

2012

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SAN JOSÉ STATE
UNIVERSITY

SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Innovate

Annual Review
2011 - 2012

Tools for Success

Innovative Learning Experiences Prepare Tomorrow's Leaders

The Next Frontier

MARA Alumni Poised for Leadership in Information Governance

Graduates Thrive in Tough Job Market

Research Center Links Collaborators from across the Globe



Letter from the Director



INNOVATION – IT PERMEATES OUR SCHOOL COMMUNITY.

Yet we know innovation isn't limited to our School. With this in mind, we continue seeking ways to connect with a global community of practitioners and scholars and be part of worldwide efforts to transform our profession.

I'm pleased to share highlights from our 2011-2012 academic year, giving you a glimpse into some of the ways we're working to be a catalyst for global innovation.

Our School played a leading role in the Library 2.011 worldwide virtual conference, a free, online event, where more than 6,800 individuals from 160 countries discussed the future of our profession.

We were also excited to launch our School's Center for Information Research and Innovation (CIRI), a fully online research center aimed at fostering global partnerships and generating new ideas for future innovation. We hope you'll get involved with CIRI and share your ideas on our blog and in our open lab.

I was thrilled to be part of our School's new partnership with Vietnam National University (VNU), as we investigated the feasibility of expanding VNU's existing master's program in library and information science to an online delivery model. Plans are underway to share our School's expertise in online learning as we help VNU pilot its first online courses.

We are continuing to invest in innovative learning opportunities for our students, expanding our curriculum so our graduates are prepared for today's jobs and tomorrow's promotions. For example, we're expanding our virtual internship program, giving students the opportunity to engage in supervised field experiences that fit their career aspirations, even when they live across the continent from the host institution. We also introduced a new, fully online post-master's certificate program this year, allowing practitioners to update their knowledge and explore emerging trends.

In 2008, we launched an innovative, international doctoral program, in partnership with Queensland University of Technology. This year, we're proud of the first group of students who are completing the San José Gateway PhD Program. We also celebrated with the second group of students to graduate from our Master of Archives and Records Administration (MARA) program, new alumni who are eager to pursue leadership opportunities in information governance.

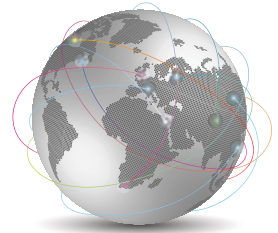
We have many reasons to be optimistic about the future, our students and alumni, and our profession. I invite you to read the stories in this year's edition of *Innovate* and learn more about our efforts to foster innovation.

Sandra Hersh



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TOOLS FOR SUCCESS:

Innovative learning experiences
prepare tomorrow's leaders

You can't smell the chalk dust. You can't hear classmates turning the pages of their books. But you know learning is taking place in our School's online environment. You can see it when students use their mobile devices to download instructor lectures. You can hear it when students gather in online forums to discuss emerging trends or collaborate on assignments.

Many students choose online learning because it's convenient, giving them the flexibility they need to fit coursework around other responsibilities, regardless of where they live or work. Yet is it inspirational? Engaging? Relevant? "I believe it all depends on the caliber of the online experience," said Dr. Michael Stephens, an assistant professor at SJSU SLIS who teaches courses on transformative learning.

"I work to create an online learning environment that fosters rich interaction between students and encourages them to interact with me," explained Stephens, who recently shared his insights during the School's annual faculty institute, where nearly 100 instructors met to share exemplary practices in online teaching. Although SLIS provides access to cutting edge tools to deliver class content, along with instructor training and support to streamline implementation, "the best teachers understand that technology use in coursework is not just for the sake of technology but to extend and enhance the learning process," said Stephens.

What technology tools does Stephens implement in his courses to create an engaging, inspiring learning environment? Students interact on blogs, wikis, and other social media. "On the go and from anywhere, my students can participate via their smartphone or tablet," said Stephens. "Posting a picture, a link, or just a brief thought about class content can happen anywhere."



Dr. Michael Stephens, assistant professor at SJSU SLIS

On the go and from anywhere, my students can participate via their smartphone or tablet.

Dr. Michael Stephens

Stephens delivers recorded lectures that combine slides, text, and video into a rich, media-based web experience. He also records short video updates for his students using his smartphone, which he uploads to YouTube for easy student access.

“If I’m traveling to speak at a library or conference, I let my students know,” said Stephens. “If I’m at a conference, I’ll share links and insights. My students have done the same, using Twitter or their class blogs to share their own opinions and takeaways from attending professional conferences.”

For students, it’s comforting to know that a professor is just a few keyboard taps away in the online environment.

Like many other SLIS faculty, Stephens uses a web conferencing platform to host live class sessions, which include open discussions, as well as student and guest lecturer presentations. Recordings are posted to web-based course sites as soon as sessions wrap up for students who can’t attend live sessions or want to review material. Students also use the online meeting space for group work and to practice presentations.

“I also hold my office hours via web conferencing, and students often stop by the online room just to say hello and make a quick comment,” said Stephens. In addition, SLIS faculty use Blackboard Instant Messaging (IM) to stay in touch. “While working each day, I log in and set my status to available,” said Stephens. “Students and my colleagues at SLIS can send a brief question or comment via IM, and I can do the same. For students, it’s comforting to know that a professor is just a few keyboard taps away in the online environment.”

Students also use emerging technology to complete assignments. They still write traditional papers and essays, but they also use tools like desktop video capture and web-based multimedia programs to share their work with instructors and peers. Additionally, class assignments may involve developing a web page, an online tutorial, or an application for a mobile device. “I believe a focus on play and experimentation is needed for 21st century learning success,” said Stephens, echoing the perspective of other SLIS faculty, who recognize the need to prepare students for the world they will work in after graduation.

SLIS instructors continuously explore new ways to use emerging technology to create an engaging learning environment, and many courses have a specific focus on technology. For example, some of the School’s newest electives cover data mining, web analytics, information visualization, technology forecasting, tablet programming, curation of new digital media, and use of mobile devices in information environments.

