University Libraries

Research & Instructional Services Department

Annual Report: 2011-2012

Vision, Mission, & Core Values

Vision
Our vision is to be innovative catalysts for the discovery and dissemination of new knowledge. We leverage technology to provide our academic community access to research information and resources in support of Virginia Tech's strategic programs within the domains of *learning, discovery* and *engagement*

Based on the above vision, our mission is to ensure provision of research and instructional support to VT faculty, students, staff, and other affiliates. To meet this mission we ensure that the RIS Department:
- Provides services and programs that facilitate inquiry and support the curriculum and research functions of the University
- Optimizes access to research information by leveraging innovative technologies and tools
- Facilitates access to information in all formats: electronic, print, multimedia, etc
- Establishes a strong and cohesive Web presence for the Libraries
- Cultivates capacity for subject expertise to enhance subject liaison activities to the disciplines
- Continually assesses research and instructional services and programs to ensure that they remain effective and relevant within the changing information marketplace
- Endeavors to provide equitable services to both in-person and virtual users
- Integrates excellence and innovation in the services and programs we offer
- Creates a productive and welcoming environment and study spaces for library users
- Actively communicates the Libraries value and impact

Core Values
The core values that define our work and effort are:
- Providing equitable and unbiased services to all our users - This is embodied in our service philosophy:

  The staff of the Research and Instructional Services Department is committed to providing knowledgeable, timely, courteous, and non-judgmental reference assistance to all library patrons, regardless of the nature of the inquiry or the means of communication (in-person, telephone, online through chat or email, written correspondence). All questions will be treated confidentially and respectfully. Where appropriate, questions may be referred to other persons or units within the library. The reference services philosophy follows the precepts outlined in the American Library Association's Code of Ethics.
- Providing user-centered services and programs
- Creating a positive work environment through mutual respect, and diversity and inclusion
- Fostering a participative and collaborative environment among personnel
- Engaging in effective communication that fosters an open and collegial environment
- Facilitating innovation that engenders adoption and use of new and advanced technologies
- Pursuit of excellence through continuous quality improvement of services and programs
- Employment of measures to assess performance and progress on strategic agendas
- Investment in personnel development and growth through training programs and opportunities
- Fostering life-long learning

Lesley Mutinta Moyo
moyo@vt.edu
Director for Research & Instructional Services
Revised - June 2008

SUPPORTING THE UNIVERSITY IN STRATEGIC DOMAINS:

LEARNING

Instruction and Outreach

Fostering information literacy among Virginia Tech students has remained a key goal of our instructional program. The focus this past year and going forward is to increase the online instructional tools and resources available to users, to facilitate independent learning of research skills. In addition, the Department embarked on efforts to build capacity for supporting information literacy (inquiry skills) programs across the University.

The following is a summary of instructional programs accomplishments for the year:

Report on Instruction & Information Literacy

This year was an extremely productive year for instruction and information literacy at University Libraries. In addition to teaching more classes than ever, faculty and staff participated in new initiatives such as the Pathways to Success First Year Experience projects. Furthermore, the Department looked to new and emerging technologies to effectively use the University Libraries' resources and reach out to new groups, while also cultivating instruction and information literacy proficiencies among instruction personnel. These different components create a portrait of an instruction and information literacy initiative that is vibrant, healthy, and growing in new directions.

Library Instruction Sessions

From July 1 2011 through June 30 2012, University Libraries hosted a total of 475 instructional sessions in its classrooms (Newman 207 and Torgersen 3310) and other learning spaces. A total of approximately 7,162 unique students participated in these sessions. The breakdown of these sessions is as follows:

Class Type	Total Classes	Total Population Reached
ENGL 1105/1106	116	2,023
Corps Tours	30	350
Undergraduate (not FYE, ENGL, or Corps)	203	2,789
Graduate	50	650
First Year Experience (FYE)	32	490
Undergraduate Research	13	285
Faculty & FDI (including EndNote)	17	166
Other*	14	409

*Other instruction sessions include visiting scholars from as far away as Senegal and Egypt, high school and elementary groups, community groups, and other nontraditional university library users.

In addition to the above sessions, University Libraries faculty and staff facilitated instruction sessions outside of Newman Library. The reasons for facilitating a session outside of the library include class size, instructor preference, and availability of Newman Library classrooms. In particular, many of the First Year Experience courses that University Libraries faculty and staff supported occurred outside of Newman Library classrooms. More information about these sessions can be found in the *First Year Experience Instruction* section of this report.

Orienting Students to the Library (Tours & Guidebooks)

In addition to facilitating traditional instruction sessions, faculty and staff who work in RIS participate in other outreach options and instruction exchanges. Most notably, these include regular library tours and handing out the University Libraries guidebook (http://www.lib.vt.edu/help/portal/guidebook.pdf).

During the year in review, RIS implemented a new method of orienting students to Newman Library. Neal Henshaw developed an innovative iPad self-guided tour using Adobe Captivate, QR codes, and library-owned iPads to facilitate a virtual tour. The statistics in the table below reflect only the number of students who took the iPad tour with a library-owned device; it does not reflect the number of students who took the tour with their own mobile devices (iPods, smartphones, and tablet computers). Observational evidence indicates that the number of students reached through the iPad- and QR code-based tour may be much higher than the statistics below would indicate.

Resource	Students Reached
Student guidebook	9000 (approximately)
In-person library tour	1130
iPad library tour	253

GRAD 5124: Library Research Skills

GRAD 5124, the 1-credit information literacy course offered to graduate students through University Libraries, represents an optional, completely online course for most graduate students. All first-semester graduate students in the Department of English are required to take this course. During the 2011-2012 school year, eight total sections of this course was taught in the following disciplines, reaching a total of 37 unique students:

Discipline	Sections Offered	Student Enrollment
Agriculture/Life Science	1 (Fall 2011)	5
Education	1 (Spring 2012)	1
Engineering/Physical Science	2 (Fall 2011 & Spring 2012)	9
English	1 (Fall 2011)	14
Finance and Business, Apparel Housing and Resource Management	1 (Fall 2011)	1
Human Nutrition, Foods and Exercise	2 (Fall 2011 & Spring 2012)	7

Overall, 13 students completed a final evaluation for this course. Significant responses from the evaluations are as follows. Note: not all students answered each question on the evaluations:

Do you feel your ability to research scientific literature was improved by taking this course?

Response	Percentage	Number of respondents
Ability was somewhat improved	38%	5
Ability was greatly improved	62%	8

How much time did you spend preparing for this course each week?

Response	Percentage	Number of respondents
< 1 hour	7.7%	1
1-2 hours	76.9%	10
2-3 hours	15.4%	2

What module did you find least effective? Why?

