partners in your local community, books, and more. The internet websites will be organized for teachers and students to access the relevant web materials in an easy manner. We will create two separate wikis - one to be accessed by students and the other for educators. The student page will have links separated by grade level to differentiate instruction. These links will be interactive activities to engage students in science material. In addition to the compilation of resources, we will include sample lesson plans for teachers to integrate science into their libraries. These standards-based lesson plans will be a product of our coordination with the local organizations.

IV - 8 From the Consortium to the Public Services Desk: Keeping CHAT and Improving Reference at the MSU Libraries

Amanda Clay Powers (apowers at library.msstate.edu), Li Zhang (lzhang at library.msstate.edu), David Nolen (dnolen at library.msstate.edu), Gail Peyton (gpeyton at library.msstate.edu), and Julie Xu (jxu at library.msstate.edu), Mississippi State University Libraries, MS State, MS

This poster session will present the challenges and effective approaches to the transition from consortium to local chat reference service at the Mississippi State University (MSU) Libraries. MSU was a member of the Association of Southeastern Research Libraries (ASERL) Virtual chat Consortium, providing cooperative Web-based reference service to patrons of eight Universities in the Southeast. After the consortium dissolved in June 2008, the MSU Libraries decided to continue the Virtual Reference program on their own, given the significant growth in the number of chat questions between FY 2006/2007 and FY 2007/2008 from MSU. Lacking the staffing to continue providing a comparable chat service schedule, the Libraries decided to combine the virtual and "in real life" Public Services Desks to shift from providing eight hours of chat in the ASERL Consortium, to providing 59 hours of local chat. Issues faced in the transitional period included changes to staffing, training, marketing choices, as well as the changing relationship with patrons at the physical reference desk. Statistics have continued to increase, and new ways of providing reference have emerged. The poster session will conclude with suggestions for similar transitions, methods of taking full advantage of a chat reference product, and considerations regarding future enhancement.

IV - 9 The Academic Library as a Civic Commons

Theresa Mudrock (mudrock at u.washington.edu), Angela Lee (leea at u.washington.edu), John Vallier (vallier at u.washington.edu), Jessica Albano (jalbano at u.washington.edu), Jill McKinstry (jillmck at u.washington.edu), Anne-Marie Davey (adavey at u.washington.edu), and Emily Keller (emkeller at u.washington.edu), University of Washington, Seattle, WA

More and more academic libraries are attempting to remake their libraries into central hubs of campus activity, i.e., community centers as well as research centers, becoming what Kranich (2001) calls a "civic commons." Like public libraries, academic libraries can serve as civic agents that engage the public in civic discourse by connecting people with information, helping constituents learn about complex issues, and providing a public space for deliberative democracy (Willingham 2008). The 2008 Presidential Election presented a unique opportunity to put that role into practice. The University of Washington Libraries initiated a campaign to engage college youth in the voting and election process called UW Vote! The program included voter registration drives at branch units, public viewing of debates and election returns at a large central venue, creation of voter information pages and links to social network sites, partnerships with campus student groups, and a media blitz of campus. The overall program as an outreach effort was highly successful with increased visibility and recognition of the libraries.

IV - 10 If You Feed the Parents, the Students Will Come: Freshman Parents' Library Program to Promote Student Information Seeking Behavior

Marcia Boosinger, Auburn University Libraries, Auburn University, AL (boosiml at auburn.edu)

College students today stay in constant communication with their parents by cell phone, text and email. One 2006 survey indicated that 74% of students contacted their parents two or three times a week, while 34% did so daily. Students share a variety of their academic experiences with their parents and often report contacting them for research advice and help. Given this trend, libraries need to make use of parental involvement to influence student information seeking behavior. Held during summer freshmen orientation sessions, "Snacks in the Stacks" reaches over 1000 Auburn University parents each year, who in turn provide encouragement to their students to get acquainted with library services and resources early in the college experience. In evaluations parents routinely give "Snacks" sessions some of the highest ratings of the parent program. While evidence of the effect on student library use is anecdotal, students at the Public Services Desk, in chat or email refer to the fact that they had first contacted their parents for research help and were directed to contact the library. This poster session will include a program slideshow, "Snacks" information packet, library newsletters, audience questions, contact cards, development letters, outreach event announcements and sample chat transcripts.

IV - 11 Comparing Apples to Oranges? Community College and University Cooperation in Virtual Reference

Sara Memmott, Eastern Michigan University, Ypsilanti, MI (smemmott at emich.edu)

Mary Kickham-Samy, Macomb Community College, Warren, MI (kickham-samym at macomb.edu); Sandra C. McCarthy, Washtenaw Community College, Ann Arbor, MI (mccarthy at wccnet.edu); and Christine Tobias (tobiasc at msu.edu) and Arlene Weismantel, Michigan State University Libraries, East Lansing, MI (weisman1 at mail.lib.msu.edu)

Virtual reference cooperatives are designed so that librarians from a variety of institutions can help library users from any of the member institutions with their research needs. However, some librarians are concerned that they may not have the expertise or resources to answer questions from institutions that they perceive to differ significantly from their own. Research Help Now is a virtual reference cooperative of 14 community college and university libraries in Michigan. In this poster session, Research Help Now librarians will present the results of a study that analyzed, and then, classified by type a sample of questions submitted in the 2008-2009 academic year. Charts and graphs will display the similarities and differences between questions asked by community college library users and those of university users. The poster will also outline the benefits and drawbacks of reference collaboration. Librarians will describe how this information can be used to enhance reference practices in a collaborative environment and discuss strategies for enhancing collaboration among different types of institutions.

IV - 12 Leaving the Library: Holding Office Hours in Your Liaison Department

Renee Tanner (rtanner at montana.edu), and Connie Strittmatter (connie7 at montana.edu), Montana State University, Bozeman, MT

Holding office hours in your liaison department is a great way to extend the library's services and establish a presence

in the university community. However, just showing up is not enough. While word of mouth is the best advertisement, active networking with students and faculty is needed to make this endeavor work. Two librarians from Montana State University began holding office hours in their respective liaison departments in spring 2009. The documentation of reference transactions is providing the hard data about how their efforts are received, however the less tangible evidence of its success is seen when contacts are made. The building of relationships may in fact be the most valuable outcome of off-site office hours. These connections further enhance awareness of library resources and librarians no longer have to "hard sell" their services, rather the departments become advocates for the library. This is apparent when faculty members readily send out emails to the listserv or place fliers in their high traffic areas to highlight library services and resources. This poster will discuss the promotional efforts, reference transactions and the intangible benefits of holding office hours outside the library building.

IV - 13 READY, SET, READ!

Sue Walton (Sue.Walton at rhpl.org), and Cate Fleming (Cate.Fleming at rhpl.org), Rochester Hills Public Library, Rochester, MI

Helping parents understand new readers just as training wheels help a child learn to ride a bike, the controlled vocabulary of Easy Readers aids a child by using simple words and phrases. Learn how organizing the Easy Readers collection in various ways may empower children to select the correct books for their reading level to help ensure reading success. See how three selected libraries in Michigan have utilized three different ways of labeling their Easy Reader collections for the support of parents and their children who are taking their first steps toward a lifetime of reading. Poster will have photographs of each library and their Easy Reader collection, sample bibliographies, support from the literature and experts on the subject, and evaluations of parents and children. This information was presented in a successful panel discussion at Michigan Library Association's Annual Conference in October 2008.