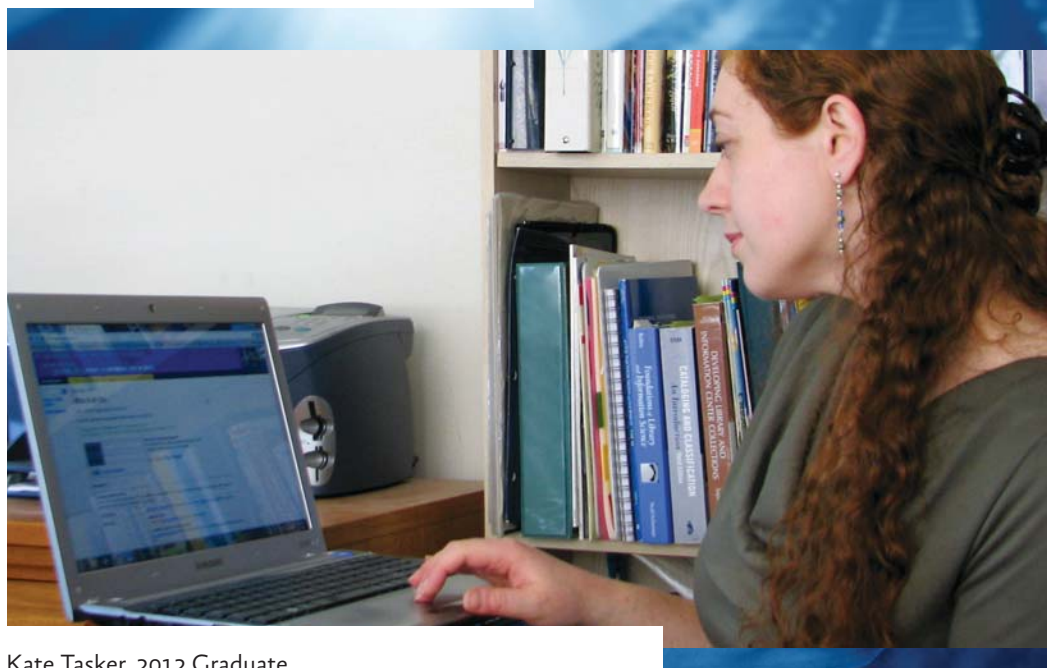
Before they dive into their first courses, all SLIS students are introduced to the School’s technology in a guided learning



experience. According to student Adele Reid, this low-stress and highly supported exposure to the technology required to succeed in the program makes all the difference to new students. In addition to instructors, the sessions are supported by current students, who serve as teaching assistants. These peer mentors help new students practice using the technology embedded in SLIS courses. “Access to peer mentors also gives new students the opportunity to discuss concerns, frustrations, and hesitations experienced by some students new to online learning,” said Reid. “I’ve experienced similar levels of support throughout the program, including access to a multitude of online tutorials, as well as personal support via discussion forums, email, and phone calls.”

SLIS student Kate Tasker values a learning environment where she’s introduced to a range of communication tools and diverse learning experiences. “I have the opportunity to learn from people across the country and around the world,” said Tasker. “Although my instructors and classmates may live in different time zones or on different continents, we exchange ideas and perspectives via live web conferences, recorded audio lectures, screencasts, email, discussion forums, instant messaging, and social networks. Using these communication technologies in the learning environment is fun, and it’s also part of my training as a real-world information professional.”

In addition to the lively interaction Tasker finds in her courses, she stresses the value of getting involved in a range of activities for SLIS students. “Joining student chapters and participating in their virtual meet-ups with peers is a great way to expand your learning community beyond the classroom,” said Tasker.



Kate Tasker, 2012 Graduate

SJSU SLIS students can choose from several professional association student chapters, including an award-winning American Library Association (ALA) student chapter, a newly formed Special Libraries Association (SLA) student chapter, and a Society of American Archivists (SAA) student chapter.

In addition, during the last year, SLIS student Sarah Emmerson collaborated with a group of fellow students to reactivate the School’s dormant American Society for Information Science and Technology (ASIS&T) student chapter. Emmerson served as vice chair of the student chapter during its reactivation phase and became chair of the newly chartered chapter in August 2011. The ASIS&T student chapter provides education and networking opportunities for SLIS students, including virtual events and workshops, as well as a website and newsletter.

SLIS continues to be recognized for its leadership in online learning. Most recently, three SLIS faculty members were honored as recipients of the 2012 Excellence in Online Teaching Award, presented by the Web-based Information Science Education (WISE) consortium. SLIS instructors Meredith Farkas, Dr. Michelle Holschuh Simmons, and Ellen Greenblatt received this national award, which recognizes their accomplishments as online educators. 🏆

235
course sections
offered to students
each semester



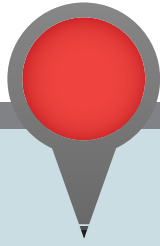
Virtual Internships, Real-World Learning

Internships are a great way for students to gain relevant real-world experience and build valuable professional connections. Yet many online students find it challenging to locate place-based internships nearby, in settings that interest them and match their career aspirations, and with schedules that fit around their school, work, and family responsibilities.

225
internships offered
to MLIS students
each term

“Sometimes the best internship opportunity for a student may be across the country, making it nearly impossible for a student to participate in a supervised field learning experience,” said Dr. Patricia Franks, an associate professor with SLIS, who is hard at work finding ways to solve this problem for SLIS students.

Thanks to grant funding from the university, Franks is collaborating with the SJSU College of Business to develop and pilot new virtual internship opportunities for students and assess the framework needed to support student success. “I want all our students to have the opportunity to complete an internship that interests them, regardless of the geographic location of the student or the internship sponsor,” said Franks.



Host an intern and share your knowledge.

Learn more at:
slisweb.sjsu.edu/interns

According to Franks, virtual internships also prepare tomorrow's information professionals for the types of virtual work environments that are becoming more commonplace. "Not only do we expect our interns to produce completed projects for their host institution, but with virtual internships, we expect students to gain an understanding of the virtual workplace and develop skills in self-directed work, time management, and online collaboration with colleagues and clients."

Laura Warren is one of many students who is already benefiting from the growing number of virtual internships offered at SJSU SLIS. Warren was the first SLIS student to work with Credo Reference's Libraries Thriving Internship Program, where she collaborated with librarians and other educators to facilitate discussions about new e-resource applications. She moderated online discussion forums, promoted events, and planned online seminars. Warren also helped develop information literacy materials for Credo's reference resources.

Her internship with Credo Reference led to a part-time job with the company and a chance to co-present at a regional conference with one of her Libraries Thriving colleagues. Her presentation focused on using collaborative online communities as a resource for meeting common library challenges.

During another virtual internship, SLIS student Marina Torres Aiello enhanced the online presence of Yuba Community College in California. She managed the library's social media

services, developed tutorials for students, and updated the library's website. While the library was housed in the cafeteria during a renovation, Aiello kept students updated about library services via blog posts, tweets and Facebook updates. She also established a Flickr account for the library.

Aiello feels that learning to work virtually was one of the greatest skills she gained during her internship experience. "The virtual setting is really applicable in today's job environment," she said. "A lot of jobs require virtual meetings and teamwork with people who are not at your physical location."

Aiello and her internship supervisor made a presentation about virtual internships at the 2012 California Academic and Research Libraries Conference, where they discussed the advantages and challenges of virtual collaboration.

Several SLIS students completed virtual internships for public libraries in California. Jan Oliver interned at the Marin County Free Library, where she enhanced web resources for the library's summer reading program and revamped social media tutorials for library staff. Anthony Andora helped the San Mateo Library System enhance its online presence through blogs, Facebook, and Twitter. During a virtual internship with the San Francisco Public Library, Karen Scott conducted research on public library policies regarding digital resources and presented her findings to library employees.

When Franks launched her virtual internship project in Spring 2012, the School offered 30 virtual internship opportunities to its students, yet Franks recognized that the demand for virtual internships far outpaced their availability. During the project's first few months, Franks and her team contacted nearly 100 employers to find out if they were interested in offering a virtual internship.

