A Primer on Librarians’ Sabbaticals, A Case Study of a Six Month Sabbatical at Home and Abroad, PETER L. KRAUS (J. Willard Marriott Library, University of Utah, 295 South 1500 East, Salt Lake City, UT 84112; peter.kraus@utah.edu).

Sabbaticals have long been part of the research culture in American Higher Education and academic libraries. A review of the scholarly literature has shown that sabbaticals serve a number of purposes for librarians. From reviewing best practices at other libraries, to allowing professional librarians to work at other libraries within and outside the United States, to allow academic librarians to pursue post-graduate degrees, sabbaticals have allowed those in academic libraries to improve their skill sets and knowledge base to improve themselves and their libraries. A successful sabbatical takes planning and focus, the author of the article will use his sabbatical which took place between July and December 2015 in Salt Lake City, UT and St. Stephen’s House, Oxford University as model for this primer on having a successful sabbatical.

Data Services, a Sabbatical Reflection, KHUE DUONG (California State University, Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840-1901; khue.duong@csulb.edu).

During my four-month sabbatical from February through May of 2016, I have been visiting various academic libraries to observe and participate in various activities related to data management, data curation and digital scholarship. My presentation highlights both the logistical aspects of identifying sites and points of contact for the sabbatical as well as the actual content of the learning experience.

The data-related tasks I have participated with the hosts including creating metadata for items (specifically podcast interviews) to be uploaded to the university’s digital repository; evaluating data management plans based on criteria related to digital-preservation, sharing, retention, and archiving; interviewing researchers about their data needs; interviewing subject-specialists on how data intersects with their liaison duties; and exploring the creation of an online curriculum for data literacy. I am also able to attend homegrown workshops on several data-analysis tools. Besides proprietary geospatial software ArcGIS, I also discover several open-source tools such as OpenRefine, Neatline or Cytoscape (for mapping networks). Plus, participating in a software carpentry workshop helps me learn Unix shell commands to automate tasks, version controlling with Git and GitHub, and R, a statistical programming software.

I hope to share with the audience my high-level (i.e. not detailed) understanding of how “data services” are planned and offered at various academic institutions. While terms such as “digital scholarship” or “data curation” might evoke different meanings based on the research context, a broader awareness of data issues and skills will prepare librarians for a “superliaison” role beyond the traditional duties of reference, instruction, outreach, and collection development.

Tools for the Discovery and Access of Oral History Collections, SVETLANA USHAKOVA (School of Information, San Jose State University, One Washington Square San José, CA 95192; svetusha73@gmail.com).

Many academic libraries and archives own oral history collections. These collections predominantly consist of content in moving image and audio formats. Therefore, these materials present challenges related to indexing and retrieval of non-textual information. Oral history collections may be treated as any other kind of archival resources, and their content may be described with finding aids or different metadata standards. However, such an approach does not ensure effective retrieval of information especially for large and monothematic collections. There are two alternative solutions that significantly facilitate searching oral history collections. The first is to transcribe interviews. The second is to index interviews using special tools that allow a curator to synchronize an interview with corresponding indexing terms, or create a time-correlated transcript. Today, there are several proprietary and open source synchronizing tools. Some of them have built-in and well-developed tools that enable indexing with terms that represent subject specific knowledge. Others are open source and customizable for different collections and users’ tasks. This paper discusses the benefits and limitations of different approaches to indexing and retrieving information from oral history collections, using examples from oral history collections in academic libraries and archives.
Canceling Unmediated Document Delivery: Results and Implications at San José State University, EMILY K. CHAN and SUSAN L. KENDALL* (King Library, San José State University, One Washington Square, San José, CA 95192-0028; emily.chan@sjsu.edu).

The Dr. Martin Luther King, Jr. Library of San Jose State University has shifted from an unmediated document delivery service to a mediated service. Formerly, users were able to obtain articles from unsubscribed, pre-approved journals through Copyright Clearance Center’s Get It Now program. Get It Now would appear as an article fulfillment option through the library’s link resolver. After inputting one’s email, the document pdf would arrive within 4 hours of the request. Due to budgetary concerns, the library has had to shift to an employee-mediated process, which will first query RapidILL, then Get It Now, and finally OCLC ILLiad’s network. Users would no longer see Get It Now as an option on the link resolver page.