IV - 14 Publish, Don't Perish: Creating a Scholarly Publishing Series for Faculty Outreach

Lisa Nickel (lisa.nickel at uncc.edu), and Betty Ladner (bhladner at uncc.edu), University of North Carolina at Charlotte, Charlotte, NC

Increasingly, academic libraries are looking for ways to stay relevant to faculty as more library services become available online and faculty visit the library less. Scholarly publishing issues and new publishing paradigms are hot topics, yet librarians have noticed a distinct gap in knowledge of these issues among academic faculty. Librarians are a natural fit to facilitate discussion of these topics and provide continuing education. Based on a previous successful event, the J. Murrey Atkins Library at the University of North Carolina at Charlotte created a scholarly publishing series for faculty. Outreach events so far have included: a panel discussion with publishers providing information on impact factors, journal citation reports, and tips on how to get published and a half-day symposium featuring an editor from the Public Library of Science who discussed open access publishing, a librarian/lawyer covering how faculty can retain their copyrights, and a vice-chancellor for research speaking on ethics in scholarly publishing. We will share some unique features of these events, including filming and subsequent streaming of content for future educational opportunities. The poster session will include charts detailing the evaluations, a laptop with streaming video, and handouts for other librarians planning similar events.

IV - 15 It IS More than Just Cheating: Demonstrating the Importance of Academic Integrity to First Year Students.

Eric Resnis (resnisew at muohio.edu), Rob Withers (witherre at muohio.edu), and Kwabena Sekyere (sekyerk at muohio.edu), Miami University, Oxford, OH

While development of online instruction resolves some logistical issues surrounding classroom space and meeting times, it raises other issues: What kinds of information content will be included? What media will be used to communicate it? How will layout, graphics, and navigation help to attract and retain interest? How will student work be assessed? How will the performance of the online tutorial be assessed? While many guidelines and standards developed by and for web developers seek to answer such questions, development of an effective tutorial depends on

its reception by faculty, and particularly students. Do student outcomes vary based on the amount of text and multimedia used to deliver information? This poster will recount the experiences of a team charged with responding to academic integrity infractions at other institutions by creating online instructional effort that targets first year students and plays by their rules in communicating information about academic integrity and research competencies, providing a case study in the development, refinement, and implementation, and continual improvement of online instruction for entering students, discussing the technical and political challenges encountered.

IV - 16 "Dear Sir, I Have Been Looking for...": Analyzing Virtual Reference Correspondence

Kevin Ford (kford at colum.edu), April Levy (alevy at colum.edu), and Dana Muvceski (muvcesk1 at illinois.edu), Graduate Student, GSLIS, University of Illinois, Urbana-Champaign, IL

What can be learned by analyzing the questions, answers, times, and other data from archived email reference correspondence? The Columbia College Chicago Library, which relies on the well-known and popular virtual reference software, Docutek VRLplus from SirsiDynix, examined 24 months of email reference questions by aggregating, reorganizing, classifying, and applying metadata to the reference correspondence in order to identify commonalities among patron requests over time. Results of the analysis suggested ways to improve reference services and the content and organization of the library's website. This presentation will describe the methodology employed for this project, including workflow diagrams and visualizations of the results. Librarians in reference and technology support roles will acquire an understanding of how they might initiate an examination of the data from their own virtual email reference transactions.

IV - 17 It's Just Rocket Science: Academic Libraries as Faculty Outreach Partners

Melanie Sellar, University of California, Irvine, Irvine, CA (melanie.sellar at gmail.com)

Now more than ever before, the nation's scientists are engaging in outreach activities focused on the K-12 pipeline in order to ensure that students continue to enter college-level science disciplines and that schools graduate a citizenry appreciative of the sciences. Increased participation in these types of activities can be attributed in large part to funding agencies such as the National Science Foundation (NSF), which now require their scientists to develop both a research program and a "broader impacts" program. These broader impact requirements present new opportunities for librarians to support faculty research and to further integrate their library into the teaching and learning mission of their institution. This poster session will highlight one academic library's successful partnerships with science faculty on their NSF-funded K-12 education programs. Presenters will provide advice and best practices for reaching out to faculty, translating research, and creating these types of programs. The presentation includes videos and photographs of actual programs, video highlights of a faculty informational meeting, a sample NSF education program proposal, sample program curriculum, and feedback from participating students, teachers, and faculty. Come learn how libraries can play an active role in faculty research and in enhancing public understanding of science!

IV - 18 Let's Do It Again: Librarian/Faculty Collaboration: Lessons and Outcomes

Regina Beard, Kansas State University, Manhattan, KS (rmbeard at ksu.edu)

Academic librarians are expected to reach out to faculty to promote library services, to update and notify of changes in the library and to be the library's representative to our respective departments. But less often does faculty think of librarians for projects or collaborations that may only be tangentially related to the library. One prime opportunity for librarian/faculty collaboration is K-State's Tilford Incentive Grants. The program's purpose is to "encourage the infusion and assessment of the Tilford multicultural competencies with the educational experiences of our students" and include a component that encourages collaboration with the relevant subject librarian, in part, to ensure that the resources are in place to carry out the Tilford Group's competency objectives. This poster presentation addresses one such collaboration between a journalism faculty and the department's subject librarian. The poster session will outline the proposal preparation, submission, outcomes and discuss the lessons learned.

IV - 19 Library and Information Center Accessibility: The Differently-able Patron's Perspective

Clayton Copeland, University of South Carolina, School of Library and Information Science, Columbia, SC
(clayton.copeland at gmail.com)

The 1980's "Decade of the Disabled" stimulated increased awareness regarding rights of differently-able people for better access to education, employment, and information (United Nations, 1982). As "great equalizers of knowledge," (Epp, 2006) libraries were among organizations striving to become accessible, enabling environments for the differently-able. While "diversity" remains a critical focus for libraries, many remain inaccessible for the differently-able (Murray, 2000, 2001; Wojahn, 2006). Few recent research studies have investigated how accessibility might be improved. Fewer still investigated accessibility from the differently-able patron's perspective. The purpose of this exploratory study was to investigate services & accessibility in public, school, and academic libraries from the differently-able person's perspective. Given the intention of studying differently-able individuals who have had frequent experiences with each of the three library types, a snowball sample was employed to identify study participants. In-depth interviews were conducted with each of the participants. Narrative analysis was then employed to understand the "lived experiences" of differently-able patrons in libraries. Specifically, the study investigated the impact of social constructivism and technological advances upon library accessibility / inaccessibility. Visual graphics and photographs illuminate library accessibility / inaccessibility from the differently-able patron's perspective. Through participants' voices, the study suggests how to improve accessibility.

