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Angela Gooden

Robin Imhof

University of the Pacific, rimhof@pacific.edu

Allison Ondrasik King

Jennifer Little

Susan B. Markley

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Learning to make a difference

Coverage from ACRL's 11th National Conference, Part 2



This is the second of half of the report from the ACRL National Conference in Charlotte. Part one appeared in the June issue. *C&RL News* thanks the many volunteers who provided session reports.

A survey of chief academic officers on diversity

Mark Winston (Rutgers University) began the contributed paper session "Diversity and Organizational Success: A Survey of Chief Academic Officers" with the profound statement that there is "little in the way of research and data" relating to diversity in the LIS literature. Most of the literature is comprised of case studies and opinion pieces but not true research. As a result, his research with co-author Haipeng Li (Oberlin College) is based on published research primarily in the private sector. Winston and Li surveyed vice presidents of academic affairs and academic deans to determine the extent to which diversity is an organizational priority and the ways in which performance related to diversity is evaluated in their institutions. In particular, they focused on the relationship between diversity and organizational success concerning the library.

Winston stated that numerous research studies indicated that "companies that are the most diverse as measured by several factors, including minority employment at all levels and spending with minority suppliers, have also been identified as more successful." Additionally, he noted that colleges that tend to be more diverse tend to be more successful.

While "in many academic institutions, libraries were seen as leaders in the areas of diversity," Winston notes that this is somewhat scary considering the demographics of our profession.



A look at the 169 exhibitors who displayed their products and services in the exhibits hall.

Overwhelmingly, 86.8 percent of those surveyed indicated that diversity was a high priority, but many failed to provide sufficient means to achieve this goal. Winston and Li conclude that challenges to enhance organizational success include getting administrators to recognize that di-

versity is important and influencing them to provide resources needed to ensure success.—*Angela Gooden, University of Cincinnati, angela.gooden@uc.edu*

Addressing plagiarism

"Is plagiarism really a problem?" began moderator Rebecca Jackson (Iowa State University) in the session "What Do You Say When They Come to You?" Citing statistics, she concluded that the Internet seems to make plagiarism more of a prob-

lem than it was in the past, but she also believes most students don't know what plagiarism is and recommends that librarians are the ideal partners for faculty in confronting this issue.

Lisa Janicke Hinchcliffe (University of Illinois) discussed the fundamental values of academic integrity. She suggested that what is needed is an ethical framework for dealing with plagiarism and based her presentation on information obtained from the Center for Academic Integrity's Web site (<http://www.academicintegrity.org>). She made the distinction between error in writing and citation (as has recently been the case with some notable historians) and purposeful misrepresentation of authorship.

Camille McCutcheon (University of South Carolina-Spartanburg) talked about so-called "paper mill" sites and pointed out how easy it is to find a myriad of both free and subscription sites. Phrase searching in different academic databases, in addition to using search engines such as Google, were among the recommended methods for tracking down occurrences of plagiarism.

Fran Ebbers (St. Edward's University) spoke about her efforts to form a senate task force on academic integrity at her university and emphasized the importance of administrative support as well as faculty involvement in this endeavor.

Christina Peterson (San Jose State University) closed the session with the results of her investigation into plagiarism detection software using turnitin.com as an example. Her conclusion was that this type of software detects some instances of plagiarism (although not in scholarly bibliographic and full-text databases) and it may serve

as a psychological deterrent, but ultimately it does not detect all plagiarism nor does it address the more complex issue of prevention.—*Robin Imhof, University of the Pacific Library, rimhof@uop.edu*

A more accessible Web

During the panel session, "Making the Online Library Environment Accessible to All: Strategies for Change," Judith M. Dixon (Library of Congress) presented tips on making Web pages more accessible for the disabled; Suzanne Byerly (University of Colorado) described results of a survey completed by database vendors; Bryna Coonin (East Carolina University) provided an overview of e-journal accessibility; and Axel Schmetzke (University of Wisconsin) identified guidelines for Web accessibility policies.

While demonstrating features of screen readers, Dixon explained that font size is not an obstacle to accessibility; image maps and scrolling text bars may impede access; all images need

ALT TEXT attributes; file names should be meaningful; and a "skip to main content" feature (so users can bypass repetitive navigation bars) is helpful. She recommended installing adaptive technology on different computers because of conflicts with video drivers.