The authors will describe how the transition from an unmediated process to a mediated process has affected the library’s budget, the numbers of placed requests, and employee time and staffing. Using past and present data from Get It Now, RapidILL, and OCLC ILLiad, the authors will discuss potential future concerns and issues, particularly in light of traditional library themes, including collection development and management, preservation, and serving the short- and long-term information needs of current and future users.

Data Driven Assessments using Integrated Library System, SHAHRZAD KHOSROWPOUR (Leatherby Libraries, Chapman University, One University Drive, Orange, CA 92866; shahrza@chapman.edu).

Today’s libraries are more than the number of circulated items or number of patrons who step in to the library. Integrated Library Systems nowadays are partnered with libraries to better facilitate data delivery which are always valuable not only for content delivery to patrons but also for large scale assessments and administrative decision making. Every year libraries are adding thousands of books to their collections and technical services staff are working diligently to make them accessible to patrons as quickly as possible while keeping up with competing duties and other cataloging priorities.

Our library’s cataloging department investigated the available coding fields in its ILS that could maximize data collection and data refinement. In a sense, this project was helpful in discoverability of items not only for patrons but also for the library staff/technical services by providing evidence based assessments and continuous operation improvement.

This is a story of collaboration among different library departments to take advantage of the features and functionalities of their existing Integrated Library System, to enliven inter and intra-departmental workflow and to broaden the perspective of the library staff in utilizing the available tools beyond their past practices. We believe this workflow and the revitalization of ILS coding system not only enhances user accessibility but also increases the efficiency of the ILS and its coding system for a more data driven assessments to enhance best practices in library technologies.

Where is the Science? Are Books Still Important? Is There Value There? JULIA M. GELFAND (University of California, Irvine Libraries, Ayala Science Library 228, Irvine, CA 92612-9557; jgelfand@uci.edu).

One clear perception of science collections in academic libraries is that they cost a lot of money to develop, manage and maintain. The majority of expenses are absorbed by costly subscriptions to the journal literature, some databases, conference papers, media leaving little funding for books. Thus we ask, “Are books in the sciences still important? Who reads them and what kind of value do they provide to the mix of scientific information?” This presentation explores readership trends in the digital age for the sciences, the source of publishing, books for reference, as textbooks, experiential learning, and the current climate of the economics of publishing in the sciences. It also explores how science journalism, scientific biography, science or STEM education, even SciFi literature is faring in our collections and contributes to science communication and informing us of the cost per use that informs us about return on investment. Print books require shelving which is prime and competitive real estate in libraries today. Libraries continue to investigate ways to share resources, determine the criteria for book retention – is it just usage and download rates that we monitor? Science by discipline also impacts the collection experience and different disciplines of biological/life sciences, physical sciences, engineering/technology, information/computer sciences, medical and allied sciences attract different readers and influence those needs. The recent annual output of science books and monographs grows, but are they finding their way to libraries? What are the consequences of library collection policies and practices?
Until Cloning is Feasible, Leveraging (Free) Technology to do More (Activity) with Less (Staff), Karen M. Heskett (UC San Diego Library, 9500 Gilman Dr. M/C 0699, La Jolla, CA 92093; kheskett@ucsd.edu).

Many medical libraries instituted personal librarian programs which typically involves several librarians within a biomedical library. Five years after starting this program the library reorganized into function units instead of subject specific libraries. Subject expertise was maintained, but staff available to sustain the personal librarian program were diminished to one librarian. First year medical students receive an orientation to the building and resources during their orientation week but with 130 students to tour, it made personally conducted tours an impossibility. Graduate students, just like undergraduates, respond well to competition and games, so a virtual scavenger hunt was designed using two types of free technology - QR codes and Google Forms. Choosing the right QR code generator made refreshing and repurposing the hunt very easy. Students were directed to partner up with one or two new colleagues and self-tour the library via QR codes. The collected items were “information bits” gained by moving around the library. The final challenge was to perform a PubMed search and provide two responses regarding the activity. The bits were collected via Google Forms and prizes were awarded to the first two teams with all correct answers. Google Forms provided instantaneous time stamping of the entry and a populated spreadsheet to review the answers with the students. The two questions about the activity showed the students overwhelming liked the activity.

