



Anne Marie Casey 2007 ACRL DLS Haworth Press Distance Learning Librarian Conference Sponsorship Award Winner

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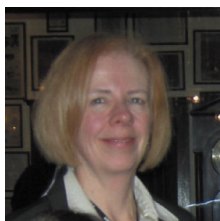
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Anne Marie Casey, associate dean of libraries at Central Michigan University (CMU), has been named the 2007 recipient of the Association of College and Research Libraries (ACRL) Distance Learning Section (DLS) Haworth Press Distance Learning Librarian Conference Sponsorship Award. This annual award honors an ACRL member working in the field of, or contributing to the success of, distance learning librarianship or related library service in higher education.

"Anne Marie Casey has a long and distinguished record of service in the Distance Learning Section and in off-campus librarianship," said Connie Hildebrand, chair of the DLS award committee. "Her professional activities show an outstanding contribution to this field."

Casey's numerous activities include serving as chair of DLS from 2001-02, having multiple appointments as member and chair of the Social Events Planning Committee from 2003-08, and as secretary/archivist from 1995-97. She currently serves on the Michigan Library Association (MLA) Board of Directors and was Member-at Large of MLA from 2003-05. Casey was vice-chair/chair of the ACRL Louisiana Chapter from 1983-84.

Prior to becoming associate dean of libraries at CMU, Casey served as CMU director of Off-Campus Library Services and coordinator for Librarian Services / Off-Campus Librarian from 1991-99.

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Casey award winner, continued from page 1

Casey received her B.A. from the University of Massachusetts in 1977, and earned her M.A. from the Catholic University of America in 1979. She received her A.M.L.S. from the University of Michigan in 1981.

The Haworth Press, Inc., sponsor of the award, will present the \$1,200 award and plaque at the ALA Annual Conference in Washington D.C. during the DLS program on Saturday, June 23, at 10:30 a.m.

- from ALA press release

Getting it Right: Fall 2006 DLS Newsletter

The article, "Stand By Your Students: Confront the Textbook Pricing Crisis With Advocacy and Alternatives," in the Fall 2006 newsletter, was written and contributed by Mary Edwards, Distance Learning Librarian and Liaison, Health Science Center Libraries, University of Florida, Gainesville, FL 32610 Tel (352) 392-4298, mary@library.health.ufl.edu.

My apologies for neglecting to credit her work at the time.

Margaret Casado, editor

Erratum

You can stay in touch with other distance learning librarians by visiting us on the Web or by joining the listserv:

DLS on the Web at:

<http://caspian.switchinc.org/~distlearn/>

OFFCAMP Listserv:

<http://listserv.utk.edu/archives/offcamp.html>



Message from the Chair

Hi all,

Those of you who were able to attend the ALA Midwinter Meeting in Seattle, as well as those of you who did not attend, may enjoy seeing the video, "March of the Librarians," posted on YouTube. The video has some good footage of librarians streaming into the Seattle conference center and browsing vendor displays. Mimicking a documentary on an unusual breed of animal, it pokes fun at the practice of librarians "gathering" every few months in some city in the United States for a few days of conversation, learning, and more – and then dispersing to the four corners of the world again. While at our gathering, members of the Distance Learning Section (DLS) had a lively discussion about online technologies and more. Although the weather was overcast most of the time, we were able to catch a spectacular glimpse of snow on Mount Ranier as we flew away and scattered back out to our various corners of the country.

In June, we have the opportunity to gather again in Washington, D.C., at the ALA Annual Conference, and DLS has a number of interesting activities planned.

On Saturday, June 23, the DLS will be hosting a program entitled, "Conquer Your Peer Fear: A Mock Peer-Review Workshop," from 10:30 to 12 a.m.

The All-Committees Meeting will be starting at 8 a.m. on Sunday, June, 24. If you are interested in exploring the possibility of becoming involved in committee work, you are welcome to visit. If you won't be in D.C., you can see the committees and their functions on the DLS Web site where there is information available 24/7 for your perusal.

The Executive Council will be meeting from 4 to 6 p.m. on Sunday afternoon. This meeting is also open to anyone interested in sitting in on the proceedings.