In addition, with the help of several SLIS student assistants, Franks has already published an array of useful material regarding virtual internships on the SLIS website, including tips for students and internship supervisors. Next steps for Franks and her team include promoting new virtual internship opportunities to students, establishing an advisory board of virtual internship supervisors to provide input as SLIS expands its program, and sharing recommendations regarding virtual internship exemplary practices with other educators. 🍌

THE NEXT FRONTIER:

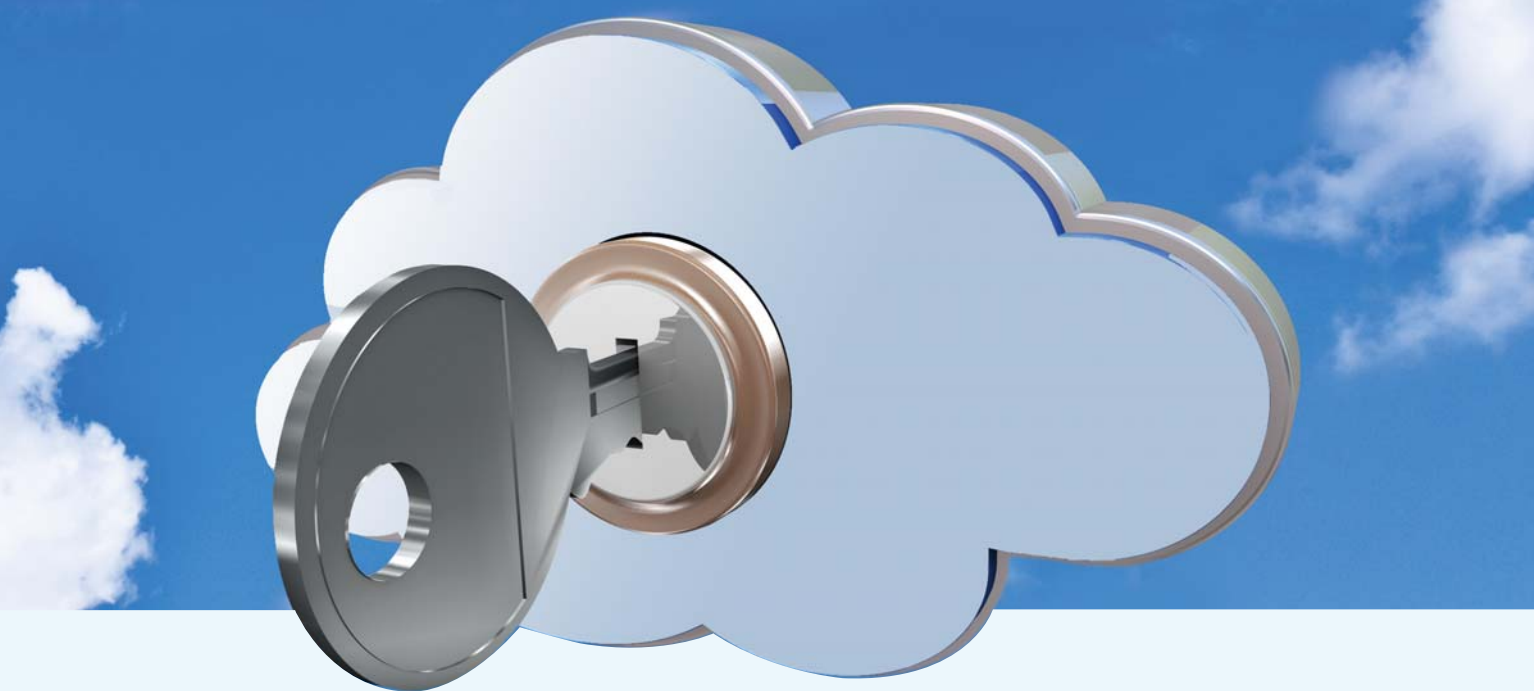
MARA alumni poised for leadership in information governance



2012 MARA graduates

(L to R): Ember Krumwied,
Amy Abadilla, and Angela Noble.
Back row: Melissa Hunt Glickman.
Not pictured: Linda Bigsby.

The second group of students to earn their Master of Archives and Records Administration (MARA) are eager to leverage their new degrees to pursue career opportunities in information governance.



Some of this year's MARA graduates plan to pursue promotions where they already work, now that they have their new degree in hand in a field primed for growth. Others hope to transition to new jobs in corporate, government, and nonprofit institutions. One graduate plans to continue her education by earning a doctoral degree.

Like many of her peers, recent graduate Ember Krumwied chose the MARA program because of its dual focus on records management and archives. She already works in records management and is a certified records manager. She enrolled in the program in order to expand her future career options with a degree that includes both records management and archival coursework.

As Krumwied and the other 2012 graduates pursue career opportunities, current MARA students continue to benefit from a range of activities that will make them more employable after graduation.

MARA students interact with experts in the field via webinars. Recent guest presenters explored privacy issues in records management, the impact of social media on records management practices, and how to develop a realistic and sustainable retention schedule. All presentations are recorded and made freely available via the SLIS website.

MARA alumnus Robert McLauchlin made a guest presentation as part of the 2011-2012 colloquium series, discussing enterprise content management. After earning his MARA degree in Spring 2011, McLauchlin received a promotion and now works as a Records and Information Governance Lead for an oil and gas company based in Canada. He's responsible for the organization's information governance and enterprise content management deployment in North and South America.

MARA students also connect with the professional community through an annual online conference hosted by the SLIS Virtual Center for Archives and Records Administration (VCARA). The center opened in 2009 and provides a virtual space for events, exhibits, meetings, and presentations.

The 2012 VCARA conference focused on career opportunities in the digital age. Speakers and poster sessions explored emerging technologies, such as social media and cloud computing, discussing how these technologies demand a new set of competencies for information professionals.

Dr. Nancy Barnes, a MARA instructor and consultant to ARMA International, believes the future looks promising for MARA graduates. "The field of information governance is really exploding right now because of the technology that continues to be

developed, as well as the evolving regulatory and legal requirements impacting many industry sectors like healthcare and financial services,” said Barnes.

MARA instructor Lisa Daulby agrees. “I see a lot of growth in the field of electronic records management, which

it’s also what I find exhilarating about the profession. You have to be at the top of your game, keep current, and be constantly learning.”

As new students enter the fully online MARA program in Fall 2012, they’ll be able to choose from an expanded range of electives. Students will be able

MARA students interact with MLIS students and faculty, they’ll gain a diversity of perspectives that will serve them well in the future,” said Daulby.

“With so many MLIS elective choices now available to MARA students, it will be easier for students to tailor the program to meet their interests and career goals,” added Daulby. Students can take MLIS electives that explore emerging technology, dive into more in-depth archives and preservation courses, or study new professional trends, such as digitization, information security, the impact of Web 2.0 on records management, and curation of new digital media.

MARA students interact with experts in the field via webinars. Recent guest presenters explored privacy issues in records management, the impact of social media on records management practices, and how to develop a realistic and sustainable retention schedule. All presentations are recorded and made freely available via the SLIS website.

is becoming even more important for organizations and regulatory agencies,” she said. “There’s a real need for professionals with expertise in this area.”

