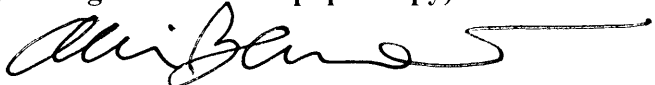# UNIVERSITY-WIDE RESEARCH GRANTS FOR LIBRARIANS

COVER SHEET

NOTE: Grant proposals are confidential until funding decisions are made.

INSTRUCTIONS: The applicant(s) must submit two (2) copies of their application packet. The application packet consists of the Cover Sheet and the Proposal. Applicants send 1 (one) printed copy of their application packet, with signatures, to the Chair of the divisional research committee, who forwards the packet to the Chair of the university-wide Research and Professional Development Committee. Applicants send the second copy of their application packet as an email attachment to the Chair of the divisional research committee who forwards it on to the Chair of the university-wide Research and Professional Development Committee.

Date of Application: December 18, 2012
Title of Proposal/Project: North Campus Research Community Study: Phase II
Expected Length of Project : 1 year
Total Funds Requested from LAUC University-Wide Research Funds: $9,708.80

Primary Applicant
   Your Name (include your signature on the paper copy):
   Allison Benedetti
 	
   Academic Rank and Working Title: Associate Librarian –
Librarian for Advanced Research and Engagement
 	
   Bargaining Unit Member/Non-Member: Member
 	
   Campus Surface Mail Address: A1540 Charles E. Young Research Library, Box 951575, UCLA
 	
   Telephone and Email Address: 310-206-8746; abenedetti@library.ucla.edu
 	
   URL for home campus directory (will be used for link on LAUC University-Wide Funded Research Grants web page):

Co-Applicant(s)   **Name: Marta Brunner, Jennifer Osorio, Zoe Borovsky**

Academic Rank and Working Title: Librarian

Bargaining Unit Member/Non-Member:Brunner (non-member), Osorio (member), Borovsky (member)
Campus Surface Mail Address: same as above

Telephone and Email Address: martab@library.ucla.edu, josoriok@library.ucla.edu, zoe@library.ucla.edu

Proposal Abstract (not to exceed 250 words):
The UCLA Charles E. Young Research Library recently underwent a multi-million dollar renovation introducing radically new spaces – such as a digital research commons, dedicated reading room, state-of-the-art conference center, and café. This renovation project drove systemic change throughout the library organization, necessitating new staffing patterns and services.

Throughout the 2011-2012 academic year the new spaces and services were put to the test. Predictably, some major challenges emerged, including significant divergence between intended use and actual use of spaces, slow uptake on the part of target users, staffing challenges, and so on. Confronted with these issues, we began to ask questions related to user needs that we did not have the appropriate information to answer. And rather than trying to solve each of the problems reactively, we conceived of the North Campus Research Community Study to assess the strengths and weakness of the newly configured spaces holistically in light of demonstrated and anticipated advanced research needs for the humanities and social sciences. We seek to shape our services and the building's environment to accommodate and encourage this population to use and feel ownership of the Research Library.

We are proposing a multi-phased study to learn more about user needs and behaviors. This study will include an online questionnaire, faculty interviews, observation of user behavior, and focus groups with graduate students. Phase II will be the graduate student focus groups, for which we are seeking funding.

Does the proposal require any of the following:

Use of UC Library facilities or other site(s) requiring prior approval (Yes/No):
   NO
If yes, include signature and position of person authorized to permit use of facilities on paper copy of application:

Release time (Yes/No): NO
If yes, include signature(s) of person(s) authorized to approve release time on paper copy of application:

Use of Human Subjects (Yes/No): YES
If yes, attach appropriate university form to paper application form. The process of obtaining IRB approval or a determination of exemption from subject protection regulations does not have to be completed prior to submitting your grant proposal. However, the grant cannot be awarded without evidence that the approval or exemption has been obtained.

List any previous grant proposals (divisional and university-wide) from this program that have been awarded to the primary applicant or co-applicants by title. Include date of completion and amount funded: LAUC-LA mini grant – Marta Brunner, Nov 2012 for preliminary transcription costs.