IV - 20 Who's In, Who's Out? What's Hot, What's Not? Life in a Teen Girls Book Club

Frances Yates, Miami University, Liberty, IN (yatesf at muohio.edu)

Since 2004, the Girls Voices Book Club has evolved from a sporadically attended book discussion group to an "it" destination populated with geeks and gamers, mathheads and Megans. This poster will illuminate how a public library-school-university partnership program morphed from ho-hum to have-to-be-there. Present to discuss the ins and outs, ups and downs and tips and techniques of a girl-positive teen reading club will be members Heyo, Pink Angel, skiffany, and shortnsweet. Poster graphics will include a timeline, resources for book selections and discussion guides, a logistics checklist, and evaluation feedback survey results. We will share insights from discussions, such as lack of empathy with female protagonists perceived as "trying too hard to be unique." They appreciated characters viewed to be "genuine" who inspired other characters to "be who they are." Participants reacted strongly to judgments: "It made me mad they wanted her to change." Since "change" is an important element in the books we discussed "Can you really just decide to change?" Several girls articulated "No, you can't change who you are on the inside. People will still think of you as who you were." As to "What is 'normal'?" an interesting response: "A Life; being whoever you are."

Session V: Connections: Posters on Cooperation with Non-Library Institutions and Agencies, Interlibrary Loan, Library Use Instruction, and Public Awareness

Monday, July 13, 2009, 11:00 am - 12:30 pm

V - 1 Exploring the Virtual Library: Undergrad Learning Using Facebook and Wikis

Marilyn Ochoa (mnochoa at ufl.edu), and Matthew Loving (matlovi at uflib.ufl.edu), University of Florida, Gainesville, FL

A for-credit undergraduate honors course focused on library research has been taught for over a decade at the University of Florida. As expected, the curriculum and format for delivery has been overhauled several times due to

changes in the information environment. In this current environment of Web 2.0 technologies, the librarian faculty for this research course surmised that using a medium students are comfortable with could engage them more effectively than simple websites and email. Because college students have a myriad of reasons for visiting online social-networking sites, faculty decided to use Facebook as the primary course website for the class and incorporated the use of wikis for class assignments. The functionality offered by these technologies allowed both asynchronous and collaborative learning. This poster describes the implementation of Facebook and wikis for course management and delivery. The poster also includes feedback and analysis of web 2.0 functionality, ease of use, impact on class participation and collaboration, privacy and other important issues.

V - 2 Overcoming Distance: Using Elluminate for Synchronous Library Instruction

Marilyn Ochoa (mnochoa at ufl.edu), and Mary Edwards (meedwards at ufl.edu), University of Florida, Gainesville, FL

Reaching distance learners is a challenge currently being addressed within academe. Online learning can be done in multiple ways depending on the technologies available. At the University of Florida, a cohort of College of Education doctoral students takes class in an asynchronous online environment. This colloquium offers students a primer to the profession and the nature of doctoral study in education as well as essential skills including library research. A Moodle course management system integrated with Elluminate Live!® V9 is already being used for the professor's office hours by chatting individually or as part of a group. Although most library sessions conducted are held in person, the doctoral course situation enabled the use of Elluminate to reach these students. This poster will describe the class preparation and logistical issues that were surmounted. This includes specific uses of the tools built in to Elluminate. Future considerations and an analysis of using this delivery method for the session will be provided by the library faculty providing the lesson as well as a doctoral student in the class who is also a librarian.

V - 3 Library 2.0. - How Does Your (Book) Garden Grow? Increasing Circulation at Academic Libraries through In-Library Book Displays Promoted via LibraryThing Michelle Maloney, University of the Pacific, Stockton, CA (maloney.mm at gmail.com)

Like many academic libraries, the University of the Pacific's Main Library has seen its book circulation statistics steadily decrease over recent years. To address this, the library implemented thematic book displays that, whenever possible, highlighted curricular and co-curricular programming on campus. Books were chosen for content, as well as for compelling, eye-catching cover art. To promote the displays, the library used LibraryThing, a book-driven, virtual "social space" where people (or institutions) can add books, book-tags, and other information to their own virtual collections. LibraryThing beautifully displays book covers, includes descriptions, reviews and recommendations for further reading, and generally provides patrons with a means of easily browsing thematically-grouped collections in an innovative and stimulating 2.0 environment. An assessment of the project revealed the value of thematic book displays that have both physical and virtual components. Books featured in this way circulated at a rate of 20% - 37%. This is particularly compelling when compared to the library's last four years of book circulation statistics: -7.2%, -12.7%, -9.8%, -12%. By partnering with various campus units, in particular the Office of Multicultural Affairs, the library was able to elevate its general visibility on campus as well as promote diversity and inclusion at Pacific.

V - 4 Library Secrets! Marketing Library Services with Social Software Tools

Jennifer Kelley, College of DuPage Library, Glen Ellyn, IL (kelleyj at cod.edu)

Library Secrets! is a tips and tricks project designed to alert library patrons to the many library services and opportunities that they might not know about. All the information about these services is available somewhere, but it's usually embedded in thickly worded database instructions, dull small type on the policies page or hidden in dusty manuals. Library Secrets! aims to bring these "I didn't know you could do that in the Library!" items to users' attention one at a time and in an easy to "get" way. Library Secrets! incorporates social software applications to create a

collaborative venue for discussing library research, sharing tips and bragging about successes. Part of the challenge on the library's end is predicting how and if our users will take to these new technologies. As a result, a great part of the program itself is marketing: using both traditional and "2.0" venues to pique patrons' interest and whip up enthusiasm for Library Secrets! This poster session will present background research that went into developing the program, the various technologies that are being used and plenty of the Library Secrets! program's eye-grabbing marketing materials. (I have presented on this topic at LOEX of the West, but with a focus on Information Literacy rather than marketing; I have submitted a similar poster proposal to ACRL, but again with a focus on IL rather than marketing)

V - 5 Using Technology to Improve Interlibrary Loan Service at the University of Southern Indiana

Kathy Karn-Carmichael, David L. Rice Library, University of Southern Indiana, Evansville, IN (kjcarmicha at usi.edu)

The David L. Rice Library at University of Southern Indiana (USI) has provided interlibrary loan materials to its users for many years. Initially, the time that it took to receive materials rivaled the Pony Express, if they arrived at all, which resulted limited usage by patrons. Over the years various forms technology have been added which has improved the level of service at USI. By using OCLC Resource Sharing and Policies Directory, ILLiad, Odyssey, electronic article delivery, Open URL linking, limited document delivery service, and library OPACs; technology has not only increased the number of requests, it has reduced turn-around time, increased the department's productivity, and expanded the number of institutions which are available to interlibrary loan. This exhibit will highlight the various forms of technology, how it has improved the level of service, how it has significantly increased the volume of requests and the lessons we have learned. Future plans include expanding Document Delivery and Direct Request with Academic Libraries of Indiana (ALI).

V - 6 Reaching Students Outside of Traditional Library Instruction: Creating Online Tutorials to Reach a New Generation of Information Users

Curt Friehs, Kansas City, Kansas Public Library, Kansas City, KS (cfriehs at kckpl.lib.ks.us)
Cindy Craig, Wichita State University Libraries, Wichita, KS (cindy.craig at wichita.edu)

Online tutorials are a great learning tool, but what are the best practices for creating them from the student's point of view? Business students enrolled in finance classes at a medium sized mid-western university were offered the opportunity to rate online tutorial preferences and were also quizzed to measure learning outcomes. This study created as many questions as it raised. Would students learn more if the information was presented in a different format? Do learning styles vary across student majors? With this in mind, three distinct tutorial sessions were developed for biology students. One was interactive. Another was not participatory. The third session consisted of traditional face-to-face library instruction. Students were given an assignment as well as a survey to measure tutorial satisfaction. Survey results were tabulated for over 500 students in biology classes. The results indicate distinct learning needs and formulate the basis of our recommendations for creating effective online learning tools. Everything from determining optimal length for online tutorials to locating the best software will be covered. Using charts, statistics, and visuals, this is the voice of real students expressing their information literacy needs.