Integrating ICT Literacy into Science Curriculum through MERLOT, Lesley S. J. Farmer (California State University, Long Beach, 12062 Pine St., Los Alamitos, CA 90720; farmer@csulb.edu).

This session helps librarians take advantage of MERLOT (Multimedia Educational Resource for Learning and Online Teaching) to help integrate Information and Communication Technology (ICT) literacy – and their information expertise – into their site’s and system’s science education programs.

MERLOT is a community-built repository of learning objects with an emphasis on higher education resources. Since last summer, I have been directing CSU’s ICT Literacy Project, which focuses on integrating ICT literacy into subject curricula. The main source of resources is MERLOT, to which I have added over two hundred learning objects as well as fifteen ICT-related bookmark collections, 5 science-specific ICT literacy bibliographies, and a couple of courses and learning exercises. I also maintain MERLOT’s ICT Literacy portal.

MERLOT membership is free, which enables librarians, other faculty, and students to contribute materials, create bookmark collections, lessons, and websites, each of which has a unique URL. Librarians and other faculty can also become reviewers, join a subject-specific or library community, and become part of a speakers’ bureau. Specific tips for science-related outreach and collaboration will be featured so that librarians and science faculty can leverage MERLOT as they work together to optimize students’ ICT literacy.

Bioinformatics and the Science Librarian: New Directions, Zoe Pettway Unno (USC Libraries, University of Southern California, Los Angeles, CA 90089-0481; zunno@usc.edu).

The National Center for Biotechnology Information (NCBI), a division of the National Library of Medicine, provides access to a wealth of free bioinformatics resources but using them can be challenging for users. Science librarians are positioned to help users discover and use these resources through training and marketing. But many science librarians lack the preparation required to use these resources and therefore need training to become proficient trainers of the resources and this can be achieved through participation in a two-part instructional program -- Fundamentals of Bioinformatics and Searching and A Librarian’s Guide to NCBI. Following completion of the training, the science librarian used strategies from the workshops to develop bioinformatics programming for basic introduction to the resources. These early steps help to identify the direction for future instruction and partnerships on the campus.

The presentation will include 1) an overview of the training provided in Fundamentals of Bioinformatics and Searching and A Librarian’s Guide to NCBI, 2) a discussion and analysis of outreach efforts and training and 3) future directions to formalize bioinformatics training.

Bringing Information Literacy (II) into the First-Year College Science Curriculum: Expanding a Faculty/Librarian Partnership to Develop Chemical IL Modules for Freshmen Lecture and Laboratory Courses, Teri M. Vogel1*, Stacey Brydges2, Dominique Turnbow1, and Amanda Roth1 (1Geisel Library and 2Department of Chemistry and Biochemistry, University of California San Diego, 9500 Gilman Drive, La Jolla, CA 92093; tmvogel@ucsd.edu, sbrydges@ucsd.edu, dtturnbow@ucsd.edu, a4roth@ucsd.edu).

Information literacy skills, both general and discipline-specific, are widely recognized by college faculty and librarians as necessary for supporting critical thinking and communication. Starting in first year, these skills are most effectively developed as part of a course curriculum rather than in a one-time visit to the library. However,
integrating information literacy instruction in freshmen-level courses can be a challenge as instructors and librarians both must consider scalability for the large class sizes, relevance to the coursework, and difficulties in giving up class time. A recent library reorganization at UC San Diego and creation of a new, instruction-focused program offered us the opportunity to build upon previous efforts to embed chemical information literacy (CIL) in a third quarter introductory chemistry lecture course for science and engineering majors, as well as a new introductory laboratory course for chemistry majors. The chemistry professor and three librarians (chemistry, instructional design, and instructional technologies) successfully collaborated to create a series of online tutorials and in-person activities that addressed the scalability and relevancy issues, while minimizing the impact on regular class time. In this presentation, we will share how we revised a list of CIL undergraduate learning outcomes, mapped outcomes to the specific courses, and developed curricular materials to support the outcomes. We will also highlight logistics like technology and communication workflows, what was successful and what needs improvement, and how this can inform future information literacy partnerships between our librarians and faculty, as well as potential CIL integration into other courses.

Active Learning Online and in the Classroom: Scaffolding and Assessing Library Instruction within a Multi-Course Writing Program, CRYSTAL GOLDMAN*, TAMARA RHODES, AMANDA ROTH*, DOMINIQUE TURNBOW, and HEATHER SMEDBERG (Geisel Library, University of California, San Diego, 9500 Gilman Drive, La Jolla, CA 92093-0175; clgoldman@ucsd.edu).