Byerly said that 11 database vendors replied to her survey; all thought accessibility was important and planned to make improvements. She explained that a main barrier to e-journal access is document delivery in PDF format. While some vendors are providing HTML full-text and TIFF access, many are waiting for Adobe to solve this accessibility problem. She discussed how vendors need to include a product accessibility policy on their corporate Web sites, train sales representatives, and conduct usability tests. She urged librarians to demand better accessibility.

Coonin provided a Web address (<http://www.jimthatcher.com/sidebyside.htm>) that compared Section 508 accessibility standards with Priority 1 Web Content Accessibility Guidelines (WCAG) checkpoints. She noted that a specific



ACRL President Helen H. Spalding with Conference Chair Larry Hardesty.

Audiocassettes/CDs available

To order audiocassettes or CDs of National Conference programs, visit Conference Media Contractors on the Web at http://www.cmc-net.com/docs/acrl_04.10.03_index.html.

company policy for accessibility is needed to prevent accidental or intermittent compliance, dependent on the Web designer. Bryna also mentioned Ron Stewart's "Usability Study of Research Databases" (<http://tap.oregonstate.edu/ahg>) and encouraged librarians to get accessibility wording incorporated into license agreements.

Schmetzke emphasized the need for accessibility policies at all organizational levels and identified policy components (e.g., standards used, resources affected, responsible parties, consequences for non-compliance, enforcement and implementation measures). His site on resources for designing accessible Web pages is available at (http://library.uwsp.edu/aschmetz/accessible/pub_resources.htm) and he encouraged librarians to join AXSLIB-L, an electronic list dedicated to accessibility (<http://www.rit.edu/~easi/lib/axslib-l.html>).—*Allison Ondrasik King, University of Central Florida-Cocoa, aking@mail.ucf.edu*

The revised "Research Agenda for Library Instruction and Information Literacy"

During the panel session "Put Instruction in your (Research) Agenda," speakers and participants examined the revised "Research Agenda for Library Instruction and Information Literacy," authored by the ACRL Instruction Section's Research and Scholarship Committee. Melissa Becher, committee chair, served as the moderator. Elizabeth Dupuis (University of California-Berkeley) described the document's purpose. John Riddle (Pennsylvania State University-Fayette), and Cynthia Levine (North Carolina State University) followed with comments on the four major sections.

Since the most recent agenda was published over 20 years ago in *C&RL News* (April 1980), changes in the profession and technology warranted a complete revision. Dupuis stated the committee hopes "to create a network of researchers where we study similar questions and move forward in the profession." She gave five aspects of ways to conduct better research, emphasizing the need to communicate with others in the profession. Riddle noted the differences in the focus of instruction and in language from 1980 to the present as he reviewed the "Learners" and "Teaching" sections.

The shift from an inward focus on ourselves as librarians to an outward focus on our learners and



Attendees check out the cutting-edge technology in the Virtual Village Communications Center at the Public Library of Charlotte and Mecklenburg County during the All-Conference Reception.

their perceptions challenges our instruction programs and goals. Perhaps the most noticeable change is the infusion of technology throughout the document; the 1980 version never mentions a computer. Levine concluded by examining the "Organizational Context" and "Assessment" sections. Small discussion groups spent the remainder of the session brainstorming ways to use the agenda at individual institutions.

The complete agenda is available at: http://www.ala.org/Content/ContentGroups/ACRL/IS/ISCommittees/Web_pages/Research/Research_Agenda_for_Library_Instruction_and_Information_Literacy.htm.—*Jennifer Little, University of South Carolina-Aiken, JenniferL@usca.edu*

An all-electronic journal collection

In the wake of massive print journal cancellations due to financial cutbacks in 1998, the library at Drexel University embarked on a major project to migrate to a primarily electronic journal collection. According to Carol Hansen Montgomery (dean of libraries at Drexel), by 2003, the library's print journal collection had been reduced from 1,700 titles to 370 titles, and the electronic journal collection had grown from 200 journals to over 12,000 titles.

