

JOLIE GRAYBILL
Scholarly and Creative Activities
Presentations

CONTENTS

Folders for APPENDIX TWO, Scholarly and Creative Activities

1. Publications Folder

- Deards, K. D., **Graybill, J. O.** (2014). In print production – The role of professional protocols: recruitment, retention, and service. In Deards, K. & Springs, G. R. (Eds.), *Succession Planning and Implementation in Libraries: Practices and Resources*. Hershey, PA: IGI-Global. [Chapter]. [Expected publication date March 2014].
- **Graybill, J.O.** (Accepted for publication, DOI 10.1016/j.acalib.2013.09.006, <http://www.sciencedirect.com/science/article/pii/S0099133313001183>). Millennials among the professional workforce in academic libraries: Their Perspective on Leadership. *Journal of Academic Librarianship*. Elsevier Science.
REFEREED
- **Graybill, J.O.**, Carpenter, M., Offord, J., Piorun, M., & Shaffer, G. (2013). Employee onboarding: Identification of best practices in ACRL libraries. *Library Management*, 34(3).
REFEREED
- Carpenter, M. & **Graybill, J.O.** & Jerome Offord Jr & Piorun, M.(2011). Envisioning the library's role in scholarly communication in the Year 2025. *portal: Libraries and the Academy* 11(2), 659-681. The Johns Hopkins University Press.
REFEREED
- **Graybill, J. O.**, & Bicknell-Holmes, T. (2013). Location, location, location: impact of IM widget placement. *College and Undergraduate Libraries, Summer*.
REFEREED
- Martin, C. K., Maxey-Harris, C., **Graybill, J.O.**, & Rodacker-Borgens, E. K. (2009). Closing the gap: Investigating the search skills of international and US students: an exploratory study. *Library Philosophy & Practice*, 2009. 1-17
REFEREED

2. Research Folder

- Research complete – Submitted for publication and currently under review. Graybill, J.O., Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times, *Journal of Academic Librarianship*. Elsevier Science.
REFEREED.
- Journal article – **Current Index to Statistics vs. MathSciNet for the Highly-Cited Statistician: Necessary Coverage or Unnecessary Redundancy?** Jolie Graybill, David C. Tyler, et al., data collection complete, writing in progress.

3. Presentations Folder

- International Conference of Indigenous Archives, Libraries, and Museums, “Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times,” facilitated 2 Round Table Discussions, Santa Ana Pueblo, NM, June 10-13, 2013.
- ARL Leadership Symposium, “Resume Review Session” facilitated the Resume Review Session for Leadership Symposium 33 attendees, Seattle, WA, January 2013
- ARL Initiative to Recruit a Diverse Workforce Mentor/Protégé Webinar Presentation, presented with Mark Puente via WebEx interface, December 2012
- UNL Libraries Brown Bag “Millennials and Their Leadership Perspective” November 2012
- Invited Panel Presentation at ALA Mid-Winter Conference, “Is a PhD in LIS for You? Sponsored by ALA Office of Diversity; Dallas, TX, January 2012
- ARL Leadership Symposium, “Resume Review Session” participated as a Resume Reviewer for Leadership Symposium 25 attendees, Dallas, TX, January 2012
- ARL Initiative to Recruit a Diverse Workforce Mentor/Protégé Webinar Presentation, presented with Mark Puente via WebEx interface, November 2011
- Invited Panel Presentation “Taking it up a Notch: Career Advancement for Diverse Mid-Career Professionals” at the Celebrating 10 Years of Knowledge River at the University of Arizona, Tucson, AZ, November 2011
- Invited Panel Presentation “How I Landed my First Librarian Job” Celebrating 10 Years of Knowledge River at the University of Arizona, Tucson, AZ, November 2011
- Update Report at the ARL Diversity Committee in conjunction with the ARL Membership Meeting, Washington, DC, October 2011
- UNL Libraries Brown Bag “Impact of IM Widget Placement” with Tracy Bicknell-Holmes, October 2011
- Submitted and accepted UNL CONTENTdm Presentation, “Not just a bunch of pretty faces,” Salt Lake City, UT, June 2010
- Thank You letter from CONTENTdm Western Users’ Group Meeting Conference Committee Chair, Kenning Arlitsch
- Invited presentation on Digital Media Literacy for the National 4-H Teen Congress annual meeting, Atlanta, GA, November 2010
- Invited presentation of research findings for the ACRL Personnel Administrators and Staff Development Officers Discussion Group at ALA Mid-Winter Meeting, Boston, MA, January 2010

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:


International Conference of Indigenous Archives, Libraries, and Museums, “Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times,” facilitated 2 Round Table Discussions, Santa Ana Pueblo, NM, June 10-13, 2013.

My Role:

I presented my research and findings at an international conference for professionals working in archives, libraries and museums with indigenous focus.

Significance/Impact:

This presentation gave me the opportunity to share information and research regarding Tribal College & University Libraries future from the perspective of the library directors.

A blue bird is perched on a red branch. The background is a mix of blue and gold textures. There are red decorative swirls on the right side. The text is overlaid on the bird and branch.

International Conference of Indigenous Archives, Libraries, and Museums

June 10–13 ☔ 2013

Hyatt Regency Tamaya Spa and Resort
Santa Ana Pueblo, New Mexico

Wolf BC	808	Project Management: The Key to Successful Projects <i>Thursday, June 13, 9:00 AM – 10:15 PM</i>
ALM		Although Project Management is a key component of successful projects, it is often skipped because it seems unnecessary. In this session, participants will learn the fundamentals of project management and how it can be used to avoid mistakes, delays, and misunderstandings. Participants will receive a bibliography of paper and web resources. <i>Gina Minks, Imaging & Preservation Service Manager, Amigos Library Services</i>
Project Management		
Puma C	809	Care of Paper Materials <i>Thursday, June 13, 9:00 AM – 10:15 PM</i>
ALM		<i>Limited to 14 people. Observation chairs are available.</i> When paper becomes dirty or torn, repair methods chosen can either be safe and helpful or harmful. Learn safe ways to clean soiled documents as well as quick ways to mend both fragile and non-fragile materials. Mending methods for both permanent and non-permanent materials will be covered. <i>Rebecca Elder, Adjunct Preservation Field Services Officer, Amigos Library Services</i>
Lab		
Wolf A	810	Gallery Exhibits for Community Spaces, Part 1 of 2 <i>Thursday, June 13, 9:00 AM – 10:15 PM</i>
ALM		<i>Limited to 14 people. Observation chairs are available.</i> Gallery style exhibits in archives, libraries, and public spaces can help draw new visitors, provide valuable services to local and regional artists, and highlight collections. Modest-sized displays can also be designed to travel to other locations, which furthers the reach of the sponsoring organization. This session will help those who are new to exhibits create simple gallery-style exhibits that can be staged in a variety of spaces. Participants will learn about modular components, matting and framing standards, use of banners and graphics, installing case displays, the benefits of rail systems, and labels and signage. Security issues and selecting items for display in non-traditional exhibit settings will be covered. Participants will be shown how to make simple artifact and book mounts that don't require carpentry skills, i.e., padded mounts, slant boards and supports from archival materials such as mat board, blue board, Coroplast and Plexi. <i>Jack Townes, Exhibit Preparator; Jeanne Brako, Curator/Conservator, Center of Southwest Studies, Fort Lewis College</i>
Lab		
Council Boardroom	811	Practical Tools for Producing Digital Stories: Scripts, Soundtracks, and Special Effects <i>Thursday, June 13, 9:00 AM – 10:15 PM</i>
ALM		This session will cover three elements:
Digital Narratives		<ul style="list-style-type: none"> • What makes a good script... how to develop an outline or story board based on your gathered images, how to prepare the script, and how to record it. • How to effectively find copyright-free music and create a soundtrack that does not overpower your narration. • How to introduce special effects including transitions, motion effects, music, and sub-titles to add interest to your story.
		<i>Jason Asenap, Greg Rodgers, and Tim Tingle – authors, storytellers, and filmmakers</i>

Round Table Discussions, Tamaya Ballroom FGH

In addition to concurrent sessions and posters, this morning's offerings include 20-minute Round Table discussions... a fun way to quickly learn about specialized topics and build connections with colleagues from around the world. The first Round Table will begin at 9:00 AM. At 9:30, the moderator will announce a table change and you have your choice of staying at your current table if you want to continue the conversation, moving to another Round Table, or continuing on to another concurrent program (which will already be in session). The next round, with new topics, will begin at 10:30 AM, with a change at 11:00. There are only a few minutes between session changes, so you must move quickly.

repatriate records and data with Indigenous communities? It is never straightforward and the above concepts represent some of our experiences. It raises many questions. What is data or a record and who owns it? Who are the stakeholders? What are the best access methods and practices? How do Indigenous communities know records and data exist or where to find them? Can you judge if a record or data may cause distress and how can this best be managed? When can information technology create better accessibility? As researchers and archivists we often have successful repatriation experience -- this session will share thoughtfulness on best suited processes in varying circumstances and environs. *Karen Adams*, Victoria University & Victorian Aboriginal Community Controlled Health Organisation; *Shannon Faulkhead*, Finkel Fellow-Monash Country Lines Archive, Monash University; *Kirsten Thorpe*, ATSIDA Project Officer, Aboriginal and Torres Strait Islander Data Archive (ATSIDA), University of Technology Sydney

ALM	R-8	<p>Fostering Organizational Culture through Aesthetic Education</p> <p>Culture is based in a people’s awareness and perspective of the world around them. It is important for museums, as purveyors of culture, to maintain a relevancy with their constituents. This process is developed through heightened empathy, sensitivity and meaningful conversations about the purposefulness of art and history.</p> <p><i>Marcus Monenerkit</i>, Assistant Curator, Heard Museum</p>
Round Table		
L	R-9	<p>Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times</p> <p>Tribal College/University Libraries are accustomed to operating with extremely limited funds continually which ultimately affects long-term planning, at the same time discouraging innovation. This type of daily mindset can make it impossible to envision a new realm of possibilities with a broader perspective. The purpose of this study was to frame possible futures for Tribal College and University Libraries offering differing possibilities about the future of the libraries and then gather critical comments and input from the directors regarding the content of the scenarios as the directors might identify their preferred future. Specifically, following questions will be addressed by 3/4 colleges initially, and later by all: 1) Do they want to add or delete content from the four scenarios? 2) Which scenario best describes their institution currently? 3) What Title best describes each scenario? 4) Which scenario represents the best possible future for their library? Why?</p> <p><i>Jolie Graybill</i>, Librarian and Assistant Professor, University of Nebraska-Lincoln Libraries</p>
Round Table		
ALM	R-10	<p>Federal Acknowledgment and Information Sources</p> <p>This Round Table will share information about graduate research investigating the predictability of federal acknowledgment decisions based on the historical, anthropological, and genealogical sources of information required in petitions.</p> <p><i>Carla Davis-Castro</i>, MS, University of North Carolina–Chapel Hill</p>
Round Table		
ALM	R-11	<p>Strategies and Guidelines for Accessing Traditional Cultural Expression Materials: The Pacific Islands Model</p> <p>This session will examine how cultural heritage organizations in the Pacific Islands handle access of their Traditional Cultural Expression (TCE) materials. Indeed, the theme of this session is "Partnership in Paradise". Collaboration is vital because solutions often reside in the development of mutually satisfying pathways for the future management of valuable indigenous-related materials. Tradition-bearers can provide contextual information and personal narrative regarding collections about them. Much depends on the strengthening of communication and building of new relationships between cultural heritage organizations and indigenous peoples. Since many organizations in the Pacific Islands constantly seek to develop new frameworks for underlying the legal implications inherent in caring for and making accessible TCEs, this session will also explore possible strategies and guidelines that archivists can utilize to better safeguard access and control.</p> <p><i>Brandon Oswald</i>, Founder, Executive Director, Archivist, Island Culture Archival Support</p>
Round Table		

First Round Feedback, Sampling

- Scenarios offer a continuum of situations applicable to tribal colleges while realizing that can't offer descriptions that apply to every library 100%
- Can relate to several of them, but none were 100% representative of my situation
- Not all tribal college libraries also serve as the library for the tribe. Some nation's have a separate public library and archives. A tribe's contribution to the college budget is only on average 17% of the total. Federal and state government lobbying is much more crucial to the overall budget
- Politics surrounding which departments and services at the college get support based on their perceived value
- Find Scenario One a little hard to believe in an institution that grants four year degrees, because it take a great deal of commitment to get that accreditation.
- "Our" institution is not dependent on tribal politics, as the college is chartered by the tribe, and not run by the tribe. Funding is general federal and grant, not from tribe
- Staff members can have little training, but still be enthusiastic and trainable
- Changing landscapes is a reality. Access to technology on campus is not an issue, but it is an issue in the community which in turn makes the library valued
- The library here is valued, however, many of the activities taking place in the library in this scenario take place in other places here, receive no casino money, in process of building new facility, Native education is very important here
- Staffing level here is such that it is difficult to do a lot of institutional stuff outside of the library
- An archives and museum and library, this assumes a closer link between the tribe and the college than is the case here
- Change – embrace and establish collaboration with other tribal libraries, state libraries, and state universities, absolutely necessary.
- STOP accepting donations that do not serve any resource purpose and will not be used. Outdated resources are demoralizing and degrading. The work to handle these materials is a waste for everyone, and then if included in collection they convey no pride or respect for

**Table 1
Tribal Colleges & Universities ***

State	Institution	Web Address	Degree(s)
Alaska	1. Iliisagvik College	webspace.ilisagvik.cc/	2-year
Arizona	2. Diné College -	www.dinecollege.edu	2 & 4-year
	3. Tohono O'odham Community College	www.tocc.cc.az.us	2-year
Kansas	4. Haskell Indian Nations University	www.haskell.edu	2 & 4-year
Michigan	5. Bay Mills Community College	www.bmcc.edu	2-year
	6. Keweenaw Bay Ojibwa Community College	www.kbocc.org	2-year
	7. Saginaw Chippewa Tribal College	www.sagchip.edu	2-year
Minnesota	8. Fond du Lac Tribal and Community College	www.fdlcc.edu	2-year
	9. Leech Lake Tribal College	lltc.edu	2-year
	10. White Earth Tribal and Community College	www.wetcc.org	2-year
Montana	11. Aaniiih Nakoda College -	http://www.fbcc.edu/	2-year
	12. Blackfeet Community College	www.bfcc.org	2-year
	13. Chief Dull Knife College	www.cdnc.edu/	2-year
	14. Fort Peck Community College	www.fpcc.edu	2-year
	15. Little Big Horn College	www.lbhc.edu	2-year
	16. Salish Kootenai College	www.skc.edu	2 & 4-year
	17. Stone Child College	http://www.stonechild.edu/	2-year
Nebraska	18. Nebraska Indian Community College	www.thenicc.edu	2-year
	19. Little Priest Tribal College	www.lptc.bia.edu/	2-year
New Mexico	20. Navajo Technical College	www.navajotech.edu	2 & 4-year
	21. Institute of American Indian Arts	www.iaia.edu/	2, 4 & Masters
	22. Southwestern Indian Polytechnic Institute	www.sipi.edu	2 & 4-year
North Dakota	23. Cankdeska Cikana Community College	www.littlehoop.edu/	2-year
	24. Fort Berthold Community College	www.fortbertholdcc.edu	2-year
	25. Sitting Bull College	www.sittingbull.edu	2 & 4-year
	26. Turtle Mountain Community College	www.turtle-mountain.cc.nd.us	2-year
	27. United Tribes Technical College	www.uttcc.edu	2 & 4-year
Oklahoma	28. College of the Muscogee Nation	www.mvsktc.org	2-year
	29. Comanche Nation College	www.cnc.cc.ok.us	2-year
South Dakota	30. Oglala Lakota College	www.olc.edu	2, 4 & Masters
	31. Sinte Gleska University	www.sintegleska.edu	2, 4 & Masters
	32. Sisseton Wahpeton College	www.swc.tc/	2-year
Washington	33. Northwest Indian College	www.nwic.edu	2 & 4-year
Wisconsin	34. College of Menominee Nation	www.menominee.edu	2 & 4-year
	35. Lac Courte Oreilles Ojibwa Community College	www.lco.edu	2-year
Associate Status Minnesota	36. Red Lake Nation College	http://www.redlakenationcollege.org	2-year
Wyoming	37. Wind River Tribal College	www.wrtribalcollege.com	2-year
International Status- Canada	38. Red Crow Community College	www.redcrowcollege.com/	2-year

*The Study Population is represented in green shaded rows.