Module	Number of respondents	Why
Module 8: Related Databases	3	One module letting us choose a database would be better. After the first one, I got the point and then still had to search other ones that my topic
Module 7: Subject-specific Databases	1	Already familiar with them
Module 4: Evaluating Resources & Scholarly Resources	1	I see no need to find out how often a paper was cited by others
Module 10: Organizing Your Digital Life	1	I liked knowing about the different options available, but 21 different options is a bit overwhelming. I would have preferred to actually use one of the options for the assignment
Module 5: Accessing Journal Articles	1	Covered a topic I was already familiar and comfortable with
Module 9: Dissertations	1	
Module 2: How Information is Organized & Searched	1	It didn't contain any relevant information to researching the scientific literature. Most (all?) of the information was common sense.

What module did you find most effective? Why?

Module	Number of respondents	Why
Module 2: How Information is Organized & Searched	1	Really helped me understand effective searching and the other two provided me with the best resources for searching for civil engineering related information.
Module 5: Accessing Journal Articles	1	
Module 7: Subject-specific Databases	3	
Module 6: Bibliographic Software	4	Never used it before; it's very helpful and I will use it in my research

Were the homework assignments beneficial in your understanding of the course work?

Response	Percentage	Number of respondents
Somewhat beneficial	62%	8
Extremely beneficial	38%	5

Did you discover some new or unexpected resources that covered your topic? If so, what?

Resource	Percentage	Number of respondents
EndNote	15.4%	2
Theses	7.7%	1
Databases	15.4%	2

On a scale of 1-5, with 5 being the best and 1 the worst, how would you rate this course?

Response	Percentage	Number of respondents
3	15.4%	2
4	53.8%	7
5	30.8%	4

What are the strengths and weaknesses of this course?
- It allows us to cover a wide variety of searching methods as for the weaknesses I did not find any obvious weakness
- Some of the instructions are not clear enough to follow, some are very clear, maybe it is my understanding.
- I had difficulty getting Endnote because my computer had an older operating system. By the time that I got this issue resolved, I found myself behind in the work and had to play catch up. It may be useful for the library to post older editions. I also had occasional minor issues understanding the homework requirements. This could be addressed by a brief review of the wording of the assignments and editing them for clarity. Even considering these minor issues, I believe that I will be able to find information on my research in a much more efficient manner now, than I could before I took the course.
- Strengths: Endnote integration, broadening database horizons, learning how to access scientific literature multiple ways. Weaknesses: First 3 modules aren't useful for the rest of the course, not very much info to be taken away from the course
- Strengths, how assignments are easy but they keep the students engaged in the course. Also the flexibility with due dates was a huge help.
- Rebecca was a great resource. She is very knowledgeable as well as accessible.
- The online format was perfect for this course.

Overall, it seems that students appreciate the asynchronous, flexible nature of the course. The major weaknesses uncovered through the evaluations suggest that future course facilitators need to work on providing context and relevancy for several of the modules (in particular, Modules 2 and 7) and on delivering very specific, easy-to-understand instructions.

Going forward, the Department is exploring ways of promoting the course through the Graduate school, and through IDDL as it caters to students at all Virginia Tech locations.

First Year Experience Instruction

The 2011-2012 academic year represented the second full year of the Pathways to Success program. During this year, 12 different first year experience programs were granted funds to develop a course that satisfies the requirements, outcomes, and partnerships of the Pathways to Success program. By partnering with these programs, University Libraries reached a total of 2,033 unique first year students.

The Pathways to Success program will continue to roll out over the next three years, with the goal of reaching all incoming Virginia Tech students by 2014. More about the program, and the departments involved over the course of the year, are available: http://www.fye.vt.edu/

University Libraries was a partner in developing many of these courses:

College/Department	Course Title	Level of Involvement	Students Reached
Biochemistry	Building Connections in Biochemistry	Margaret Merrill worked with Glenda Gillaspy.	120
College of Agriculture and Life Sciences	From Seedling to Feeding	A College approach to the first year experience; Kiri Goldbeck, Rebecca	200

		Miller and Margaret Merrill worked with Renee Selberg Easton. This was a college level approach. Information Skills was introduced in one session and librarians were involved in evaluating the final projects.	
Building Construction	Pathways to Success in Building Construction	Patrick Tomlin presented a lecture to the students in this program.	40
School of Architecture + Design	Design Thinking: Defying Preconceptions	This was a transition program that was held in the summer and continued throughout the year long Foundation Design Laboratory. Patrick Tomlin conducted several information literacy sections for these courses using an approach specifically tailored to the concept of design in research.	60 (summer) 140 (throughout the Foundations Design Laboratory)
College of Engineering	Stepping into STEM	Rebecca Miller worked with Susan Arnold-Christian to develop an assignment and lecture for these students.	300
College of Liberal Arts & Human Sciences	Introduction to a Research University	This is a 3-credit college wide course with about half of the CLAHS departments participating. The library was very entrenched in this course, but it had some logistical problems. On Mondays the course meets as a whole, Wednesdays they meet by departments and on Fridays they meet in small, interdisciplinary cohorts of 6-8 students. The ePortfolios developed for the Business course were used in this course also. One week was devoted to face-to-face library information. This made it hard for departmental librarians to meet with all of their departments since Wednesday was the only day departments met. There was a librarian assigned to each cohort and they met with the students and evaluated the final projects. The final project was a poster proposal and the best posters were displayed in the library and will be displayed this summer for orientation.	250
College of Natural Resources and Environment	First Year Experience in CNRE	Kiri Goldbeck was embedded into this course. Instead of having whole sessions devoted to information skills, she presented information skills in 15-minute sessions during several classes. She was also involved in the evaluation of the final project.	68
Pamplin College of Business	LEAP (summer) and Quick Start to	There were actually 2 first year experiences for the College of Business –	325

|	Business	LEAP was a summer experience and Quickstart to Business (BUS2984) was a 2-credit course in the fall. Ellen Krupar conducted 1 session for the LEAP program and also took all of the Business students on a tour during orientation. Carolyn Meier and Ellen Krupar created three ePortfolios focusing on information skills for BUS2984.	
Physics	A First Year Experience Program for Physics Majors	Ed Lener gave an in-class session for this course. They also had a worksheet to complete.	50
Psychology	Pathways Through and Beyond the Psychology Major	This course was entirely online and held in the second semester. Allison Scripa and Carolyn Meier served as facilitators for this class. One of the advantages of this class being held in the spring was the reaction of students to the ePortfolios. We found they were often confused by the layout, so Carolyn and Allison took the information in the ePortfolios, put a psychological twist to them and worked them into 2 modules similar to the GRAD 5124 course. This course was geared to finding a major area on interest in the field of Psychology. Students created annotated bibliographies on an area that interested them. Carolyn and Allison graded these. One change for next year will be a better norming of the rubrics.	80
Transfer Students in the College of Science	Zipline to Success: A First Year Experience for Transfer Students in the College of Science	Ed Lener and Allison Scripa gave 1 session to each of the 6 small groups in this course. Because these were transfer students, they were able to focus on the subject specific databases with just a short introduction to the VT library general resources	140
University Studies	Hokie Horizons: Pathways to Success	This was a course for students who have not yet chosen a major. The main focus of this course was choosing a major or career area. There were 10 sections of this course with a librarian assigned to each. Librarians met twice with each section. The activities were coordinated with Career Services. The students' final project was an interview with a professor on campus in an area interesting to them. Before interviewing the professor, students had to find articles written by said professor.	300

