In June, the Distance Learning Division will be conducting its third annual election to select officers for its Executive Board. The officers elected will serve the Division from October 2010 through September 2011. This year, for the first time, the election will be conducted online. DL Division members will receive an e-mail ballot which must be completed within two weeks of receipt. Prior to receiving the ballot, members will also receive an e-mail announcing the election along with some biographical information on each candidate and a current DL Division membership list.

Members will be voting on candidates for the offices of Vice Chair/Chair Elect, Secretary/Treasurer, and two Member At-Large seats. The candidates for each of these offices, along with a brief biographical note, are given on right.

With the new membership year beginning in October, the Division’s current Vice Chair Judy Tribble, who serves as the Library Director of Saint Mary-of-the-Woods College in Saint Mary-of-the-Woods, IN, will assume the responsibilities as Chair. Chair Anne Haynes, Reference Librarian with the Herman B Wells Library at Indiana University in Bloomington, IN, will become the Past Chair. In addition to the candidates listed below, members will have the opportunity to vote for any write-in candidate of their choice. Each DL Division member is encouraged to participate in the election of Board officers by casting her/his ballot when it arrives.

**Vice Chair/Chair Elect**
Jason Field – Chief Operating Officer, Hancock County Public Library, Greenfield, IN

**Secretary/Treasurer**
Judith Garrison – Reference and Information Services Librarian, Helmke Library, Indiana University-Purdue University Fort Wayne, Fort Wayne, IN

**Member At-Large**
Shelley Arvin – Reference/Instruction Librarian, Cunningham Memorial Library, Indiana State University, Terre Haute, IN

James Bell – Librarian for Online Division, Harrison College, Indianapolis, IN

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The purpose of the Distance Learning Division is to promote and support the delivery of library services for distance and off-campus students and faculty in Indiana institutions, through formal and informal channels such as discussions, programs, and electronic communication, and is consistent with the purpose of the Indiana Library Federation.

Please submit article suggestions to the DLD NEWSLETTER EDITOR Shelley Arvin shelley.arvin@indstate.edu

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14th Off-Campus Library Services Conference
by Judy Tribble, Vice Chair

Two hundred sixty seven (267) people representing 181 educational institutions from 43 states, the District of Columbia, Canada, Ghana, Jamaica, and South Africa convened in Cleveland, Ohio, (home of the Roll & Roll Hall of Fame) April 28-30 for the 14th Off-Campus Library Services Conference (OCLS). The conference is sponsored by Central Michigan University and Off-Campus Programs and is held every two years. There were seven attendees from Indiana.

This year several themes emerged as “hot” topics: LibGuides, evaluation and assessment, tutorials, and embedded librarians. LibGuides, a product to produce online subject research guides sold and developed by Springshare (springshare.com), is used by almost 1350 libraries worldwide. Almost 89,000 guides have been created to date using LibGuides. San Francisco State University conducted a marketing experiment to measure the impact of online marketing of its...
LibGuides and found that direct emails were the most effective method. New Mexico State University has developed a working set of best practices to improve outreach to off-campus students. NMSU chose LibGuides as their platform because it integrates Web 2.0 technologies such as RSS feeds, IM widgets, and social networking applications. Librarians at West Chester University of Pennsylvania have found that LibGuides software “allows our subject librarians to easily repackage information and resources in multiple ways that suit different audiences.” For example, WCU used LibGuides to develop an Information Literacy Assessment page to help faculty by listing “definitions, information literacy standards, and sample rubrics and questionnaires.” The guide received 1025 hits last September through November in part due to marketing efforts (prominent location on homepage, email to faculty, and mention of the guide in a university training session on information literacy assessment for departments). In addition to sessions on LibGuides, mention was made of their use in other presentations, at coffee breaks, and during lunch and dinner.

Evaluation and assessment are recurring themes at any library conference, and several presentations addressed what individual libraries are doing to address this university-wide important concern. Texas Tech University Libraries developed pre- and post-assessment surveys that were administered in a distance library research course. Larry Nash White at East Carolina University discussed aligning assessment within the larger university environment. Such factors as technology, stakeholders, resources, and mission must all be considered. He noted that libraries in general are not determining and reporting the impact and value of the library to stakeholders and patrons. Assessment must be aligned with strategic planning and the information needs of the university.