Figure 1

Major forces affect the future of Tribal College & University Libraries over the next 15 years

<p>Economic</p> <ul style="list-style-type: none">• Each tribe has its own, unique funding revenues and appropriations• Trends in federal/state funding for higher education continue to face cuts• Individuals and families are challenged financially to afford even basic necessities.
<p>Political</p> <ul style="list-style-type: none">• Federal politics• Tribal politics• Tribal governance – each tribe mandates who oversees library, to whom/department library employees report.
<p>Community/Cultural</p> <ul style="list-style-type: none">• Competing priorities between supporting the education of the community and supporting the general community members, most of the tribes have only one library that serves both the higher education institution and the general community.• Operate in isolation in terms of great geographic differences and human interaction/support.• Lack of qualified applicants (possessing an MLS degree)
<p>Technological</p> <ul style="list-style-type: none">• Tribes are challenged to keep up with technology, which costs money and requires infrastructure, technology that mainstream society has easy access to.• Challenged by lack of reliable technology for communication/computer systems• Technology to support multiple modes of access and delivery
<p>Key Force: Economics. How will economic forces (negative and/or positive) affect the tribal college & university libraries, specifically in terms of funding the libraries?</p>
<p>Most Uncertain Force: Community/Cultural.</p>

Appendix 1

Initial Set of Scenarios

Scenario 1

Description

The Tribal College and University library's funding continues to follow the institution's funding: as budgets continue to decrease, the library's funding also decreases. However, since the library is not seen as central to either the college or the community, the funding actually decreases at a more rapid pace than that of other tribal college departments and services. The tribal administration funds the college barely to meet accreditation standards and the library sees the brunt of this practice. This forces the library to switch to the mode of doing more with less on a daily basis, which, in turn, cultivates a perpetual state of status quo. Depending upon the tribe, the library may only be assigned a small area or space within a building that houses other services/departments. The area assigned to the library is confining, cramped, and offers limited access in terms of technology, services, and resources. The computers are outdated and need to be replaced, and all other equipment is in disrepair. The furniture in the library shows decades of wear revealing exactly how archaic the library is. The library is run by one staff person and with the decrease in allocated funds for salaries, paraprofessionals are starting to take the place of professional librarians. The para-professionals have little to no formal library training and little interest in developing a dynamic library for the college or community. To complicate the situation, the paraprofessionals hired, while from the Native community, lack IT expertise and background. Every library candidate pool is impacted by the remote location of the reservation which affects the connectivity for library computers presenting multiple challenges such as if the librarians wanted to demonstrate how to use Google to make up for the sorely lacking library resources, the intermittent connection does not always work. The library is trying to support the

college in retaining its accreditation while at the same time struggling to demonstrate accountability, and get the faculty, students, staff and community to come in and use any library service or any of the outdated resources.

TCU Context

The *driving forces* for this scenario are the current, intense economic issues and pressures, the politics surrounding which departments get support as well as overall tribal politics. Tribal politics are in flux as this is a tribal council election year, and the election and results are still 60 days away. While across the board cuts exist, some departments are hit harder than others and the library receives little to no support from the current tribal administration. The campus and departments are turning on each other, and the weaker, stagnating departments get eliminated.

Philosophy and Role

The TCU has limited support from the tribal community. In addition, library services are characterized by traditional library roles and functions. Emphasis is placed on accountability and costs. However, because both the collection and technology are lacking, use of the library is low. Students and faculty do not see the library as a resource for information, and community members avoid the library as well. None the less, students are in need of assistance with their school and research assignments because they are not fully prepared for college level work. The library, the one place that potentially could assist them is the one place that does not have the resources to meet the needs of students or of the community.

Scenario 2

Description

While housed in space still too small for meeting the needs of the college and the overall community successfully, the library staff and faculty aspire to create an educational and intellectual center of the college. The budget is continually strained, but despite this staff attempt to obtain new items for the collection and have done a good job scouring for resources available through the internet and Google, for example. Success and impact of new services experience effects of the lack of budget and overtaken by the easier, already established traditional library activities. The overall investment in electronic resources remains stagnant. Access to technology is still a challenge for the community and for the college campus. Staff are reluctant to bring in more electronic resources and to support them once the resource is obtained due to the technology issues. With the geographic location of the tribal community closer to urban communities and suburbs, the main library employees are not representative of the tribal community, but reflect more in-depth library training. The ever-challenged, limited budget coupled with the technology issues results in library staff lacking confidence. Without community support for the college and for the library, library employees are discouraged as they try to provide quality services creatively to the faculty, students, and community.

TCU Context

The *driving forces* for this scenario are economic issues, tribal politics, the rapidly changing library landscape, and the changing higher education landscape. This results in the library attempting to be innovative by offering new services and bringing in new resources, despite poor funding, the negative climate in the TCU, and the tribal politics.

Philosophy and Role

Traditional library roles and activities are still in place even as the library tries to bring in new services. The continual economic issues impact the collection and library services

in many ways. For example, the library accepts donated resources even though they may not meet either educational needs or community needs. Library employees try to connect with the community during social gatherings offering to make home visits, and with the neighboring departments. They attempt to reach the college faculty and the students in their classrooms, and even community patrons both in the library and outside the library.

Scenario 3

Description

Still housed with other departments and services, but seen as viable to the college and overall community since students, faculty and community members do frequent the library. The tribal administration and community have acknowledged the importance of the library by showing support for allocating more space for the library and more resources for the users with additional revenues from the newly built casino such as newer computers and better technology access, along with some new furniture. These improvements bring students and community users to the library more frequently and for longer periods of time. The library staff and faculty demonstrate a deep commitment to the success and education of the students through individual appointments, group study sessions, and classroom instruction despite their lagging salaries, benefits, and not being from the tribal community. Although employees retain their traditional library roles, they recognize the importance of Native education, student affairs, and academic support, including marketing and admissions. The library employees assist in a limited manner with recruitment and retention related to the college during fairs at the high school or community events, student satisfaction, and fund development as they see these activities as beyond the scope of their traditional responsibilities. Still, they identify the need to be seen as a key player in the future of the entire institution, not just the library. With the resource improvements and the

corresponding service, the greater community, students and faculty enjoy accessing the library in person and virtually.

TCU Context

The *driving forces* for this scenario once again includes challenging economics as well as tribal politics, and community/cultural issues surrounding the importance of native education and general education for not only young adults but for the entire tribal community.

Philosophy and Role

Despite the challenges of space, equipment, and resources, the library acts as a central community space. Students frequent the library to get assistance with tutoring, studying, and assignments. Adults are in the library attending computer classes, and attending or contributing to culture and language classes are also popular. The community is supportive of higher education and supports the traditional activities of the library.

Scenario 4

Description

The library is seen as an integral part of the college and community, with the tribal archives fully integrated into the library. The library and archives promote intellectual freedom, enrich tribal life through understanding of personal heritage and cultural awareness, and advocate preservation and documentation of the tribe. Because of this focus, cultural traditions serve as the foundation of the library. Plans are underway to include regular language classes in the upcoming schedule for the community. A tribal museum/gallery has been created with the intention of incorporating into the library and archives in support of the mission focus of personal heritage and cultural awareness. The newly elected tribal administration consists of a majority of re-elected members, members who played an important role in influencing support of

the college and funding of the library during the previous administration. The tribal administration realizes the importance of a new building that houses the library, archives, museum/gallery, and possibly studio space, in a centrally located building situated in a welcoming, easily accessible location. This central location is intended to make innovative services, research and teaching support, and educational leadership easy to access by tribal members and visitors alike. Tribal and college administrators, along with the library, envision a design that is both purposeful and strategic. The library will have both a functional and beautiful space along with resources that draws in both the college community and the general tribal community.

In these times, the library is keenly aware of the rapidly changing higher education landscape, specifically ever-decreasing funding, ever-increasing accountability, and the need to find new ways to deliver services and information to both the current and future students. In addition, several of the tribal colleges have joined forces with identified library schools with robust online course offerings and are assisting tribal members in achieving MLS degrees. Employees represent the tribal community and possess library degrees from American Library Association-accredited schools (ALA). Students and faculty alike are engaged with the library faculty through research and in the classroom. In addition to the new educational pedagogy that integrates the librarians in the classroom, open access, digitization, improved technology, and intellectual freedom are included as major components of the library's values and services. The library is seen as a major technology leader on campus with faculty requesting librarian participation in all aspects of their research, teaching and student learning processes.

TCU Context

The *driving forces* for this scenario are once again economics, tribal politics, and the library's understanding of the unstable institutional funding. With strong support from the tribal community, library employees recognize the need to identify new ways to deliver services in order to meet the needs of students, faculty, and community members. They also identify new avenues for additional external funding to support these services and resources.

Philosophy and Role

Plans are underway to construct the new building. Tribal members are excited to see the progress and anticipate using the new space. Tribal archives and collections of tribal specific items, and the acquisition of such items, was met with unprecedented community excitement and contributions.

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

ARL Initiative to Recruit a Diverse Workforce Mentor/Protégé Webinar Presentation, presented with Mark Puente via WebEx interface, December 2012.

My Role:

Co-presenter – presented Mentor Training Webinar to new ARL Diversity Scholars.

Significance/Impact:

This presentation gave me the opportunity to consolidate the information for the protégé training and identify crucial information. 14 scholars participated in the webinar, Mark and I answered follow-up questions from the scholars.

Making the Most of the ARL Experience

The Mentoring Relationship 2012-2013

Mark A. Puente, Director – ARL Diversity and Leadership Programs
&
Jolie Graybill – VPO for ARL Diversity and Leadership Programs

Looking for a few good Mentors/Protégés

- “A mentor is like a tattoo, it stays with you forever.”



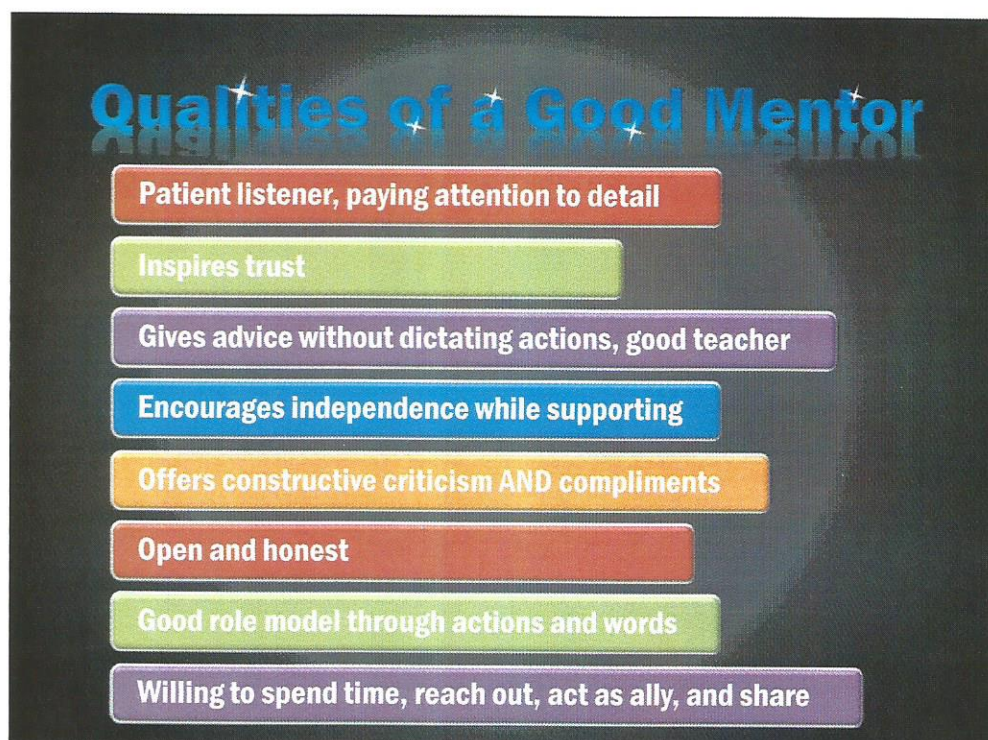
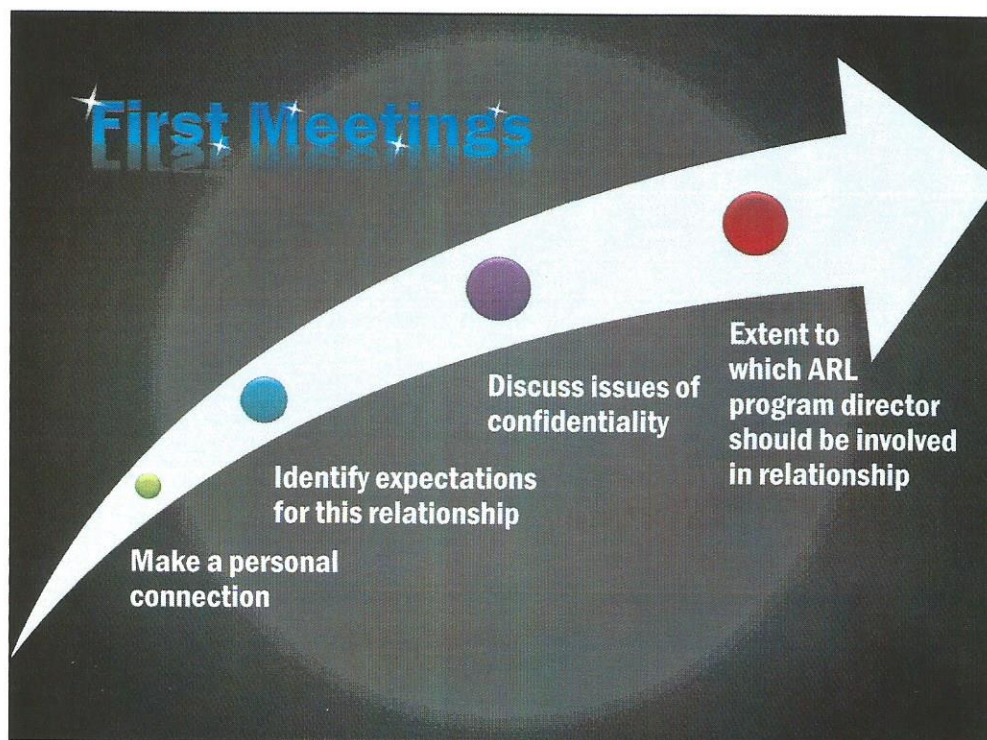
from: Mentoring: Turning Pebbles into Diamonds by P.A. Vesilind

Mentors/Protégés

- ★ History and rationale
- ★ LCDP
- ★ Challenges to design
- ★ 2009 Study
- ★ New approach

Nuts and Bolts





Qualities of a Good Protégé

Asks questions

Willing to be "mentored"

Strives to give his/her best at all times

Accepts criticism graciously, learns from mistakes

Respectful and grateful

Courage to try new things, take the initiative

Accepts responsibilities

Open and honest

Listens, watches, learns, grows from experiences

Asks for help or connections to others, "networking"

Request and act upon feedback

Setting up for a good relationship

- Discuss openly the parameters of the relationship:
 - Communication styles and preferences
 - Personal struggles
 - Career discernment
 - Diversity issues
- Reflect on your aspirations
- Develop a personal vision
- Develop a consistent level of contact with mentor

Setting up for a good relationship, cont.

- Explore ideas about:
 - Career interests and roles and next step (post MLIS)
 - Personal/professional strengths and areas for development
 - Professional development opportunities
 - Suggestions for positioning oneself for contribution and visibility within the profession
 - Facilitating the creation of professional networks
 - Employment opportunities and support for job search

What Do You Want from Your Mentor?

- List the kinds of traits/characteristics/skills you want in a mentor. . .

For example:

- I want my mentor to introduce me to people in various parts of their library, professional associations, etc.
- I want my mentor to introduce me to people in the profession/field related to my area of interest.
- I would like my mentor to help me think through the next steps for achieving my career goals

Learning Together

- **Mentor and protégé are equally responsible for the effectiveness of the relationship**
 - Feedback
- **Typically both parties describe significant learning/growth as a result of the relationship.**
 - Necessary elements:
 - Keeping in touch, listening on both sides
 - Developing mutual expectations
 - Being open to influence

Maintaining the Relationship

- **Pay close attention to expressed needs and desired outcomes**
- **Connect strongly on a personal level – establish ways to indicate self**
- **Establish a conversation schedule**
- **Combine communication methods**
- **Connect in person whenever possible**

Communicating Virtually

- Be mindful of differences
- Tact – choose your words, tone, and timing carefully, strategically
- Be a willing Listener – the person receiving feedback must be receptive to it

Communication Patterns Across Cultures

- | | |
|--|---|
| <ul style="list-style-type: none">• High Context
(e.g. Asian, Latin, African American)• Much of meaning outside verbal communication• Relationship is central• Trust• Social relationship strengthens professional relationship | <ul style="list-style-type: none">• Low Context
(e.g. German, US)• Verbal language conveys literal and full meaning• Clear lines between personal and professional relationships• Communication is direct and close to events |
|--|---|

Top 10 ways to be a good Protégé

10. Share your experiences and perspectives
9. Be genuinely interested in your mentor
8. Go ARMY! – be the best you can be
7. Be gracious
6. Follow through on commitments
5. Be a good listener
4. Be respectful
3. Be positive
2. Be open, honest, and personable
1. Ask questions, ask questions, and ask more questions

Closing

- Is there anything else we can share that will help you as a protégé or diversity scholar?
- Final thoughts, questions, comments?