Other Course Involvement

In addition to the instruction and outreach activities detailed above, Virginia Tech librarians were involved in a number of other instruction events. The examples below highlight the creativity and innovation with which University Libraries faculty and staff approach instruction, information literacy, and outreach:

- Heather Moorefield-Lang developed a series of webinars for off-campus School of Education students. She worked with other library faculty and staff to deliver synchronous, hour-long instruction sessions through Centra. The Institute for Distance & Distributed Learning made the software available to University Libraries and archived the sessions for those who would not attend.
- Rebecca Miller worked with Gardner Campbell, Director of Professional Development and Innovative Initiatives for Learning Technologies, as an embedded librarian in his new media studies courses. During Fall 2011 and Spring 2012, Rebecca was embedded in two of these courses via Twitter.
- Ed Lener team-taught four sections of CHEM 4014, a chemical literature class, during Fall 2011 and Spring 2012.
- Vicki Kok continued to teach the BMVS-5714 , Biomedical Literature course in the Vet Med college.

Major Constituencies Reached

From the instruction activities detailed in this report, it becomes clear that University Libraries has a strong foothold in first year instruction programs. Faculty and staff were involved in 11 out of the 12 First Year Experiences courses, and supported the majority of freshman English courses that were taught this year. Furthermore, faculty and staff provide support for other first year groups, such as the new Corps of Cadets members. Indeed, over one third of the 475 instruction sessions taught in Newman Library were classes geared toward first year students:
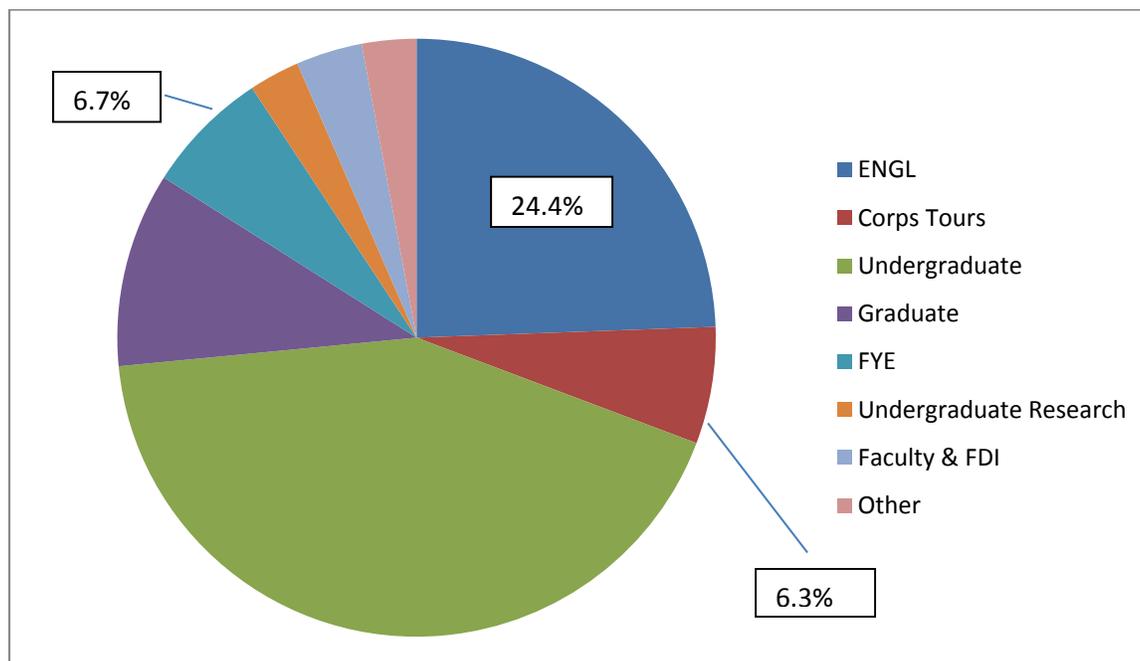
Similarly, the Libraries is building up a strong base of support for other undergraduate programs including those that are research intensive. Both sciences and humanities courses are strongly represented in the tally of undergraduate courses taught in Newman Library this school year.

While the "undergraduate research" group only represents 2.7% of the total number of sessions taught in Newman Library this year, this is a huge jump from last year, when University Libraries saw virtually no undergraduate

research groups, such as the ones facilitated through the new Office of Undergraduate Research. Carolyn Meier and Dr. Tomalei Vess worked hard to create a relationship between University Libraries and the Office of Undergraduate Research, and this is one key area of growth for the near future.

New and Continuing Support Initiatives in Instruction and Information Literacy

RIS New Instructors Cohort
While this report highlights several areas of growth for University Libraries' instruction and information literacy programs, the current program remains robust. In fact, it is growing at such a fast pace that Lesley Moyo, Director of Research & Instructional Services, reached out to faculty and staff from other departments within University Libraries to help provide support for the growing instruction program. In Spring 2012, she emailed the entire library, asking for volunteers that would be willing to be trained in instruction and commit to teaching several one-shot, information literacy classes each semester. Eight people responded to her call, and, as of June 2012, six people are participating in the twelve-week long training cohort, and will begin teaching in Fall 2012.

The group intends to develop scholarly output related to this project and present it sometime during 2013.

Instruction Learning Community
In order to help library instructors remain inspired and connected, and avoid burnout, during heavy teaching times, Rebecca Miller and Carolyn Meier developed an Instruction Learning Community. They applied for and were awarded an Instructional Enhancement Grant from the Center for Instructional Development and Educational Research to purchase materials for the group. During Spring 2012, 13 library instructors participated in the community, reading Char Booth's *Reflective Teaching, Effective Learning*, and blogging along the way. As of June 2012, 20 library instructors have committed to participating in the Instruction Library Community during Fall 2012, when the group will read Lynda Duke and Andrew Asher's *College Libraries and Student Culture: What We Now Know*.

IDDL Master Online Instructor Certificate
During the 2011-2012 year, four library instructors (Rebecca Miller, Heather Moorefield-Lang, Allison Scripa, and Carolyn Meier) completed Virginia Tech's Institute for Distance & Distributed Learning Master Online Instructor Certificate Institute, earning their Master Online Instructor Certificates.   Additionally, through FDI and IDDL, Carolyn Meier completed the Online Instructor certificate, focusing on enhanced communication in online courses.

These certificates represent a particularly significant endeavor as University Libraries prepare for larger teaching opportunities by looking to the online environment. The online environment has the ability to reach many more library users and potential library users, and the fact that many library instructors are taking the initiative to prepare for this leap is both heartening and inspiring.

Upgrade of instruction infrastructure

- Newman 207A – Two Epson 1925 projectors; 4300 lumens each

- Torg 3310 – replaced all PCs with new iMacs. Each iMac has the following specs:
    - Quad-core iCore5 Intel Processors
    - 4 GB RAM
    - 21" LED screens
    - Dual boot into either Windows or Mac OS X
- Other Resources –
    - Purchased five more iPads for self-guided tours.