Budget Summary
Total amount requested from LAUC statewide research funds: $9,708.80
Total amount requested from LAUC divisional research funds:

Other funding obtained or expected (amount and source):

Fiscal Year of Application (fiscal year that funding begins): FY14
New Project (Yes/No):
Supplemental Funding (Yes/No):

Salaries: Student Assistant - $398.80
        Graduate Student for reference coverage - $1610

Total Salaries: $2,008.80

Supplies: Supplies for focus groups: $400
        Incentives: $1,000
        Advertising materials: $350

Total Supplies: $1,750

Travel: none

Total Travel: $0

Other Expenses: Transcription - $5,250
        Statistical data processing - $700

Total Other Expenses:

Total State-Wide Research Funds Requested: $9,708.80

Revised 9/2006 bhg

"North Campus Research Community Study: An Assessment of Needs and Practices"

Research Need and Purpose:

To better understand our users in order to focus UCLA Library outreach efforts to North Campus (humanities and social sciences) researchers more effectively. Other universities across the country are grappling with similar issues in regards to support of graduate students and changing research needs. We intend to share our findings broadly and engage in discussions to shape the role of librarians and libraries in the research landscape.

Desired Outcomes:
A. Expand and strengthen our scholarly user community
B. Identify opportunities for improvement of Research Library spaces and services
C. Contribute to the national discussion of the evolution of research and the library's place within it.

What We Need to Know:
1. How does research get done by various constituents on North Campus?
2. Who uses the Research Library, when and why do they visit, and/how do they make use of the resources that the Library currently provides?
3. Who doesn't use the Research Library but would benefit from our spaces/services? Why don't they use the Research Library? How else are they getting their research needs met?
4. What needs are not being met?

Study Team Members:
Allison Benedetti, Librarian for Advanced Research and Engagement (bargaining unit)
Zoe Borovsky, Librarian for Digital Research and Scholarship (bargaining unit)
Marta Brunner, Head, Collections, Research and Instructional Services (*not in bargaining unit*)
Jennifer Osorio, Humanities and Social Sciences Team Leader (bargaining unit)

Background:

The UCLA Charles E. Young Research Library recently underwent a multi-million dollar renovation introducing radically new spaces – such as a digital research commons, dedicated reading room, state-of-the-art conference center, and café. This renovation project drove systemic change throughout the library organization, necessitating new staffing patterns and services. Whole departments were physically relocated to repurpose spaces within the library, new positions were created to address emerging needs, and services were reworked to accommodate new library users and their needs. The new spaces opened to the public at the beginning of the Fall Quarter in late September 2011.

Throughout the 2011-2012 academic year the new spaces and services were put to the test. Predictably, some major challenges emerged, including significant divergence between intended use and actual use of spaces, slow uptake on the part of target users, staffing challenges, and so on. We have heard anecdotal reports that many North Campus graduate students feel overwhelmed and displaced by undergraduates using the Research Library since the renovations. Confronted with these issues, we began to ask questions related to user needs and realized that we did not have the appropriate information needed to answer. Rather than trying to solve each of these problems separately and reactively, we conceived of the North Campus Research Community Study to assess the strengths and weakness of the newly configured spaces holistically in light of demonstrated and anticipated advanced research needs for the humanities and social sciences. Through this study we intend to shape our services and the building's environment to accommodate and encourage this population to use and share ownership of the Research Library.

Given the increasing challenges of libraries to remain relevant as digital resources expand, budgets shrink, and research habits change, information about behaviors and differences between disciplines and user communities is extremely valuable. With a more nuanced and comprehensive understanding of the Library's users and their specific research needs, we will be able to better tailor services and programs to support their research. We will also be able to better identify strategic partners for collaborations.

Furthermore, the methodologies used in this analysis and funded by this award will demonstrate textual analysis tools and statistical software that may be unfamiliar to many librarians, but will likely become increasingly relevant to their work. The librarians with this project will become advocates and resources for others interested in similar efforts, and will help teach colleagues and set an example for new working methods.

A literature review has revealed few published studies examining the research needs and behaviors of graduate students in the humanities and social sciences specifically, although there are several about information-seeking behaviors. Additionally, we have learned through informal conversations that other institutions are embarking on or are in the middle of related projects, but have not yet published the results. In general, the focus of these projects differs slightly from what we are proposing (either the subject scope is broader or there is greater emphasis on undergraduates.) Our study would both add to the local knowledge at UCLA as we plan for a changing and complex future, and also provide information for other university and research libraries with similar user populations.