Tutorials continue to be a popular topic at OCLS. One of the most interesting was presented by Southeastern Louisiana University where librarians have collaborated with teaching faculty to develop a library in the virtual world of Second Life. The virtual library has attracted not only student and faculty, but also guests, and has participated in campus-wide projects. Second Life is just one way to deploy the embedded librarian. Like their journalistic counterparts, embedded librarians are active within the class courseware, whether it be WebCT, Blackboard, or a locally created course management software. Not only do librarians make online library resources available that are relevant to the course work, but they are participants in discussion boards and email students and faculty within the course with timely information. Having a librarian embedded within a course helps focus students when it comes time to do research, but it also is a demand on a busy librarian’s time.

Relationships with faculty are key to making the embedded librarian concept work. At OCLS, Miami University Middletown librarians reported on their struggles and successes.

To sum up the OCLS conference experience, one comes away feeling inspired but also overwhelmed at all that could be done to support (distance) learners and faculty.

I can’t wait until the next OCLS conference in 2012. The exact dates and location are yet to be determined.

Check the OCLS conference website at https://ocls.cmich.edu/conf2010/ and sign up for the conference listserv to receive announcements about the next conference.

Join Us in Indianapolis!
This year’s Indiana Library Federation Annual Conference will be held in Indianapolis at the Indianapolis Convention Center from November 15 - 17, 2010. The conference theme is “Libraries Rock!” There will be many concurrent sessions with many of continuing education credits.

More about the OCLS Conference
No location has yet been chosen for the 15th Off-Campus Library Services Conference in 2012. As more information about this conference becomes available you will find it at http://ocls.cmich.edu/conference/

Conference History & Purpose is located at http://ocls.cmich.edu/conf2010/about.html

Presentations from the 14th OCLS Conference are now available at http://ocls.cmich.edu/conf2010/presentations.html

Presentations from the 13th OCLS Conference are available at http://ocls.cmich.edu/conference/schedule.htm
Since first attending an Off-Campus Library Services (OCLS) Conference in Cincinnati in 2002, I have appreciated the social aspects of this biennial conference. The conference usually opens on Wednesday evening with a reception involving food, music, and informal mixing with attendees. This is a great place to visit with old friends and make new acquaintances. Frequently the conference planners incorporate local cuisine and music into this opening reception. For instance, the 2004 OCLS Conference held in Scottsdale, Arizona, began with a chuck-wagon barbeque and country-western music, and the evening concluded with campfires. Like many participants, I have sometimes found myself going out for dinner following the reception with new friends that I’ve made during the reception, thus extending the socializing even more.

Throughout the conference itself there are many other opportunities to visit and network. The ideas developed in conference sessions frequently result in spontaneous discussions among participants after a presentation. Also, it is not unusual to see people in small groups chatting in the hallways between conference sessions. The large round tables used during the conference meals combined with unassigned seating arrangements help to encourage conferees to meet and talk with new people. Many ideas and best practices are exchanged in this way as well.

One of the most successful social traditions of the conference in recent years as been the Thursday night dine-outs. Attendees may voluntarily sign up for one of several small groups, each of which visits a local restaurant within walking distance of the conference hotel. This past year, I participated in a group hosted by Jule Kind, Director of Off-Campus Library Services at Indiana Wesleyan University (IWU). In addition to Jule, a librarian from Palm Beach Atlantic University, and myself, the group involved four librarians from Jule’s IWU staff, including Sarah Crume, a new DL Division member. Together we enjoyed visiting and eating together at the Water Street Grill, located at the corner of W. 9th Street and Johnson Court in Cleveland’s Warehouse District.

Finally, the conference planners frequently offer some opportunities for socializing beyond the conference itself for those who are able to stay over for a day or two. Sometimes these include tours of area libraries or museums, shopping trips, or taking in a local sporting event. Among the offerings at this year’s conference were tours of the Cleveland Browns Stadium and the Rock and Roll Hall of Fame. On Friday evening after the conference concluded, a number traveled over to Progressive Field to watch the Cleveland Indians play the Minnesota Twins, regrettably losing 3-9.

I would never suggest that one should decide to attend a professional conference on the basis of the social opportunities it provides, but those offered by the OCLS Conference have certainly helped to enrich the total experience for me in the years I’ve been attending.

Are You a Member?

If you are reading this newsletter, chances are you are either a member of the Distance Learning Division, you are a potential member, or you think you are a member but your ILF membership has lapsed. If necessary, we encourage you to join the ILF Distance Learning Division right now.