Instructional Programs Goals for the Future

As University Libraries prepares to support a growing number of students and other library users, the instruction and information literacy program is considering new ways to support these users.   Moving more instruction online, offering a for-credit undergraduate information literacy course, and using basic curriculum mapping to maximize library support are just a few of the goals that library instructors have discussed for the future.

Reference/Research Support

Animal Welfare Information Center (AWIC)
The SciTech team participated in a one day workshop featuring speakers from AWIC. This training allows the SciTech librarians to take a more active role in the workings of the Institutional Animal Care and Use Committee (IACUC). Kiri Goldbeck DeBose has been appointed by Dean Walters as the library representative on IACUC.

E-research
During the past year, Ed Lener and Kiri Goldbeck DeBose took part in ARL's E-Science Institute and attended the capstone event in January where they (along with Dr. Randy Wynne) drafted an E-Research Strategic Agenda. Julie Speer is working with this document and looking at new services and support the library can offer. Ed and Kiri are also working with Nathan Hall and Zhiwu Xie and have organized information sessions to keep the SciTech Team apprised of the developments within the e-research field, and how e-research may impact our position responsibilities.

Reference
High quality subject-specific and general reference services to the academic community continue to be provided by both Business, Humanities & Social Sciences, and the SciTech reference teams. Over the past year there was a slight decline in the number of reference questions answered as reflected in the table below. For instance, the BHSS desk answered 7111 questions through June, 15th, 4,601of those were reference questions. Reference librarians continue to serve many patrons from their library and college offices.   The Tower desk answered 1,183 questions, the majority of them directional.

Virtual reference continues to be an increasing service. 4501 Liveref questions, including chat. text and email reference were answered through May. Of those questions, 66 were text chats. These numbers reflect all Liveref, not just BHSS questions. This increase can be accounted for largely by the increase in two areas, firstly, the one-on-one off-desk consultations with librarians, and secondly, chat-based reference service. The later is in line with students' growing preferences for online access to services.

Reference services provided 2009-2012:

Location	2009 – 2010		2010-2011		2011-2012	
	Reference	Directional	Reference	Directional	Reference	Directional
BHSS Desk	5,676	2,076	4,673	1,699	4,601	2,510
SCITECH Desk	3,333	2,620	2,904	3,623	2,358	3, 529
Tower Desk	680	1,911	587	1,876	197	986
Microforms	N/A	N/A	297	232	222	44
LiveRef (chat reference)	1,928	N/A	3,275	N/A	3,219	N/A
Live Texts (New Service					66	N/A

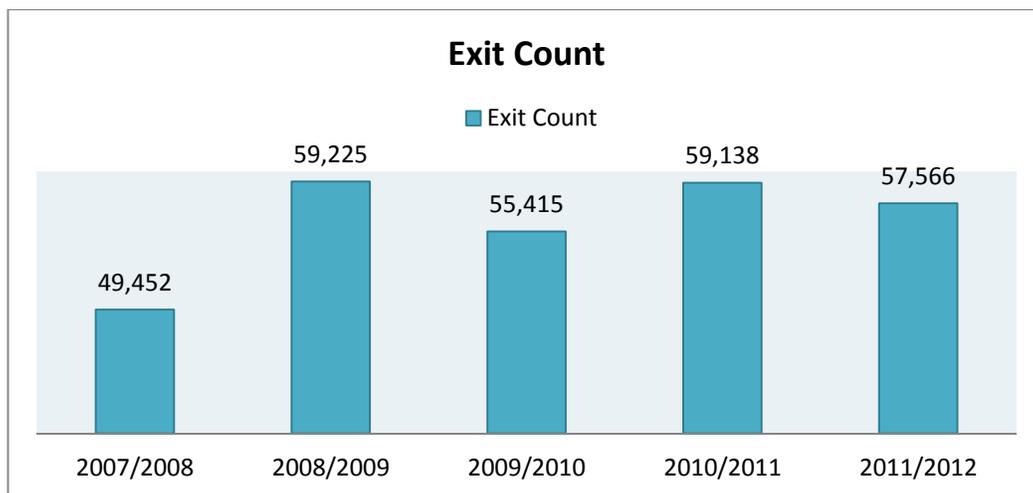|						
UskUs (email component of LiveRef received when library is closed) & **Personal emails to Librarians**	1,559	N/A	1, 814	N/A	1,760	N/A
Off-Desk	923	397	2, 035	430	266	324
A&A Desk	569	1,613	1,483	2,898	1,755	3,666
Vet Med Desk	325	754	263	568	257	535
NCR Desk	1,830	4,939	1,206	5,635	1,137	5,429
TOTAL	**16, 823**	**14,310**	**18,537**	**16,961**	**15,838**	**17,023**

Art & Architecture Library

Highlights of accomplishments at the Art & Architecture Library

This part of the report compiles information and statistical data regarding its activities in the areas of reference, instruction, visual resources, and assessment of services.
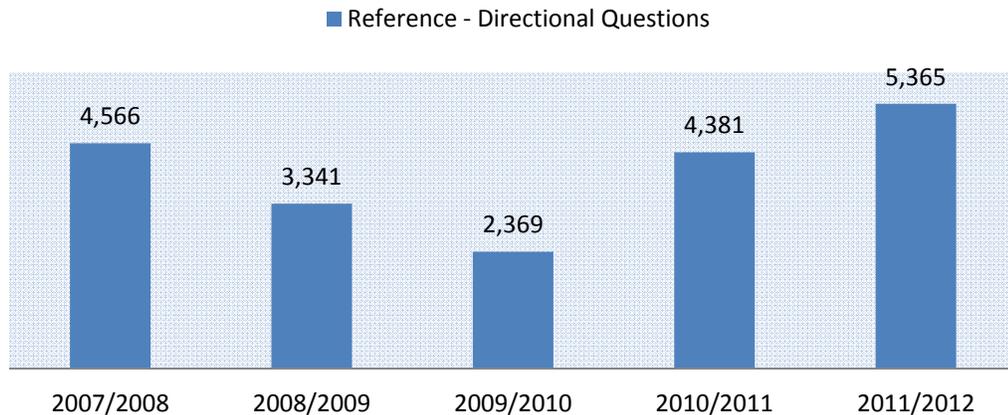
Reference

The Art + Architecture Library saw an average of 4,797 patrons each month during the 2011-2012 academic year, a slight decrease from an average of 4,928 people per month the year prior. The drop can partially be accounted for by a slight decline in exit count figures during May and June and the fact that we are now closed on Saturdays during the summer. The Library had a total gate count of 57,566 for the year.

Exit Count

■ Exit Count

2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
49,452	59,225	55,415	59,138	57,566

Library staff carried out an approximate total of 5,365 reference/directional transactions for the year. This number represents a 19% increase over the previous year, a change that can likely be partially attributed to the introduction of new printing and copying services at the branch.

Reference - Directional Questions

■ Reference - Directional Questions

Year	Value
2007/2008	4,566
2008/2009	3,341
2009/2010	2,369
2010/2011	4,381
2011/2012	5,365

Reference questions were also logged in an online survey; a revised, Libraries-wide survey instrument will be utilized beginning Fall 2012.