Daulby has worked in the archives and records management profession for 12 years, including serving as a records manager and archivist at the Royal Bank of Canada in Toronto. “The wonderful thing about working in the field is that it’s ever-changing. It’s challenging, but

to choose three of their electives from courses offered in the School’s Master of Library and Information Science (MLIS) program.

According to Daulby, who also serves as a MARA student advisor, the ability to take MLIS courses not only expands elective options for MARA students, but also helps students enlarge their professional network, which is important in today’s competitive job market. “As

The MARA program was also modified recently to offer students increased flexibility. “Most of our current students work full time and juggle school, work, and family responsibilities,” said Dr. Patricia Franks, MARA program coordinator. “As we refined the MARA program, we kept that fact in mind. Students now have the option to attend full-time or part-time, and new students have the option to start the program in the Fall or Spring semesters.” 🍀

For a complete
list of MLIS & MARA
graduates, visit:

slisweb.sjsu.edu/annualreview



ALUMNA INSPIRES LIFELONG LEARNING



Milly Lugo

Alumna Milly Lugo followed her dreams, changing careers seven years ago to work as a librarian, where she now focuses on helping others pursue their own dreams.

Lugo works at the Santa Ana Public Library in California, developing classes for non-English speakers. She created a workshop to teach employment-related English, a computer literacy class for non-English speakers, and a library literacy program that helps immigrant populations learn to navigate library resources.

The workshops she developed are full, with long waiting lists. Hundreds of individuals have completed her workshops in recent years, and thousands of new library card holders are evidence of the success of her library literacy program. She trains colleagues to deliver workshops and recruits volunteers to help out, doing all she can to increase access to these programs where adults gain essential skills for living and working in the digital age.

The classes are so successful that Lugo has been asked to share her strategies at state and international library events. She traveled to Puerto Rico to present her library literacy program at the 2011 International Federation of Library Associations and Institutions (IFLA) general conference.

Lugo's work has also been recognized through several recent awards. She's a recipient of the 2012 *Library Journal Mover and Shaker Award*. She also received the 2011 *Woman of the Year Award in Education* from the National Hispanic Business Women Association. ❏

Lifelong Learning At Your Fingertips

SLIS offers a range of lifelong learning opportunities, freely available via our website. We invite you to get involved in our global learning community.

- View our free online webinars by some of the leading experts and innovators in the fields of library and information science and information governance. You can watch them live or view recordings.
- Explore our online career development resources, including advice on career e-portfolios, tips for updating your resume, job search strategies, and recorded career workshops.
- View recordings from the Library 2.011 worldwide virtual conference, co-founded by SLIS. There are 153 presentations ready for viewing at your convenience. You may also want to consider attending some of the live sessions at the Library 2.012 conference, which will take place on October 3-5, 2012.

We're proud of the accomplishments of all our alumni. Recent achievements include:

Penny Hummel is preparing to lead the Oregon Library Association, which serves 1,000 libraries. She'll serve as President Elect during 2012-2013, learning the ropes before transitioning to the role of President in September 2013. Hummel is the Director of the Canby Public Library and is passionate about library advocacy.

Elizabeth Housewright received the 2011-2012 SLIS *Distinguished Alumni Award*. She recently retired after serving for nearly two decades as an academic librarian at California State University Fullerton (CSUF), where she played a key role in helping SLIS serve students in Southern California after the School established a distance learning program at CSUF in 1989.

Silvia Cisneros was honored with a national award presented by REFORMA, an association that promotes library and information services to Latinos and Spanish-speaking communities. In presenting her with the 2011 *Dr. Arnulfo D. Trejo Librarian of the Year Award*, Cisneros was recognized for her work serving at-risk bilingual teens and college-age young adults from immigrant families. Cisneros is President of the Orange County REFORMA Chapter and a Senior Librarian with the Santa Ana Public Library.

LEADING THE WAY:

First doctoral students prepare to graduate



W

hen the San José Gateway PhD Program admitted its first students in 2008, a handful of forward-thinking individuals were the first to enroll in this innovative program that spans two continents in a partnership between SJSU SLIS and Queensland University of Technology, one of Australia's top research institutions. Today, the first doctoral students are poised to complete their degrees.

Among them is Diana Wakimoto, who was the first San José Gateway PhD student to complete her dissertation and present her findings to a supervisory panel. Wakimoto's research focused on community-based archives in an effort to understand how their practices differ from traditional institutions. Her findings provide a new perspective on archival work.

"Community archives are such an interesting phenomenon," Wakimoto said. "They are a community's response to a need that institutional archives don't meet."

Wakimoto conducted oral history interviews with community archivists and volunteers at three community archives. Her analysis sheds light on the history of community archives and provides a detailed account of community archives' staffing models, circulation policies, and descriptive practices. Wakimoto's work suggests new ways in which archivists can build collaborative partnerships with their communities to preserve the experiences of diverse groups.

Wakimoto works as an online literacy librarian at California State University, East Bay, where she manages the university archives. She also serves as a liaison to the Biological Sciences, Chemistry, Physics, and Earth and Environmental Sciences departments, and teaches information literacy courses to first-year students.

The San José Gateway PhD Program's international perspective and distance education model appealed to Wakimoto, who worked full-time while earning her degree. "Much of the work was independent research, which is a good fit for self-paced online learning," she said. "I also met frequently with my supervisor and cohort members using web conferencing, offering that touchstone of support."

Since Wakimoto presented her findings to a supervisory panel during March 2012, two other doctoral program students also completed their research and presented their findings. Cheryl Stenström examined library funding decisions by public officials, drawing upon her own experience leading public libraries in Canada and managing library budgets. Mary Ann Harlan studied the information practices of teen content creators, investigating how teens find and use information as they participate in digital communities. Harlan worked with teens in public schools as a teacher and teacher-librarian for 15 years, fueling her ongoing interest in adolescent learning and education.

Other students in the San José Gateway PhD Program are conducting research regarding information-seeking behavior, information literacy, library-faculty collaboration in academic institutions, library leadership development, and information sharing practices of geographically distributed work teams. ❏

Picture left: First doctoral students to deliver their findings to supervisory panels (L to R): Mary Ann Harlan, Diana Wakimoto, and Cheryl Stenström

Scholarship winners share

PASSION *for* TECHNOLOGY



Above: Martina Podsklanova and Candice Putnam

Martina Podsklanova moved between continents while enrolled in the MLIS program, yet her global travels haven't slowed down her progress towards earning her degree or limited her opportunities. She started the MLIS program while living in Indiana, and then moved to Belfast, Northern Ireland. She plans to move back to Indiana before graduating.

Born in Slovakia, Podsklanova became interested in reference and archival practices while working as a library assistant in the Slavic and East European Collections at Stanford University, and then as an archival assistant at the Hoover Institution Archives at Stanford, California.

"The Hoover Institution has extensive collections on the Cold War and Eastern Europe," said Podsklanova. "I became fascinated by that topic. The more I worked with books and



archival documents, the more I wanted to learn about best practices for librarians and archivists,” said Podsklanova.

Although Podsklanova selected many of her electives from the MLIS program’s courses on archival topics, “I chose the MLIS program at SJSU because I didn’t want to limit the scope of my studies to archives only,” she explained. Some of her favorite courses include those that helped her expand her technology skills, including courses about technology applications and digital asset management.