V - 7 From Annotated Bibliographies to Zines: Faculty-Librarian Collaboration on Alternatives to the Research Paper

Sylvia Andrychuk (andrychs at queensu.ca), and Elizabeth Gibson (gibsone at queensu.ca), Queen's University, Kingston, Ontario, Canada

In this Web 2.0 world, faculty are rethinking their traditional research paper assignments. Humanities and social

sciences librarians at Queen's University Library are increasingly being called upon by faculty seeking alternatives to the traditional research paper assignment, and instructional support for their students on how to do research. Examples of credible term paper alternatives are plentiful on the Web. Queen's librarians will contribute to this dialogue by presenting four successful alternative assignments—an annotated bibliography, a poster presentation, a Wikipedia entry, and a zine—recently used in the Departments of Film and Media Studies, Sociology, and Women's Studies. It will reveal that while students are still required to embark on the research process, these alternative assignments are more appealing to today's students. Evaluation and assessment by faculty confirms the success of these assignments; students are more engaged and intended learning outcomes and information literacy competencies are being achieved.

V - 8 Making a Handout into a Helping Hand: Creating Useful Materials in the Right Format for Library Users.

Denyse Sturges, Chester Fritz Library University of North Dakota, Grand Forks, ND (denysesturges at mail.und.edu)

Static print handouts/guides to library resources are not sexy but they are still useful to a percentage of our library on-site users. Librarians feel comfortable creating them. Can the old-timer handouts be reworked into something useful in the Web 2.0 world? This poster session shows the results of exploring how to adapt the print handouts for online distribution and when it's best to throw them out and do something entirely new. Various software, including LibGuides and open source equivalents are tested for their ease of use (both to the content creator as well as to the user) compared to the current static print format; evaluative results will be shown. A homegrown template will be tested and evaluated as well; formative and summative results will be shown. The poster will include graphics and samples of a current handout as it is reformatted to fit new software applications. Viewers will be able to view the handouts in various formats, discern changes and decide for themselves what will work in their library environment.

V - 9 Kissing Cousins: Writing Centers and Academic Libraries

Lisa Santucci, Miami University Libraries, Oxford, OH (santucle at muohio.edu)

In October 2007, the Center for Writing Excellence opened a writing center for students inside Miami University Libraries' main library, prominently placed on the main floor along with the research/information desk, IT support, multimedia facility, and circulation. This poster session will include the history and creation of the writing center along with the growing pains that occur with any new relationship. Libraries and librarians recognize that research and writing are fundamentally interconnected in the lives of college students. Pursuing parallel paths, writing centers and academic libraries have much in common and yet have rarely engaged in each others lives. This presentation will delve into this new relationship, the boundaries, and the path for a successful, integrated service. One librarian has the responsibility as the liaison to the writing center. This person communicates with the writing center and other service points for a smooth transition and a continuum of a working conversation. This conversation involves professional talk focused on sharing observations and insights to find the intersections between us. This poster session will also highlight the orientation to the library staff and crossover training for the writing center student consultants. It will also include findings from the training assessment and methods to tackle assumptions. Understanding the writing center philosophy and the services they provide and what they do not provide was eye-opening. Student writing is heavily dependant on academic resources and the positive energy created by successful writing center inside of an academic library suggests that even though the relationship may be difficult, the results are well worth the effort.

V - 10 Welcome to Our Libratory: Promoting Scientific Literacy in the 21st Century

Victoria Ross, St. John's University, Yonkers, NY (victoria.ross08 at stjohs.edu)

Katja Rossi, St. John's University, Astoria, NY (katja.rossi08 at stjohs.edu)

Advancements in science and technology have been growing rapidly during the last decade. However, compared to language arts and social studies, science still receives relatively low priority in schools. The time has come for scientific literacy to be encouraged in today's youth. What better way to do this than with hands-on activities, which arouse children's curiosity and lead them to further investigate the world around them. According to the National Science Education Standards, informal science education complements, supplements, and enhances the curriculum.

This can be accomplished in the library by using a variety of resources. This poster will demonstrate how school media centers can help students develop the scientific literacy they need to be informed, productive citizens. Through a grant-funded initiative partnering St. John's University's graduate program with the New York Hall of Science, students preparing to become school library media specialists have developed science story times for preschool/primary grades and science-literacy workshops for middle grades. Story sessions have been delivered using fiction and nonfiction, and workshops have been implemented in school settings; a project-based wiki is available. Evaluation is based on observations and focus groups with children and teachers. Handouts will include model lesson plans and reading lists.

V - 11 Web 2.0 in Information Literacy Online Tutorials

Margot Hanson, University of Hawaii - West Oahu, Pearl City, HI (mdhanson at hawaii.edu)

Diane Nahl, University of Hawaii Library and Information Science Program, Honolulu, HI (nahl at hawaii.edu)

Do you have an online tutorial that needs a little 2.0 face-lift? The Learning Information Literacy Online (LILO) tutorial at the University of Hawaii teaches fundamental information literacy concepts and reinforces the skills students need to produce college level research papers and presentations. LILO addresses instructors' needs to better understand information literacy within the context of their discipline and how information literacy can be integrated into assignments, courses and academic programs. LILO's site interactivity and Web 2.0 tools enable users to create personalized research journals based on their research topics which can be updated, revised, and sent to the librarian or instructor for review and comment. Additionally, student data can be assessed for information literacy competence and the achievement of course and program learning outcomes. This project is an ongoing effort which incorporates new ideas and suggestions on a continual basis, keeping it fresh and interesting for the Millennial students using it. This presentation will focus on the design and implementation issues of Web 2.0 technologies in interactive information literacy Web tutorials, and how student data is assessed using ACRL Information Literacy standards. Visit: <http://www.hawaii.edu/lilo/>

V - 12 The Assignment Research Calculator: Designing, Developing, and Managing Your Own Customized Project

Jane Magee (jmagee at csufresno.edu), Monica Fusich (monicaf at csufresno.edu), California State University, Fresno, Fresno, CA and Elisabeth Thomas (Elisabeth.Thomas at sjsu.edu), San José State University, San José, CA

Librarians at the Henry Madden Library have created the Assignment Research Calculator (ARC), based on a popular open-source tool and customized to reflect resources and services at CSU, Fresno. The ARC builds on widely-accepted information literacy standards for higher education to help students manage time, navigate through a research project and gain a better understanding of the library's role in information literacy. Come learn how to develop a customized version of the ARC for your library. Discover how to apply concepts illustrated in this presentation to your own ARC. Explore ways in which the library can promote information literacy competencies by helping students navigate through the steps of a research paper. Learn how to experiment with various emerging technologies and applications to enhance communication and share ideas.