In addition to meeting the information needs of students and faculty, the Art + Architecture Library also responded to numerous queries from community users and individuals, including alumni, across Virginia and outside of the state, including the Washington-Alexandria Architecture Center (WAAC), collectors, and faculty and students from other colleges and universities.

Instructional Services

The Art + Architecture Librarian held 25 instruction sessions over the course of the 2011-2012 academic year, serving approximately 518 students, up 3 classes from the previous year. Medium-sized undergraduate classes (20-35 students) accounted for the majority of these sessions. The Art + Architecture Librarian provided instruction for courses in industrial design, architecture, landscape architecture, art history and building construction.

Visual Resources

The Art and Architecture image database is now accessible to the Virginia Tech community through an excellent web interface, thanks to a software update provided by Luna Imaging, Inc. We are looking forward to increased use of the database because of easier access.

Ongoing Projects and New Equipment and Services

Stacks maintenance projects, including shifting, weeding, and sending volumes to remote storage, continued throughout the 2011-2012 academic year. Approximately 1,000 volumes were removed from the NA and Folio ranges to mitigate pressing space issues there and approximately 300 volumes were removed from the bound periodicals area. Weeding and shifting will continue during the summer and 2012-2013 academic year.

An updated computer terminal was purchased to replace the existing circulation terminal.

The Art + Architecture Library now has chat service available during regular operating hours.

The Library now provides ILL articles in full color as a result of recent library-wide changes in the printing/copying system.

Staff Achievements

Steve Tatum attended the Visual Resources Association conference in Albuquerque, New Mexico, and delivered the following presentation:

Tatum, Steven (2012, April). *Mobile Cataloging.* Presentation at Visual Resources Association Annual Conference, Albuquerque, NM.

Northern Virginia Resource Center

Highlights of accomplishments at Northern Virginia Center

- Made formal contact with 166 library users through classes and appointments.
- Assisted library users with informational and reference questions totaling 6,447 and had a total gate count of 25,648 visits.
- Hosted Hokie Passport personnel during both fall and spring semesters for making and distributing the official Virginia Tech identification card.
- Installed a new computer in the Multimedia room. The computer has the Adobe Creative Suites software for assisting faculty, staff and students with web development and publishing. This is especially helpful for students who are submitting their Electronic Theses and Dissertations (ETD's).
- Worked with the NVC Information Services team and Ladd Brown, Head of Acquisitions Jean Russell Quible Department of Technical Services, in transitioning to new IP ranges. To ensure seamless on-campus access to resources, an inventory check will be performed for any issues once all vendors have been contacted.
- Accepted two Canon model HV20 video cameras with cases and tripods from Innovation Space for faculty, staff, and student use.
- Debbie Cash completed the course requirements to be a Virginia Tech Certified Brand Ambassador. This will assist when creating new marketing and informational materials. It is also valuable in understanding the connectedness of all teams, departments, and colleges at the University.
- Continued to offer attractive and informational displays on the first floor in the lobby and Resource Center.
- Saw an increase in proctoring requests. This increase appears to be in response to changes in services offered by local public libraries.

Veterinary Medical Library

Instruction

> **BMVS-5714, Biomedical Literature,** continued to be offered by the veterinary medicine librarian during the 2011 Fall Semester. Student evaluation was 4.50 on a scale of 1-6 with 6 being excellent.
>
> EndNote workshops were offered on a monthly basis through the University Library and FDI sessions in Spring and Fall. In addition, sessions were also offered in support of courses in the College of Agriculture and Life Sciences, the College of Liberal Arts, and student organizations on campus. A total of 75 sessions were offered during this period.

Operations

During this reporting period the Veterinary Medical operational activities include:

- Implemented extended hours during exam periods during the Fall 2011 and Spring 2012 Semesters. As students had tests immediately after the Thanksgiving and Spring Breaks the Library reopened on the Sundays after these Breaks.
- Due to the Teaching Hospital being opened, the Library remained opened on Dec. 27th through 30th , 2011.
- The old photocopier was upgraded with new features that allow printing from both the Library's public computers or patrons' personal computers. It also has the capability of scanning to external storage media and by through internet connection. Payment is by way of Hokie Passport money thereby relieving the Library of having to handle funds for copy cards.
- With the new photocopier the Vet Med Library is now scanning article requests for InterLibrary Loan Service and sending them online directly.
- Three Public Use computers had been upgraded and an office printer had been replaced.
- A survey of the Audiovisual Rooms Usage in the Library's Computer Lab was done at the request of the College Administration.
- The Library participated by sending withdrawn books published in the last 10 years to the Mongolian Book Collection Project. During this reporting period 11 items had been donated.
- The EndNote **"Supplemental Materials Manual"** consisting of responses to queries from users continued to be compiled as new questions were asked.
- Provided orientation every Summer for MAOP (Multicultural Academic Opportunities Program) students.
- Continued to update Vet Med Journals notebook
- Monitored the links to the "Instructions to Authors" page of veterinary journals on the Veterinary Medical Library homepage for changes in the URLs. This page was constructed for the convenience of patrons.
- Submitted 2012/2013 Library Budget for Audio Visual equipment and service contract to the College of Veterinary Medicine.

Collection Development

- Participated in the ASERL/storage project by reviewing the decisions made on journals in the Vet Med Library. 616 items were withdrawn and 830 items sent either to storage or ASERL.
- Tract and identified five free online access of veterinary medical journals and books and had them added to the library online collection.
- Conducted continuous shelf-reading and weeding of the vet med collection and had 555 volumes withdrawn.
- Took annual inventory of the Equine Medical Center collection and withdrew 14 items.

Diversity

The Vet Med Library is committed to recruit minorities to the profession of veterinary medicine. During this reporting period the Library had three minority students on its payroll. This year there are three minority students enrolled in the MAOP (Multicultural Academic Opportunities Programs) as Summer Interns.

Liaison

As Adjunct Faculty of the Department of Biomedical Sciences and Pathobiology, the Veterinary Medicine Librarian participated actively in the instructional programs of the Virginia-Maryland Regional College of Veterinary Medicine. She met with and conducted orientation sessions for new faculty, interns and residents. She is also a member of the College Library Committee and the College Art and Archives Committee.

Orientation sessions were also conducted each year for Senior Students from Ross University School of Veterinary Medicine in St. Kitts, and St. George's University School of Veterinary Medicine in Granada, West Indies, who were enrolled in VMRCVM (Virginia-Maryland Regional College of veterinary Medicine) for their Senior year.

Vet Med Library Statistics

	Current FY.	Previous FY	% Change
Instructional Session:	72	75	(- 4%)
Reference & Informational Questions:	792	831	(- 4.7%)
Reserve Circulation:	1479	2,536	(- 41.7%)***
Spec. Materials Circulation:	94	90	(4.5%)
Shelving	2914	3,051	(- 4.5%)*
InterLibrary Loans Filled:	532	710	(- 25.1%)*
New Volumes Added:	263	234	(12.4%)
Volumes Withdrawn:	740	92	(704.4%) ****
Library Users:	43755	52,949	(- 17.4%)**

* Decrease in shelving and ILL are due to the fact that more and more of the journals are now in electronic format, so Vet Med Library doesn't have to photocopy the articles and patrons access the articles electronically.