THANK YOU!

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

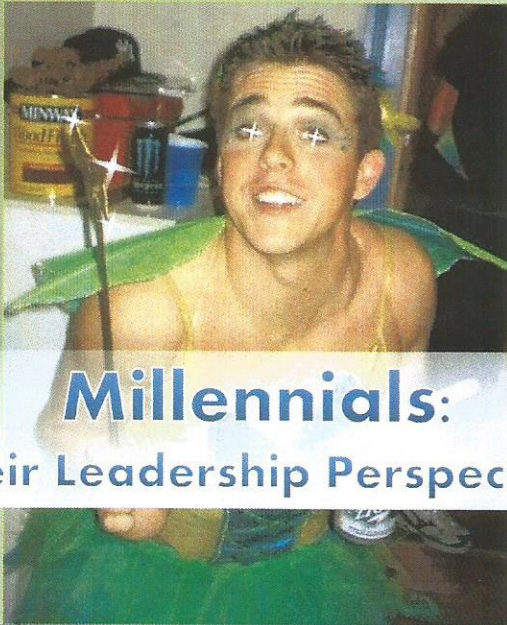
Submitted presentation for UNL Libraries Brown Bag Series, November, 2012, Lincoln, NE.

My Role:

I presented research findings from Simmons MLIP PhD research project focusing on Millennials currently employed in CIC libraries and their leadership perspective.

Significance/Impact:

This presentation gave me the opportunity to share research findings on Millennials currently working in CIC institutions. Specifically, research indicated that Millennials in CIC libraries are similar to Millennials in general in terms of work style preferences such as preferring to work in groups or teams and this was reflected in their definitions of leadership.



Millennials:
Their Leadership Perspective

Jolie O. Graybill
Simmons College
MLIP PhD Program

RESEARCH QUESTIONS

- How do Millennials define leadership?
- What traits do they associate with leadership?
- Do they want to assume formal leadership roles?
- Do they perceive themselves as leaders?
- Do they perceive leadership roles exist within their organizations/LIS professional associations?

PROCEDURES & RESEARCH DESIGN

- **Born 1982 or after**
- **Currently working in a CIC library**
- **Faculty, managerial professional, library staff, clerical**
- **No Student Workers**

- **Survey Instrument:**

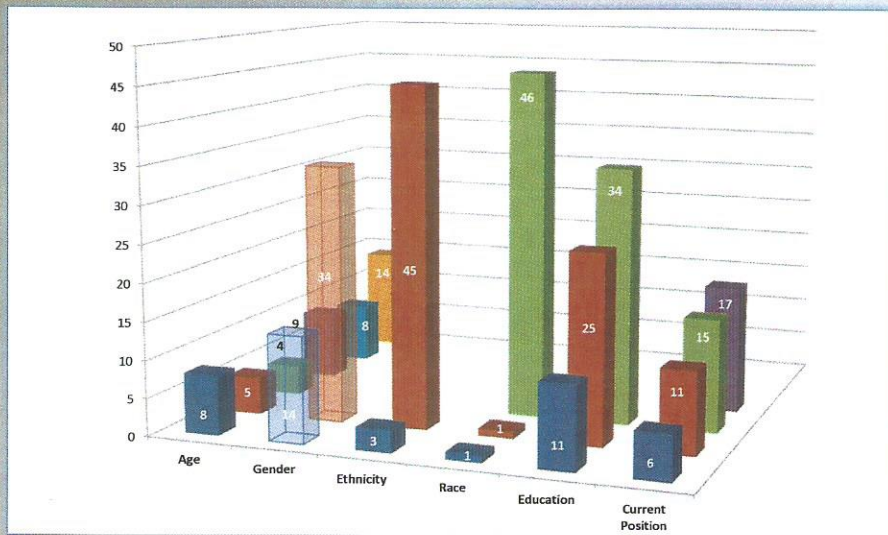
<http://fluidsurveys.com/surveys/jgraybill3/millennials-leadership-preference-survey/>

RESEARCH DESIGN

Table 1. CIC Member Institutions and number of Millennials in Library Staff

Institution	Number of Millennials employed	Number of Millennials responded to survey
A. <u>University of Chicago</u>	--	9
B. University of Illinois at Urbana-Champaign	12	2
C. Indiana University	13	4
D. University of Iowa	2	6
E. University of Michigan	55	6
F. Michigan State University	14	2
G. University of Minnesota	--	2
H. University of Nebraska-Lincoln	10	5
I. Northwestern University	22	3
J. Ohio State University	--	1
K. Pennsylvania State University	26	2
L. Purdue University	6	4
M. University of Wisconsin-Madison	4	3
TOTAL:	164	49

FINDINGS: Demographics



FINDINGS: Leadership Defined

Millennials Defined Leadership in their own words:	
Group/Teamwork	20
Vision	12
Influence	7
Respect	6
Communication	4
Integrity	3
Trust	3
Passion	2
Honesty	2
Innovation	1
Challenge	0
Other *	22

Millennials Identified Leadership Traits from list provided:	
Communication	47
Respect	41
Vision	38
Influence	36
Trust	33
Integrity	31
Group/Teamwork	30
Honesty	29
Innovation	26
Passion	21
Challenge	19
Other**	11

Do they consider themselves a leader? Please elaborate:	
Group/Teamwork	15
Communication	8
Challenge	3
Trust	2
Influence	2
Respect	2
Vision	1
Innovation	1
Integrity	0
Passion	0
Honesty	0
Other	11

FINDINGS: Leadership Defined

***Other Terms:**

Collaborative act of guidance, direction and action
Ability to inspire to achieve goal
Assertive and willing to complete the work to finish
A person who can make things happen
Ability to get things done, take charge
Taking the initiative, convincing actionable plans
Leadership is both a quality and an action/process
Leadership is the art of bringing others in new directions
Leadership is coaching & providing knowledge/resources
Leadership is the ability to enact change
Leadership is the ability to guide, affect change, and make decisions
Leadership is ability to empower, inspire, and guide others to accomplish results
Leadership is taking responsibility to take risks and initiate change
Leadership is the ability to achieve goals with the assistance of others
Leadership is the quality someone has to give others the confidence to follow that person
Leadership is defined by dedication, integrity, creativity, humility, openness, vision for the future, positivity, humor, respect, and communication
Influencing and helping others achieve goals
Leadership is the ability to encourage others to follow your orders.
Leadership is ability to organize and achieve common goal

****Other Terms:**

Motivation
Mentorship
Action
Humility
Positivity
Engagement
Compassion, Empathy
Empathy
Compassion
Practicality

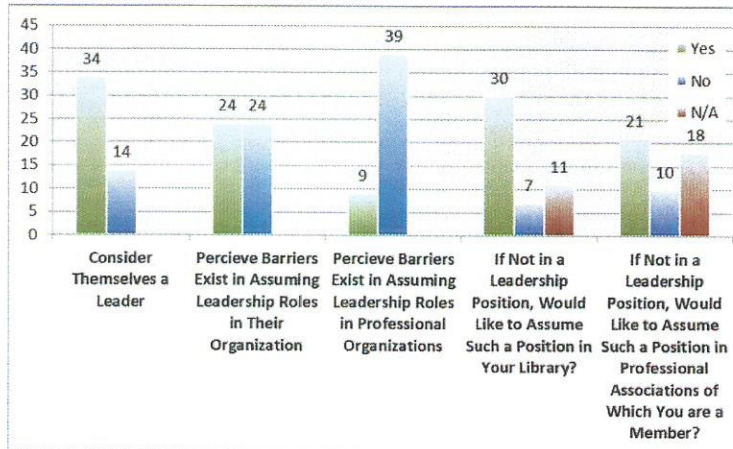
FINDINGS: Leadership Statements

TABLE 3. LEADERSHIP STATEMENTS, PREFERENCES

#	LEADERSHIP STATEMENT	MEAN	STANDARD DEVIATION
27.	A leader recognizes that there is more than one way to do a job.	8.833333	1.1172408
7.	A leader is a good listener.	8.7916667	1.1290805
3.	A leader communicates clear expectations.	8.9375000	1.1560433
8.	A leader considers the impact of his/her decisions on employees.	9.0000000	1.1669199
4.	A leader has thorough knowledge of the organization.	8.6458333	1.1758127
1.	A leader treats everyone with respect.	8.9166667	1.2174849
26.	A leader provides encouragement.	8.6250000	1.2484032
21.	A leader works well with others.	8.9791667	1.2797869
14.	A leader communicates with confidence.	8.3750000	1.3148093
12.	Leaders have vision, as well as the ability to articulate and achieve that vision.	8.5000000	1.3208637
20.	A leader is trustworthy.	8.6458333	1.3603752
10.	A leader models ethical behavior.	8.5625000	1.4277828
6.	A leader provides constructive feedback.	8.6250000	1.4821635
18.	A leader is not afraid to fail.	7.7500000	1.4946714
16.	A leader inspires others to follow.	8.4791667	1.5157272
17.	A leader is a problem-solver.	7.8333333	1.5619591
22.	A leader is approachable.	8.6875000	1.5731287
25.	A leader describes a compelling image of what the future could be.	7.8333333	1.6155275
2.	A leader does not take risks.	2.9791667	1.6175840
24.	A leader places the good of organization/team over the individual.	7.5416667	1.7253841
23.	Leaders have a positive attitude.	8.2083333	1.7978514
5.	A leader values diversity.	7.8333333	1.8373586
13.	A leader controls his/her emotions.	6.7708333	1.8593019
15.	Influence is an important component of leadership.	7.3333333	1.9821902
19.	A leader has a good sense of humor.	6.7708333	2.0236851
11.	A leader communicates with passion.	6.5833333	2.2675634
9.	Leadership is a life-long process.	7.5416667	2.6008046

FINDINGS: Leadership Perceived

Figure 10.



CONCLUSIONS

- This study examined only Millennials employed at CIC institutions, and is limited by size and scope
- HR departments can potentially use as background information to guide or provide direction leadership development training of Millennials within their organizations
- Future studies should expand to include either ARL or US academic libraries

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

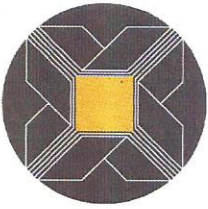
ARL Leadership Symposium, “Resume Review Session” participated as a Resume Reviewer for Leadership Symposium 33 attendees, Seattle, WA, January 2013

My Role:

Facilitated the Resume Reviewer Session for the ARL Leadership Symposium at ALA MidWinter Conference. I recruited 15 reviewers for the session and distributed guidelines for the reviewers to use during the session. The session was facilitated to give the participants an opportunity to have multiple reviewers comment on their resumes – 33 participants.

Significance/Impact:

The fifteen reviewers met with two participants at a time, reviewing, evaluating, and commenting on each resume viewed. This gave the participants the opportunity to hear feedback on their resumes as well as learn from comments for other participant’s resume. A total of 33 participants were active in the resume review session. While many of the participants had a great start, it was rewarding to hear that the information the reviewers shared assisted the participants in their application experience that for some started immediately.



Association of Research Libraries®
Ninth Annual Leadership Symposium
January 26 & 27, 2013
Agenda

Hotel 1000, 1000 First Ave., Seattle, WA 98104

Thursday, January 24

- 4:00 p.m. **Welcome and Introductions** Corner Room
Mark A. Puente, Director of Diversity and Leadership Programs
Association of Research Libraries
- 5:30 p.m. **Norms for Learning and Housekeeping**
- 6:30 p.m. **Dinner with Diversity Scholars, Career Enhancement Program Fellows,** 4th Floor Terrace
and Leadership and Career Development Fellows
- Mosaic of Diversity** Corner Room
An exploration of the many dimensions of diversity and
the ways in which we identify ourselves

Friday, January 25

- 7:30 a.m. **Continental Breakfast** Level II
- 8:30 a.m. **Making the Most of the ARL Experience** Corner Room
Mark A. Puente, Director of Diversity and Leadership Programs
Association of Research Libraries
- 10:00 a.m. **Break**
- 10:30 a.m. **Residencies, Fellowships, and (Regular) Jobs, Oh My!**
A panel discussion on one possible strategy for entering the research
library workforce.
Melanie T. Kowalski, Research Library Fellow, Scholarly
Communications Office
Emory University, Robert W. Woodruff Library
- Hannah Lee, Assistant Librarian, Student Multimedia Design Center*
University of Delaware Libraries
- Juleah Swanson, Acquisitions Librarian for Electronic Resources &*
Assistant Professor
The Ohio State University Libraries
- 12:00 p.m. **Lunch with Purdue University Staff – Diversity Scholars** Studio
- Lunch – Career Enhancement Program Fellows** Offsite
Purple Café, 1225 Fourth Ave., Seattle, WA 98101

- 1:15 p.m. **Tour Option 1: Seattle Public Library** – Meet in lobby of Hotel 1000 and walk to Seattle Public Library.
- Tour Option 2: Seattle University**, Lemieux and McGoldrick Learning Commons, 901 12th Ave., Seattle, WA 98122 – Meet in hotel lobby and take taxis to the university campus.
- 3-5:00 p.m. **Photos** – Diversity Scholars and CEP Fellows Location TBA
- 3:30 p.m. **Front, Center and Back Stage: Technology Solutions For User Engagement and Discovery** Corner Room
Carl Grant, Executive Advisor, University Libraries
Virginia Tech Libraries
- Emily Morton-Owens, Applications and Systems Manager*
Seattle Public Library
- Catherine Soehner, Associate Dean for Research and Learning Services*
University of Utah, J. Willard Marriot Library
- Jaeyeong (Jan) Sung, Head, Access Services,*
University of Hawaii at Manoa Libraries
- 5:00 p.m. **Break**
- 6:30 p.m. **Dinner/Reception** Offsite
 Sazerac at the Monaco Hotel, 1101 Fourth Ave., Seattle, WA 98101
This event is sponsored by the MIT Libraries

Saturday, January 26

- 7:30 a.m. **Continental Breakfast** Level II
- 8:30 a.m. **Welcome and Introductions** Corner Room
Mark A. Puente, Director of Diversity and Leadership Programs
Association of Research Libraries
- 8:45 a.m. **Current Trends in Information Policy**
Kevin Smith, MLS, JD, Director, Copyright and Scholarly Communication
Duke University, Perkins Library
- 9:45 a.m. **Break**
- 10:00 a.m. **Current Trends in Scholarly Communication**
Julia Blixrud, Assistant Executive Director, Scholarly Communications
Association of Research Libraries
- 10:55 a.m. **Break**

- 11:05 a.m. **The Future of Open Access**
Heather Joseph, Executive Director
Scholarly Publishing and Academic Resources Coalition (SPARC)
- 12:10 p.m. **Lunch with ARL Directors** 4th Floor Terrace
- 1:30 p.m. **Academic Libraries and the User Experience** Corner Room
Joan Lippincott, Association Executive Director
Coalition for Networked Information (CNI)
- 2:30 p.m. **Break**
- 2:40 p.m. **Demonstrating the Value of Libraries**
Martha Kyrillidou, Senior Director, Statistics and Service Quality
Programs
Association of Research Libraries
- 3:40 p.m. **Break**
- 3:50 p.m. **New Services in Research Libraries**
Judy Ruttenberg, Program Director, Transforming Research Libraries
Association of Research Libraries
- Lucinda Covert-Vail, Director, Public Services*
New York University Libraries
- Amy Harper, Clinical Research and Innovation Librarian*
University of Washington Health Sciences Library
- Patricia Hswe, Digital Content Strategist and Head, ScholarSphere User*
Services
Penn State University Libraries
- Kelly E. Miller, PhD, Director, Teaching and Learning Services and*
Head, College Library
University of California, Los Angeles
- 5:00 p.m. **Break**
- 5:30 p.m. **Group Photos** Parlor
- 6:30 p.m. **ARL Diversity Programs Reception – By invitation only** Level IV
 Library/Terrace
- 8:30 p.m. **Adjourn**

Sunday, January 27

Jobs Search Skills Workshop

7:45 a.m.	Continental Breakfast	Level IV
8:45 a.m.	The Art and Science of Securing a Job in an ARL Library <i>Brian W. Keith, Assistant Dean, Human and Financial Resources</i> <i>University of Florida, George A. Smathers Libraries</i>	Great Room
10:00 a.m.	Résumé Review ARL Library personnel	
12:00 p.m.	Lunch with Résumé Reviewers/HR Personnel	Level IV
1:30 p.m.	Closing Ceremonies	Great Room
3:00 p.m.	Adjourn	

Funding for the ARL Leadership Symposium is provided, in part, by:



Jolie Graybill

From: Diane Geraci <dgeraci@mit.edu>
Sent: Friday, January 11, 2013 4:01 PM
To: Jolie Graybill
Subject: Re: Invitation: ARL Leadership Symposium Résumé Review Session

Hi Jolie,
Just saying hi and looking forward to these events again.