V - 13 Voices in the Library: Introducing Public Performance in an Academic Library

Connie Strittmatter (connie.strittmatter at montana.edu), and Rene Tanner (connie.strittmatter at montana.edu), Montana State University, Bozeman, MT

Libraries are no longer the quiet places that they were in the days of yore. Today, libraries are buzzing with students working on group projects, the steady hum of computers and printers, and the whirl of the coffee grinder. However, one aspect seems to be missing in academic libraries-that of public performance or reading aloud in the library. During the 2008/2009 academic year, Montana State University presented two programs in the library to introduce the concept of public performance. During Banned Book Week in October, students, faculty and administrators read aloud sections of their favorite banned book during the noon hour in the library. In celebration of National Poetry Month, Montana's

poet laureate, faculty and students were invited to read their favorite poem. This poster will describe the planning process, promotion efforts, the event itself and the response from library users to this new initiative.

V - 14 Ethnographer for an Hour: Replacing the Traditional Library Tour with Student-centered Exploration

Nancy Noe, Auburn University, Auburn, AL (noenanc at auburn.edu)

Tired of leading disinterested students around your library via a traditional tour? Allow students to self-direct their own tours by asking them to become 'Ethnographers for an Hour.' Students wander, observe and speak with library inhabitants, and then share their findings with each other. Learn how this type of student-centered tour works, view examples of students' field notes, and examine data from a two-year study of this activity.

V - 15 Library Blogging at the Time of Need: The Creation of a Class Specific Library Resources Blog with Entries That Coincide with Topics as They Are Discussed in Class

Carissa Tomlinson, Towson University, Towson, MD (ctomlinson at towson.edu)

Many libraries have subject guides or course-specific guides, but what happens when library services go to an even more customized level and are embedded in the framework of an individual class at the time of need? This poster will explore a blog that was created and updated weekly with library and research resources that coincide with the topics covered in a specific nursing class as they are discussed. Specifically, the poster will focus the process of working with faculty, choosing technology, time management and time commitment, and the overall outcome of the blog in terms of use and helpfulness.

V - 16 The Library's Role in Showcasing Faculty Scholarship and Artistic Work

Wes Wilson (wwilson at depauw.edu), Ruth Szpunar (ruthszpunar at depauw.edu), Tiffany Hebb (thebb at depauw.edu), Rick Provine (provine at depauw.edu), and Kathryn C. Millis (millisk at depauw.edu), DePauw University Libraries, Greencastle, IN

Academic libraries routinely display books written by their institution's faculty, to celebrate faculty contributions to knowledge and library's role in supporting faculty scholarship. But these represent only a segment of scholarly and artistic work, face challenges in an increasingly online information environment, and are only available to those in the library building. At DePauw, we've created an online guide to faculty scholarly and artistic work. We list (and when possible link to) articles, books, and presentations, and are adding recognition of musical, theatrical, artistic, and other creative works. This guide builds upon our archivist's online finding aid for historic faculty publications (some of which is being digitized for inclusion in CONTENTdm). Creating the guide gave us opportunities to collaborate with staff in faculty development, public relations, and other administrative offices. We have not given up the physical book display, but have moved it to a prominent location in our café, where we host book-signings for faculty authors. These celebrate faculty scholarship and acknowledge the importance of physical library materials. Together, the guide, the ongoing display, and the receptions reiterate the collaboration between the libraries and our faculty scholars and artists.

V - 17 A Royal Flush without a Poker Face: Reaching First Year Students through Instruction and Innovation

Maryke Barber ([mbarber at hollins.edu](mailto:mbarber@hollins.edu)), Beth Larkee ([blarkee at hollins.edu](mailto:blarkee@hollins.edu)), and Luke Vilelle, ([lvilelle at hollins.edu](mailto:lvilelle@hollins.edu)), Hollins University, Roanoke, VA

Bigger is not always better. The staff of the Wyndham Robertson Library at Hollins University are using their small size as an advantage in the First Year Seminar program. Innovative sessions such as the Poker Run Orientation have resulted in the Association of College and Research Libraries (ACRL) awarding the library the 2009 Excellence in Academic Libraries Award (College category). Instruction sessions at Hollins are not a "one size fits all" solution, but

instead are tailored to the course, with some classes meeting with the librarian as many as three times for a customized session. Many instructors opt to use the bibliography assignment designed by the librarians. It measures both what the student is finding and how she is searching. The bibliography then is graded by the librarians and returned to the student. Some courses are using the assignment twice, at the beginning and end of the semester to help the librarians evaluate the improvement of information literacy. This poker-themed poster demonstrates the variety of programming and instructional approaches and will share the successes and challenges of working individually with first year students.

V - 18 Getting Out of the Comfort Zone - Teaching a Class on Banned Books

Tiffany Hebb, DePauw University, Greencastle, IN ([thebb at depauw.edu](mailto:thebb@depauw.edu))

While many librarians teach courses on information literacy or research skills at their institutions, teaching in other subject areas is less common. Many librarians find their instruction and reference consultations to be rewarding, but want the chance to interact in a more meaningful way with students, and forge longer-term relationships. This poster session will look at the process that a librarian went through in creating a course proposal and subsequently teaching a class on banned books, a subject that was close enough to familiar library roots, but very different from the normal library instruction. The course was a first year seminar, which meant additional responsibilities. First year seminar faculty serve as their students' academic advisor until they declare majors, thus providing additional insight into student work patterns, their academic anxieties, and the university's curriculum. The poster will detail the author's experiences teaching a discussion and literature-based class with sometimes controversial topics, advising first year students, all while juggling regular library responsibilities.

V - 19 Reading Them Their (Copy)rights: Integrating Intellectual Property Awareness in the Humanities through Library Instruction

Patrick Tomlin, Virginia Tech, Blacksburg, VA ([tomlin at vt.edu](mailto:tomlin@vt.edu))

From the use of copyrighted images and texts in the classroom to concerns about increasing rates of student plagiarism amidst a growing culture of "mashups," the concept of intellectual property casts a long shadow over humanities pedagogy. Yet it remains a little-discussed and often misunderstood topic among faculty and students alike. What is the role of the library in increasing awareness about intellectual property? This poster presents strategies used to enhance student understanding of intellectual property in undergraduate visual arts and design courses at Virginia Tech. During two fifty-minute library sessions, students are introduced to three main aspects of intellectual property: copyright, fair use, and public domain. While framed by a visual arts perspective, these sessions broach intellectual property as an extension of broader information literacy skills—that is, as another facet of the critical evaluation and ethical use of information in the digital age. The poster highlights assessment of the sessions and suggests how other librarians may clearly communicate both the subtleties and the relevance of intellectual property.

V - 20 Face Out - Marketing Your Collection on the Cheap!