She combined her love for archives with her enthusiasm for emerging technology during a virtual internship with Calisphere, an online portal of digitized images of historical artifacts from California repositories. She helped Calisphere improve user access and enhance the visibility of its collection, assisting with their metadata system, search engine optimization, and web analytics.

Podsklanova is the recipient of the 2012 SLIS NewsBank Scholarship, which supports students interested in pursuing careers in information retrieval and digital information resources.

Another SLIS scholarship recipient, Candice Putnam, relies on the technology skills she’s gained as an MLIS student to enhance programs at the public library in Canada where she works. As a Program Coordinator at the Red Deer Public Library in Alberta, Canada, Putnam plans programs for people of all ages.

She says that two of her most influential MLIS courses were basic and advanced courses in technology tools and applications. “During one course,

I was able to develop a website for the library where I work, an effort to reach out to Red Deer’s Filipino community,” said Putnam.

She’s also enjoyed using technology to create new ways for the library to engage with the community. For example, she developed an online forum aimed at getting residents involved in discussing local elections, an online space where candidates interact with residents. She also transformed the library’s Facebook page and Twitter presence.

After graduation, Putnam wants to continue working in a public library, blending her passion for children and teen services with her interest in emerging technologies because “the two go hand in hand.” Putnam is the recipient of the 2012 SLIS Alumni & Friends Scholarship.

Brenda Sevigny-Killen, recipient of the 2012 SLIS H.W. Wilson Scholarship, enrolled in the MLIS program after deciding to make a career change from nursing to librarianship.

Her experience as an online student in the MLIS program is especially relevant to her work as an off-campus librarian at the University of Maine, where she helps distance learning students, as well as the faculty who teach those classes. Although she lives in Maine, she rarely meets face-to-face with her patrons, interacting with students and faculty via email, phone, and live chat.

Sevigny-Killen says earning her MLIS degree will make it possible for her to take on library leadership roles. “The library profession needs knowledgeable, visionary, motivated, engaged, and caring leaders,” said Sevigny-Killen, who hopes to be one of those leaders. 🧩

SLIS SCHOLARSHIP RECIPIENTS

Deborah Cooper
SLIS Faculty Endowed Scholarship Award

Jennifer Gibson
Terrence Crowley Endowed Scholarship Award

Randi Lavik
Connie Costantino Endowed Scholarship Award

Amy Moore
Kaiser Permanente Endowed Scholarship Award for Medical Librarianship

Martina Podsklanova
NewsBank Endowed Scholarship Award

Candice Putnam
SLIS Alumni & Friends Endowed Scholarship Award

Brenda Sevigny-Killen
H.W. Wilson Endowed Scholarship Award

Jade Torres-Morrison
Blanche Woolls Endowed Spectrum Scholarship Award

SLIS GRADUATING STUDENT AWARDS

Cynthia Cohen
Edna B. Anthony Award in Reference and Information Services

Samantha Godbey
Leslie Janke Award in Teacher–Librarianship

Stacey Nordlund
Ken Haycock Endowed Award for Exceptional Professional Promise

Robin Openshaw
Shirley Hopkinson Award in the Organization of Information

Laura Warren
Jean Wichers Award for Professional Practice

SJSU COLLEGE OF APPLIED SCIENCES AND ARTS

John Tilney
CASA Outstanding Thesis Award

Michaela Ullman
CASA Dean’s Scholarship

SPECTRUM SCHOLARS
American Library Association

Mikako Koyama Baker
Jennifer Gibson
Beatriz Preciado

GRADUATES THRIVE IN TOUGH JOB MARKET



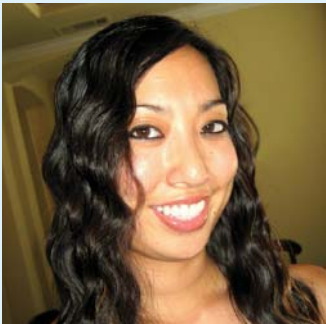
When Ron Cascella finished his MLIS degree, he knew he was facing a challenging job market. Yet just four months later, he was hired by Adobe Systems in Seattle, Washington, joining their content delivery team.

Cascella credits his successful job search to his MLIS coursework, which he believes helped him land the position, where he's involved with building web pages and managing Adobe's digital assets.

He learned how to build websites in his MLIS course about technology tools and applications. "Learning to build web pages and add new components taught me about HTML coding and gave me confidence that I can learn new technologies fairly quickly," Cascella explained. "I work with a lot of different kinds of systems at Adobe, so it's been very helpful having that background."

While enrolled in the MLIS program, Cascella also completed a course in digital asset management and spent a semester as a digital asset management intern, working with digital images at the San Francisco Museum of Modern Art. Cascella uses this knowledge on a regular basis at Adobe, where he adds metadata to each digital object to set permission levels and organize the material for users in different countries.

Alumna Ratana Ngaotheppitak also credits her internship experience at SLIS with helping her secure a job at the NASA Ames Research Center in California two months before she graduated. Her job as a Life Sciences Data Archivist involves cataloging data from NASA's space flight experiments, preserving audio and visual materials, and working with the documents collection. She also provides reference services to researchers in NASA's science library.



SLIS Alumna
Ratana Ngaotheppitak

“The internship at NASA was the perfect opportunity to gain experience and start working for an agency that will put me on the path to a career in government archives,” Ngaotheppitak said. “Internships are so valuable, because you start to network and have the opportunity to get your foot in the door in a career you want.”

Ngaotheppitak grew up attending air shows with her father and has dreamed of working for NASA ever since she decided to become an archivist. “I’m so lucky to be working here,” she said.

Just two months after earning her MLIS degree, alumna Sam Leif started work as the Learning Resource Center Specialist and solo librarian at the International Academy of Design and Technology Library in Las Vegas, Nevada. She’s relying on the knowledge she gained in the MLIS program in her new position, which involves collection development, reference services, and library management.

“This is my first professional librarian job, and I love that I get to put into practice everything I learned at SLIS,” Leif said. “I catalog, I manage the budget, and I provide reference services and information literacy instruction. Since we’re a small college, I also have the opportunity to really get to know the students.”

Leif began her job search while she was still a graduate student, taking advantage of the School’s career development resources and online tools. “I contacted the SLIS Career Center Liaison for advice on résumés and job interviews,” Leif said. “She also offered great tips on how to create business cards and network at professional conferences.”

Leif worked hard to develop professional connections as she progressed through the MLIS program. She completed an internship at the University of Nevada, Las Vegas, Lied Library, where she worked in reference services, helped staff librarians with their research, and co-authored an article on using Twitter in academic libraries, which was published in *Reference Services Review*.

Alumna Shaula Stephenson is another recent SLIS graduate, who was thrilled to be hired as a digital project archivist just one month before she finished her MLIS degree. She’s now working at the Hammer Museum at the University of California, Los Angeles (UCLA), where she manages the museum’s electronic exhibition files and media assets.

Stephenson’s MLIS classes, combined with her past work experience, made her an excellent match for the position. She worked for several years at the Los Angeles County Museum of Art and as a patent secretary for a law firm. While enrolled in the MLIS program, she volunteered at local cultural institutions and completed an internship at the UCLA University Archives.