Literature Review:

The available literature on the subject of graduate student research behaviors clearly shows how a one-size fits all approach does not work. Different disciplines have different needs and practices. And indeed institutional culture may also play a role in behaviors and methods.

In a recent white paper, a team of researchers at Columbia University and Cornell University (part of 2CUL) discussed their findings related to support humanities doctoral students at both institutions. Their study aim was to identify areas where the library might support these students and potentially shorten the time to completion for their degrees. Through focus groups and interviews with students, the team identified several areas where the library could play a role: provide space; foster community; provide access to research collections; provide expertise in research skills, information management, and teaching; develop their scholarly identity. Their study also acknowledged that there were diverse needs and preferences in different disciplines.

A 2005 article by Andy Barrett in the *Journal of Academic Librarianship* discussed about the information seeking habits of graduate students in the humanities. Through interviews with 10 students, the author learned that most rely heavily on their research supervisors to develop their projects and that the time pressure for program completion for these disciplines was quite acute.

A 2006 article by George, Bright, Hulbert, et.al. in *Information Research* also identified similar patterns in the information-seeking behavior of graduate students, that they start with their professors, then move to colleagues/other students, and after that consult library professionals. This is relevant to our questions; however the focus of this article is more about looking for information than about research environment and support needs.

Also from 2006, an article by Jankowska, Hertel, and Young in *Libraries and the Academy* discusses how in many cases graduate students do not spend much time in the physical library, so electronic access becomes critically important, as well as alternative methods for getting assistance. They also note that many graduate students prefer quiet study spaces and carrels, though some do want to work in groups.

In a survey at the University of Notre Dame, conducted in 2008, librarians sought to assess how the library was meeting graduate students research needs, focusing on information seeking behaviors and their satisfaction with the resources available. Respondents were primarily from the sciences and humanities. (Kayongo and Helm, *Reference and User Services Quarterly*, 2010) Similar to the other articles, this offers information about how students are finding information, but not about their methodologies and approaches to research outputs and products, or what resources are needed to support those.

The report "Researchers of Tomorrow" released in June 2012 by the British Library and the Joint Information Systems Committee presented the results of a 3-year study of the information-seeking practices and behaviors 17,000 UK doctoral students at 70 different institutions. Their results indicate heavy reliance on secondary sources, confusion about Open Access, and difficulty finding relevant resources. They conclude that these students are not fully embracing the opportunities offered by digital resources and tools and that this raises questions about current research training methods and support.

Methodology:

We intend to conduct this study in two phases, and are only seeking LAUC funding for the second phase. The first phase, which began in October 2012, involves three types of assessment: interviews, observations, and a questionnaire. We have begun conducting interviews with North Campus faculty members who advise and train graduate students to do research. These interviews will help to provide information to about the types and manner of support being provided in departments and show where librarians might be of assistance or develop complementary services or programs. At the same time, the research team is conducting passive observation of public behavior in library spaces to document the types of activities occurring and at what times. Finally, the study will also utilize a questionnaire aimed at users of the Charles E. Young Research Library, but also potential users in the North Campus disciplines who may not come to the library building.

The study team seeks LAUC funding for the second phase beginning in August 2013. Having presented our findings at ACRL in April, we plan to incorporate feedback from our colleagues and expand our study to conduct interviews or focus groups with graduate students to learn more about their habits and needs.

Timeline for Completion:

Phase I (*not funded by LAUC*):

- Observation, questionnaire, faculty interviews: October 2012 – February 2013
- *Results presented at ACRL conference April 2013*

Phase II:

- Graduate student focus group and interviews: August 2013 – December 2013
- Additional faculty interviews: August 2013 – December 2013
- Transcription: October 2013 – January 2014
- Analysis and report writing: February – June 2014

Phase I:

Faculty video interviews: Begin November 2012

For the first phase of this study, we are recruiting 10 UCLA faculty members from departments in the humanities and social sciences to interview. We utilized publicly available information about their areas of responsibility to identify potential candidates who train and advise graduate students in the research process. We sent the potential subjects email messages outlining our research study and asking for their participation. We hope to find willing faculty who will see the benefit of participation without requiring the use of incentives.