Catherine Ingram, Elmhurst Public Library, Elmhurst, IL ([catherine.ingram at elmhurst.org](mailto:catherine.ingram@elmhurst.org))

Interested in promoting your collection but don't have thousands to spend on the project? See how the Elmhurst Public Library (IL) turned traditional shelving into attractive displays without consultants or expensive new fixtures. These ideas can help you make your collection more accessible to your patrons. Take away real, practical ideas you can use in your library as well as recommended products and best practice ideas. Before and after photos of our \$1,000 project can be found here: <http://www.elmhurstlibrary.net/Adults/browsingarea.php>

Session VI: Infrastructure: Posters on Buildings and Equipment, Management, and Technology

Monday, July 13, 2009,, 1:00 pm - 2:30 pm

VI - 1 Who's on Next? Early-Career Librarian Participation in Professional Associations

Angela Bardeen, University of North Carolina - Chapel Hill, Chapel Hill, NC (bardeen at email.unc.edu)

Gene Springs, Golden Gate University, San Francisco, CA (gsprings at ggu.edu)

Stefanie Warlick, James Madison University, Harrisonburg, VA (warlicse at jmu.edu)

The graying of the library profession has been a concern for library organizations and professional associations for some time now. As librarians of the post-World War II Baby Boom generation retire and disengage from professional association leadership positions, new opportunities arise for early-career librarians to gain valuable professional development experience as leaders in the field. The American Library Association (ALA) and its various divisions have several formal mentoring programs, one of which is the popular Emerging Leaders program, where early-career librarians are given the opportunity to work closely with current ALA leaders on pertinent association-related issues. While these programs exist as options, not all librarians new to the profession choose or are able to participate in them. Are early-career librarians getting involved in professional associations? The purpose of this national survey study is to determine the experience of early-career librarians, defined as having five years or less of post-MLS professional work experience, with professional associations. Specifically, are they attending conferences and meetings, serving on professional committees, participating in formal mentoring programs, and finding the kinds of opportunities they expect as they dive into their careers? If not, which factors discourage early-career librarians from pursuing participation in professional activities?

VI - 2 Web-based Citation Management Software and the Impact of Metadata Quality on User-driven Metadata Reuses

Yuji Tosaka, The College of New Jersey, Ewing, NJ (tosaka at tcnj.edu)

The rapid growth of the electronic information environment has generated new issues and challenges with respect to metadata quality. Traditionally, metadata were used primarily for resource discovery and retrieval in self-contained information silos. In recent years, however, metadata are increasingly distributed and shared in a networked information environment, and metadata interoperability across different information systems is now gaining its importance even in supporting a variety of end-user services. Such metadata interoperability and reuse would be critically hindered without high-quality metadata based on accurate, complete, and consistent resource description. One of the notable cases of such user-centered metadata services is Web-based bibliography management software for gathering, maintaining, and formatting citations for research and publications. This study will take both quantitative and qualitative approaches to examine how metadata quality problems manifest themselves, especially in the author, publisher, place of publication, and journal title elements and how they affect metadata extraction and conversion via Web-based citation management tool.

VI - 3 Keeping People at the Center of the Public Library: Analysis of Disruptive Technology in the Library and Suggestions for Creating a People-Centered Environment

Lisa Chow (lchow23 at yahoo.com), and Sandra Sajonas (ssajonas at gmail.com), Pratt Institute School of Information and Library Science, New York, NY

Does technology make the library more efficient and at what cost? Is the "modern" library patron-centered? Within the public library realm, technology is closely linked to innovation. When libraries implement new technology, it is sometimes to the detriment of public service, specifically the human interactions that make up our day. This poster session will highlight user-centered research methodology and tools used to depict the results and recommendations

based on a usability study of a new service interface model which consists of self-checkout machines, material return drop boxes and a cashless system at the branch. We will also be sharing our hybrid service model that combines technology with traditional and emerging library models.

VI - 4 GIS Application for Library Accessibility Analysis

Sung Jae Park, Florida State University, Tallahassee, FL (sungjae.p at gmail.com)

Accessibility of the public library as a provider of diverse information sources is a fundamental measure of our freedom to access information. Geographic Information Systems (GIS) help researchers to utilize spatial data and analyze geographical accessibility. Through mapping user's addresses using GIS, researchers and library planners can investigate several accessibility issues such as mapping the distance effect, identifying service areas for each library, planning a new facility location, and integrating demographic information. Based on a case study, this poster depicts the GIS analysis of user data collected from a county library system in Florida. Data which was collected included the user's address, gender, age, ethnicity, registration date, and location. Important findings include: (1) library customers use the nearest library to their home, meaning distance is a determinant factor for library use; (2) there is a difference of travel distance among ethnic groups; (3) household characteristics relative to children and education level are significant in explaining the travel distance of users. In the poster, maps and tables are provided to explain the research method and results. Also, the following topics will be discussed in the poster session: What information do librarians need for effective library management and planning? What benefits can libraries attain from research and GIS analysis on library user data?

VI - 5 Let Drupal Drive Your Website

Ronald Peterson, University of Delaware Library, Newark, DE (ronp at udel.edu)

Drupal is an open-source content management system, which allows libraries to manage their websites and frees staff from needing to know HTML in order to update web pages. Because Drupal provides so many options for libraries to manage their web site (e.g., update content), guidance such as a set of best practices will help librarians use Drupal more smoothly and effectively. This poster session presents a set of best practices for implementing Drupal in a library, as well as the challenges that librarians face and overcome in learning to use Drupal. In order to determine these best practices, I will survey libraries that are in the process of, or have completed implementing Drupal, to understand the challenges they face and how they address them, and to evaluate successful practices employed at these libraries. To illustrate the data collected from the survey, I will use a combination of screen shots of libraries currently using Drupal; charts presenting quantitative data collected from libraries, such as the number of libraries who responded broken down by type or size; and graphical data, such as bar graphs to provide a visual representation of which challenges were faced most frequently.

VI - 6 The Economic Crunch: How the ARL Libraries Are Responding to this Challenge?

Zhonghong Wang, Long Island University, Brooklyn, NY (iwang at liu.edu)

As the Wall Street financial crisis worsens and corporations announce record-breaking layoffs, universities and colleges are facing mounting pressures to cut costs. Libraries across the country, academic, public, and special, are facing the trickle-down effect. Members of the Association of Research Libraries (ARL), representing principle research libraries (mostly academic) in North America, are experiencing the impact of the economic crunch. The author conducted an online survey of directors and deans of all 123 ARL libraries in an effort to collect data regarding its impact on their libraries. This poster will demonstrate survey results featuring challenges facing these ARL libraries, including data on budgetary cuts, vacant and frozen job lines, and affected programs and services. This study will present a snapshot of what these ARL libraries are experiencing in an unprecedented recession. This presentation will also provide timely input from these ARL administrators regarding their insights into the challenges they face with the current economic crisis, the measures these libraries are taking, and their plans for the future.

VI - 7 Download Here, Download There.A Downloadable Kiosk in the Library

Margaret Peebles, Gail Borden Public Library, Elgin, IL (mpeebles at gailborden.info)

"It's so easy!" and "I didn't know you could do that!" are just a few responses to the Download Kiosk installed in June 2008, at the Gail Borden Public library. A dedicated Overdrive Download Station offers users the exciting opportunity to quickly access digital audiobooks and download them onto their digital media player from within the comfort of the library. Follow a six-month snapshot of this project from its installation to user training sessions. See the promotional materials used which ultimately resulted in a total increase of eAudiobook downloads by almost 20 percent! Much was learned about the best practices in offering a download kiosk to the public. Photographs showing the different permeations of this machine-once with very little to identify this station from the rest of the public access computers-toward more thoroughly envisioning this machine as a separate kiosk and creating a download experience around it. Marketing materials for our downloadables were not only available at the station but also in an online newsletter. Besides having promotional materials on hand, a laptop and MP3 player will be available to answer specific questions about usability and enhance the poster display.