The membership year begins October 1. There is no additional fee to be a member of the Distance Learning Division. Simply check the DLD box.

DLINDIANA-L Listserv

One way to remain inspired is to communicate with other Indiana librarians on the DLINDIANA-L listserv. You can subscribe to this listserv by sending an email to listserv@indiana.edu

Leave the subject line blank, and type the message:

subscribe dlindiana-l <your full name>

ALA Annual Conference Presentations

The American Library Association 2010 Annual Conference of June 24-29, 2010, includes several presentations on distance learning.

http://www.ala.org/ala/conferencesevents/upcoming/annual/

The Open Access Debate: a Conversation Saturday, June 26, 1:30 p.m. - 3:30 p.m.

Virtually Embedded in Second Life Sunday, June 27, 10:30 a.m. - 12:00 p.m.

Library Instruction Live! Reaching Distance Students in Real Time Sunday, June 27, 10:30 a.m. - 12:00 p.m.
Distance Learning around Indiana
Distance learning varies from institution to institution and library to library with different tools and levels of support available. This new series describes the variety of distance learning efforts that occur within libraries in our state.

Saint Mary-of-the-Woods College
by Judy Tribble, Library Director

Saint Mary-of-the-Woods College, near Terre Haute, Indiana, has 950 full time equivalency students. Of these only 300 attend class on campus on a regular basis. That leaves 650 FTE students who are distance learners. Distance students may be male or female, while the campus-based students are female only.

Most of the distance students are undergraduates who primarily take courses online. Occasionally a distance student may take a Saturday day-long class on campus if s/he prefers that experience. Our largest distance undergraduate major is education so students occasionally come to campus to meet with their field supervisors.

All users of the Rooney Library website have access to a Captivate video on the home page that explains briefly how to search the online catalog and a popular EBSCO database. We chose to demonstrate an EBSCO database since most of our databases are provided by this vendor.

Distance undergraduates who have never attended college or who have not attended college in a number of years are required to take a 3-hour course, Life/Learning Skills, during their first semester. There are ten units in the course with an emphasis on reading and writing. Students read a short book, a couple of short stories, a Newsweek opinion piece and, in turn, respond to what they have read by summarizing and reviewing these materials as well as writing their own opinion essay with references to at least two outside sources, one of which must be from a library database. This assignment is the capstone of the course.

One unit is devoted to the library and its databases. Students are informed about the differences between an Internet site and a library database and between a popular periodical and a scholarly journal. Students are then instructed to find a popular article and a scholarly article on the same topic in an EBSCO database. They are asked to format each citation using MLA format.

Several instructors teach the ID 105 course described above, and one of these is the library director. In the last unit, students summarize their experience with the course, and many mention their appreciation of learning about library databases. Students also admit that they really don't know how to do research but recognize that this is something they will learn over the course of their college careers. Many students take the introductory English composition course with ID 105 so that the two courses reinforce each other.

Because there is only one professional librarian—the director at Saint Mary-of-the-Woods College Library—there are severe limitations for doing more for undergraduate library instruction. Some instructors require use of the library materials, and at this point, students contact the library to ask for assistance. The library Web site is linked to each Desire to Learn (online course management system) course.

Our six masters programs require a residency of several days on campus each semester. When a new cohort begins, the librarian conducts the traditional "one shot" demonstration in a campus computer lab. The primary goal of the session is to let the students know that the librarian wants to be of service to them in their research.

By far the largest amount of staff time is spent with our relatively few graduate students in the art and music therapy programs. These students use PsycINFO and MEDLINE to find information about disorders and treatment options. Because the library cannot afford to supply many online journals, there are hundreds of requests for the full text of articles each semester. A few of the articles are owned in the library's print collection, but most are requested via interlibrary loan or purchased on a "per article" basis from Elsevier, Wiley, and other publishers. The library's collection development policy states that it will acquire what students will actually use "just in time" rather than "just in case." Articles are e-mailed as PDF files to students. Books are obtained via interlibrary loan or purchased, sometimes on a "rush" basis, from Amazon if the imprints are recent.

Indiana Library Federation
www.ilfonline.org

You may renew your membership online — it’s quick and convenient. If you know someone who is not a member, a first-time membership is only $40. Please help build the ILF membership.

ILF's Mission
To promote all libraries in Indiana and to foster the professional growth of its members.