Pairs of research team members conduct individual interviews with the faculty members. The interviews are video recorded and held in a location that is private and comfortable for the subject (their office, an office in the library, or a closed conference room). The faculty members are asked to talk about how they train and advise graduate students to do research. Research team members explain and emphasize that they are not there to critique research methods or processes, but to gain a better understanding of the type of training and practices being utilized. The interviews are single sessions and approximately 30-45 minutes in length. The recordings will be transcribed to allow for textual and other types of analysis using a variety of digital and statistical tools. We hope to identify themes and patterns, as well as have the opportunity to become more versed in the tools themselves, thus placing ourselves in a better position to collaborate with researchers in the future.

Questionnaire: open November-December 2012

Libraries frequently have difficulty achieving high response rates to surveys, sometimes causing criticism of the accuracy and utility of the data. In an effort to minimize this problem, the research team distributed the questionnaire in a variety of settings and through multiple methods. We utilized email distribution lists through academic departments and their librarian subject liaisons as well as other campus centers' email lists. In addition, because our focus is primarily graduate students, we sought locations where these students spend time in order to distribute the questionnaire there, such as cafes, departmental reading rooms, and other lounges. As an incentive, participants will be entered in a drawing to win a gift card; entry will be separate from the questionnaire response system to maintain confidentiality.

Subjects complete an online questionnaire with a variety of question types, including multiple choice, rating, and short answer. The online questionnaire is anonymous, but asks for some demographic data to categorize and give context to responses (subject area and enrollment level/user category). The questionnaire was administered once and takes approximately 15-20 minutes to complete. *(Note: The questionnaire was open for six weeks in November and December 2012.)*

Observation: beginning October 2012

Library staff and project interns observe subjects utilizing different library spaces and document the types of activities occurring, the times of day, number of patrons, etc. This observation and documentation has taken place over an extended period – during the fall and winter quarters, when library usage is traditionally at its peak. Researchers utilize floor plans to note locations of behaviors as well as write narrative observations. Subjects are not informed of the research so as not to bias their behaviors. Personal information is not recorded and as this is a public setting, the types of behavior recorded do not adversely affect privacy.

Phase II:

Graduate student interviews and/or focus groups:

Phase II would commence during the 2013-2014 academic year. Based on the findings from Phase I (observation, faculty interviews, and questionnaire), the research team will utilize different types of supplementary assessment methods, such as interviews or focus groups to further explore the needs of graduate student library patrons. We aim to interview approximately 30-40 students in small groups or individually, up to 15 hours of recording. We will ask how they learned to do research, where they work/study, how they interact with fellow students and faculty, and where they need support. Transcripts will serve as a more secure means of data storage and will allow personal, identifying information to be removed. Having transcripts will also enable us to code the interviews and to run textual analysis to find trends and associated themes, as well as locate and accurately cite examples for use in reports and other documentation.

Graduate student subjects for interviews will be recruited via similar means to the questionnaire distribution (emails, signs and tables in departments, lounges, reading rooms, etc.). There will also be an option to sign up or be contacted for future studies at the end of the questionnaire itself – through a separate form, such that the data remains separated from the name of the participant indicating interest in further participation. Small incentives (gift cards with a value of $20) will be offered to those who participate in the interviews or focus groups, but they would be nothing substantial enough to bias responses.

Other budget items include funding for a student assistant to operate the video camera during the focus groups so that the research team can concentrate on group dynamics and questions. We also have included 10-12 hours per week for an Information Studies graduate student to

cover reference hours during 1 quarter, which will enable the research team members to have time to complete this project.

Additional faculty interviews:

In Phase I, we only interviewed 10 faculty members, in part because of limited capacity and in part due to limited resources to pay for transcription. We recognize that this does not give a complete picture of research training and support needs for the diversity within the humanities and social sciences. Additional funding through a LAUC grant could allow us to add to the body of knowledge with further faculty interviews to supplement Phase I data. Depending on resources awarded and staff commitments, additional faculty interviews would be in the range of 10-20 subjects, again for 30-45 minutes.

Observation:

We may continue to do observation in Phase II, especially if we test out new programs or services in the coming months.