This rather quick migration was made easier by the fact that Drexel is a very technology-oriented university, with a strong infrastructure already in place, and had a heavily computer literate user population. Patron acceptance was immediately obvious; determining the cost savings and effectiveness of retrieved materials required more detailed analyses. With help from IMLS funding, Montgomery and Donald W. King (research professor at the University of Pittsburgh) conducted

a cost and use study, examining the research habits of faculty and doctoral students. Key findings indicated that the "amount of reading remained high and outcomes from reading continued to be favorable, particularly from library-provided articles" in the electronic journal collection. Use increased proportionally as the age of the article increased.

The study also provided evidence that there is a cost savings with electronic journals, although not as much as initially expected. The operational costs per use for print proved to be the highest because of bound volume storage costs. Full-text aggregators, such as ProQuest, were the most cost effective. However, managing an electronic collection proved to be more complex and volatile, with many variables requiring a more skilled staff and greater reference support than a print collection.—

*Susan B. Markley,
Villanova University,
susan.markley@villanova.edu*

Providing research instruction to distance learners

Shirley Lankford and Kristin Nielsen described the development of the University System of Georgia's Online Library Learning Center (OLLC), an initiative intended to provide library instruction for a diverse group of distance learning students, in the program "Virtually a Librarian: Providing Research Instruction to Distance Learners." Diversity was also reflected in the 34 institutions to be served, which ranged from two-year colleges to comprehensive urban research universities, and everything in between. Their challenge was to devise a tutorial that could be used by all in conjunction with the State of Georgia's Distance Education programs.

The effort was delayed when the original coordinator left. The new coordinator, who had a background in editing and educational design and a shorter timeline for production, enabled them to focus and accomplish the work.

Rethinking who their users would be helped

the six librarians on the project clarify the wide variety of experience and abilities of the students. The final result integrates the questions and answers students frequently pose into the tutorial in such a way that the diversity of the institutions is accommodated. It is Web accessible, anyone may use it, and it allows students to proceed through the tutorial step-by-step, as well as access just-in-time information at their point of use.

The presentation described the processes and some of the pitfalls encountered by the team assembled to write the tutorial, providing valuable information for anyone who is involved in producing a tutorial. The result is at <http://www.usg.edu/galileo/skills/>.—

*Frances A. May,
University of North Texas
Libraries, fmay@library.
unt.edu*

Digital video

"Digital Video: The Next Step in Reference and Education," was authored by Susan Lessick, Kathryn Kjaer, and Heather Tunender (University of California-Irvine). The UCI libraries' Digital Video Research and Planning Team, composed of librarians, programmers, and various liaisons was established in 2002 to pilot, evaluate, and recommend digital video for reference, user education, and meeting teleconferencing. Digital video technologies are

now affordable and widely available, and Irvine has the required technical infrastructure to support digital video. The potential value of use includes enhanced reference services and access to subject specialists, backup coverage, and expanded branch library hours. Further, since cues and progress can be seen and heard, patrons may be more patient.

Phase I of the project, fall 2002 to winter 2003, involved planning video reference and videoconferencing. The team integrated Polycom and Tandberg videoconference appliances with the 24/7 Reference software. They planned space for video reference workstations and identified library meetings and groups for videoconferencing. The



James Neal, vice president for information services/university librarian at Columbia University, and Susan K. Martin, ACRL's part-time visiting program officer for scholarly communication, enjoying themselves at the Chair's Reception.

team trained staff on selected equipment, developed or refined policies and transaction protocols, and documented staff and user behavior and key issues. Assessment is based on the academic version of the Patron Satisfaction Survey.

During Phase II, spring 2003, the team planned to pilot the model at a remote branch and make recommendations about integrating the service. Phase III, projected for summer to fall 2003, will involve applying and testing the technology for group instruction over the Web by offering live classes to remote viewers and 24/7 access to stored or archived classes. Video and voiceover IP may be next in e-reference.

In response to questions, presenters commented that staffing works the same as the live desk. Further, confidentiality is maintained since transcripts are not archived and users can turn off their video portion. Advertising has not yet been attempted.—*Marilyn Ochoa, University of Florida, mochoa@mail.usflib.usf.edu*

Teaching portfolios for librarians

What is a teaching portfolio, and how might librarians benefit by creating one? These questions, plus many others, were discussed at the workshop entitled "Teaching Portfolios for Librarians: Making a Difference in Learning," presented by Judith Arnold (Marshall University), Joan Ruelle (Hollins University), and Beth Woodard (University of Illinois at Urbana-Champaign).