Best,
Diane

Diane Geraci, Associate Director for Information Resources, MIT Libraries
dgeraci@mit.edu ~ 617.253.5962

On Jan 8, 2013, at 2:01 PM, Jolie Graybill wrote:

Greetings, and Happy New Year!

We are writing to recruit résumé reviewers for the annual "Job Search Skills Workshop", a component of the annual ARL Leadership Symposium being held in Seattle, WA during the ALA Midwinter conference. This year, we have 14 ARL Diversity Scholars (participants in our Initiative to Recruit a Diverse Workforce) and 10 ARL Career Enhancement Program Fellows participating in the event. Joining our diversity recruitment program participants will be an additional 20 students and recent MLIS graduates, largely from the iSchool at the University of Washington. Your participation enriches the experience for these students as they seek practical advice and constructive comments on how to improve their résumés/C.V.s in preparation for their entry into the LIS workforce.

Please let us know as soon as possible, but no later than Tuesday, January 15th, if you are able to serve as a résumé reviewer for this event. Program details as follows:

Date: Sunday, January 27, 2013
Location: Hotel 1000, 1000 First Ave., Seattle, WA 98104 (the closest conference hotel to this property is the Monaco Hotel)
Room: The Great Room (Level four of the hotel)
Time: 10:00 a.m. to 12:00 p.m.

The résumé review will follow the annual presentation provided by Brian Keith from the University of Florida Libraries entitled, "The Art and Science of Securing a Job in a Research Library."

Additional guidelines will be provided to those able to participate.

As usual, we expect a lively and helpful exchange between seasoned professionals like yourselves and those just entering the workforce.

Following the résumé review, we will host a luncheon with our Diversity Programs participants in the 4th floor terrace of the hotel.

Please use the following link to RSVP for the review and luncheon:

<http://www.formstack.com/forms/?1363320-pzKQl4DF5Z>

Many thanks, in advance, for your consideration. Don't hesitate to let us know if you have any questions.

Mark A. Puente

Director of Diversity and Leadership Programs Association of Research Libraries

21 Dupont Circle, NW

Suite 800

Washington, DC 20036

(202)296-2296

<http://www.arl.org/diversity/>

<http://www.arl.org/leadership/>

and

Jolie Graybill

<image002.png>

Diane Geraci, Associate Director for Information Resources, MIT Libraries

dgeraci@mit.edu ~ 617.253.5962

Jolie Graybill

From: Hewison, Nancy S. <nhevison@purdue.edu>
Sent: Monday, February 04, 2013 8:13 AM
To: Jolie Graybill
Cc: Mark Puente (mpuente@arl.org)
Subject: RE: ARL Leadership Symposium Resume Reviewers 2013. . .

Hi, Jolie.

A very big “you’re welcome” in return! And I thank you and Mark for providing the Leadership Symposium and for giving us HR/administrators the opportunity to make a contribution to the job search skills of our new colleagues. It’s a source of great satisfaction for me to be able to do this.

Best wishes,
Nancy

From: Jolie Graybill [<mailto:jgraybill3@unl.edu>]
Sent: Friday, February 01, 2013 7:34 PM
To: Adele Barsh (ABarsh@ucsd.edu); Hewison, Nancy S.; Charlene Maxey-Harris; Robin Deadrick (rmdead@mit.edu); Diane Geraci (dgeraci@mit.edu); Keith Glavash (kglavash@mit.edu); donovangl@appstate.edu; amoore@lib.siu.edu; Leslie Horner Button (button@library.umass.edu); draftus@uw.edu; tdearie@ucsd.edu; Jesse.Silva@unt.edu; jsackett@email.uky.edu; malaniz@ccsf.edu
Cc: Mark Puente (mpuente@arl.org)
Subject: ARL Leadership Symposium Resume Reviewers 2013. . .

A great, big, huge, & heartfelt **THANK YOU!!** to each of you for taking time out of your busy conference schedules to join us Sunday morning to work with the ARL Leadership Symposium participants on their resumes/cvs. With so many of you able to join us this year, the session went really well – it was hard to have the session come to a close. For those of you who were able to stay for lunch – the conversations continued and it was equally great to see and hear the lunch table talk happen.

We can’t provide this type of session without your willingness to volunteer and participate – please keep this session in mind for next year, it’s always a highly rated, well-attended session, and we typically need between 15 and 20 people to help us facilitate. Again, **THANK YOU!** and I’ll be in touch for next year sometime in Dec. ‘13/Jan. ‘14.

Jolie Graybill

From: Michele Alaniz <malaniz@ccsf.edu>
Sent: Sunday, February 03, 2013 11:48 PM
To: Jolie Graybill
Subject: Re: ARL Leadership Symposium Resume Reviewers 2013. . .

Hi Jolie,

It was a great experience. I appreciate the opportunity to give back to such a great program.

I was also great seeing you and hanging out at the reception.

Michele

Michele Alaniz
Librarian
Rosenberg Library
City College of San Francisco
415.452.5549 || malaniz@ccsf.edu
<http://fog.ccsf.edu/malaniz/>

>>> Jolie Graybill 02/01/13 4:33 PM >>>

A great, big, huge, & heartfelt THANK YOU!! to each of you for taking time out of your busy conference schedules to join us Sunday morning to work with the ARL Leadership Symposium participants on their resumes/cvs. With so many of you able to join us this year, the session went really well - it was hard to have the session come to a close. For those of you who were able to stay for lunch - the conversations continued and it was equally great to see and hear the lunch table talk happen.

We can't provide this type of session without your willingness to volunteer and participate - please keep this session in mind for next year, it's always a highly rated, well-attended session, and we typically need between 15 and 20 people to help us facilitate. Again, THANK YOU! and I'll be in touch for next year sometime in Dec. '13/Jan. '14.

[cid:image003.png@01CE00AA.A26B3BA0]

Jolie Graybill

From: Leslie Button <button@library.umass.edu>
Sent: Saturday, February 02, 2013 6:23 PM
To: Jolie Graybill
Cc: button@library.umass.edu
Subject: RE: ARL Leadership Symposium Resume Reviewers 2013. . .

I always enjoy reviewing the resumes and talking with the participants! Looking forward to next year.

Leslie

Leslie Horner Button
Associate Director for Library Services
W.E.B. Du Bois Library
University of Massachusetts Library
Amherst, MA 01003-9275
button@library.umass.edu
skype: leslie.horner.button
voice: (413) 545-6845
fax: (413) 545-6494

From: Jolie Graybill [<mailto:jgraybill3@unl.edu>]
Sent: Friday, February 01, 2013 7:34 PM
To: Adele Barsh (ABarsh@ucsd.edu); nhewison@purdue.edu; Charlene Maxey-Harris; Robin Deadrick (rmdead@mit.edu); Diane Geraci (dgeraci@mit.edu); Keith Glavash (kglavash@mit.edu); donovanl@appstate.edu; amoore@lib.siu.edu; Leslie Horner Button (button@library.umass.edu); draftus@uw.edu; tdearie@ucsd.edu; Jesse.Silva@unt.edu; jsackett@email.uky.edu; malaniz@ccsf.edu
Cc: Mark Puente (mpuente@arl.org)
Subject: ARL Leadership Symposium Resume Reviewers 2013. . .

A great, big, huge, & heartfelt **THANK YOU!!** to each of you for taking time out of your busy conference schedules to join us Sunday morning to work with the ARL Leadership Symposium participants on their resumes/cvs. With so many of you able to join us this year, the session went really well – it was hard to have the session come to a close. For those of you who were able to stay for lunch – the conversations continued and it was equally great to see and hear the lunch table talk happen.

We can't provide this type of session without your willingness to volunteer and participate – please keep this session in mind for next year, it's always a highly rated, well-attended session, and we typically need between 15 and 20 people to help us facilitate. Again, **THANK YOU!** and I'll be in touch for next year sometime in Dec. '13/Jan. '14.

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

Invited Panel Presentation at ALA Mid-Winter Conference, “Is a PhD in LIS for You?”
Sponsored by ALA Office of Diversity; Dallas, TX, January 2012

My Role:

Invited panel participant – with others from about five other institutions and programs, and about 45 attendees.

Significance/Impact:

This presentation gave me the opportunity to share my experiences in the PhD program I am a part of – Managerial Leadership in the Information Professions through Simmons College. I shared the program structure, what the application/interview process entailed, how I incorporated a PhD program into my current life that included a full-time job along with family commitments, and answered general questions from the audience and moderator. This panel gave participants the opportunity to hear about different programs, identify differences and similarities, and generally get some of the basic information for the programs along with some of the insider information from current PhD students.

- Home
- Sessions**
- Browse All Sessions
- My Schedule
- Recommended Sessions
- Add a Personal Session
- Author Event Sessions
- Sessions with Handouts
- Cancelled Sessions
- Sessions I Attended
- Exhibitors**
- Browse All Exhibitors
- My Exhibitors
- Recommended Exhibitors
- Conference Venues
- Networking Uncommons
- Conference Info
- Discussion Forums
- Midwinter 2012 Website
- Register for Midwinter!
- Help

Is a PhD in LIS For You?

My Schedule: Notify me of changes I attended this session :

WHEN: **Saturday, January 21, 2012 - 10:30am to 12:00pm**
 Download to my calendar

LOCATION: Dallas Convention Center
C149

DESCRIPTION: Is a PhD in LIS the next move for your career? Join us for a panel discussion with current PhD candidates followed by an open forum to discuss options and opportunities. This program is presented as part of the recruitment for the next round of Spectrum Doctoral Fellowships, funded by the Institute of Museum and Library Services.

MEETING TYPE: Forum/Update

INTERESTS: Diversity
Library School Education

TYPE OF LIBRARY: All

SPONSORS: ALA



ALA Committee on Diversity (COD)

ALA Office for Diversity

- ALA Connect Home
- Member Search
- Icon Legend**
- Add a session/exhibitor to

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

ARL Leadership Symposium, “Resume Review Session” participated as a Resume Reviewer for Leadership Symposium 25 attendees, Dallas, TX, January 2012

My Role:

Resume Reviewer for the ARL Leadership Symposium – about 25 participants.

Significance/Impact:

I reviewed resumes of the participants, spending about 10 minutes with individual for about 90 minutes. As reviewers, we were given guidelines to keep in mind when evaluating the resumes and asked to provide feedback for the participants to consider implementing before their next application submission. While many of the participants had a great start, it was rewarding to know that the information I was sharing was assisting the participants in their application experience that for some was starting immediately.



ARL EIGHTH ANNUAL LEADERSHIP SYMPOSIUM

*Aloft Hotel
1033 Young St., Dallas, TX 75202
January 21-22, 2012*

Saturday, January 21, 2012 - Tactic Room

- 7:30 a.m. **Continental Breakfast**
- 8:30 a.m. **Welcome & Introductions**
- 8:50 a.m. **Current Trends in Information Policy**
Brandon Butler, Director, Public Policy Initiatives
Association of Research Libraries
- 9:55 a.m. **The Future of Open Access**
Heather Joseph, Executive Director
The Scholarly Publishing and Academic Resources Coalition (SPARC)
- 10:55 a.m. **Break**
- 11:10 a.m. **Current Trends in Scholarly Communication**
Julia Blixrud, Assistant Executive Director, Scholarly Communication
Association of Research Libraries
- 12:10 p.m. **Boxed Lunches Available**
- 1:30 p.m. **"My Information:" Academic Libraries and the User Experience**
Joan Lippincott, Associate Executive Director
Coalition for Networked Information (CNI)
- 2:35 p.m. **Measuring Library Services and The Role of Assessment in Research Libraries**
Martha Kyrillidou, Director, Statistics and Service Quality Programs
Association of Research Libraries

Shaneka Morris, Statistics Editorial Assistant
Association of Research Libraries
- 3:35 p.m. **Break**
- 3:45 p.m. **Emerging Professional Roles in Research Libraries**
Judy Rittenberg, Program Director, Transforming Research Library Roles
Association of Research Libraries

Ameet Doshi, User Experience Librarian and Assessment Coordinator
Georgia Institute of Technology Library

Marianne Stowell, Bracke Agricultural Sciences Information Specialist
Purdue University Libraries

*Sarah Shreeves, IDEALS/Scholarly Commons Coordinator
University of Illinois at Urbana Champaign Library*

*Alison Regan, Head of Education Services and Interim Head of the Digital Scholarship Lab
University of Utah Library*

5:00 p.m. **Adjourn**

Sunday, January 22, 2012 - Tactic Room

Job Search Skills Workshop

7:30 a.m. **Continental Breakfast**

8:30 a.m. **The Art and Science of Securing a Job in an ARL Library**
*Brian W. Keith, Assistant Dean, Human and Financial Resources
University of Florida, George A. Smathers Libraries*

10:00 a.m. **Résumé review**
ARL library personnel

12:00 p.m. **Adjourn**

Funding for the ARL Leadership Symposium is provided, in part, by:



APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

ARL Initiative to Recruit a Diverse Workforce Mentor/Protégé Webinar Presentation, presented with Mark Puente via WebEx interface, November 2011

My Role:

Co-presenter – I re-worked the presentation from last year keeping a few of the core components, creating new content, and incorporating new resources. I also created a fresh powerpoint presentation that incorporated movement and sound in the content to integrate active learning.

Significance/Impact:

This gave me the opportunity to consolidate the information for the protégé training and identify exactly what is crucial information. Having more slides doesn't necessarily make the presentation any more effective if the participants are bored to sleep. I identified the most important information, made sure the content was appropriate for the protégés and matched information shared in the mentor training, ensuring that all participants were getting the same information, yet tailored appropriate to roles.

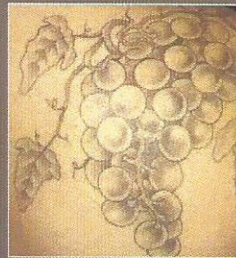
Making the Most of the ARL Experience

The Mentoring Relationship 2011-2012

Mark A. Puente, Director – ARL Diversity and Leadership Programs
&
Jolie Graybill – VPO for ARL Diversity and Leadership Programs

Looking for a few good Mentors/Protégés

- “A mentor is like a tattoo, it stays with you forever.”



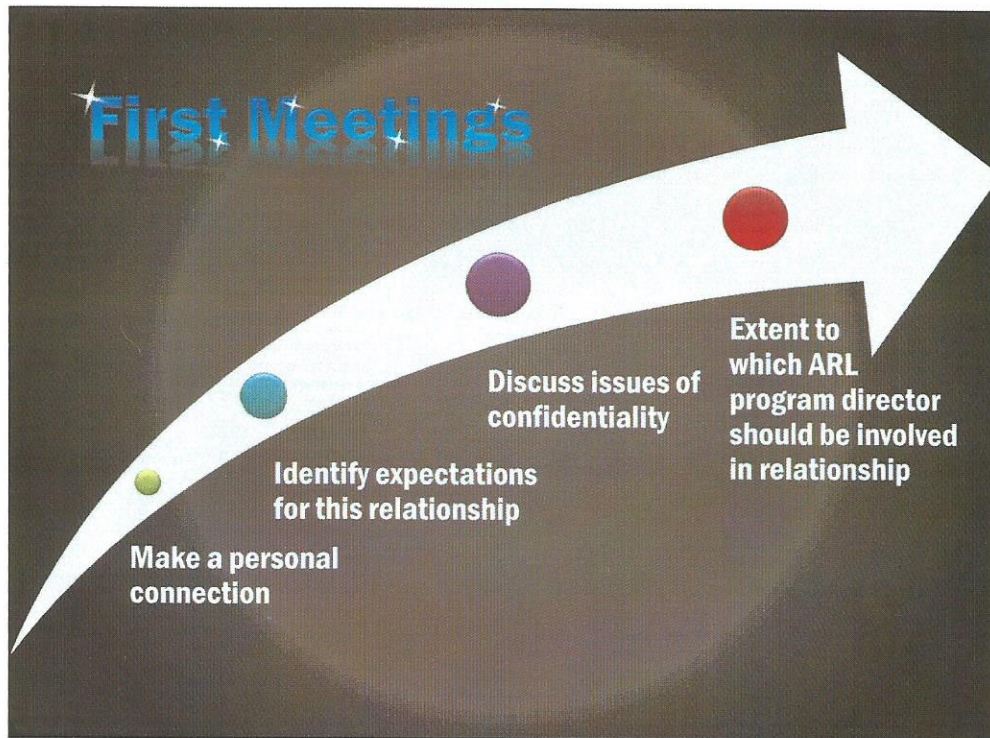
from: Mentoring: Turning Pebbles into Diamonds by P.A. Vesilind

Mentors/Protégés

- ★ History and rational
- ★ LCDP
- ★ Challenges to design
- ★ 2009 Study
- ★ New approach

Nuts and Bolts





- ## Qualities of a Good Mentor
- Patient listener, paying attention to detail
 - Inspires trust
 - Gives advice without dictating actions, good teacher
 - Encourages independence while supporting
 - Offers constructive criticism AND compliments
 - Open and honest
 - Good role model through actions and words
 - Willing to spend time, reach out, act as ally, and share

Qualities of a Good Protégé

Asks questions

Willing to be "mentored"

Strives to give his/her best at all times

Accepts criticism graciously, learns from mistakes

Respectful and grateful

Courage to try new things, take the initiative

Accepts responsibilities

Open and honest

Listens, watches, learns, grows from experiences

Asks for help or connections to others, "networking"

Request and act upon feedback

Setting up for a good relationship

- Discuss openly the parameters of the relationship:
 - Communication styles and preferences
 - Personal struggles
 - Career discernment
 - Diversity issues
- Reflect on your aspirations
- Develop a personal vision
- Develop a consistent level of contact with mentor

Setting up for a good relationship, cont.