Analysis:

In order to do more advanced data analysis of the survey results than Survey Monkey is capable of, we are seeking funding to work with a consultant at the UCLA Statistical Consulting Group to format the data for import into SPSS or STATA. At least one member of the research team will be taking training in SPSS in order to work with the data after import and getting support and guidance from the statistical consultant, as well as the Social Science Data Archives librarian.

The research data that we are collecting is a unique opportunity to apply advanced data analysis methods to real data. While we are able to create simple charts and graphs with the data and our current set of skills, Excel and Survey Monkey do not allow for multi-variable connections and correlations and the data as directly exported from Survey Monkey will need some programming to enable the type of analysis we are interested in. The expertise of statistician/data programmer will save us valuable time and help to identify areas of improvement for future studies.

The skills that we acquire and solidify through this process will enable the members of the research team to demonstrate the skills and tools to colleagues, to present our data in a more sophisticated manner, and to serve as advocates for continued investment and usage of these research methods. Staff with this knowledge will be positioned to be more involved with campus research as library roles and responsibilities evolve.

Budget:

Execution of Phase I without additional funding or support highlighted the challenges associated with this type of research. We negotiated for a limited amount of discretionary money to pay for survey advertising and the $50 prize and so far we have asked LAUC-LA for start-up money to begin transcription, as well as assist with travel to ACRL for the presentation. However, all four team members have full workloads and finding adequate time to devote to this project became increasingly difficult. It is for this reason that we are requesting funding for a student to cover reference hours, in an effort to free some additional time. We also ran into technical challenges because we were unfamiliar with the recording equipment, thus the request to fund a student for that purpose. Unfortunately, the UCLA Library budget does not include available funds to support this project. The renovation funding was for building only and while the administration does support assessment, the scope of this project exceeds normal tools and methods. Additionally, line items like incentives and transcription are not part of the Library's operating budget allocations. If this pilot and the methods utilized are demonstrated to be successful, it is our hope that we can make a case to administration for future funding, but on a more limited scale.

Item	Projected Cost
Transcription services (~$150/hour – 35 hours)*	$5,250
Recruitment advertising (bookmarks, flyers, etc.)	$350
Focus group incentives ($20 gift cards)	$1,000
Supplies, refreshments, etc. for focus groups	$400
Student assistant to operate video camera (40 hours)	$398.80
Graduate student assistant to cover reference hours (10-12 hours/week for 1 quarter)	$1,610
Statistical data processing	$700
TOTAL	**$9,708.80**

* This estimate was based on information from the Oral History department at the UCLA Library where staff regularly contract outside transcription services. Their vendors range from $100 (lower quality) to $175 (highest quality). Total hours (35) are 15 for graduate students (focus groups and/or interviews) and 20 for faculty interviews.

Dissemination of results:

We have already been in contact with colleagues at other institutions who are interested in the project. We will present preliminary findings at the 2013 ACRL conference in Indianapolis, for which our paper session proposal has already been accepted. At the conference we plan to meet with others working in this area and strategize about future directions. After completion of Phase II of the project, including analysis, we will write an expanded article for submission to a relevant library journal. We will also pursue additional presentations, possibly at the Library

Assessment Conference, which occurs every two years, or again at ACRL in 2015. We would also communicate our findings with colleagues at UCLA so that they can use the information to shape their own initiatives and priorities. In addition, because the renovation only encompassed two floors of the building, our findings may also inform decisions when the other floors are addressed in the future. We have already held one informal, brown bag session to talk about the beginning of this project and we will continue to use this method to share not just our results, but also to discuss changes we decide to implement based on those findings. Our goal is to foster a research environment in the research library, one in which librarians are active partners acting as advocates and partners for UCLA researchers, as well as participating in the national discussion of the future of libraries.

University of California Los Angeles
11000 Kinross Avenue, Suite 211
Los Angeles, CA 90095-1694

http://ohrpp.research.ucla.edu
GC-IRB: (310) 825-7122
M-IRB: (310) 825-5344

EXEMPTION CERTIFICATION

DATE:	10/2/2012
TO:	MARTA BRUNNER GENERAL LIBRARY
FROM:	WENDY BRUNT Exemptions Administrator
RE:	IRB#12-001449 North Campus Research Community Study: An Assessment of Needs and Practices

The UCLA Institutional Review Board (UCLA IRB) has determined that the above-referenced study meets the criteria for an exemption from IRB review. The UCLA IRB's Federalwide Assurance (FWA) with Department of Health and Human Services is FWA00004642.