A teaching portfolio is a selective compilation of materials that represents one's teaching strengths, accomplishments, improvements, and performance. Portfolios might include a personal teaching philosophy, course syllabi, assessments and evaluations, letters from faculty, awards and honors, and professional development, among others.

Teaching portfolios have been used in education for over 20 years, partly as an alternative means of assessing student achievement. For librarians, portfolios create a context to relate what they do to the mission and goals of their library and institution. They might provide evidence to



Poster sessions offered attendees the opportunity to chat informally about issues important to them.

faculty that librarians do have a teaching role at their institution, raising the visibility of librarians on campus. The portfolio might also be used as a vehicle in revamping an individual course or instruction program, a resource for new librarians, or a tool for recruitment.

Individual uses and benefits might include personal reflection, charting growth and development, an archive or reference of past classes taught, the demonstration of a process used rather than a product, and documentation for promotion or annual reports.

Create a teaching portfolio as a "new lens for the things you're already doing," and help establish a culture where teaching portfolios are a part of instruction librarianship.—*Cassandra E. Osterloh, University of New Mexico, osterloh@unm.edu*

Motivational techniques

"Will Work for Candy: Motivational Techniques That Work" was presented by librarians from the State University of New York (SUNY) campuses. Trudi E. Jacobson, coordinator of user education programs, and Lijuan Xu, user educational/reference librarian, are from the University at Albany. Stephan Macaluso is the learning librarian from New Paltz.

Xu set the foundation by describing the differences between extrinsic and intrinsic motivation. With extrinsic motivation, students focus on attaining something tangible, such as a grade or piece of candy. Intrinsic motivation is self-motivated and the reward comes from a personal achievement. She also referred to John M. Keller's ARCS (attention, relevance, confidence, and satisfaction) Model, different learning styles between generations, and effective teaching behaviors.

Jacobson proposed that course design elements be active, have a range of challenges, and possess an element of discovery. Autonomy is also key in Jacobson's design. Providing choices makes the class more relevant to the student and builds his or her confidence.

Macaluso illustrated the application of Xu's and Jacobson's examples by sharing the outcomes

of his portfolio building information literacy class. He used the "portfolio as a motivator," where students can reveal their aptitude, growth, inquiry, and works in progress.

Other instructional and motivational techniques mentioned: Don't give too much information. Never rush out without summarizing your lesson. Build a community in your classroom. Use various teaching methods and activities. Do a course that is meaningful to your students. Enthusiasm is contagious.

The PowerPoint presentation, bibliography, and abstract can be found at <http://www.albany.edu/~cg219/candy.html>.—*Anna Liza Posas, University of California-Santa Barbara, lposas@library.ucsb.edu*

Personalized library instruction programs

"The Librarian as Teacher: Personalized Library Instruction Programs" illustrated four library instruction programs to improve undergraduate retention rates. Libraries varied by locality and type. All four presentations stressed the link between student library involvement and faculty-graded assignments.

Carol Hedlin (director, University of Alaska-Southeast) related a "historical footnote" of the origin of the personal librarian and set the presentation tone. Expecting a robust student response, librarians mailed 1,000 outreach postcards to first-year students; instead, they netted only one reply. The sympathetic murmur of the audience shifted to laughter as the recipient of that one student's reply, the panel's next speaker, Rita Dursi Johnson, quipped, "Flush with success, I left the state."

As director of the DeTamble Library in North Carolina, Johnson continued to develop personalized librarian concepts at St. Andrews Presbyterian College. This 1999–2000 program incorporated desired student information competencies into a library skills packet.

Bonnie Viegland, reference librarian, and Stephanie Willen Brown, database services librarian



Keynote speaker Bill Ferris, coeditor of the *Encyclopedia of the South*, takes some time to talk to conference attendees following his presentation.

(Hampshire College, Massachusetts), showed how their program, developed over a three-year period, involves students at a "teachable moment" linked directly to an assignment. Library pedagogies include student tutorials, course Web sites, and faculty and teacher's assistant training.

Vicki Coleman (director of Clemons Library, University of Virginia) described a program with unique elements of customer

service and factory production methodology. The program focuses on students as customers and supplies "one-stop shopping" research assistance, "just in time, just enough and just for me."