- Explore ideas about:
 - Career interests and roles and next step (post MLIS)
 - Personal/professional strengths and areas for development
 - Professional development opportunities
 - Suggestions for positioning oneself for contribution and visibility within the profession
 - Facilitating the creation of professional networks
 - Employment opportunities and support for job search

What Do You Want from Your Mentor?

- List the kinds of traits/characteristics/skills you want in a mentor. . .
 - For example:
 - I want my mentor to introduce me to people in various parts of their library.
 - I want my mentor to introduce me to people in the profession related to my area of interest.
 - I would like my mentor to help me think through the next steps for achieving my career goals

Learning Together

- **Mentor and protégé are equally responsible for the effectiveness of the relationship**
 - Feedback
- **Typically both parties describe significant learning/growth as a result of the relationship.**
 - Necessary elements:
 - Keeping in touch, listening on both sides
 - Developing mutual expectations
 - Being open to influence

Maintaining the Relationship

- **Pay close attention to expressed needs and desired outcomes**
- **Connect strongly on a personal level – establish ways to indicate self.**
- **Establish a conversation schedule**
- **Combine communication methods**
- **Connect in person whenever possible**

Communicating Virtually

- Be mindful of differences
- Tact – choose your words, tone, and timing carefully, strategically
- Be a willing Listener – the person receiving feedback must be receptive to it

Communication Patterns Across Cultures

- | | |
|--|--|
| <ul style="list-style-type: none">• High Context
(e.g. Asian, Latin, African American) | <ul style="list-style-type: none">• Low Context
(e.g. German, US) |
| <ul style="list-style-type: none">• Much of meaning outside verbal communication• Relationship is central• Trust• Social relationship strengthens professional relationship | <ul style="list-style-type: none">• Verbal language conveys literal and full meaning• Clear lines between personal and professional relationships• Communication is direct and close to events |

Top 10 ways to be a good Protégé

10. Share your experiences and perspectives
9. Be genuinely interested in your mentor
8. Go ARMY! – be the best you can be
7. Be gracious
6. Follow through on commitments
5. Be a good listener
4. Be respectful
3. Be positive
2. Be open, honest, and personable
1. Ask questions, ask questions, and ask more questions

Closing

- Is there anything else we can share that will help you as a protégé or diversity scholar?
- Final thoughts, questions, comments?

THANK YOU!

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

Invited Panel Presentation “Taking it up a Notch: Career Advancement for Diverse Mid-Career Professionals” at the Celebrating 10 Years of Knowledge River at the University of Arizona, Tucson, AZ, November 2011

My Role:

Invited panel participant –

Significance/Impact:

During this panel presentation, I highlighted how I am currently utilizing my work towards a PhD as my identified avenue with the expectation that it is preparing me for leadership/management opportunities in the future.

Friday evening dine around

Friday November 4 6:30pm-9:00pm For those who arrive Friday evening and want to have dinner with Knowledge River students and alumni, small groups will be meeting at various restaurants in downtown Tucson. Dinner costs will be the responsibility of the attendee.

Knowledge River Alumni Town Hall Meeting

Saturday November 5 10:00am-

11:30pm Westward Look Resort, (245 E. Ina Road, Tucson) Audience: Knowledge River alumni and current students In this meeting, we hope to provide an opportunity for alumni to reconnect as well as give feedback on the KR program.

Join us for conversation, feedback, and ideas to move KR forward!

Workshops and Keynote Speakers:

Knowledge River Leadership: Perspectives from Students, Alumni, and Distinguished Guests"

Saturday November 5, 1:15 pm – 4:35 pm, Westward Look Resort

How I Landed My First Librarian Job And What I Did 'In Between 1:15-2:15

Moderated by: Yamila El-Khayat, Arizona Health Sciences Library Speakers: Cecilia Tovar, Branch Manager, San Luis Library, Arizona; Yamila El-Khayat, Arizona Health Sciences Library; Monique Becerril Rodriguez; Jolie Ogg Graybill, University of Nebraska Library; Jeffrey Cruz, User Education Librarian, City of Sydney; Jessica Hernandez, Librarian, FDA Biosciences Library U.S. Food and Drug Administration

Taking It Up A Notch: Career Advancement for Diverse Mid-Career Professionals, 2:25-3:25

Moderated by: Jose Garcia, King County Library; Speakers: Teresa Miguel, Yale Law Library; Annabelle Nuñez, Arizona Health Sciences Library; Melanie Toledo, Director, Ak-Chin Community Library; Jolie Ogg Graybill, University of Nebraska Library; Francisco Vargas, Youth Services Officer, Long Beach Public Library

Session 3: A CONVERSATION WITH DISTINGUISHED GUESTS CAMILA ALIRE AND CHERYL METOYER ON LEADERSHIP 3:35-4:35

Moderated by: Sandy Littletree, Knowledge River Program Manager Speakers: Dr. Camila Alire, Dean Emeritus at the University of New Mexico and Colorado State University. Dr. Cheryl Metoyer, Associate Professor and the Associate Dean for Research, University of Washington Information School

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

Invited Panel Presentation “How I Landed my First Librarian Job” at the Celebrating 10 Years of Knowledge River at the University of Arizona, Tucson, AZ, November 2011

My Role:

Invited Panel Participant –

Significance/Impact:

This presentation gave me the opportunity to highlight my experience in applying and interviewing for librarian positions following graduation – how I identified where I was applying, specifically what I did and how I did it, along with sharing networking advice.

Friday evening dine around

Friday November 4 6:30pm-9:00pm For those who arrive Friday evening and want to have dinner with Knowledge River students and alumni, small groups will be meeting at various restaurants in downtown Tucson. Dinner costs will be the responsibility of the attendee.

Knowledge River Alumni Town Hall Meeting

Saturday November 5 10:00am-

11:30pm Westward Look Resort, (245 E. Ina Road, Tucson) Audience: Knowledge River alumni and current students In this meeting, we hope to provide an opportunity for alumni to reconnect as well as give feedback on the KR program.

Join us for conversation, feedback, and ideas to move KR forward!

Workshops and Keynote Speakers:

Knowledge River Leadership: Perspectives from Students, Alumni, and Distinguished Guests"

Saturday November 5, 1:15 pm – 4:35 pm, Westward Look Resort

How I Landed My First Librarian Job And What I Did 'In Between 1:15-2:15

Moderated by: Yamila El-Khayat, Arizona Health Sciences Library Speakers: Cecilia Tovar, Branch Manager, San Luis Library, Arizona; Yamila El-Khayat, Arizona Health Sciences Library; Monique Becerril Rodriguez; Jolie Ogg Graybill, University of Nebraska Library; Jeffrey Cruz, User Education Librarian, City of Sydney; Jessica Hernandez, Librarian, FDA Biosciences Library U.S. Food and Drug Administration

Taking It Up A Notch: Career Advancement for Diverse Mid-Career Professionals, 2:25-3:25

Moderated by: Jose Garcia, King County Library; Speakers: Teresa Miguel, Yale Law Library; Annabelle Nuñez, Arizona Health Sciences Library; Melanie Toledo, Director, Ak-Chin Community Library; Jolie Ogg Graybill, University of Nebraska Library; Francisco Vargas, Youth Services Officer, Long Beach Public Library

Session 3: A CONVERSATION WITH DISTINGUISHED GUESTS CAMILA ALIRE AND CHERYL METOYER ON LEADERSHIP 3:35-4:35

Moderated by: Sandy Littletree, Knowledge River Program Manager Speakers: Dr. Camila Alire, Dean Emeritus at the University of New Mexico and Colorado State University. Dr. Cheryl Metoyer, Associate Professor and the Associate Dean for Research, University of Washington Information School

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

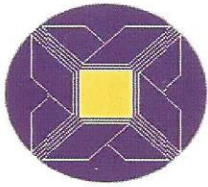
Update Report at the ARL Diversity and Leadership Committee in conjunction with the ARL Membership Meeting, Washington, DC, October 2011

My Role:

Committee member as the ARL VPO for Diversity Programs and Leadership Initiatives –

Significance/Impact:

This presentation gave me the opportunity to meet the ARL Committee on Diversity and Leadership members: share information with the committee through updates focused on the Career Resources website, improvement to curriculum that more fully develops “career placement services” for the participants ultimately assisting them with preparation of resumes and skill development through activities such as interview practice, and disseminate the theme for the next issue of Synergy: News from ARL Diversity Programs.



**ARL Committee on Diversity and Leadership Meeting -
October 11, 2011
6:30 – 8:30 pm EDT Mayflower Renaissance Hotel
South Carolina Room**

AGENDA

- a. Welcome, Introductions and Dinner
- b. Review of Activities, Projects, and Priorities (attachments)
- c. ARL Initiative to Recruit a Diverse Workforce
 - i. Selection of 2011-2012 Diversity Scholars (attachment)
 - ii. Review of Diversity Fund and financial reports (attachment)
- d. Career Enhancement Program
 - i. Submission of grant proposal to IMLS for 2nd iteration
 - ii. Assessment
- e. ARL/Music Library Association grant
- f. Leadership and Career Development Program
 - i. Career coaching
 - ii. Future plans
- g. Introduction of Visiting Program Officer for D & L (attachment)
 - i. Update on efforts for Career Resources website (attachment) -- JOG
 - ii. Plans for Leadership Symposium 2012
 - iii. Plans for publications and marketing (attachment)
- h. RLLF Assessment update
- i. Proposal to develop human resources symposium
 - i. Schedule and topics
- j. Results of member survey re: strategic priorities (attachment)
- k. Future meeting times
- l. Other Business

Important Dates

- 8th Annual ARL Leadership Symposium (Dallas, TX) January 19-22, 2012
 - a) Lunch with ARL Directors –Friday, January 21st, 2012 12:00 p.m. (Location TBD)
 - b) Diversity & Leadership Programs Reception – Saturday, January 22, 2012 6:30-8:30 p.m. (Location TBD)
- LCDP Institute on Scholarly Communication and Transforming Research Library Roles (Houston, TX) March 19-24, 2012
- LCDP Closing Ceremonies (Anaheim, CA) June 23, 2012 (Location TBD)
- Joint Conference of Librarians of Color (Kansas City, MO) September 19-23, 2012

Talking points for ARL Committee on Diversity and Leadership Meeting, October 2012

a) Career Resources website

- Looking at ways to improve our career resources webpages, both in style and content.
 - Job description for student intern whose job it will be to do HTML mark-up for position “descriptions” (reference the handout)
 - Will work collaboratively to ensure that the database is populated with all open positions in ARL libraries
 - Will conduct a brief survey of HR personnel (and committee members) to get some feedback on the service to help improve the web presence and to help inform any decisions that are made as ARL discusses website revisions (possibly augmented by focus group discussions)
 - Will work with student intern to begin to populate the Residency/Internship database (make long-term decision about whether we need the database)

b) Reviewing the curriculum for the Leadership Symposium to more fully develop “career placement services.”

- There is not sufficient follow-through with respect to providing support for Diversity Scholars and CEP fellows as they pursue professional positions. Look to developing other services, e.g.
 - Virtual résumé/c.v. review service
 - Encouraging mentors to develop mock interview programs or provide support for presentations that applicants may have to give during interviews
 - Also providing help with recruiting presenters and résumé/c.v reviewers for the Leadership Symposium, as well as providing input into the curriculum.

c) Publications and marketing

- VPO will provide support for publishing *Synergy: News from ARL Diversity Programs* (reference attachment).
 - Hope to get on a track of bi-annual releases.
 - Will assist with identification of themes and recruitment of authors (former ARL Diversity Programs Participants – opportunity to showcase the work that these folks are doing; also publishing venue for them.)
 - Always open to suggestions for both
 - Looking to recruit authors and identify theme for *Research Library Issues (RLI)* to be published either in the regular cycle (June of 2012) or in a *Special Edition* to be published in late 2012.

Maybe an update about mentor recruitment and plans for webinar as well as the one that Kathryn Deiss already did for the mentors.

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

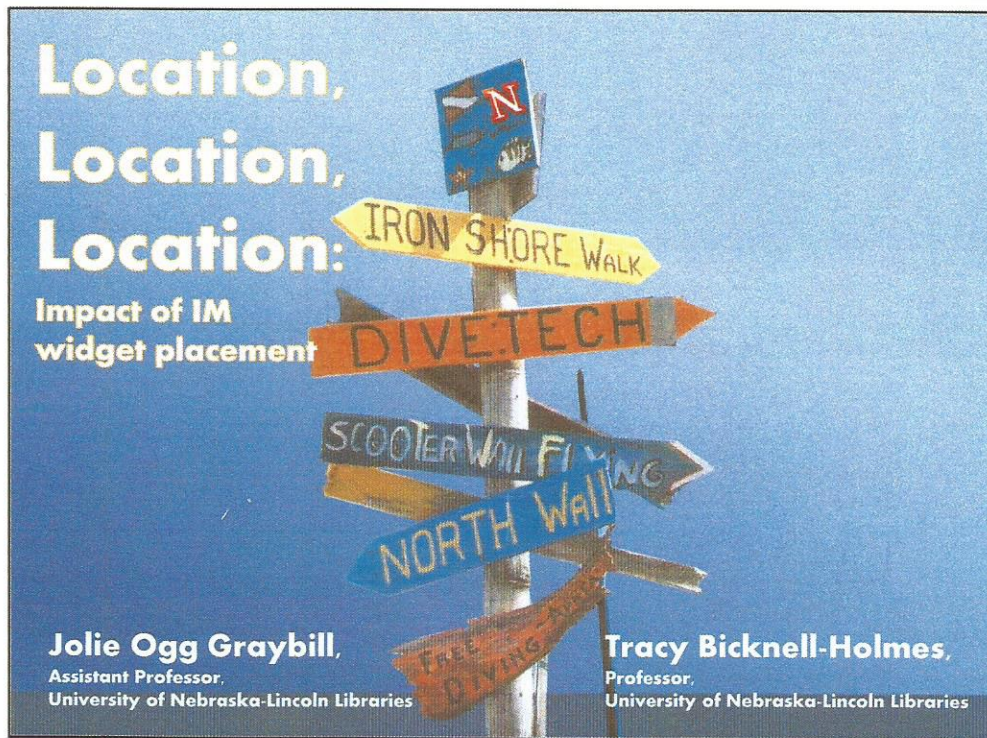
UNL Libraries Brown Bag “Impact of IM Widget Placement” with Tracy Bicknell-Holmes, October 2011

My Role:

Co-presented our IM Widget research article for the Academic Activities Brown Bag Series. I developed presentation based on our research article submission with input from TBH. TBH was responsible for the background and history portion of the presentation, and I presented the findings and analysis.