A team of librarians at UC San Diego worked with a writing program coordinator on campus to scaffold information literacy throughout all three of the college’s required writing courses. Using a blended learning model, active learning exercises, and object-based inquiry, this series of in-person library workshops and embedded digital learning objects sought to introduce new information literacy skills that would continuously build on students’ existing knowledge and experience across the academic year.

Pre- and post-tests were administered at the beginning and end of the course series to evaluate student learning, with each assessment question aligned with library workshop learning objectives as well as specific knowledge practices in the ACRL Framework for Information Literacy for Higher Education.

This presentation will discuss best practices and pitfalls for librarians interested in creating and assessing a similar multi-course library instruction initiative at their institution.

Librarian as Strategic Partner: Engaging Students in Undergraduate Research through Curricular Design, KATHRYN M. HOUK (San Diego State University Library, 5500 Campanile Drive, San Diego, CA 92182; khouk@mail.sdsu.edu).

The Undergraduate Research Pathways group at San Diego State University was convened in the fall of 2015 by the College of Undergraduate Studies. This interdisciplinary group was charged to create a series of courses within the college that would allow students across disciplines to become better prepared for conducting independent research with a faculty mentor. The author, a librarian, was brought onto the team and eventually given the opportunity to create a 1-credit course within general studies to complement the curricular pathway. In this presentation, the author will discuss the history and dynamics of the project from the first group meeting through submission of the course syllabus for review by the curriculum committee. Major aspects of the project that will be discussed include: campus and library climate, creating the opportunity to be invited onto the Undergraduate Research Pathways group, pros and cons of working with discipline faculty in course design, dealing with imposter syndrome, and project outcomes even before course implementation. There will also be discussion of course topic selection, order, and content as it relates to designing a course within a series and with multiple faculty stakeholders. Attendees will leave this session having heard lessons learned from a new faculty librarian navigating political waters in order to create a course that supports a large public university’s strategic plan.

Beyond Books: Reprogramming Student Engagement in the Library, KATHERINE KOZIAR1*, JULIE MASON2*, and ANTHONY SANCHEZ2* (Orbach Science Library, University of California, Riverside, P.O. Box 5900, Riverside, California 92517; 2University Libraries, University of Arizona, 1510 E. University Blvd., Tucson, AZ 85721; katherine.koziar@ucr.edu, julie.mason@ucr.edu, arsanchez@email.arizona.edu).

When faced with limited time to provide traditional library services, librarians are offered an opportunity to rethink library reference and instruction models. Couple this opportunity with increasingly interdisciplinary research, university libraries are in a unique position to create a space which encourages and supports creative collaboration across disciplines while augmenting reference and instruction services. The University of California Riverside (UCR) Library is meeting this challenge by partnering with the UCR University Honors (UH) program. The University Honors Peer Researcher Fellowship and Innovation Program is a one-year pilot program designed to
foster curiosity and exploration for students, while providing experiential learning opportunities to build a strong learning community of peer instructors who share skills, experiences, and knowledge.

The program focuses on developing peer-to-peer learning communities of students enrolled in the UH program through Peer Researcher Fellowships. Fellows work alongside librarians in the classroom while learning advanced research skills and effective teaching strategies. Supporting interdisciplinary projects and shared learning experiences, the program hosts hands-on project laboratories and a Speaker Series. Guest speakers with a range of professional backgrounds host forums allowing UH students to discuss issues with professionals working in various fields such as entrepreneurship, small business development, and multimedia production. Project laboratories engage students with technologies normally outside their disciplines, such as Arduino and Raspberry Pi.

This presentation will discuss the impact of the UH Peer Researcher Fellowship and Innovation Program, challenges, and future opportunities.

*Data Instruction: Developing New Roles for Data Librarians, TIM DENNIS* and REID OTSUJI* (UC San Diego Library, 9500 Gilman Dr., La Jolla, CA, 92093; timdennis@ucsd.edu, rotsuji@ucsd.edu).