VI - 8 We Are Family: Integrating Student Assistants into the Life of the Library

Luke Vilelle, Hollins University, Roanoke, VA (lvilelle at hollins.edu)

Student assistants in academic libraries make up a substantial portion of the workforce and are often the face of the library. The Wyndham Robertson Library (WRL) at Hollins University, which employs about thirty student assistants, has taken steps to integrate them into the life of the library. WRL goes beyond simple job training, by helping the students to understand the broader context in which they work and to make them feel at home in the library. Traditions have included "Student Thank You Bags," stuffed with goodies and distributed to the assistants prior to exams, and student/staff teams in a campus Olympiad competition. This year, the WRL staff went a step further. To increase recognition, the author quizzed the full-time staff on the names/faces of the student assistants. The WRL staff also created a series of six January workshops, in which the student attendees (ten, on average) gained a broad taste of library activities through sessions such as "What the heck is library school?" and "A book's journey to the shelves." This poster session will illustrate these activities through photos, text and handouts; share the students' evaluations of the workshops; and discuss future plans for student assistants.

VI - 9 "Search OSU and Beyond.": The Impact of WorldCat Local at the Ohio State University

Moriana Garcia, Kent State University, Kent, OH (mgarcia4 at kent.edu)

Morag Boyd, The Ohio State University, Columbus, OH (boyd.402 at osu.edu)

Lynda Hartel, The Ohio State University, Columbus, OH (lynda.hartel at osu.edu)

Rebekah Kilzer, Drexel University, (kilzer.2 at osu.edu)

Jennifer Kuehn, The Ohio State University, Columbus, OH (kuehn.1 at osu.edu)

In 2008, the Ohio State University (OSU) Libraries participated in a beta project testing WorldCat Local as the new interface for the OSU catalog. The new interface gave users access to worldwide collections through WorldCat records. For the first implementation, the catalog search box on the library home page was substituted with a new box linked to WorldCat Local. Usage statistics analysis on circulation and interlibrary loan numbers was performed to disclose the impact of the new interface on users' behavior. Requests to ILL increased sharply in relation to the previous year and the number of requests that cited WorldCat as the source soared during the first months. The sudden increase in management costs and workload prompted a strategic change. A new layout with two search boxes was implemented; the first box linked to the old catalog, while the second below now linked to WorldCat Local. The number of requests started to decrease immediately, almost returning to pre-WorldCat Local levels for some variables. This suggests that the placement of WorldCat Local in a second position strongly influenced OSU users' preferences.

VI - 10 Go Mobile: Top 5 Mobile Services for Libraries

Lisa Carlucci Thomas, Yale University Library, New Haven, CT (lisa.thomas at yale.edu)
Joe Murphy, Yale Science Libraries, New Haven, CT (joseph.murphy at yale.edu)

Today's patrons expect information in the palm of their hand. Using cell phones as their primary interface, patrons expect libraries to seamlessly meet their information needs on the go. This poster introduces and describes the leading methods innovative libraries will use to deliver services through mobile devices. Text Message Reference: Answer reference questions sent by patrons on their cell phones by SMS. Electronic Collections: Promote and enhance access to online library collections via mobile devices, and consider best practices for developing new digital projects with mobile interfaces. Access Services: Provide interactive account information and support access services functions for patrons anywhere, anytime, on their cell phones. Online Social Networks: Provide services and resources to build community and develop a sustainable home for your library on popular mobile social networking sites such as Facebook and Twitter. Mobile Applications: Create software that serves as a customizable mobile interface to the library for patrons to download and access on their iPhones and other smart phones. Together, these top five methods promote the relevance of traditional services in the modern environment and advance the ability of librarians to think forwardly about new mobile services. "Think Forward, Think Mobile."

VI - 11 Mobilizing to Support Mobile Users

Diane Hudson (dhudson at siue.edu), Juliet Kerico (jkerico at siue.edu), and Beth Rasch (erasch at siue.edu), Southern Illinois University Edwardsville, Edwardsville, IL

According to a 2007 survey by the Pew Internet Project, over 30 percent of respondents aged 18-29 have accessed the Internet using a cell phone or PDA and 14 percent reported doing so on a typical day. Another survey by the CTIA, a wireless industry group, revealed similar results: one in three teens is browsing the web on their phone. What are academic libraries doing to prepare to serve these users and their preference for accessing information via mobile technology? This poster will detail a planning process for deciding how best to serve or even if to serve these users. What questions need to be answered? What products and/or services should we be providing? What does mobile-friendly content look like? What mobile services make sense for a library to implement? How should we be providing access to existing content? What are other academic libraries doing? The poster will include results of a literature review, handouts, and examples of mobile friendly content for attendees to try out on their own cell phones.

VI - 12 Playing with Fire: Engaging Community Partners in Library Disaster Planning

Amy Ward, Gettysburg College Musselman Library, Gettysburg, PA (award at gettysburg.edu)
Mary Evangeliste, Gettysburg College Musselman Library, Gettysburg, PA (mevangel at gettysburg.edu)

In the last ten years many libraries have weathered the storm of natural disasters such as hurricanes, earthquakes, floods, wind storms, and blizzards. These situations demand a library disaster plan that enables you to respond immediately and with precision. However, planning for the unexpected does not have to be dour. Gettysburg College Musselman Library has found that planning for a disaster can be fun and bring a community together by creating both a strong internal understanding and fostering external relationships. Our internal training program involves all personnel and goes well beyond the passive lecture. Instead, they are interactive and productive. Each session is geared to raise awareness to all staff about their personal responsibility in addition to creating tools that strengthen the existing disaster program. Just as important, we have created vibrant relationships with campus Public Safety, Gettysburg Borough emergency service providers and other cultural institutions in our region. These collaborations have resulted in many positive and unexpected outcomes including the funding for a badly needed fire suppression system. Beyond this essential improvement, we are thrilled that our emergency services colleagues have become vocal advocates for the library and recognize the value Musselman Library offers its community.

VI - 13 Focus Group or Policy Maker: A Review of Library Advisory Groups from Past to Present

Mila Su, SUNY Plattsburgh, Plattsburgh, NY (sumc at plattsburgh.edu)

Library advisory groups play a variety of roles in academia. Recent trends indicate an increase in their use as academic libraries as they reach out to constituents. Library advisory boards can function as focus groups or sounding

boards for the provost and the library dean or may formally approve policies and procedures. Advisory groups have been seamlessly integrated into the academic setting. Some are formal senate committees or are appointed by the provost, while others are controlled by the library administration and may be formally charged by the Dean or run as an informal group. More recently student centered groups have been increasing in number. Library advisory boards whether formal or informal can be effective sounding boards to work out various issues or concerns of numerous library issues. Their role in facilitating policies is often positive. Samples of situations and scenarios where library advisory boards have been used effectively will be displayed along with examples of different types of library advisory boards. A bibliography will be provided.

VI - 14 A "SWAT Team" Approach to User Studies

Tina Smith, University of Virginia, Palmyra, VA (tls9n at virginia.edu)

Erin Mayhood, University of Virginia, Charlottesville, VA (elm8s at virginia.edu)

The University of Virginia has implemented a new "SWAT team" approach to user studies, in which a pair of consultants from the library staff—one user requirements specialist and one usability specialist—intervenes at the early stages of project development. This pairing allows for a more holistic approach to user assessment at the library by using a variety of methods including focus groups, usability testing, card sorting, guided interviews and surveys. This model has been adopted in two of our recent major projects: the Clemons Laptop Pilot Project, which seeks to encourage and enable personal laptop usage while reducing the number of desktop computers, and the Blacklight library catalog interface project. Together these projects show how different approaches to user studies can be integrated effectively to improve both physical and virtual library spaces. The poster will include raw data, reports, photographs, and a computer demonstration of a new catalog interface developed using this method.