Significance/Impact:

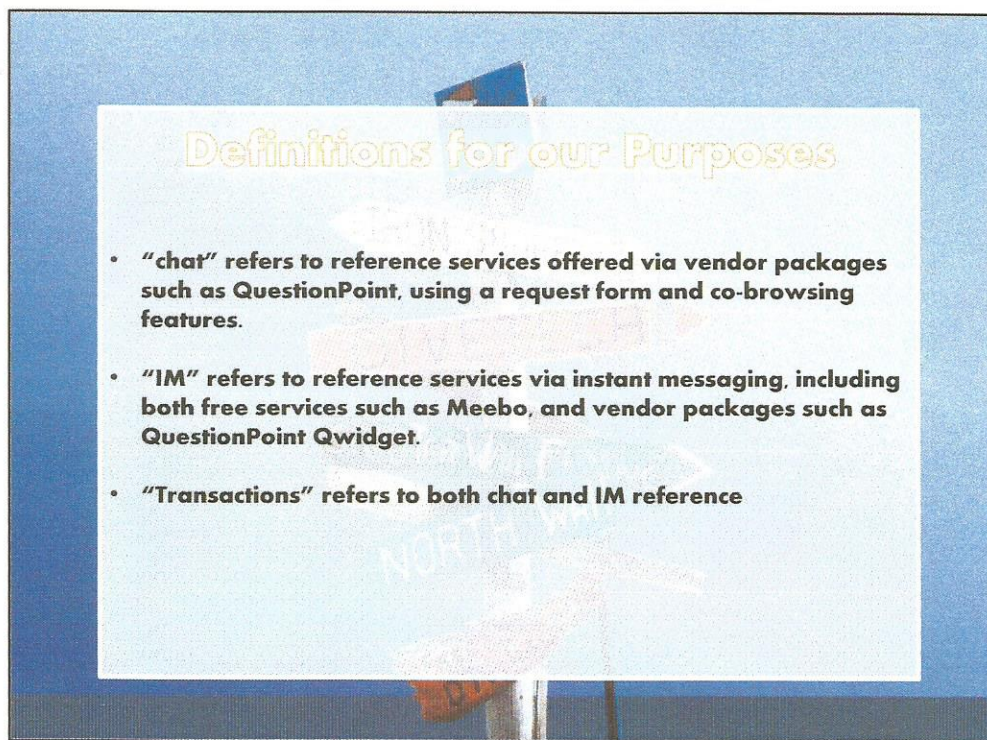
Our research showed without question there was a statistically significant difference in reference IM questions when we placed the Qwidget on multiple pages in comparison to placement only on the Ask-A-Librarian page.



**Location,
Location,
Location:**
Impact of IM
widget placement

Jolie Ogg Graybill,
Assistant Professor,
University of Nebraska-Lincoln Libraries

Tracy Bicknell-Holmes,
Professor,
University of Nebraska-Lincoln Libraries



Definitions for our Purposes

- **"chat"** refers to reference services offered via vendor packages such as QuestionPoint, using a request form and co-browsing features.
- **"IM"** refers to reference services via instant messaging, including both free services such as Meebo, and vendor packages such as QuestionPoint Qwidget.
- **"Transactions"** refers to both chat and IM reference

Chat Question Form

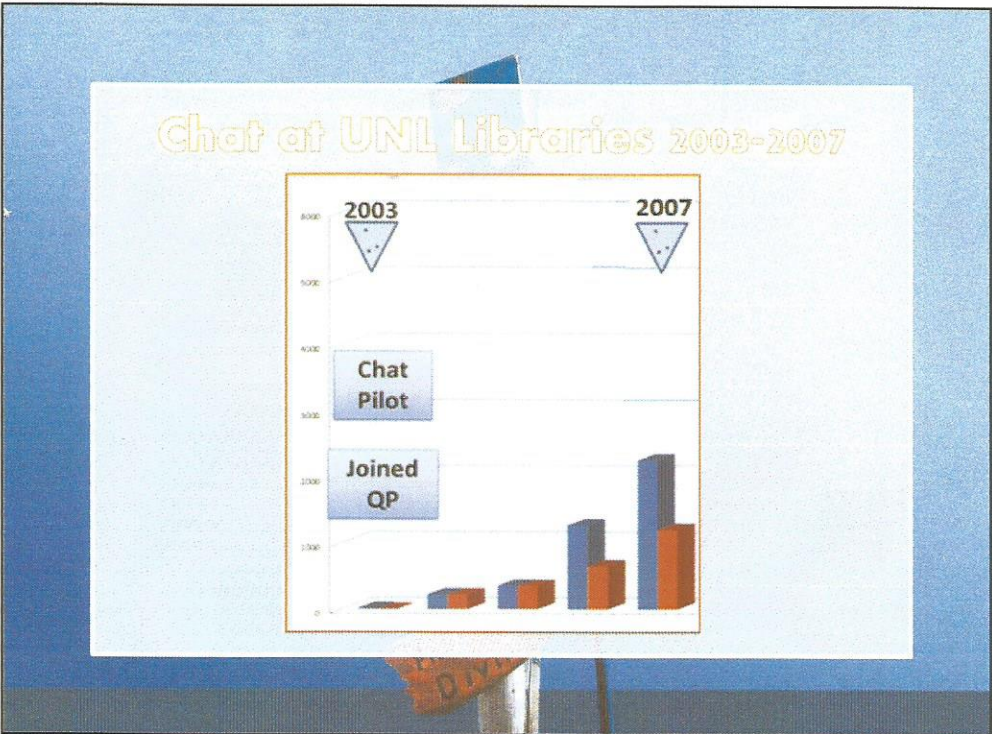
Welcome to 24/7 Ques Co-operative, a 24/7 web-based "real-time" reference service, that allows faculty, staff and students to ask questions and get answers online. Because UNL Libraries has joined a cooperative, you may be discussing with a non-UNL librarian. Based on information provided by UNL, librarians in the cooperative answer questions when UNL librarians are not available. They may refer questions to UNL librarians for follow-up by email or phone.

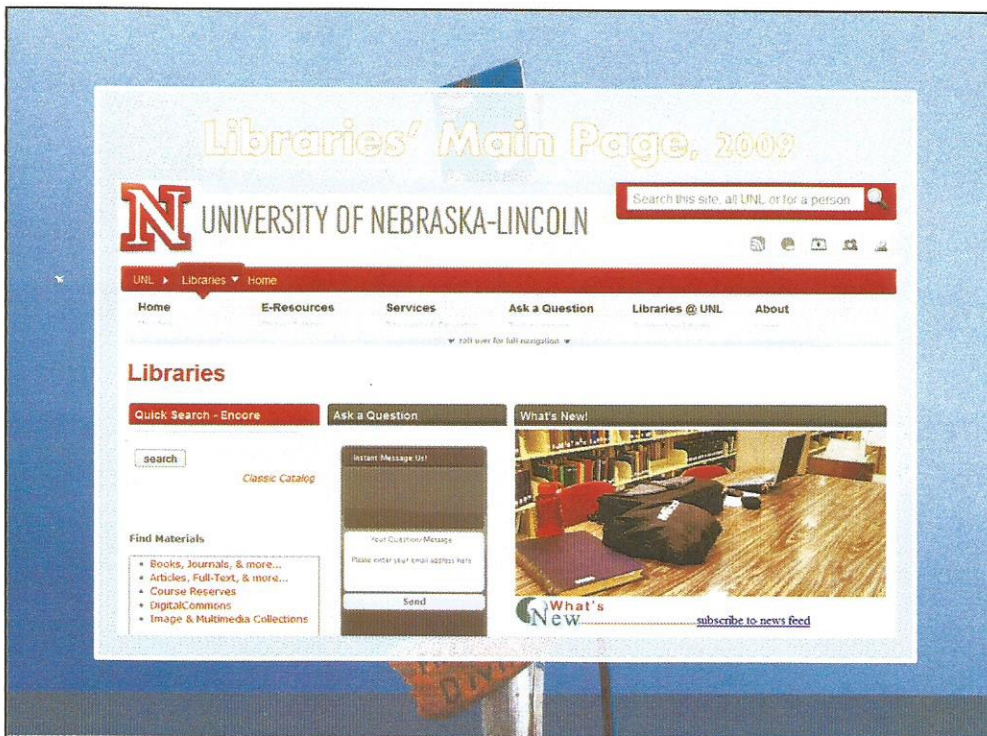
You may also ask your question via email or phone, or visit any University Libraries.

To ask a question, complete the form below, click on "send" and wait for the librarian to assist you.

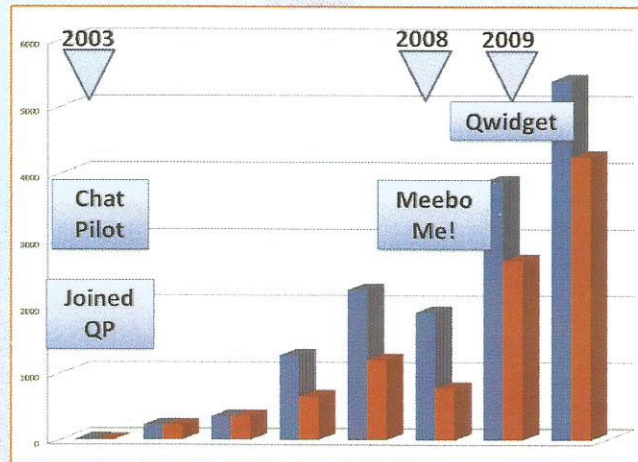
*Name:			
*E-mail Address:			
*Status:	<input type="radio"/> Faculty	<input type="radio"/> Graduate student	<input type="radio"/> Alumni
	<input type="radio"/> Undergraduate	<input type="radio"/> Staff	<input type="radio"/> Other
*Zip Code:			
Question:			
<small>Note: you may be discussing with a non-UNL Librarian</small>			
			Send

Asterisk (*) denotes required field.





History of Chat at UNL Libraries



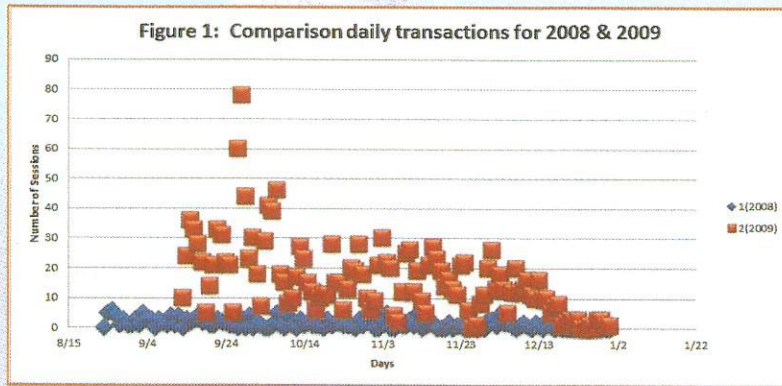
Methodology

$$H_1: \bar{x}_1 < \bar{x}$$

that the number of IM patrons in fall 2009 would be significantly greater than the number in fall 2008 due to the prominent placement of an IM widget on the Libraries' main page.

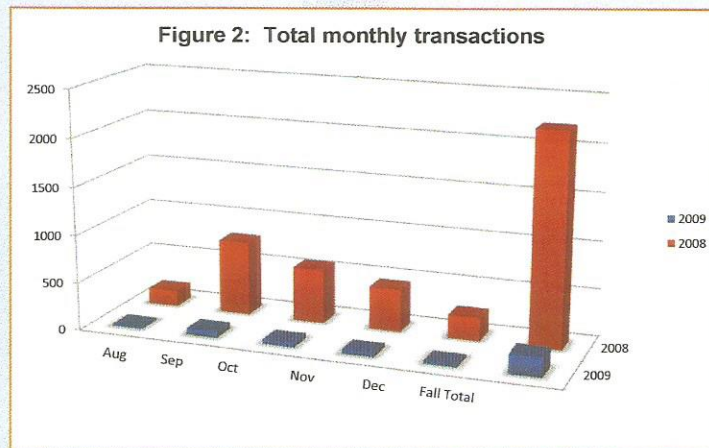
Discussion of Findings

Figure 1: Comparison daily transactions for 2008 & 2009



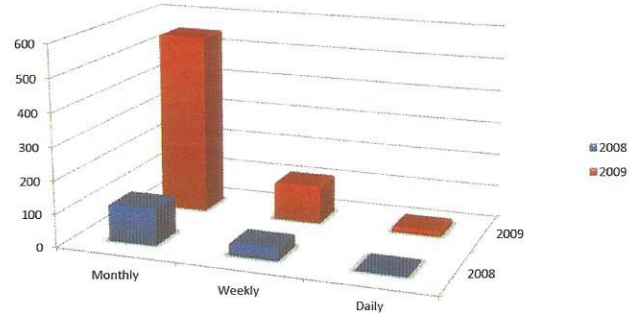
Discussion of Findings

Figure 2: Total monthly transactions



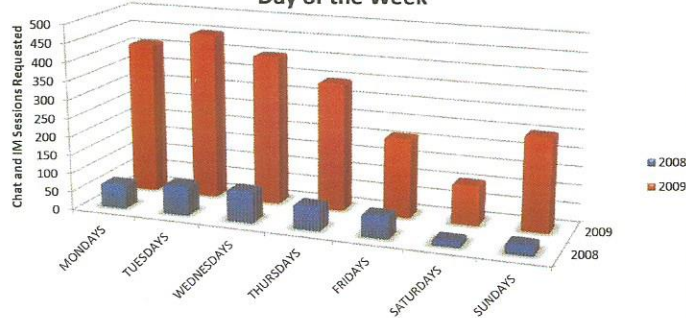
Discussion of Findings

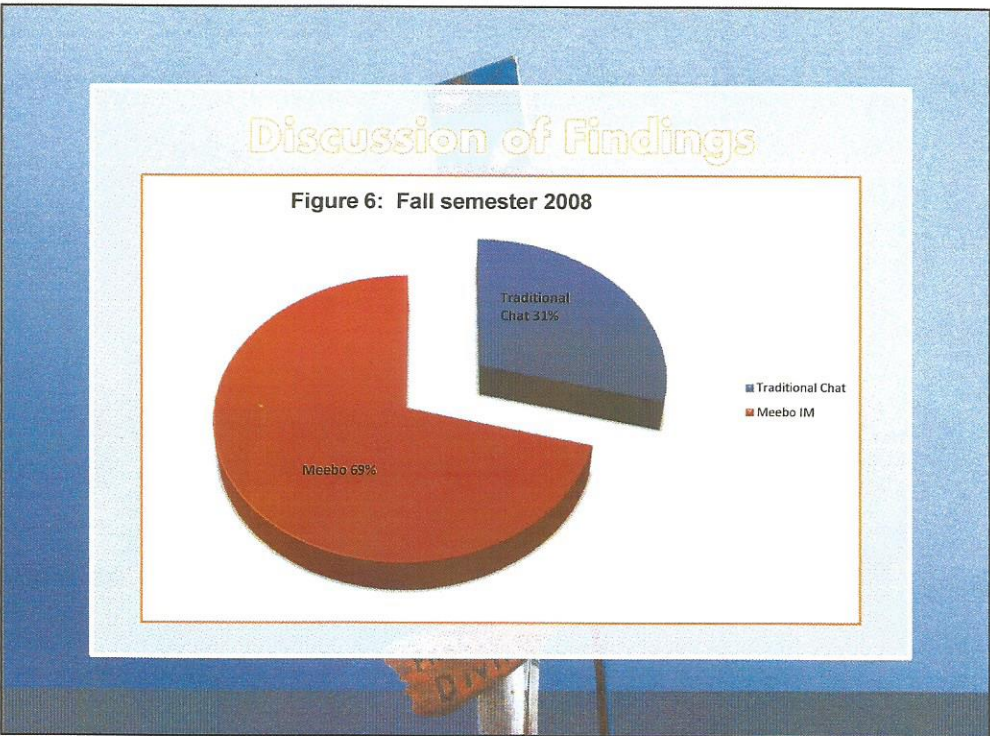
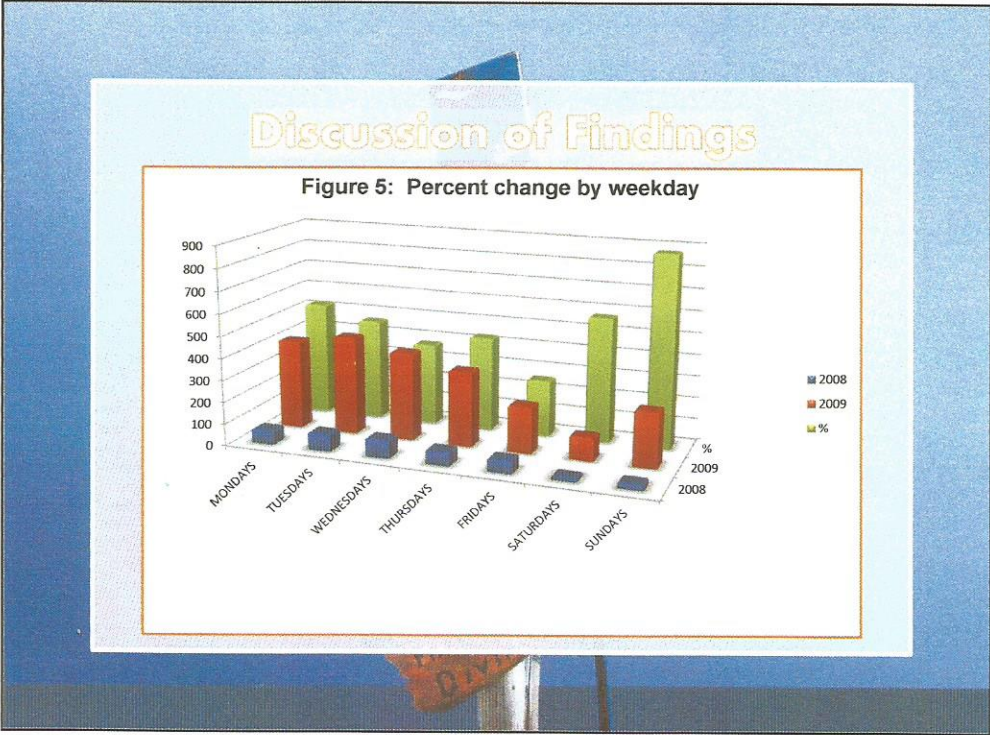
Figure 3: Monthly, weekly, and daily transaction averages



Discussion of Findings

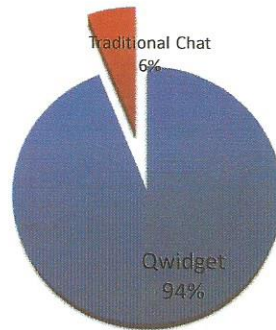
Figure 4: Traditional Chat & IM Session Totals by Day of the Week





Discussion of Findings

Figure 7: Fall Semester 2009



Discussion of Findings

Figure 8

Method	Variance	DF	t Value	Pr < t		
Satterthwaite	Unequal	111.62	12.22	<.0001		
TTest Procedure						
Year	n	Mean	Std Dev	Std Err	Min	Max
2008	110	1.3091	1.3863	0.1322	0	5.0000
2009	110	16.1364	12.6531	1.2064	0	78.0000
Diff (1-2)		14.8273	9.0006	1.2136		

Discussion of Findings

Figure 9

Wilcoxon Scores (Rank Sums) for Variable Count Classified by Variable Year					
Year	n	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
2008	144	12794.0	138240.0	6391.59725	88.84722
2009	1775	1829446.0	1704000.0	6391.59725	1030.67380
Wilcoxon Two-Sample Test					
Statistic			12794.0000		
Normal Approximation					
Z			119.62661		
One-Sided Pr < Z			< .0001		
Two-Sided Pr > Z			< .0001		
t Approximation					
One-Sided Pr < Z			< .0001		
Two-Sided Pr > Z			< .0001		

Forthcoming in...