Research data services has been a dynamically evolving area in libraries over the past few years. New opportunities have emerged for libraries to deliver data related instruction as institutions develop and offer data management services to respond to federally mandated research data management needs of campus communities. The UC San Diego Library has developed instructional workshops to teach graduate students and researchers basic foundational computational skills that include using data analysis tools, such as R and Python, programming best practices, and how to employ reproducible research methods in data and code management. The presenters will discuss how the library decided to target data instruction for graduate students, how we developed the workshops, how we developed ourselves to be able to teach these skills and what we learned from our initial feedback from our first year offering them. We will discuss our thoughts about how teaching these workshops is an important way a library can engage with the research enterprise on a campus. We will discuss our future affiliation with Software Carpentry and how we plan on targeting departments/schools on campus to develop audiences, collaborators and advocates for the programmatic growth of the workshop offerings. In this manner, we hope to engage a discussion with participants on how best a library can help meet the increasing demand for basic scientific computing programming skills across research disciplines and how that can be an opportunity for new librarian roles.

*Facilitating the NIH Grant Process by Utilizing Linked Open Data from the Scripps VIVO Research Networking System, DANIELLE BODRERO HOGGAN*, CATHERINE DUNN1, and MICHAELLEEN TRIMARCHI2 (1Kresge Library, The Scripps Research Institute, 10550 North Torrey Pines Road, La Jolla, CA 92037; 2NCAR Library, National Center for Atmospheric Research, P.O. Box 3000, Boulder, CO 80307-3000; daniellelibrarian@gmail.com, CWasleyDunn@gmail.com, trimarch@gmail.com).

VIVO is a Research Networking System (RNS) based on open source software originally developed at Cornell. The Scripps Research Institute’s Kresge Library staff created the Scripps VIVO Scientific Profiles RNS with NIH grant support in 2009-2011 and have continued to enhance this Linked Open Data resource. Faculty can use VIVO throughout the NIH grant life cycle. At the start of a project, they can identify potential collaborators using faceted searching and browsing. When they are preparing grant proposals and submitting renewals, they can use VIVO to export biographical and publication information directly into the NIH Biosketch Word template, and use VIVO’s PubMed Papers export to create bibliographies in My NCBI. Library staff use the data generated for VIVO publication ingest to create custom collaboration network visualizations which are included in NIH training grant applications. VIVO helps faculty track compliance with the NIH Public Access Policy by maintaining a constantly updated list of publications and their PMCID numbers, which is critical both at the application stage as well as for progress reports and continued funding. We will also discuss visualizations that are enabled by VIVO metadata; for example, automated Map of Science subject visualizations, co-author network graphs, and publication trend graphs. Emerging uses of VIVO include network analyses and dashboards that are useful for institutional strategic planning, web site content feeds, tenure and promotion tools, and innovative collaborator-finding tools.

*Appeal to Peers: Data Management Testimonials, ANN HUBBLE*, CHRISTY HIGHTOWER*, and CHRISTY CALDWELL* (University Library, University of California, Santa Cruz, 1156 High Street, Santa Cruz, CA 95065; ahubble@ucsc.edu, christyh@ucsc.edu, caldwell@ucsc.edu).

Managing the building blocks and products of scholarship and research, including data created by University of California scholars, is part of the latest systemwide plan and priorities mission statement for UC Libraries.

But to date, engagement with data management is uneven among researchers and data sharing is rare. We believe that faculty are most swayed by listening to other faculty. This conclusion is supported by library literature:
“Librarians need to recognize who their potentially most effective spokespersons and advocates are, which psychological research seems to suggest is faculty talking to other faculty” (Quinn, 2013). However, there aren’t many examples we could find of short, reusable videos of researchers making the case for data management.

Therefore, we made video testimonials of several UCSC faculty making the case for data management, archiving and sharing. They represented three different academic disciplines (biomedicine, environmental sciences, and film and digital media). We selected them for their prominence in their respective and disparate fields, their passion for the topic and their ability to speak persuasively. We created our videos as sharable, modular objects that can be reused by others in multiple settings, including on websites and in the classroom. We have already shared these videos with colleagues throughout the University of California system and have used them in instruction.

From this experience, we will share how to replicate our products minus the pitfalls we experienced.

Library Role in the Campus Implementation of a System-wide Open Access Policy, MARY LINN BERGSTROM
(UC San Diego Library, 9500 Gilman Drive #0699, La Jolla, CA 92039; mlbergstrom@ucsd.edu).