Any modifications to the research procedures must be submitted to the OHRPP for prospective review and certification of exemption prior to implementation. The project must be renewed by the expiration date if work is to continue.

Submission and Review Information:

Certification Date	10/2/2012
Expiration Date	10/1/2017

Specific Conditions for Exemption

-- This Approval Notice is for the qualitative interviews with faculty, the online questionnaire, and the library observations only. The interview/focus group protocol and consent and recruitment materials for the graduate student interviews/focus groups must be reviewed and approved by the IRB prior to the initiation of the graduate student interviews/focus groups. These materials should be submitted to the IRB as an amendment.

Regulatory Determinations

-- This research has been certified as exempt from IRB review per 45 CFR 46.101, category 2.

Documents Reviewed included, but were not limited to:

Document Name	Document Version #
12-001449 Faculty interview consent form.pdf.pdf	0.01
12-001449 Questionnaire consent page.pdf.pdf	0.01
12-001449 Faculty interview recruitment 09-18-12.pdf.pdf	0.01
12-001449 Questionnaire recruitment text.pdf.pdf	0.01

General Conditions of Approval

As indicated in the PI Assurances as part of the IRB requirements for approval, the PI has ultimate responsibility for the conduct of the study, the ethical performance of the project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the IRB.

The PI and study team will comply with all UCLA policies and procedures, as well as with all applicable Federal, State, and local laws regarding the protection of human subjects in research, including, but not limited to, the following:

- Ensuring that the personnel performing the project are qualified, appropriately trained, and will adhere to the provisions of the approved protocol,
- Implementing no changes in the approved protocol or consent process or documents without prior IRB approval (except in an emergency, if necessary to safeguard the well-being of human subjects and then notifying the IRB as soon as possible afterwards),
- Obtaining the legally effective informed consent from human subjects of their legally responsible representative, and using only the currently approved consent process and stamped consent documents, as appropriate, with human subjects,
- Reporting serious or unexpected adverse events as well as protocol violations or other incidents related to the protocol to the IRB according to the OHRPP reporting requirements.
- Assuring that adequate resources to protect research participants (i.e., personnel, funding, time, equipment and space) are in place before implementing the research project, and that the research will stop if adequate resources become unavailable.
- Arranging for a co-investigator to assume direct responsibility of the study if the PI will be unavailable to direct this research personally, for example, when on sabbatical leave or vacation or other absences. Either this person is named as co-investigator in this application, or advising IRB via webIRB in advance of such arrangements.

Allison R. Benedetti

UCLA Library
A1540 Charles E. Young Research Library, Box 951575 ● Los Angeles, CA 90095-1575
(310) 206-8746 ● abenedetti@library.ucla.edu

PROFESSIONAL EXPERIENCE

UCLA Library, Los Angeles, CA   March 2012 – Present
Librarian for Advanced Research and Engagement

Society of Architectural Historians, Chicago, IL   September 2011 – January 2012
SAHARA Project Director

Harvard Graduate School of Design, Cambridge, MA   August 2010 – August 2011
Project Librarian, Frances Loeb Library and SAHARA (Society of Architectural Historians
Architecture Resources Archive)

Massachusetts Institute of Technology, Cambridge MA   July 2008 – August 2010
Project Librarian, Rotch Library of Architecture and Planning and SAHARA

Harvard Business School, Allston, MA   June 2007 – June 2008
Centennial Assistant, Baker Library, Historical Collections

Rotch Library of Architecture and Planning, MIT, Cambridge, MA
Reference Librarian (temporary)   June – October 2007
Library Assistant   November 2006 –June 2007

National Gallery of Art, Washington, D.C.
Program Assistant for Lectures   December 2002–August 2006

EDUCATION

Simmons College, Boston, MA
Master of Science in Library and Information Science (2008)
Coursework: History of the Book, Preservation Management, Rare Books and Special
Collections, Art Documentation, Cataloging, Reference, Management, Archival Methods

Georgetown University, Washington, D.C.
Bachelor of Science in Languages, cum laude (2000)
College of Arts and Sciences/ Faculty of Languages and Linguistics