College and Undergraduate Libraries
Volume 19, No. 1
March 2012
Taylor & Francis

Special thanks to David Tyler for methodology and statistical consultation, and to Pamela Anderson for statistical computation.

BROWN BAG

Dear Jolie:

Thank you for your presentation on research based on strategic placement of the QuestionPoint Instant Message Qwidget on multiple pages of the library website as a Brown Bag session sponsored by Academic Activities on October 18, 2011.

The committee appreciates your time and sharing your expertise with members of the Library faculty and staff.

Sincerely, *Deb Pearson, Chair*
Academic Activities Committee (2011/12)

N

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

UNL CONTENTdm Presentation, an **accepted proposal** at the Western Users Group Meeting, held at the University of Utah in Salt Lake City, Utah.

Thank you letter from committee chair, Kenning Arlitsch, Associate Director for IT Services, J. Willard Marriott Library, the University of Utah

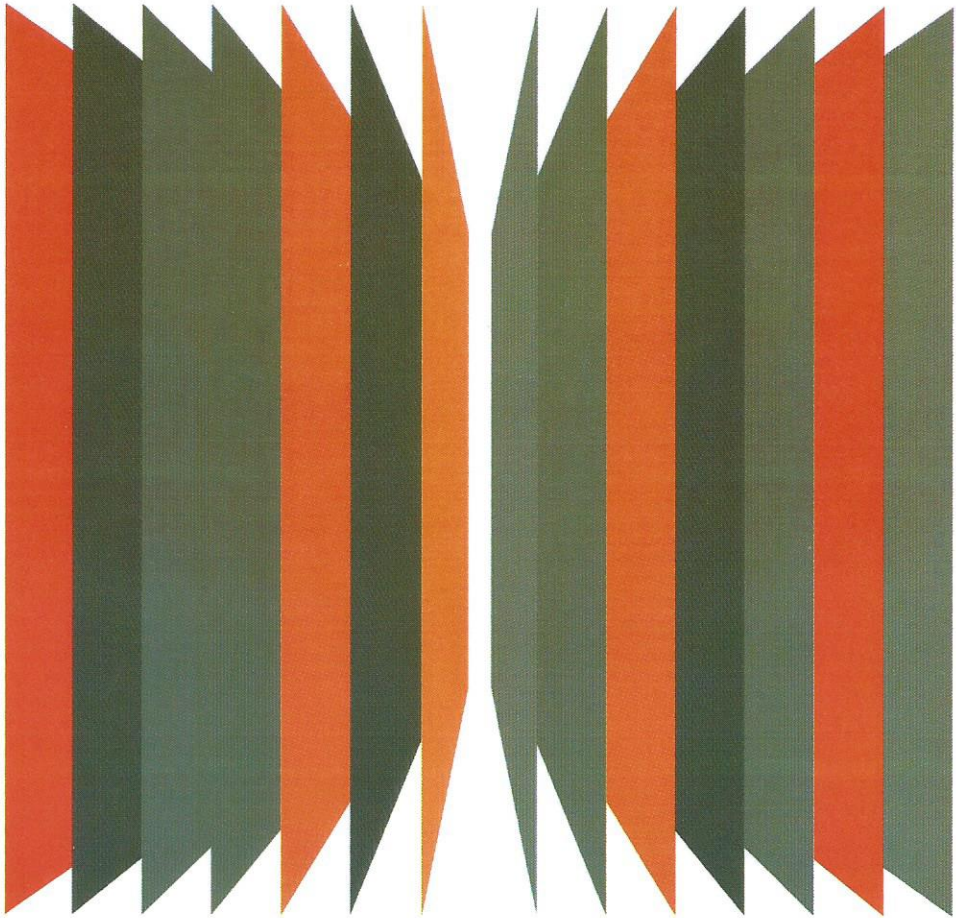
My Role:

Submitted and accepted workshop proposal – CONTENTdm Western Users Group Meeting, June 2011. I created the presentation based on UNL CONTENTdm history and implementation, highlighting how we use our collections predominantly as teaching collections as opposed to gallery/museum collections. Presentation was well-received as a welcomed break from dry metadata sessions with many follow-up questions during presentation and after. Nice to have colleagues from different region share how they have used our collections as a template for development of their own collections.

Significance/Impact:

This presentation gave me the opportunity to highlight and showcase what UNL Libraries is currently doing at a regional meeting giving our collections and work excellent exposure to institutions that may not be aware of our current work. I was able to share our experience with obtaining digital rights during our transition from slide/print originals.

University of Nebraska - Lincoln Libraries



University of Nebraska - Lincoln Libraries

Not Just a Bunch of Pretty Faces

Harness the power of
CONTENTdm

Jolie Graybill
Salt Lake City, Utah
3 June 2010

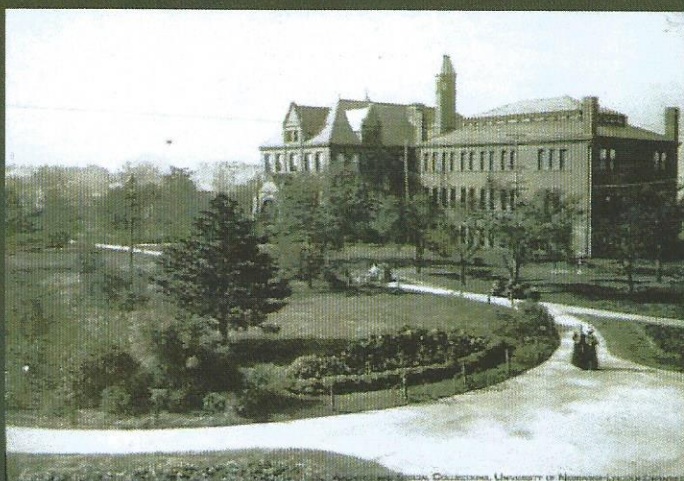


« Welcome »

University of Nebraska - Lincoln Libraries

About UNL Libraries

The UNL Libraries began in what is now the School of Architecture. The current Love Library was built in 1942, with the second building expansion in the 70's.



UNL Libraries History

University of Nebraska - Lincoln Libraries

UNL Libraries CONTENTdm

Collection began as a pilot project with only 600 images, and one collection - Art History Survey 101.



Art History collections now number 14 different collections. Total collection count is over 70 individual collections and more than 210,000 items.

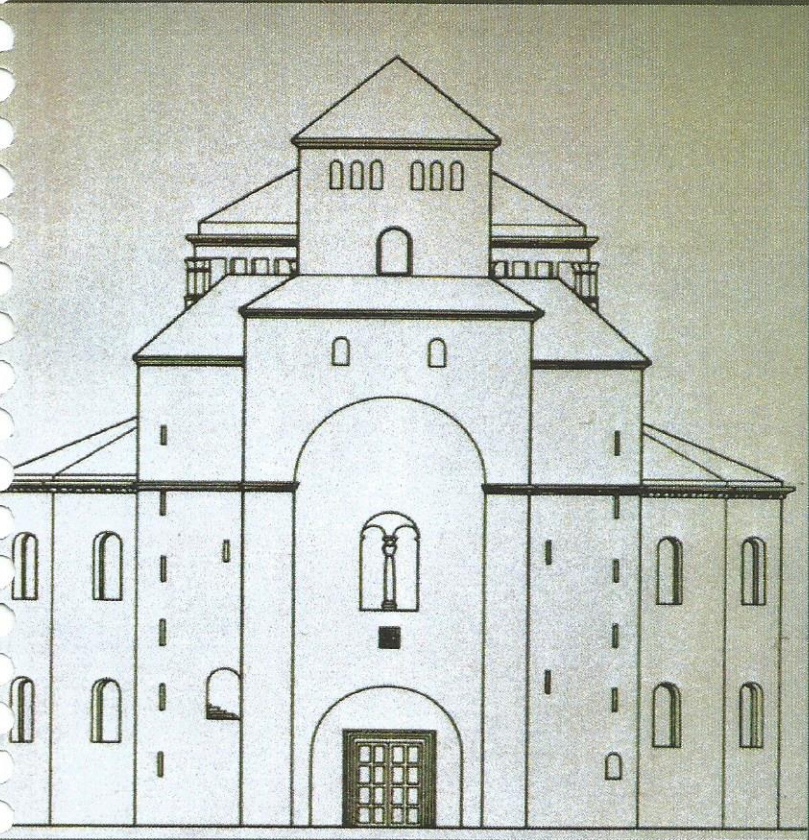
University of Nebraska - Lincoln Libraries



Art and Art History
Art and Art History
Collections number 14
collections actively
used by Art History
faculty. Aachen
Palatine Chapel image.



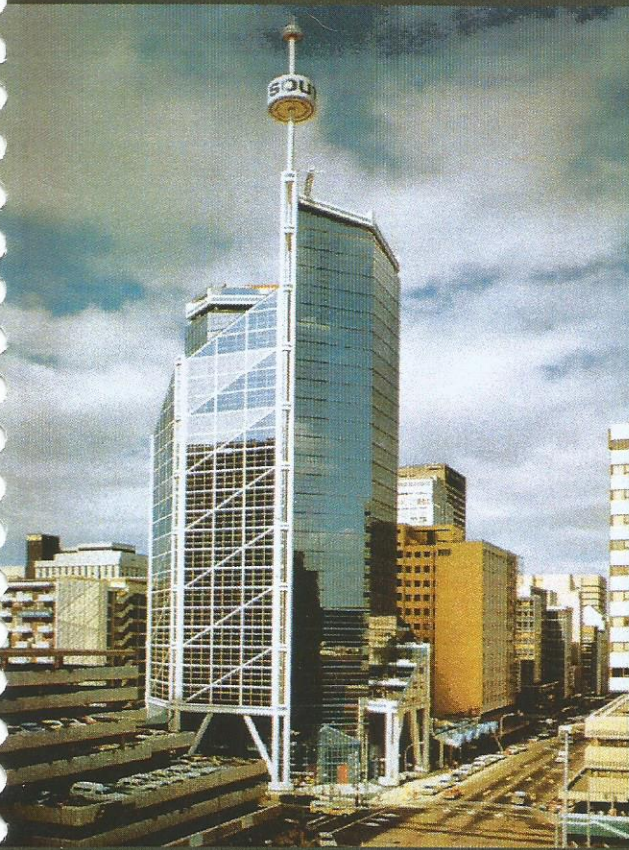
University of Nebraska - Lincoln Libraries



Art and Art History Aachen Palatine Chapel Elevation



University of Nebraska - Lincoln Libraries



**Architecture &
Interior Design**
Architecture & Interior
Design includes 30
collections, makes up
almost 3/4 of the
overall collection.



University of Nebraska - Lincoln Libraries

History

Nebraska Studies – another well-viewed collection, consistently in the top five collections viewed.



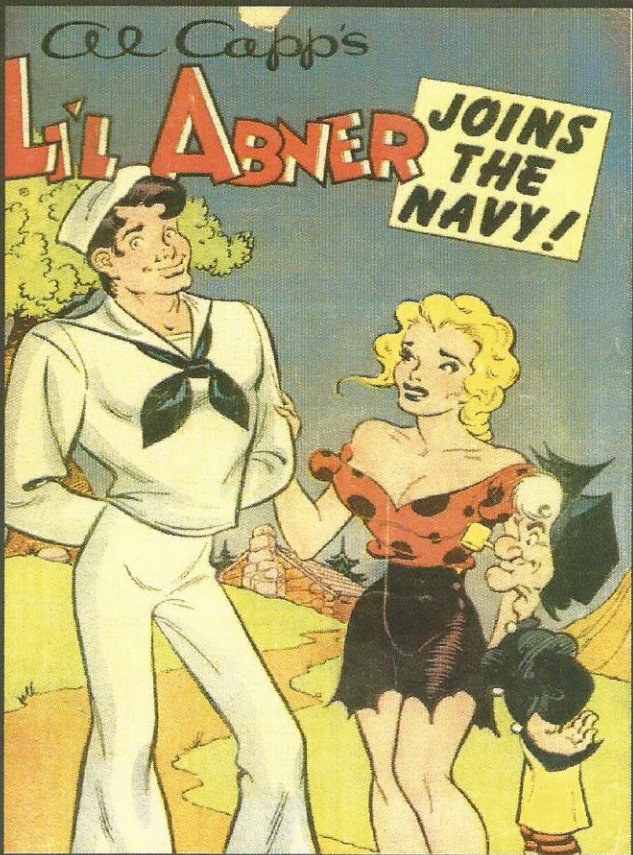
University of Nebraska - Lincoln Libraries



**Blue Heron Press
Collection
Artists' Books**
Unique handmade
books, intricate detail.



University of Nebraska - Lincoln Libraries



Government Comic Books

This collection has received comments from blogs and visual literacy professionals nationwide.