Monday, June 25, at 8 AM, the DLS Discussion Group will offer another opportunity for people interested in distance library services to meet and discuss topics and trends. It is a great opportunity to brag about initiatives at your institutions, hear about new technologies being implemented by early adopters, and learn about pitfalls to be avoided.

Informally, DLS members and friends who are baseball fans plan to attend a game in Washington, DC, between the Washington Nationals and the Cleveland Indians on Friday, June 22, 7:05pm, at RFK Stadium (<http://washington.nationals.mlb.com>).

Stephen Dew has arranged for 50 seats, and those interested in joining in the fun can contact him at shdew@uncg.edu or call **336-334-4300**. The tickets, available on a first come, first serve basis, are in Section 313, which is located behind and a little to the right of homeplate. Tickets are \$25 each.

*Plans for
DLS meetings at ALA
- including a baseball
game*

continued on next page

Message from the Chair, cont.

Are you interested in getting involved with DLS activities but cannot come to ALA conferences? You may like to help with annotations of materials related to Distance Library Services. DLS has adopted the project of continuing Sandy Slade's bibliography, *Library Services for Distance Learning*. Since Sandy passed on the torch to DLS, Sherrill Weaver of Oakton Community College in Illinois has been spearheading initial efforts of the Bibliography Committee and has served as the committee's first chair. Anyone interested in helping write annotations can contact Sherrill at weaver@oakton.edu.

Hope to see you all at ALA Annual in Washington, DC!

Johanna Tuñón

tunon@nova.edu

Statistics Committee Seeks Best Practices

One of the most prominent themes that the Statistics committee uncovered in the results of the 2005 DLS membership survey was the need for "best practices." Members cited a need for current, functional and insightful practices on a range of issues including, but not limited to, instruction, technology implementation, reference service and program development. The Statistics committee would like your help in developing a collection of best practices in distance-related library statistics (what else!) and reporting.

While we all collect data about our distance students and faculty, institutions collect these important data in different ways, and for diverse purposes. For example, some of us collect separate ILL or reference statistics for Distance services, while others fold them into those of the main library. Some of us identify distance learners unobtrusively through server logs or special ID codes, while others do not have this technology. Some institutions are required by their administrations or accrediting agencies to generate sophisticated, distance-focused reports, while others are rarely asked for such data.

Among this diversity are best practices, waiting to be revealed. Members are eager to learn how to collect meaningful information about the ways distance learners use their services. Does your library have a great approach to identifying and tracking how distance students use the library? Has your library developed a way to package all that information for use by coworkers, administrators or funding agencies? This is a great opportunity to share your procedures with the membership. Your story is invaluable, and we're looking forward to hearing it!

*Invitation to work on the
Library Services for
Distance Learning
bibliography*

*In search of best
practices –
Share your expertise*

Conquer Your Peer Fear!

**DLS Mock Peer-Review Workshop at ALA Annual,
Washington, DC, June 23, 2007**

The **section award ceremony**, sponsored by Haworth Press, precedes the Distance Learning Section program, “**Conquer Your Peer Fear: A Mock Peer-Review Workshop.**” Following the awards, academic journal editors Stephen H. Dew and Alan Karass will discuss scholarly publishing and the peer-review process. The mock peer-review workshop concludes the program.

During this final portion of the program, attendees will work in small groups to examine edited portions of manuscripts that Dew and Karass reviewed for the workshop. The editors will circulate among the groups to facilitate discussion and answer questions.

Writers who contributed papers for review had nothing to lose and everything to gain, because: (1) workshop participants see only sample pages from each paper and not the entire articles, (2) editors see the entire piece only after all personally identifiable information has been removed, (3) the authors receive all editorial comments on the entire paper, as well as comments from participants on individual pages presented during the workshop, (4) all materials used in the workshop are watermarked, (5) participants agree not to pirate materials, and (6) only the selected pages, with watermarks, that are used during the workshop may be placed online afterward in a restricted area of the division website.