Stephenson also made the most of networking opportunities at SLIS, becoming involved with the SJSU Society of American Archivists Student Chapter (SAASC). She served as the chapter chair from 2011-2012. She made connections with archives professionals across the nation and invited them to share their experiences as guest speakers at SAASC virtual events. 🍷

Are you a SLIS alumni?

We invite you to join SLISConnect, a group for alumni and current students. All alumni can participate in the group’s free events, including online seminars and networking opportunities. Learn more about SLISConnect on our website or follow them on Facebook: facebook.com/SLISConnect



SLIS student Hoan-Vu Do



Global Experiences Foster Innovative Learning Options

SLIS student Hoan-Vu Do moved to the United States with his family in 1994. Raised in a small village in Vietnam, Do spent his childhood helping out on his family's coffee plantations. Although he came to the United States as a refugee, Do continues to serve his homeland. He journeyed back to Vietnam to study endangered primates after earning his undergraduate degree in biology.

積極創新

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As an MLIS student, he tapped into his knowledge of Vietnamese culture and language to serve as a research assistant on a project aimed at exploring online learning programs in Vietnam.

The grant-funded project involves a partnership between Vietnam National University (VNU), SLIS, and the SJSU School of Social Work. Under the guidance of SLIS Director Sandra Hirsh, the research team is investigating the feasibility of expanding VNU's existing degree programs for social workers and librarians to an online delivery model, providing expanded access for students who are not able to attend on-site classes. The team is developing recommendations regarding the best approach to implementation, should VNU decide to move ahead.

Do was thrilled to have the opportunity to serve as a research assistant. He translated and analyzed data from focus groups conducted at VNU, which included faculty and students from VNU's Library Studies department, as well as members of the professional community. "I left Vietnam when I was 11 years old, so it was fascinating to listen to the different focus groups explain their use of current technologies in their daily lives and classes," Do said. Focus group data also provided valuable insight regarding attitudes towards online learning and readiness to implement an online program.



"The project also gave me the opportunity to familiarize myself with Vietnamese vocabulary for different library terms and technologies," said Do, who hopes to share his knowledge and passion for ecology in an academic library after earning his MLIS degree.

Do isn't the only student who relied on global experiences while helping out as a SLIS research assistant. MLIS student Lauren Flattery used her knowledge gained through diverse life experiences to help develop a new interdisciplinary Chinese language and culture course at SLIS.

We are delighted to offer these courses, which help students understand how to communicate cross-culturally, how to develop a collection of library resources to serve non-English speaking patrons, and how to develop library services that meet local needs.

Dr. Linda Main, SLIS Associate Director

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Success often leads to...
 一顺百顺
succeed-ing /sək'sɪdɪŋ; sək'sɪzɪŋ/ *adj* coming after something else 随后的, 接着的: *Over the succeeding weeks things went from bad to worse.* 在接下来的几星期里, 情况越来越坏。
success /sək'ses; sək'ses/ *n* 1 [U] the achieving something you have been trying to do, with a good result 成功, 胜利, 成就: *success in a highly competitive market* 在竞争非常激烈的市场中取胜 | *She puts her*



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 student assistants engaged in collaborative research and special projects with SLIS faculty during 2011-2012.

As a student assistant for the grant-funded partnership between SLIS and the SJSU Department of World Languages and Literatures (DWLL), Flattery helped design an online Chinese course specifically for library and information science students. The course will prepare MLIS students to serve North America's growing population of Chinese Americans. MLIS students will gain knowledge of the Mandarin language and learn how to develop a collection of library resources to serve Chinese American patrons and individuals interested in Chinese culture.

Flattery spent five years living and working in China and holds an undergraduate degree in East Asian Studies. In addition, she was a student in the first online French course offered at SLIS, also developed in partnership with DWLL and introduced in Fall 2011, along with an online Spanish course for MLIS students. Flattery is a teacher-librarian at a French immersion school near Toronto, Canada.

From her home in Canada, Flattery collaborated virtually with DWLL Lecturer Chunhui Peng, who teaches face-to-face courses on the SJSU campus and will teach the new Chinese course starting in Fall 2012. Flattery used the knowledge she gained as a student in the fully online MLIS program, along with her experience as a web-conferencing moderator for live SLIS course sessions, to provide suggestions regarding online teaching strategies for the Chinese course. For example, she offered advice regarding using virtual break-out rooms to allow students to practice dialogue in pairs during live class sessions.

"Teaching Chinese is very different from teaching Spanish or French because of the way the language is written and the way information is organized," Flattery said. As she provided input into the course development, Flattery enjoyed tackling challenges such as how to illustrate the written language during a live web conference and how to organize course material in the online learning management system.

MLIS student Natalia Tabisaura is also enthusiastic about the diversity of learning experiences available to SLIS students. She enrolled in the first Spanish course offered to the School's MLIS students in Fall 2011.

Tabisaura frequently encounters Spanish-speaking patrons in her job at the children's Rainbow Library in Las Vegas, Nevada. She is also familiar with Tagalog, a Philippine language that shares many nouns with Spanish, helping her feel more comfortable as she explored Spanish vocabulary commonly used in library settings. ✨

流

SLIS FACULTY STUDY INNOVATIVE PRACTICES

Assistant Professor Lili Luo is conducting an interdisciplinary exploration regarding how librarians can more effectively address the health literacy needs of their communities. She is partnering with Dr. Van M. Ta Park from the SJSU Department of Health Science, as they examine how public libraries can help local residents who struggle with health literacy. Their research is funded by a grant from the SJSU College of Applied Sciences and Arts.

Luo is also wrapping up a two-year investigation regarding text reference services, funded by the Institute of Museum and Library Services. She studied how libraries can use text messaging as a platform for providing virtual reference services, as well as how they can collaboratively deliver services and expand their ability to meet patron needs during challenging economic times.



The university recently recognized Luo's outstanding record of scholarship, honoring her with the 2012 *Early Career Investigator Award*.

Technology also plays a prominent role in the research of Assistant Professor Michael Stephens. He's conducting research regarding the Learning 2.0 professional development program, offered by nearly 1,000 libraries worldwide. The self-paced, online program aims to educate library personnel about emerging technology, generate a willingness to explore and adapt to technological change, and gain new knowledge regarding how to use emerging technology to better serve their communities.

Stephens is studying how this widespread professional development program is impacting library staff and library services. Recent findings from surveys of U.S. public libraries support earlier research Stephens conducted in Australia, offering evidence that Learning 2.0 programs help library personnel feel more confident and curious about using emerging technology. He's also identified exemplary practices regarding program implementation, offering insight for library leaders who are interested in offering the professional development program to their staff.



The School's Circle of Learning project is exploring a different aspect of the connection between technology and learning – delivering a culturally relevant approach to online graduate education. Funded by a multi-year grant from the Institute of Museum and Library Services, the program provides American Indian and Alaska Native students with financial assistance and other support as they earn their graduate degrees and gain a better understanding of strategies they can use to effectively serve tribal communities.