** This decrease is related to the reason above.

*** This decrease is due to the fact that manyof the videos that used to be placed on Reserve for courses had been turned into CDs and are checked out by students instead.

****The dramatic increase in Volumes Withdrawn is related to the ASERL project whereby journals in print format identified as already available in electronic format were withdrawn.

DISCOVERY

Innovative Technologies and Complex Systems

GIS

The University Libraries' Reference and Instructional Services Department Geospatial and Data Services offer assistance in discovery and use of statistical and cartographic data in Torgersen 3300 and Newman 2030. Library data services support Virginia Tech faculty, staff, students, and the larger community on assignments and research.

Geospatial and Data Services has entered into a new scale-up phase. We have partnered with the Digital Humanities Librarian to form *Port: Digital Research Lab. Port* will support Data Management, Digital Humanities, e-Science, GIS, and Graphic Design. Our future goals are to increase the use of these services through the development of collections, events and workshops.

We scaled back the geospatial and data services hours this pass year by eliminating the Sunday-Thursday 7-10pm shift in Newman 2030. But those lost hours will be integrated into the schedule for *Port*.

No new equipment was added this year, but our main workstations were updated to Windows 7 and "Deep Freeze" was installed to add better security. We continued to update our main software packages, SAS, SPSS, ArcGIS and NVivo, several new software packages, including AutoCAD 2012, Grass (open source GIS), Adobe Acrobat Pro and Adobe Photoshop, were added. The decision was made to route all printing from the ECS lab to the public printers.

We continue to add more datasets to our growing geospatial collection.

The GIS unit answered approximately 238 requests from VT faculty/students/staff and the surrounding community between July1, 2011 and June 30, 2012. The requests generally consisted of locating data sources and assisting in the use of that data. For storing and distributing data to our patrons, we set up statistical and geospatial data portals using VT Scholar site & Web Hosting Services. In addition, we added the online hosting services of Drop box, Box net and Amazon S3. And yes, we still sometime use optical disc media.

We had 376 patrons using the ECS lab this year. Use of the statistical software package SPSS, the GIS software package, ArcGIS and the scanner dominated the requests.

We coordinated with the Center for GIS and the OGIS group on campus to develop a framework for implementing the "GARDEN" project with the state. The goal of GARDEN is to provide researchers and educators with affordable access to state of Virginia data.

We worked with Digital Library on several projects including the historical aerial photos scanning, researching various geospatial metadata schemas, and with Brian Katen's Speedway project.

Bruce Obenhaus and Ed Brooks assisted with the annual OGIS Remote Sensing and GIS Symposium held in the Torgersen Museum April 13th, 2012.

Other projects included:
- Provided floor maps for the Library Collection Development team and for the Space Task Force.
- Provided floor maps for the Parent's Fund proposal for a meeting and display area on the first floor.
- Provided floor maps for the early phase of the Information Commons Area planning for the 2nd floor.

ENGAGEMENT

Support for International Education and Diversity

- By hosting and moderating VETLIB-L, a listserv for international veterinary medical Libraries (in 27 countries) the Virginia Tech Veterinary Medical Library were able to procure journal articles for faculty and researchers which InterLibrary Services had cancelled either it could not locate in U.S. and Canadian Libraries or are articles that are "pre-print
- The Veterinary Medical Library manages the Reading Room Library in the Equine Medical Center in Leesburg by providing resources and reference service to the faculty and students of the Center. The Veterinary Medicine Librarian visits the Center annually to take inventory of the collection and to conduct workshops. Expenses for the trip is being paid for by the College of Veterinary Medicine.
- The Veterinary Medical Library also provides library services to veterinary alumni across the country. Expenses for this service (sans manpower) is borne by the College of Veterinary Medicine
- In addition, the Veterinary Medical Library also provides library services to the veterinary communities in the States of Maryland, Virginia, West Virginia, and the District of Columbia which do not have veterinary colleges.

DIVERSE AND INCLUSIVE ACADEMIC ENVIRONMENT

Cultivating a Diverse Workforce

Faculty Development:
- Faculty Development Institute – 10 Libraries faculty participated in the Spring Library Community of Practice track coordinated annually by Leslie O'Brien and Lesley Moyo

Conferences & Workshops:
- Scholarly Communications workshop – January 17 & 18th 2012

Reward/Recognition of Achievement & Excellence

- 7th Annual Virginia Tech Authors Recognition Day in collaboration with the office of the Provost, and the Office of the VP for Research was held on February 23, 2012.
    - A cumulative bibliography is available listing all publications from the beginning of the program
    - A web presence for the event is at: http://www.lib.vt.edu/find/vtauthors/

- Visible Scholarship Initiative – established as a collaborative of the College of Liberal Arts and Human Sciences, and the University Libraries: The Visible Scholarship Initiative is a collaboration between the College of Liberal Arts and Human Sciences and the University Libraries that seeks to make visible the stages of research and creative scholarship in the liberal arts and human sciences. Illustrating how faculty address key questions, employ varied methods, and produce significant results makes it possible to acknowledge and encourage research and creative activities that engage challenging questions and demonstrate sophisticated understanding.

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PUBLICATIONS PRESENTATIONS AND OTHER SCHOLARLY WORK OF FACULTY AND STAFF OF THE RESEARCH & INSTRUCTIONAL SERVICES DEPARTMENT

GOLDBECK, Kyrille

Goldbeck, K. (2011). Tools you can use: LibX as an assistant to collection development. In K. Strauch, B. Bernhardt, & L. Hinds (Eds.), *Charleston Conference Proceedings 2009: Necessity is the Mother of Invention* (pp. 219-227). Charleston: Against the Grain Press.

Goldbeck-DeBose, K., & Tomlin, P. (2012, April). *Finding fame and fortune: How to get published*. Presentation at the Tenth Annual Undergraduate Research Conference, Blacksburg, VA.

Goldbeck-DeBose, K., Meier, C., Tomlin, P., & Miller, R.K. (2012, February). *Get thee to the library: Incorporating inquiry into first year programs.* Presentation at the Conference on Higher Education Pedagogy, Blacksburg, VA.

Meier, C., Miller, R.K.., Goldbeck-DeBose, K., Tomlin, P., & Holloway, R. (2012, January). *VALUE-ing the librarian: Collaboration to enhance student learning in a high-impact practice.* Presentation at the Association of American Colleges & Universities, Washington, DC.

Goldbeck-DeBose, K. K. (2012, April). [Review of the book *The afterlives of animals: A museum*

menagerie, by S. Alberti]. *Choice: Current Reviews For Academic Libraries, 49,*1472.