VI - 15 Chatting Via Qwidget: Does the Interface Make a Difference

Ken Furuta, University of California, Riverside (kfuruta at ucr.edu), Cynthia Johnson, University of California, Irvine (cynthiaj at uci.edu), Penny Coppennoll-Blach, University of California, San Diego (pblach at ucsd.edu), and Sara Davidson, University of California, Merced (sdavidson2 at ucmerced.edu)

Librarians in collaborative digital reference systems have wished for an Instant Messaging (IM) patron interface for years. Until recently, technology has not been available which allows libraries to use an IM interface while easily maintaining consortial statistics, managing shared staffing and benefiting from the cost effective advantages of a consortial effort. In the spring of 2008, OCLC's QuestionPoint service released "Qwidget," an IM interface. The benefits of the new interface include: 1) it can be embedded on any web page, and; 2) it seems "friendlier" than the older form (many reference transactions now begin with the patron simply entering, "Hi").

As of fall 2008, most of the UC campuses have employed Qwidget on library web pages, and the early results are dramatic. Statistics for October 2008 (our 1st directly comparable month) show that the campuses that embedded Qwidget on at least one page experienced a 2.9 fold increase in requests when compared to October 2007. Conversely, requests from campuses that did not implement Qwidget were either flat, or dropped in the same period. This poster session will present our experience.

VI - 16 Espresso on a Black Coffee Budget: The Restructuring of the University of Arizona Libraries

Ricardo Andrade (andrader at u.library.arizona.edu), Raik Zaghoul, (zaghoulr at u.library.arizona.edu), and Maliaca Oxnam (oxnamm at u.library.arizona.edu), University of Arizona Library, Tucson, AZ

Many public universities are facing shrinking budgets and the need to do more with less in these uncertain economic times. From spring 2008 through spring 2009, The University of Arizona Libraries, in response to local economic and environmental pressures focused on developing and bringing forward a new team-based structure for the Library. Based on customer needs and the harsh realities of reduced staffing and reduced budgets, a new team-based model emerged with the most dramatic change being the formation of a new Research Support Services Team (RSS), who serves the faculty, staff, graduate, and upper-level undergraduate students at the University. This poster will focus on summarizing the objectives for, and development of the RSS Team to meet its customer needs. This poster will also

briefly touch on the environment of the University of Arizona Libraries including the budget situation, the staffing issues, and recent developments on the University of Arizona campus. Through summary of the team-based process utilized to develop the infrastructure for the RSS Team, including the timeline for development, personnel allocation, and description of the lessons learned, poster viewers will be able to make note of processes or elements that they can apply to their own environments and situations.

VI - 17 Library RFID Technology Update

Connie Haley (chaley at csu.edu), Kathleen Degnan, and Kathleen Haefliger, Chicago State University, Chicago, IL

It has been ten years since the first RFID system was installed in the National Library of Singapore in 1999. Since then, RFID technologies have been rapidly evolving with advancing technologies. Additionally, falling prices are making RFID more affordable. Mike Monk, Vice President of EnvisionWare says, "EnvisionWare delivered a new price point for RFID that expanded the adoption rate by lowering the entry barrier." Besides these two factors, are there any other compelling reasons to implement RFID now that didn't exist a few years ago? Librarians' answers to this question are yes. The compelling reasons are self-check service, security gate, sorter and inventory/collection management, reduced costs, return on investment (ROI) in 2-3 years (cost analysis indicates that RFID pays for itself over 2-3 years, given the reductions in staff time), and reduced repetitive stress injuries for library staff when an automated materials handling system is used. One librarian commenting about the importance of the sorter system said, "Implementing RFID system without a sorter is like a day without sunshine." In this poster we review RFID tags, related applications, and the services that vendors provided for libraries with first-hand inputs from many librarians and three vendors. Then we review new concerns expressed by librarians and new technologies that are on the horizon.

VI - 18 Dispelling the Myth of the Virtual Librarian Flash Bang

Emily Blankenship (efblankenship at suddenlink.net), and Yolanda Hollingsworth (hollingsworthy at ecu.edu), East Carolina University, Greenville, NC

During the summer of 2008, library faculty members at East Carolina University surveyed members of the Library and Information Technology Association (LITA) and members of the Second Life Librarians group to confirm or dispel commitment assumptions concerning virtual world librarians. Survey data confirmed virtual world librarians are passionate about their commitments to virtual world skills development; virtual world library development; virtual library maintenance; and virtual library outreach to the extent that most virtual librarians spend many hours completing virtual library work at home and/or are not compensated by their libraries for their virtual library work. Specific issues shared by respondents included need for ample computing support to perform virtual library work, need for acknowledgement of the potential of virtual library use by library administration, unblocking of virtual world software by library administration, and positive response to requests for allotted time for initial virtual world skill learning curves. By using survey data, librarians may prove to library administration the achievability of virtual library services and subsequently create dynamic virtual libraries for users. This colorful, interactive, and engaging poster session looks at the survey results and brings to light many ideas for future development and support of virtual world librarians and libraries.

VI - 19 The Efficacy of a Statewide Leadership Program: A Study of SLLI

Jason Martin, University of Central Florida, Orlando, FL (mjmartin at mail.ucf.edu)

David Woolard, Embry Riddle Aeronautical University, Daytona Beach, FL (david.woolard at erau.edu)

The Sunshine State Library Leadership Institute (SLLI), now in its 5th year, molds academic, public, school, and special librarians from the state of Florida into dynamic, innovative leaders. This poster session will present the findings of a survey of the graduates of the past four SLLI classes. A "before and after picture" of the SLLI graduates will be presented to see how the institute has aided them in their careers and whether it was effective in helping them to achieve a leadership position in the library field. This poster session will also discuss the experiences of the graduates and highlight the positives of the institute as well as make suggestions for improvements. This poster session is valuable for anyone interested in starting or improving a statewide library leadership program.

VI - 20 A Holistic Approach to Defining Web Usability

Yu-Hui Chen (ychen at uamail.albany.edu), Carol Anne Germain (cg219 at albany.edu), and Abebe Rorissa (arorissa at albany.edu), University at Albany, SUNY, Albany, NY

One of the difficulties for library professionals with establishing Web usability policies/standards/guidelines (PSGs) for implementing a usable and intuitive Web environment is due to lack of a consistent and accepted definition of the concept. The researchers took the first step to address this problem by comparing the various formal definitions published in the literature and definitions provided by library professionals who are dealing with these relevant issues on a regular basis. Data from the latter group is based on responses to a questionnaire distributed to the academic members of the Association of Research Libraries. The researchers examined the similarities and differences between the two sets of definitions and initial results show discrepancies in their focus. Formal definitions emphasize learnability, effectiveness, and user-related attributes as the top three elements whereas library professionals place learnability as their top focus, user characteristics as the second, and effectiveness the third. One goal, after a careful consideration of the definitions, is to suggest a possible holistic and universally accepted working definition of Web usability. A series of graphs and tables will illustrate the research outcome in this poster presentation.