The program's 19 participants were eager to share their new knowledge and expand their professional network by attending and presenting at the International Conference of Indigenous Archives, Libraries, and Museums in June 2012. They shared their experiences in the Circle of Learning program and interacted with leaders in the preservation and tribal library fields. The American Indian Library Association (AILA) partners with SLIS to offer the Circle of Learning program. ✘



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SESSIONS

VIRTUAL CONFERENCE

BUILDS WORLDWIDE
CONNECTIONS

In November 2011, the Internet was buzzing with global conversations about the future of libraries. More than 6,800 attendees from 160 countries participated in the Library 2.011 worldwide virtual conference, a free event showcasing 153 fully online presentations, offered around the clock in multiple languages.

SLIS is a founding partner of the Library 2.011 conference, taking a leading role in planning and promoting the conference. In addition, many SLIS alumni and students joined the three-day global event as presenters and session moderators.

More than a dozen SLIS faculty members also made presentations at the conference, including keynote presenters Dr. Michael Stephens and Dr. Sandra Hirsh. Other keynote presenters included SLIS International Advisory Council member Stephen

Abram, and three scholars from institutions across the globe: Dr. Lennart Björneborn from Denmark, Dr. Christine Bruce from Australia, and Ellen Tise from South Africa.

The virtual conference offered a convenient option for the LIS community to engage in professional development by attending live presentations or viewing recorded sessions, which are still available on the Library 2.011 website. The conference also offered a unique opportunity for SLIS students to connect with information professionals across the globe, gain experience presenting in professional venues, and share their knowledge in an online, collaborative learning experience.

MLIS student Joy Rodriguez co-presented at the Library 2.011 conference, along with SLIS Associate Professor Anthony Bernier and four other SLIS students. The virtual event offered a global venue, where Rodriguez and her peers shared their experiences as research assistants in a project directed by Dr. Bernier, with their presentation about *Roles SLIS Students Play in Producing Original Research*.

6,800
ATTENDEES

Rodriguez described her involvement in the study, which is funded by a grant from the Institute of Museum and Library Services (IMLS). Bernier's research team is analyzing current approaches to planning and building public library spaces for teens. During her time as a research assistant on the project, Rodriguez edited reports, essays, and articles for publication. She also handled project management for the team, coordinating schedules and project documentation.

"I feel like I've gained many practical skills in project management, research, and presenting, which I can transfer to any environment," said Rodriguez, who has already submitted proposals to present at other professional conferences.

One of her co-presenters at the Library 2.011 conference, MLIS student Collin Rickman, also worked as a research assistant on Bernier's team. Rickman helped distribute online surveys to 700 libraries. He also helped analyze survey data to better understand how libraries address the needs of young people through the design of teen spaces.

Rickman lives in Washington State and interacted with research team members who live across the continent. He joined the project team to develop his research and virtual collaboration skills, which served him well as a Library 2.011 conference presenter. Building on his undergraduate degree in digital technology, Rickman believes the skills he's gained as an MLIS student and virtual conference presenter will be a valuable asset as he pursues a career as an information professional.

MLIS student Mardi Veiluva was one of several SLIS students to volunteer as a Library 2.011 conference moderator. As she moderated multiple presentations, Veiluva relied on the web-conferencing skills she gained as a SLIS peer mentor.

SLIS faculty and students regularly use web conferencing to participate in live class sessions, deliver lectures, engage with guest lecturers, practice their presentation skills, and work on group projects. In her role as a SLIS peer mentor, Veiluva helped students learn how to use the School's web conferencing platform.



"I really wanted to participate in the Library 2.011 conference and build up my skills in instruction and use of emerging technology," explained Veiluva, who plans to use those skills after graduation, providing instruction in library settings.

Margaret Driscoll also served as a SLIS peer mentor and Library 2.011 session moderator, giving her the confidence she needed to make several online presentations during the 2011-2012 academic year. She co-presented a session at the Blackboard Collaborate Connections Summit with SLIS Assistant Director for Distance Learning, Debbie Faires. They discussed the adoption of the Collaborate web conferencing platform as a tool for online graduate education.

Driscoll also presented an online workshop offered by the School's American Society for Information Science and Technology (ASIS&T) student chapter, where she explained how to use an online citation management tool. "I have a huge interest in using technology for learning, so this intersection of libraries and technology is right where I want to be," Driscoll said. 🍌

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COUNTRIES

With its free, convenient approach to professional development, the event was so successful that conference partners decided to plan a Library 2.012 conference, which will take place on October 3-5, 2012.

We hope the residency model will help libraries respond to rapidly shifting priorities, enhance the quality of library services, and benefit their communities.



A CATALYST FOR TRANSFORMATIVE CHANGE

EMERGING TECHNOLOGY, NEW LEADERS, AND A NEW RESIDENCY MODEL

One size doesn't fit all.

Those words of advice are especially relevant for today's librarians, as they grapple with decisions regarding how to integrate new technology in a way that benefits their users and fits their organizational culture. They also need to address their patrons' varying technology interests and skills, along with patron expectations regarding the technology resources available at their library.

At the same time, new library school graduates are brimming with knowledge and eager to use their technological skills to improve library services. Many have a wealth of ideas about how libraries can integrate emerging technology into their programs and services, and they're eager to get started. However, these new graduates require guidance from library leaders as they create technology solutions that address local needs.

Dr. Sandra Hirsh, SLIS director, is hoping to address all of these needs through a new post-master's residency model, currently under development.

During 2011-2012, Hirsh collaborated with leaders of four national organizations, studying and planning a unique residency model that will support ongoing efforts to integrate emerging technology into a variety of library settings. The residency model also focuses on developing future library leaders who can be catalysts for transformative change.

Thanks to a one-year planning grant from the Institute of Museum and Library Services, the Catalyst team conducted an exploration of current residency models and examined how librarians define and deploy emerging technology. They gathered input from experts in emerging technology and residency models, as well as library leaders and representatives of professional organizations. With this information in hand, they took the first steps towards developing a replicable residency model.

Next steps for the Catalyst project are to fully develop the residency program model, secure funding for the project's next phase, and test the model in several host library organizations. Once tested and refined, the Catalyst team will share the model with interested libraries and create a replication toolkit to help future host institutions streamline implementation.

"We hope the model will provide creative solutions, helping libraries respond to rapidly shifting priorities, enhance the quality of library services, and benefit their communities," said Hirsh. "We also want to build strong leaders among early career library professionals. We expect that the residents, as well as their host organizations, will be changed by the experience," said Hirsh.

A report summarizing the team's findings and recommendations from the planning year is available for download at: slisweb.sjsu.edu/catalyst

SLIS graduate student Laura Serrano served as a research assistant during the project's planning year. She examined the professional literature on existing library residency programs and supported the Catalyst team's efforts to develop a working definition of emerging technology. "That's actually a surprisingly difficult thing to pinpoint, because emerging technology means different things to different libraries," said Serrano. "Generally they are the technologies that have passed the prototype phase, but haven't yet been widely adopted. Examples might be augmented reality, game-based learning, or gesture-based computing."

Implementing emerging technologies can also mean incorporating a technology from another field. "A classic example is bringing the RFID technology used in the grocery store checkout lane into the library setting as an automated way to keep track of library resources," Serrano explained.