University of Nebraska - Lincoln Libraries

Needs Assessment

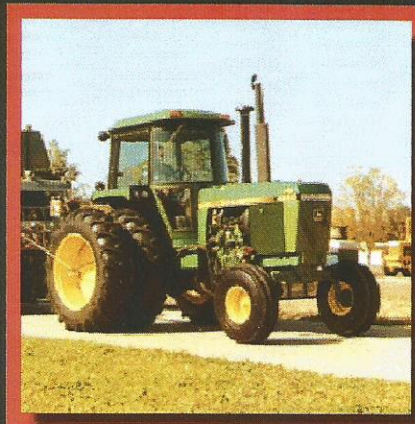
- **Informal needs assessment**
- **One-on-one with faculty**
- **Individual departments**
- **Opportunity to identify specific needs**
- **Design collection to faculty specs**



University of Nebraska - Lincoln Libraries

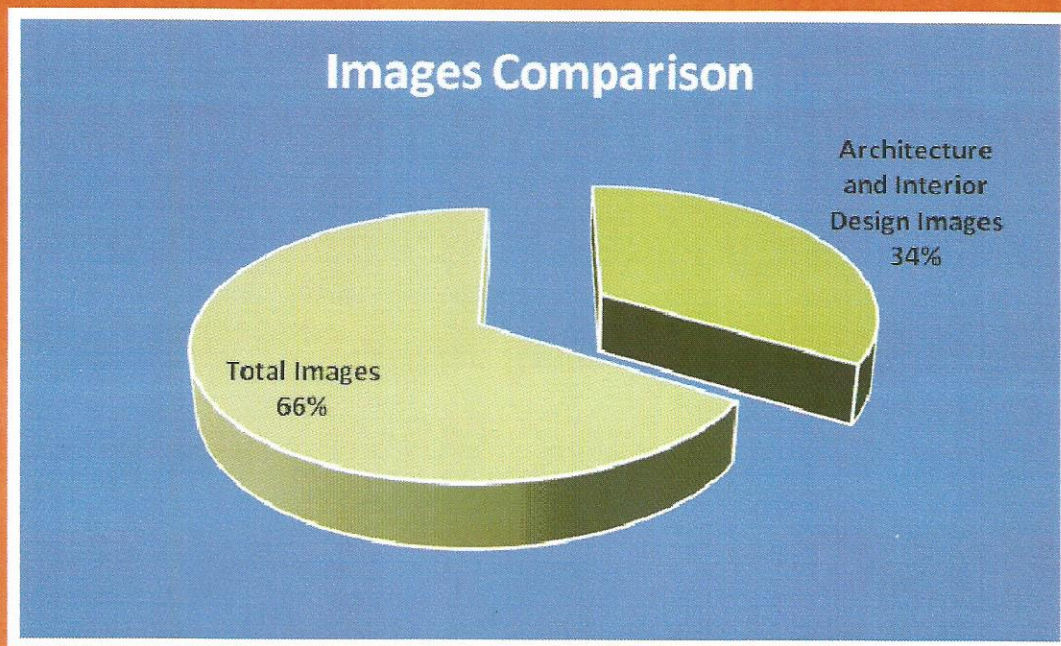
Identified Issues

- **Physical slides and carousels limited use**
- **Wear and tear on physical items**
- **Equipment issues, replacement costs**
- **Copyright and licensing**
- **Copyright and licensing**
- **Copyright and licensing**
- **Additional costs**



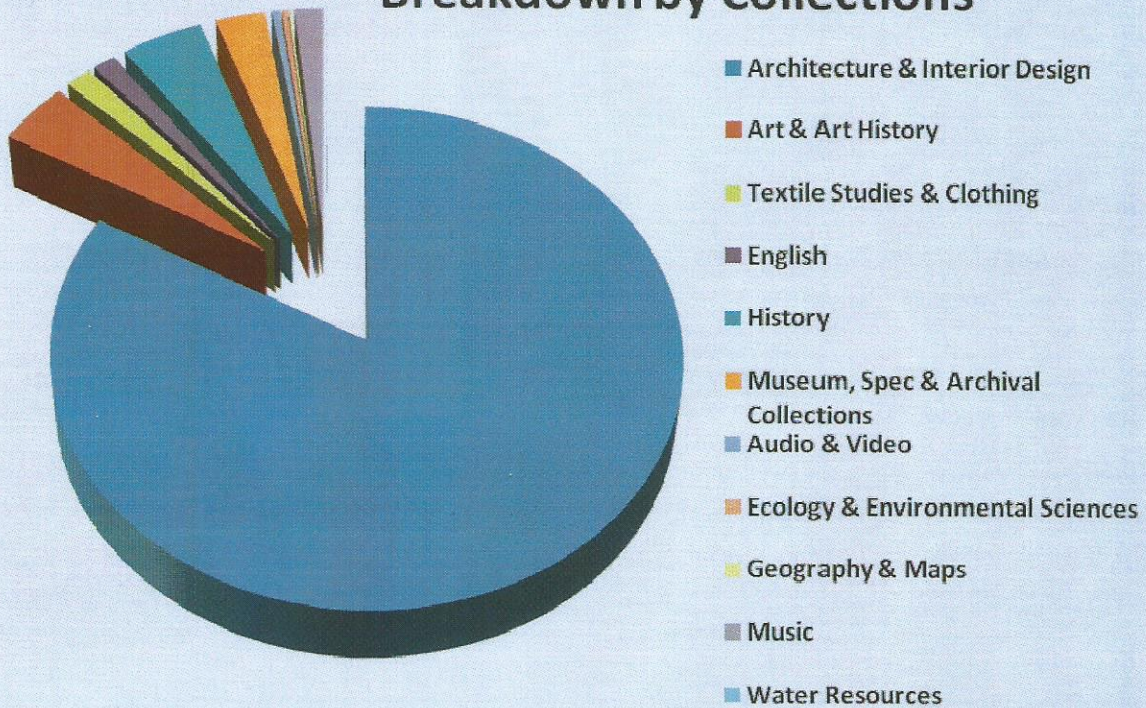
University of Nebraska - Lincoln Libraries

Stats Today



University of Nebraska - Lincoln Libraries

Breakdown by Collections



University of Nebraska - Lincoln Libraries

Funding Specifics

- Funding ranged from \$300-\$19,000
- Acquisitions or special projects
- College of Architecture funded smaller
- Spread out over several years
- Negotiated with vendors
- Responses varied among vendors
- A few said no additional fees
- Some wanted new contracts, none
- Some orphan works
- Only one vendor declined digitizing

University of Nebraska - Lincoln Libraries

Faculty Spotlight

Mark Hinchman
Associate Professor
College of Architecture

- **Course Management System**
- **Class Lecture**
- **Assignments**



University of Nebraska - Lincoln Libraries

Faculty Spotlight

Karen Kunc
Cather Professor of Art
Art and Art History

- **Course Management System**
- **Class Lecture**
- **Assignments**



University of Nebraska - Lincoln Libraries

Faculty Spotlight

Alison Stewart
Professor
Art and Art History

- **Course Management System**
- **Class Lecture**



University of Nebraska - Lincoln Libraries

Faculty Spotlight

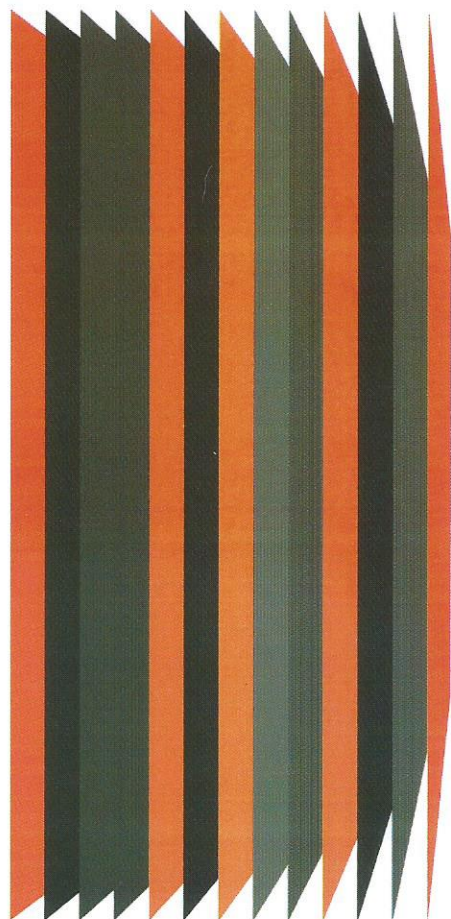
Barbara Trout
Professor

Textiles, Clothing and Design

- **Course Management System**
- **Class Lecture**



University of Nebraska - Lincoln Libraries



Contact



Jolie Graybill
Digital Media Librarian

www.libraries.unl.edu
jgraybill3@unl.edu

University of Nebraska - Lincoln Libraries
Digital Initiatives & Special Collections
13th and R Streets Lincoln, NE 68588

« Contact »



June 29, 2010

Jolie Ogg Graybill
Digital Media Librarian
N220 LLN Love Library
University of Nebraska-Lincoln
Lincoln, NE 68588-4100

Dear Jolie:

Thank you so much for presenting at the CONTENTdm Western Users Group Meeting, held at the University of Utah earlier this month. Your presentation "It's not just a bunch of pretty faces" was a strong contribution to the conference program, and was well received.

Thank you for all that you did for this conference to make it a success. I am particularly grateful that you were able to attend on such short notice, after we failed to notify you that your proposal had been accepted.

Sincerely,

Kenning Arlitsch
Associate Director for IT Services

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

Invited presentation focusing on Digital Media Literacy for the National 4-H Teen Congress annual meeting in November, 2010.

My Role:

Developed digital media literacy session per invited specifications. This session used Prezi for the presentation, along with Digital Media Literacy guidelines, video clips from The Colbert Report, and small group work where students applied key concepts and questions explored during the session.

Significance/Impact:


The significance of this presentation stemmed from having the opportunity to share Digital Media Literacy information with youth attending the National 4-H Teen Congress from all over the United States, and highlighting the University of Nebraska-Lincoln Libraries and Campus. Youth were able to participate with important and positive contributions related to content application to the small group work and sharing with the entire group.

Info-ality: It's on the Internet, it must be true!

<http://www.infodivision.com/infodiv/infocrit.html>
<http://www.craaptest.com/craaptest.html>

KEY CONCERNS

- All media messages are "constructed"
- Media message are constructed using a creative language with its own rules
- Different people experience the same media message differently
- Media have embedded values and points of view
- Most media messages are organized to gain profit and/or power



Currency
 Relevance
 Authority
 Accuracy
 Purpose

a.k.a. CRAAP Test

KEY QUESTIONS

- Who created this message?
- What techniques are used to attract my attention?
- How might different people understand this message differently from me?
- What lifestyles, values and points of view are represented in, or omitted from this message?
- Why was this message sent?



Small Groupwork according to Gum

- As a small group, share experiences with Media Messages.
- Identify one to discuss applying Key Concepts/Questions
- One person from your group shares briefly the identified Media Message and group discussion

GUIDING QUESTIONS

- What is this?
- How is this put together?
- What do I see or hear? Smell? Touch or taste?
- What do I like or dislike about this?
- What might other people think and feel about this?
- What does this tell me about how other people live and believe?
- Is this trying to tell me something?
- Is this trying to sell me something?

Applying the CRAAP Test to Evaluating Web Sites

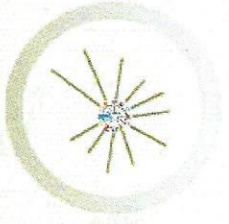
When you search the Web, you're going to find a lot of information . . . but is it accurate and reliable? You will have to determine this for yourself, and the CRAAP Test can help. The CRAAP Test is a list of questions you can ask yourself in order to determine if the information on a web site is reliable. Please keep in mind that the following list of questions is not static nor is it complete. Different criteria will be more or less important depending on your situation or need. So, what are you waiting for? Is your web site credible and useful, or is it a bunch of . . . !

Currency: The timeliness of the web page.

- If relevant, when was the information gathered?
- When was it posted?
- When was it last revised?
- Are links functional and up-to-date?
- Is there evidence of newly added information or links?

Info-ality: It's on the Internet, it must be true!

<http://www.colbertnation.com/the-colbert-report-videos/72347/july-31-2006/the-word---wikiality>



structed"
ted using
own rules
the
ntly

Currency
Relevance
Authority
Accuracy
Purpose

a.k.a CRAAP Test

KEY QUESTIONS

- Who created it?
- What technology was used to attract attention?
- How might it be used?

COMEDY CENTRAL THE DAILY SHOW INDECISION INSIDER BLOG JOCKS.COM

HOME VIDEO CLIPS FULL EPISODES COMMUNITY ABOUT TICKETS SHOP

Search [] [THIS SITE] [THE WEB]

COLBERT NATION

Home of THE COLBERT REPORT Mon-Thurs 11:30pm / 10:30c



The Colbert Report



Monday, July 31, 2006

The Word - Wikiality

On Wikipedia, we can create a reality that we can all agree on -- the reality we just agreed on. (4:10)

Tags: The Word, George W. Bush, media, environment, Colbert Nation, history, Internet, Fox News, Saddam Hussein, truthiness, WMDs, Wikipedia, elephants, wikiality

Like 688

Views: 120,478

6 Comments

Share [Facebook] [Digg]

Episode clips: July 31, 2006

The Word - Wikiality (4:10) Views: 120,478

Tip/Mag - Lance Bass (3:22) Views: 14,870

Ned Lamont (7:38) Views: 3,194

THIRTYYS SHOPPING-BAGGIES-ACCESSORIES
20% OFF 1 ITEM
CODE: 20GIVE
SHOP NOW

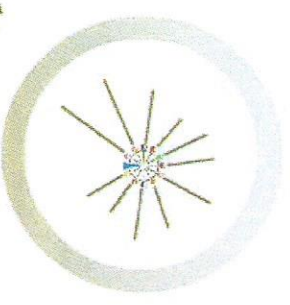
Related videos The Word -



It's on th

KEY CONCEPTS

- All media messages are "constructed"
- Media message are constructed using a creative language with its own rules
- Different people experience the same media message differently
- Media have embedded values and points of view
- Most media messages are organized to gain profit and/or power



KEY QUESTIONS

- Who created this message?
- What techniques are used to attract my attention?
- How might different people understand this message differently from me?
- What lifestyles, values and points of view are represented in, or omitted from this message?
- Why was this message sent?

Currency
Relevance
Authority
Accuracy
Purpose

a.k.a CRAAP Test

GUIDING QUESTIONS

- What is this?
- How is this put together?
- What do I see or hear? Smell? Touch or taste?
- What do I like or dislike about this?
- What might other people think and feel about this?
- What does this tell me about how other people live and believe?
- Is this trying to tell me something?
- Is this trying to sell me something?



Applying the CRAAP Test to Evaluating Web Sites

When you search the Web, you're going to find a lot of information . . . but is it accurate and reliable? You will have to determine this for yourself, and the CRAAP Test can help. The CRAAP Test is a list of questions you can ask yourself in order to determine if the information on a web site is reliable. Please keep in mind that the following list of questions is not static nor is it complete. Different criteria will be more or less important depending on your situation or need. So, what are you waiting for? Is your web site credible and useful, or is it a bunch of . . . !

Currency: The timeliness of the web page.

- If relevant, when was the information gathered?
- When was it posted?
- When was it last revised?
- Are links functional and up-to-date?
- Is there evidence of newly added information or links?

Relevance/Coverage: The uniqueness of the content and its importance for your needs.

- What is the depth and breadth of the information presented?
- Is the information unique?
- Is it available elsewhere, in print or electronic format?
- Could you find the same or better information in another source?
- Who is the intended audience? Is this easily determined?
- Does the site provide the information you need?
- Your overall assessment is important. Would you be comfortable using this source for a research paper?

Authority: The source of the web page.

- Who is the author/creator/sponsor?
- Are author's credentials listed?
- Is the author a teacher or student of the topic?
- Does the author have a reputation?
- Is there contact information, such as an e-mail address?
- Has the author published works in traditional formats?
- Is the author affiliated with an organization?
- Does this organization appear to support or sponsor the page?
- What does the domain name/URL reveal about the source of the information, if anything? Example: .com .edu .gov .org .net

Accuracy: The reliability, truthfulness, and correctness of the informational content.

- Where does the information come from?
- Are the original sources of information listed?
- Can you verify any of the information in independent sources or from your own knowledge?
- Has the information been reviewed or refereed?
- Does the language or tone seem biased?
- Are there spelling, grammar, or other typos?

Purpose: The presence of bias or prejudice/The reason the web site exists.

- Are possible biases clearly stated?
- Is advertising content vs. informational content easily distinguishable?
- Are editorials clearly labeled?
- Is the purpose of the page stated?
- Is the purpose to: inform? teach? entertain? enlighten? sell? persuade?
- What does the domain name/URL reveal about the source of the information, if anything? Example: .com .edu .gov .org .net

⁹Modified version of CRAAP Test created by Meriam Library at California State University, Chico.

- Different people message different
- Media have embe
- Most media mess and/or power



Small Groupwork according to Gum

- As a small group, share experiences with Media Messages.
- Identify one to discuss applying Key Concepts/Questions
- One person from your group shares briefly the identified Media Message and group discussion

APPENDIX TWO
Scholarly and Creative Activities
Presentations

Brief Description:

Invited presentation for the ACRL Personnel Administrators and Staff Development Officers Discussion Group at ALA Mid-Winter Meeting, January, 2010, Boston, MA.

*** PLEASE SEE “EMPLOYEE ONBOARDING” BOUND NOTEBOOK ***

My Role:

I worked with my PhD cohort on this module project where we focused on identifying best practices of onboarding implementation in ACRL libraries. The topic was initially one I wrote a paper on in the HR course earlier in the year, and one that other members found interesting enough to do the module work.

As a cohort, we assumed responsibilities for different components of the project. I assumed leadership for sections related to why onboarding is important, goals of onboarding, evaluation, current trends in onboarding, and identification of best practices. I assisted in the analysis of the data we compiled, and then in the organization of statistical information for our presentation.

Significance/Impact:

This presentation gave the discussion group an opportunity to hear the results of the call for documentation first hand, to hear which institution is doing what or not doing what, and how. In addition, it gave the Human Resource leaders from the institutions the opportunity to identify what they plan to present for consideration at their own institutions to promote a change in this important topic of mentoring new employees.