Goldbeck-DeBose, K. (2012, January). [Review of the book *No Animals Were Harmed: The Controversial Line Between Entertainment and Abuse*, by P. Laufer. *LJXpress.* Retrieved from http://reviews.libraryjournal.com/2012/01/books/nonfic/xpress-reviews-nonfiction-first-look-at-new-books-january-20-2012/

Goldbeck-DeBose, K. (2012, January). [Review of the book *Bird on fire: Lessons from the world's least sustainable city*, by A. Ross]. *Library Journal, 137, 129.*

Goldbeck DeBose, K. (2011, December). [Review of the book *Among African apes: Stories and photos from the field*, by M. Robbins & C. Boesch] . *Choice: Current Reviews For Academic Libraries, 49, 708.*

Goldbeck, K. (2011, September). [Review of the book *The golden-bristled boar: Last ferocious beast of the forest*, by J. Greene]. *Choice: Current Reviews For Academic Libraries, 49*, 142.

Goldbeck, K. (2011, September). [Review of the book *Loving animals: Toward a new animal advocacy* by K. Rudy]. *Library Journal*, *136*, 127.

Goldbeck, K. (2011, July). [Review of the book *Handbook of of bach flower remedies for animals*, by E. Homedes]. *LJXpress.* Retrieved from http://www.libraryjournal.com/lj/home/891791-264/xpress_reviewsfirst_look_at_new.html.csp.

Goldbeck, K. (2011, July). [Review of the book *Poisoned legacy: The human cost of BP's rise to power*, by M. Magner]. *LJXpress.* Retrieved from http://www.libraryjournal.com/lj/home/891314-264/xpress_reviewsfirst_look_at_new.html.csp.

Goldbeck, K. (2011, July). [Review of the book *Dingo*, by B. Purcell]. *Choice: Current Reviews For Academic Libraries*, *48,* 2127.

Goldbeck, K. (2011, June). [Review of the book *Shadows on the gulf*, by R. Jacobsen]. *Library Journal, 136*, 111.

KRUPAR, Ellen

Krupar, E., & Eaton, M. (2011, May 24). *Customer service: Both sides of the desk.* Presentation at annual meeting of VLA-PF, Charlotte, NC.

LENER, Ed

Lener, E., & Shrode, F. (2011). Earth sciences. In C. Laguardia (Ed.), *Magazines for libraries*, 20th edition, New Providence, NJ: ProQuest. All reviews are part of the *Ulrichs Web Global Serials Directory* available online at https://ulrichsweb-serialssolutions-com

Stovall, C., Lener, E., & O'Brien, L. (2011, November). *Regional print journal retention plans: Virginia Tech's participation in the Association of Southeast Regional Libraries Project.* Poster session at the 31st Annual Charleston Conference on Issues in Book and Serials Acquisition, Charleston, SC.

Lener, E.F. (2011, May) *They come bearing gifts.* Research and Instructional Services Department Workshop, Blacksburg, VA.

MERRILL, Margaret

Meier, C., Miller, R., Merrill, M., & Moorefield-Lang, H. (2011, May). *Inquiry and why it is important.* Paper presented at the Pathways to Success: Camp QEP workshop, Office of First Year Experience, Virginia Tech, Blacksburg, VA.

Selberg-Eaton, R., Kaufman, E., Wood, C., & Merrill, M. C. (2012, February). *A first year experience team-based interdisciplinary research project.*   Paper presented at the 4th Annual Conference on Higher Education Pedagogy, Center for Instructional Development and Education Research, The Inn at Virginia Tech, Blacksburg, VA.

MILLER, Rebecca

Miller, R. K. (2012). Human nutrition. In K. O'Clair & J. Davidson (Eds.), *The busy librarian's guide to sci/tech information literacy: Tried & true approaches.* Chicago*:* Association of College & Research Libraries.

Miller, R. K. (2012). *LILAC Conference: Perspectives from a Bogle Pratt awardee.* International Leads, 26(2), 6.

Miller, R. K., & Paulo, J. (2012). Learning the language of information literacy: Takeaways from ACRL's Immersion Program. *Virginia Libraries, 58*(2), 33-36.

Miller, R. K. (2012, May). *Virtual tools, real collaboration.* Presentation at the Virginia Tech University Libraries In-Service Day 2012: The Age of Transformation, Blacksburg, VA.

Miller, R. K., & Meier, C. (2012, May). *Bringing more to the table(t): Ideas & insights for using tablets in instruction.* Presentation at the 2012 LOEX Conference, Columbus, OH.

Miller, R. K., & Meier, C. (2012, April). *Integrating iPads & tablet computers into library services.* Invited presentation at the Florida Library Association 2012 Conference, Orlando, FL.

Miller, R. K. (2011, April). *Aligning information literacy with curricular requirements & engaging students: A case study of social information in dietetics.* Presentation at the Librarians' Information Literacy Annual Conference (LILAC) 2012, Glasgow, Scotland.

Goldbeck, K., Meier, C., Miller, R., & Tomlin, P. (2012, February). *Get thee to the library! Incorporating inquiry into first year programs.* Presentation at the 4th Annual Conference on Higher Education Pedagogy, Blacksburg, VA.

Meier, C., Miller, R. K., Goldbeck, K., Tomlin, P., & Holloway, R. (2012, January). *VALUE-ing the librarian: Collaboration to enhance student learning in a high-impact practice.* Presentation at the 2012 American Association of Colleges & Universities Annual Meeting, Washington, D.C.

Miller, R. K. (2011, October). *Sustaining your professional & scholarly identity in the digital environment: Strategies for Virginia librarians.* Presentation at the 2011 Virginia Library Association (VLA) Conference, Portsmouth, VA.

Miller, R. K. (2011, October). *Teaching an old blog new tricks: Rethinking the subject blog.* Poster presentation at the 2011 VLACRL Conference-Within-a-Conference during the 2011 VLA Conference, Portsmouth, VA.

Miller, R. K., Meier, C., & Moorefield-Lang, H. (2011, October & 2012, March). *Integrating iPads & tablet computers into library services, parts I & II.* Webinars presented for ALA TechSource Workshops, Chicago, IL.

Miller, R. K. (2011, July). *Professional development in challenging times.* Invited presentation for the Roanoke College & Hollins University Libraries Staff Workshop Day, Roanoke College, Salem, VA.

Miller, R. K. (2011). VLA NMRT Forum: Supporting the next generation of Virginia's library leaders. *Virginia Libraries, 57*(3), 5-8.

MOOREFIELD-LANG, Heather

Moorefield-Lang, H.M. (2012, April). *Top websites for teaching and learning.* Workshop presented at the University of South Carolina, Columbia, SC.

Miller, R. K., Meier, C., & Moorefield-Lang, H. (2012, March & 2011, October). *Integrating iPads and tablet computers into library services, parts I and II.* Webinars presented for ALA TechSource Workshops, Chicago, IL.

Moen, B., Phillips, M., Moorefield-Lang, H.M., & Hall, N. (2012, January). *Academic libraries as partners in research.* Panel presentation at the ALA Midwinter conference, Dallas, TX.

Moorefield-Lang, H.M. (2011, December). *AASL top 25 websites for teaching and learning*. Webinar presented for Virginia Society for Technology in Education Live Series.