The Academic Senate of the University of California (UC) adopted an Open Access Policy in July 2013 (http://osc.universityofcalifornia.edu/open-access-policy/policy-text/systemwide-senate/), ensuring that future research articles authored by faculty at the 10 UC campuses be made available to the public at no charge.

In October 2015, a Presidential Open Access Policy (http://osc.universityofcalifornia.edu/open-access-policy/policy-text/presidential/) expanded open access rights and responsibilities to all other authors who write scholarly articles while employed at UC, including non-senate researchers, lecturers, post-doctoral scholars, administrative staff, librarians, and graduate students.

With these policies, UC makes a commitment to the public accessibility of research. These initiatives support the White House Office of Science and Technology Policy (OSTP) directive requiring “each Federal Agency with over $100 million in annual conduct of research and development expenditures to develop a plan to support increased public access to results of the research funded by the Federal Government.”

The adoption of the UC OA Policies also signals to scholarly publishers that open access must be part of the scholarly publishing system.

The Library’s liaison librarians and Scholarly Communications Working Group played a pivotal role in the implementation of the Academic Senate Open Access Policy at UC San Diego. The OAP Implementation Team continues to respond to questions, monitor the functionality of the Publication Management System software, refine faculty profiles for improved precision in the software search capabilities, report statistics, and develop strategies for increased engagement and participation.

I’ll describe the background, current status, and future plans of UC OA Policies, focusing on the role and interests of the Library.

POSTERS

Creating Faculty Friendly IR Workflow with Technology Support, TIEWEI LIU (Henry Madden Library, California State University, Fresno, 5200 N. Barton Ave., M/S ML34, Fresno, CA 93740-8014; tieweil@csufresno.edu).

Many academic libraries often encounter low usage rate of the online submission forms of the Institutional Repositories created for faculty members. One important reason is that the workflow is not friendly enough to faculty. This poster introduces the efforts and developments made at the Henry Madden Library of the California State University, Fresno to simplify the submission process with the support of information technology. Script languages and macros are used to enable batch processing and automation. The principles and methods may also apply to the construction of repositories and databases of other institutions.

That Looks Familiar: Assessing Student Retention of Foundational Library Instruction, JOSEPH AUBELE (California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-1901; joseph.aubele@csulb.edu).

As academic librarians find teaching faculty increasingly supportive of librarian led instructional sessions librarians have turned their attentions to moving beyond the so-called “one-shot” session and begun focusing upon development of subsequent instruction that builds on that first meeting. But just how much of that meeting do
students retain? This poster reports on the use of an instrument that was utilized as a post-test for students enrolled in Criminal Justice (CRJU) 110, a required course for the CRJU major. The same instrument was subsequently used as a pre-test when the students returned for a library instructional session for their research methods class (CRJU 320), also required for the major. A comparison of the results led to adjustments in both the instructional methods for CRJU 110 and goals for the CRJU 320 sessions.

*Online Librarianship: Taking the Distance out of Distance Learning, LUGENE ROSEN* (Leatherby Libraries, Chapman University, 1 University Dr., Orange, CA 92866; lrosen@chapman.edu).

Connecting distance learners to library resources can be a struggle. The Leatherby Libraries at Chapman University is used by the 12,000+ Brandman University students, a majority of which will never set foot in the library. The library has two librarians to serve the Brandman population, and we have incorporated new technologies and services into instruction and outreach to meet the needs of distance learners.

To create a library experience as close to being on campus as possible, the library has purchased Camtasia software for the Brandman librarians to produce video tutorials that support the special needs of distance learners, and we have created a video tutorials repository to provide a single point of access. In addition, we created the Brandman University Library Services and Resources blog using Wordpress. Posts are made to the blog five days a week and draw attention to resources, services, videos, subject-specific information, and any current issues. In its first 15 months, the blog has received more than 4,400 views. Furthermore, the Brandman librarians use Adobe Connect meeting software for instruction. Before the beginning of each term, emails are sent to faculty, and this outreach has created a robust instruction schedule that typically offers more than 150 sessions per year delivered by the two Brandman librarians. The Leatherby Libraries also offers free document delivery service to send materials to students’ homes via next-day air. Using available technologies, the librarians can connect hundreds of students to the information they need to achieve success.