In addition to editors' handouts and tip sheets, workshop attendees will receive copies of the DLS Research Committee chart, “**DLS Presentation/Publication Opportunities at Forthcoming Conferences.**” The chart gives the name of the conference, its description, its sponsoring organization with contact information, a URL, proceedings or publication information, frequency of the event, its next location and date, and deadlines for submitting proposals.

See You in D.C. !

*DLS Program at ALA –
peer review and more*

DLS Social at Von's Grand City Café in Belltown



Good food, good time, good fun at
ALA Midwinter, Seattle, January 2007.



Von's Grand City Café (circa 1904) serves the historic Roosevelt Hotel in Seattle's "Belltown" area and hosted the Distance Learning Section's midwinter social on January 20, 2007. The DLS section was founded in 1990.

About 30 DLS members old and new gathered from 5 to 7 p.m. to socialize and enjoy appetizers and a cash bar. The American steakhouse décor featured lots of mahogany wood paneling and polished brass, narrow aisles and pub lighting. The group met in a room where hundreds of enameled and ornamental beer taps decorated the walls, highlighting the establishment's exceptional selection of local and specialty beers and ales.

Several members stayed afterward to enjoy a full meal, but the chowder and other appetizers satisfied most appetites.

We hope you can join us next time.

William Denny, Embedded Librarian

During the fall 2006 semester, I had the unique opportunity to be a part of eleven, online, graduate-level, research courses in the Exercise Science and Health Promotion program at California University of Pennsylvania, and assisted students and the faculty members teaching the courses with their library needs. Although I did not come up with the term, we are calling my new service, the “embedded librarian.”

I decided to become an embedded librarian after reading about other librarians being embedded in online courses. My previous attempts to reach online students and inform them about library resources and services were ineffective in my opinion. I would contact faculty members teaching online courses and ask them to include a statement in their course syllabi about library services with my phone number, e-mail address, and the URL for the distance learning portion of the Manderino Library’s Web page. Faculty members were receptive and welcomed the inclusion of this information, but this resulted in few phone calls or e-mails.

Before I began contacting faculty members, I had to decide what classes would need an embedded librarian. Over the summer, I reviewed the course schedule for the upcoming semester and identified graduate-level, research courses, knowing these courses would be library intensive. I contacted one of the faculty members teaching a section of the course and told him about my plans. He invited me to a meeting of all the faculty members teaching the eleven sections of the course. I explained the concept to them, and all agreed this would be something worth trying.

Each faculty member created a Library Questions Discussion Board in their section, along with an explanation for the students, and allowed me access to their courses. Students were instructed to post library related questions so all class members could benefit and not to send me e-mails.

I monitored the discussion boards daily throughout the semester, usually checking in every morning. The time spent each day monitoring the discussion boards was minimal.

My biggest fear before this began was being overwhelmed with over 300 students. As it turned out, only seventy-three questions were posted by students during the entire semester. Most questions dealt with citing resources properly, accessing the Library’s databases, or determining if an item was full-text or in the print collection. One positive outcome was an increase in the number of e-mail requests from students, even though we had asked students not to contact me directly. For the fall 2006 semester, over 130 e-mail requests were received, which was a dramatic increase from previous semesters

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*Bill Denny is the
Distance Learning /
Government Documents
Librarian at California
University of Pennsylvania’s
Manderino Library*

*“My biggest fear before this
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students.”*

Bill Denny, embedded librarian, continued from previous page

One faculty member developed a survey to gain feedback from students. I was able to add thirteen library specific questions to the survey. Library questions focused on student use of the Library Questions Discussion Board, use and knowledge of library resources and services, and satisfaction of library resources and services. Originally, we intended to get IRB approval so we could publish our results but hectic schedules prevented this from happening. The data we gathered is being used to improve the course, and we do plan to get IRB approval for the survey for fall 2007 semester.

Faculty responses were positive. They seemed happy to have someone knowledgeable about library resources and services as part of the library research intensive course. One faculty member asked me to be a part of her research course for the spring 2007 semester. I plan on working with all faculty members teaching the course during the fall 2007 semester. Word about the embedded librarian service is spreading across campus and I look forward for more opportunities to reach our online students.

"Word about the embedded librarian service is spreading across campus..."

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