Moorefield-Lang, H.M. (2011, November). *Arts 2.0.* Presentation at the Virginia Educational Media Association Conference, Richmond, VA.

Moorefield-Lang, H.M. (2011, November). *Top websites for teaching and learning*. Presentation at the Virginia Educational Media Association Conference, Richmond, VA.

Berger, P., Moorefield-Lang, H., Bosco, C., Builta, V., Daley, M.F., Deskins,L., Jacobs- Israel, M., LeCrone, N., Friel, L., & Baratta, D. (2011, October). *The best websites for teaching and learning: Inquiry, standards, and curriculum.* Presentation at the AASL National Conference, Minneapolis, MN.

Moorefield-Lang, H., Bosco, C., Builta, V., Daley, M.F., Deskins,L., Jacobs- Israel, M., LeCrone, N., Friel, L., Warren-Gross, L., & Baratta, D. (2011, October). *Top 25 websites for teaching and learning: Categories, criteria and collaborative strategies.* Pre-conference presentation at the AASL National Conference, Minneapolis, MN.

Moorefield-Lang, H.M. (2011, October). *Arts 2.0.* Presentation at the North Carolina State Library Media Association Conference, Winston-Salem, NC.

Moorefield-Lang, H.M. (2011, October). *AASL top websites for teaching and learning.* Presentation at the North Carolina State Library Media Association Conference, Winston-Salem, NC.

Moorefield-Lang, H.M. (2011, August). *Top websites for teaching and learning.* Workshop presented for Guilford County Schools Annual Librarian Meeting, Greensboro, NC.

Moorefield-Lang, H.M. (2011, August). *Cool tools: Innovations from Virginia's libraries.* Presentation at Hollins University for VLACRL Summer Program, Hollins, Roanoke, VA.

Berger, P., Moorefield-Lang, H., Bosco, C., Builta, V., Daley, M.F., Deskins,L., Jacobs- Israel, M., LeCrone, N., Friel, L., Warren-Gross, L., & Baratta, D. (2011, June). *2011 best websites for teaching and learning.* Presentation at the ALA National Conference, New Orleans, LA.

Berger, P., Moorefield-Lang, H., Bosco, C., Builta, V., Daley, M.F., Deskins,L., Jacobs- Israel, M., LeCrone, N., Friel, L., Warren-Gross, L., & Baratta, D. (2011, June). *Top 25 web sites for teaching and learning: Categories, criteria, and collaborative strategies.* Pre-Conference Workshop at the ALA National Conference, New Orleans, LA.

Jacobs-Israel, M., & Moorefield-Lang, H.M. (2012). Engaging students with AASL's best websites for teaching and learning. *Teacher Librarian, 39*(4). 22-24.

Moorefield-Lang, H.M., & Gavigan, K. (2012). These aren't your father's funny papers: The new world of digital graphic novels. *Knowledge Quest. 40*(3). 30-35.

Moorefield-Lang, H.M., & Meier, C. (2012). Catch up on apps. *Information Searcher, 19*(3), 23-28.

Moorefield-Lang, H.M. (2012). Infographics: Information gets visual. *Information Searcher, 19*(3), *15-16.*

Moorefield-Lang, H.M. (2011). Bringing the arts to the school library. *Library Media Connection, 30*(3), 10-12.

MOYO, Lesley

Moyo, L. M. (2012). Perceived ease of use and student satisfaction and engagement with the library. In L. Snavely (Ed.), *Student engagement in the academic library.* (pp. 31-39)Westport, Conn.: Libraries Unlimited.

Moyo, L. M. (2011). Using a pre and post survey method to assess the usability and effectiveness of an online information literacy tutorial. In Brad Sietz and Bruce T. Halle (Eds.), *Blazing trails: On*

the path to information literacy Library Orientation Series No. 42.(pp. 31-39) Ypsilant MI: LOEX Press.

PENCEK, Bruce

Brians, C. L., & Pencek, B. (2011, November). *Discovery systems are no different: We must still teach searchers how to become researchers.* Paper presented at the 2011 Charleston Conference, Charleston, SC.

Pencek, B., & Brians, C. L. (2011, September). *Information skills in political science: Initiation, cultivation, and contextualization.* Paper presented at the 2011 annual meetings of the American Political Science Association, Seattle.

SCRIPA, Allison

Scripa, A., Lener, E., Gittens, C., & Stovall, C. (In Press). The McNair Scholars program at Virginia Tech: A unique model of librarian mentoring. *Virginia Libraries*.

Colon-Aguirre, M., Freberg, K., & Scripa, A. (2012, January). *Potential contributions of social media to the creation of communities of practice among librarians: A content analysis of the social networking site Quora.* Paper session presented at BOBCATSSS 2012 – 20th International Conference on Information Science, Amsterdam.

Scripa, A. (2011). Small wild cats: The animal answer guide. [Review of *Small wild cats: The animal answer guide* by J.G.Sanderson]. *Choice. 49*(8), 1474.

Scripa, A. (2011). Atlas of rare birds. [Review of *Atlas of rare birds* by D.Couzens]. *Choice. 48*(6), 1111.

Scripa, A. (2011). 2nd Atlas of the breeding birds of Maryland and the District of Columbia. [Review of *2nd Atlas of the breeding birds of Maryland and the District of Columbia* edited by W.G.Ellison]. *Choice. 48*(11), 2125.

TATUM Steven

Tatum, S. (2012, April). *Mobile cataloging.* Presentation at Visual Resources Association Annual Conference, Albuquerque, NM.

THOMPSON, Larry

Thompson, L. (2011, June). *The hybrid reference desk: Changing strategies for changing times.* Poster session presented at the American Society for Engineering Education Annual Conference, Vancouver, BC. Retrieved from http://depts.washington.edu/englib/eld//conf/2011/Hybrid%20Reference%20Desk%20Final%20Submitted%20.pdf

Thompson, L. (2012). Electrical and electronics engineering. In B.A. Osif (Ed.), *Using the engineering literature* (2nd edition). Routledge: New York.

TOMLIN, Patrick

Goldbeck-DeBose, K., Meier, C., Miller, R.K., & Tomlin, P. (2012, January). *VALUE-ing the librarian: Collaboration to enhance student learning in a high-impact practice*. Presented at the Association of American Colleges and Universities (AAC&U) Annual Meeting, Washington, D.C.

Goldbeck-DeBose, K., Meier, C., Miller, R.K., & Tomlin, P.. (2012. February). *Get thee to the library: Incorporating inquiry into first year programs.* Presented at the 4th Annual Conference on Higher Education Pedagogy (CHEP), Virginia Tech.

Goldbeck-Debose, K., & Tomlin, P. (2012, April). *Finding fame and fortune: How to get published*. Presented at the 10th Annual Undergraduate Research Conference, Virginia Tech.

Tomlin, P. (2011). The library as studio: Enculturation, media literacy, and student engagement. In L. Snavely (Ed.), *Student engagement in the academic library* (pp. 119-130). Wesport, Conn.: Libraries Unlimited.