Audience questions that applied personal librarian concepts to transfer and graduate students confirmed this presentation's value.—*Caroline Russom, California State University-Northridge, caroline.russom@csun.edu*

Professional and personal development

The session "Leading by Example: Practical Professional and Personal Development" provided an overview of professional development and mentoring as well as gave the audience an opportunity to submit practical feedback for subsequent posting on the Web. The presenters were Corey Williams Green (Cornell College), Naomi Sutherland (University of Tennessee-Chattanooga), and Trisha Mileham (Valparaiso University).

Green introduced the topic by emphasizing the need to develop leadership skills in newer librarians at a time when many members of the profession are approaching retirement. She said that professional development should be an ongoing, collaborative effort.

Sutherland then talked about mentoring and mentorship. In order to effectively provide guidance, a potential mentor should exhibit several characteristics, including being someone the protégé respects and trusts, being excited about

(continued on page 454)

tography: A Century of Images," detailing the history of photography in the United States. Information related to the documentary can be found on the PBS Web site; the following informational paths are included: art, photography and war, digital truth, presidential image making, persuasion, social change, and cultural identity. This site is especially helpful for the student of photojournalism and for the general public wanting to know more about the impact of photojournalism in America. *Access:* <http://www.pbs.org/ktca/americanphotography/>.

September 11

Listed below are some metasites of photograph collections of September 11, 2001.

• 11 September 2001—Visual collections.

This link is on the University of Iowa Communication Studies Resources site. *Access:* <http://www.uiowa.edu/%7Ecommstud/resources/visualsites.html>.

• **Photojournalism and the Terrorist Attacks.** This is a special selection of sites from the Journalist's Toolbox. *Access:* <http://www.journaliststoolbox.com/newswriting/photojournalism.html>.

Note

1. Ken Sexton, *Photojournalism in American Journalism: History, Principles, Practices*, eds. W. David Sloan and Lisa Mulhkin Parcell (Jefferson, North Carolina: McFarland & Company, Inc., Publishers, 2002), 335. ■

("Learning to make a difference," continued from page 448)

learning and actively involved in the protégé's learning, and being an individual who sets high standards and serves as an example to others. In most cases the protégé informally initiates the mentoring relationship, although in formal mentoring programs, mentors and protégés may be assigned to one another. Among the benefits of mentoring are personal growth, improved performance and interpersonal skills, greater retention of talented employees, and the potential for a more-defined career path. Sutherland said, "mentoring is all about life-long learning."

Mileham mentioned other aspects of development across the professional lifespan, including the need for librarians to maintain a personal commitment to their own professional development and that of newer colleagues. Consult <http://www.valpo.edu/home/faculty/pmileham/acrl> for notes from the presentation, a bibliography, and audience contributions.—*Martha Tarlton, University of North Texas Libraries, tarlton@library.unt.edu*

Integrating information literacy

"Practical Ways to Integrate Information Literacy into the Curriculum on a Shoestring Budget—Three Community College Approaches" was presented by Inger Curth (Jefferson Community College), Deborah Moore (Glendale Community College), and Karen Topham (Brookdale Community College). They have developed an informative Web site at <http://www.glendale.edu/library/libins/ACRL/>

[ACRLpres.htm](#), which contains their presentation, handouts, and useful links.

Each presenter gave highlights of instruction at the different campuses, emphasizing that there is more than one information literacy (IL) model, while collaboration and assessment are essential. Each college has funded its efforts through the operating budget or grants.

Jefferson Community College librarians teach library classes and train faculty on how to incorporate a library-created IL tutorial into assignments. Blackboard, a Web-based course management tool, is used to provide library pathfinders, resources, and assignments. Curth demonstrated a scoring evaluation tool, written in Microsoft Access. A faculty survey found that student research papers improved because of library instruction.

Glendale Community College offers course-integrated IL sessions and a credit-bearing course. It also offers skill workshops, which are required or recommended by more than 50 classroom instructors. They have proven that students who attended had significantly better course outcomes than those who did not.

Brookdale Community College librarians are involved in student appointments, workshops, course instruction sessions, and a three-credit course. Students receive a certificate upon completion of each workshop, which is used as proof of attendance for their professors. Information on the college's core competency integration and assessment model was also shared.—*Ann M. Tenglund, St. Bonaventure University, ateng@sbu.edu* ■