Project advisory partners include the Association of College and Research Libraries, the Public Library Association, and the Urban Libraries Council, as well as OCLC, an organization that offers a depth of global expertise regarding technology integration in libraries.

The Catalyst team anticipates launching the pilot projects during 2013, as long as funding for the pilot projects can be secured. ✂



Catalyst team and partners (L to R):
Barbara Macikas, Public Library Association Executive Director;
George Needham, OCLC Vice President; Dr. Sandra Hirsh, SLIS Director;
Ruth Metz, Catalyst Project Coordinator; Susan Benton, Urban Libraries Council President; and Mary Ellen Davis, Association of College and Research Libraries Executive Director.

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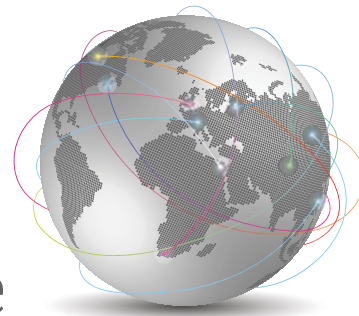
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User Happiness
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Roberta Shaffer

Associate Librarian of Congress

RESEARCH CENTER

links collaborators
from across the globe



In 2012, SLIS launched its new virtual research center.

The Center for Information Research and Innovation (CIRI) fosters research in the library and information science field, aimed at generating exemplary new practices and innovative products to benefit a global audience.

“We are thrilled to offer CIRI as a fully online research center,” said Dr. Sandra Hirsh, SLIS director. “Our virtual approach offers limitless opportunities for global participation and partnerships in CIRI research projects and activities.”

CIRI showcases the research and innovative practice of SLIS faculty and students via its website and blog. The Center is also focused on developing research-based, innovative products and fostering global partnerships with individuals, institutions, and organizations. Current partners include the American Indian Library Association, Vietnam National University, Serra Cooperative Library System, OCLC, My InfoQuest, the Association of College and Research Libraries, the Public Library Association, the Urban Libraries Council, and the Young Adult Library Services Association.

CIRI’s research areas include digital records and curation, information access and use, LIS online learning, new literacies and learning, management and leadership, social dynamics of information, and technological innovation and change.

In addition, CIRI promotes the generation of new ideas for future research, innovation, and partnership opportunities by means of a virtual open lab. The CIRI Open Lab is an online space that relies on crowdsourcing. Scholars, information professionals, and students are invited to submit, vote on, and discuss ideas for research and innovative projects that will benefit the profession.

CIRI’s work is guided by an international advisory board of leading researchers from academia, government, and industry. 🏠

JOURNAL SHOWCASES STUDENT RESEARCH

The SLIS Student Research Journal (SRJ) is an online, open source, peer-reviewed publication that provides opportunities for graduate students to share their knowledge with the professional community.

The journal's most recent issue featured articles authored by graduate students from three universities, including SJSU SLIS. During 2011-2012, journal articles explored a range of topics, including the changing role of medical libraries, international collections found in law school libraries, the role of social tagging in academic libraries, and approaches used to index images.

Student Stacey Nordlund served as the journal's Editor-in-Chief during 2011-2012. This Canadian resident worked closely with a team of eight SLIS student editors, who live across the continent



Stacey Nordlund

and collaborate virtually, to develop the journal's bi-annual issues. Associate Professor Anthony Bernier serves as the faculty advisor.

Nordlund produced a screencast and video to raise awareness of the journal. She also provided support and encouragement to authors through a detailed review of their work. "My goal was to help students develop their manuscripts for publication,

whether that's with SRJ or with another journal," said Nordlund, who completed the preliminary editorial review for every manuscript that was submitted. ❏

International Advisory Council

International Advisory Council members are leaders from government, industry, and the profession. They meet annually to review the School's progress, discuss new possibilities, and advise School leaders. Council members play an important part in transforming our School, and we are grateful for their involvement.

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Partnerships and Markets
Gale Cengage
Past President, Special
Libraries Association

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Albin Wagner
Retired Deputy Director
New Jersey Division of Archives
and Records Management

Debra Wallace
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Knowledge and Library Services,
Harvard Business School

Scott Walter

2012 DISTINGUISHED EDUCATION AND BEHAVIORAL SCIENCES LIBRARIAN AWARD

*Education and Behavioral Sciences Section
Association of College and Research Libraries*

This award honors a distinguished academic librarian who has made an outstanding contribution as an education and/or behavioral sciences librarian through accomplishments and service to the profession.

Ellen Greenblatt

2012 AWARD FOR CAREER ACHIEVEMENT IN WOMEN'S STUDIES LIBRARIANSHIP

*Women and Gender Studies Section
Association of College and Research Libraries*

This award honors a distinguished academic librarian who has made outstanding contributions to women's studies through accomplishments and service to the profession.

Dr. Lili Luo

2012 EARLY CAREER INVESTIGATOR AWARD

San José State University Research Foundation

This award recognizes tenure-track faculty who have excelled in areas of research, scholarship, or creative activity.

Patricia M. Y. Wong

2012 AMERICAN LIBRARY ASSOCIATION EQUALITY AWARD

This award recognizes outstanding contributions toward promoting equality in the library profession.

2011 Excellence in Online Teaching Award

Congratulations to SLIS faculty members Meredith Farkas, Ellen Greenblatt, and Dr. Michelle Holschuh Simmons, who were honored with a 2011 *Excellence in Online Teaching Award*, presented by the Web-based Information Science Education (WISE) Consortium.



Dr. Michelle Holschuh Simmons



Meredith Farkas

SLIS Faculty and Staff Awards

Dr. Patricia C. Franks
Outstanding Professor

Dr. Lili Luo
Distinguished Scholar

Elizabeth S. Wrenn-Estes
Outstanding Teacher

Patricia M.Y. Wong
Outstanding Lecturer

Dr. Michael Stephens
Faculty Excellence Award for Outreach and Collaboration

Dr. Kristen Rebmann
Distinguished Service Award, Faculty

Kristina Luna
Distinguished Service Award, Staff

Vicki Robison
Distinguished Service Award, Staff

Faculty Presentations
A list of selected faculty presentations can be found on our website at:
slisweb.sjsu.edu/annualreview

Professors

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 Dr. Debra L. Hansen
 Dr. Sandra Hirsh
 Dr. Ziming Liu
 Dr. David V. Loertscher
 Dr. Linda Main
 Dr. Judith Weedman

Associate Professors

Dr. Anthony Bernier
 Dr. Patricia C. Franks
 Dr. Geoffrey Z. Liu

Assistant Professors

Dr. Joni Richards Bodart
 Dr. Lili Luo
 Dr. Kristen Rebmann
 Dr. Michael Stephens

Lecturers

Lori Bell
 Robert Boyd
 Debbie Faires
 Arglenda Friday
 Dr. David E. Gross
 Mary Ann Harlan
 Dr. Jeremy Kemp
 Dr. Michelle Holschuh Simmons
 Cheryl Stenström
 Virginia Tucker
 Elizabeth S. Wrenn-Estes

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