Major: Spanish Language; Minor: Studio Art

La Facultad Latinoamericana de Ciencias Sociales/La Universidad de Buenos Aires,
Buenos Aires, Argentina   (Georgetown University Study Abroad Program)

Additional Education and Training:
Harvard Extension School, Cambridge, MA
Coursework: Financial Accounting Principles, Spring 2011

Corcoran College of Art and Design, Washington, D.C.
Coursework: Photoshop II, Introduction to Interior Design Studio

Difficult Conversations – Center for Workplace Development, Harvard University
Power, Influence and Negotiation – Center for Workplace Development, Harvard University
Overview of the History of Western Art – National Gallery of Art
Proofreading - USDA Graduate School

OTHER EXPERIENCE
Harvard University Art Museums, Cambridge, MA
Archival Internship   Spring 2007

Trout Unlimited, Arlington, VA   June 2000–December 2002
Resources Coordinator

PROFESSIONAL AFFILIATIONS
ALA, Member ● ACRL, Member ● ARLIS/NA, Member
Special Events Coordinator for 2010 ARLIS/NA Annual Conference
ARLIS/NE Chapter, Treasurer, January 2010 – December 2011
SLA@Simmons (Student chapter of SLA), Treasurer, July 2007– May 2008

PRESENTATIONS and PUBLICATIONS
"Collectivism, Collaboration and Curation: the SAHARA Model of Digital Humanities" –
ARLIS/NA Annual Conference – March 2012
"Architectural Historians and Digital Humanities: Trailblazing for Scholarly Societies" –
HASTAC 2011 Conference – December 2011
"SAHARA: Innovation, Experimentation, and Collaboration for Digital Image Scholarship."
Visual Resources Association Bulletin, Summer 2010

"Saving our Cultural Heritage: New Efforts to Preserve CAD Models" – ARLIS/NA Annual Conference – April 2010
"New Models of Collection Building: SAHARA and the Architecture Library Community" – AASL Annual Conference – March 2010

TECHNICAL PROFICIENCIES

Platforms: MS Windows and Mac OS

Tools: MS Office Suite, Photoshop, Illustrator, Dreamweaver, Wordpress, Access, Filemaker Pro, Aleph, XMetal, ARTstor, EBSCO, Proquest, wikis, LibGuides, RefWorks, Zotero, ArcGIS (basic)

Languages & Standards: HTML & CSS (basic), XML, LC, AACR2 and LCSH (basic)

LANGUAGES

Spanish and Italian (Advanced-Intermediate)

MARTA L. BRUNNER

UCLA Charles E. Young Research Library
A1540 YRL, Box 951575
Los Angeles, CA 90095-1575
310-825-1249
martab@library.ucla.edu

EDUCATION
Ph.D. University of California, Santa Cruz, June 2005; History of Consciousness, with parenthetical notation in Literature
Dissertation: "'Faith' in Social Change: Three Case Studies from American Social Movement History, 1890-1940." Dissertation Advisor: Gary Lease.
M.A. University of Arizona, May 2000; English, GPA 4.0
B.A. Goshen College, 1989; GPA 3.94; Major in English, Minor in TESOL

Library Education
Harvard Leadership Institute for Academic Librarians, accepted to 2012 cohort
"Books of the Far West," California Rare Book School, August 2009

LIBRARY EXPERIENCE
Head of Collections, Research, and Instructional Services, Charles E. Young Research Library, University of California, Los Angeles, December 2009 to present.
Research Consultant, "Scholarly Engagement with Hidden Special Collections and Archives" Project, Council on Library and Information Resources, 2009-2010.
Librarian for Digital Humanities, English/American Literature and Comparative Literature, U.S./U.K. History and the History of Science, Charles E. Young Research Library, University of California, Los Angeles, August 2007 to present.
Council on Library and Information Resources Postdoctoral Fellow in Scholarly Information Resources, Charles E. Young Research Library, University of California, Los Angeles, September 2006 to July 2007.
Lead Bookstacks Assistant, Joseph Regenstein Library, University of Chicago, March 2004-August 2006.

ACADEMIC TEACHING EXPERIENCE
Roosevelt University:
Instructor, History 327/427, "Working Men and Working Women in American History, 1840-Present." Summer 2004.

University of California, Santa Cruz:
Instructor, History 7, "Religion and Culture in Colonial American History: Missionary Encounters." Summer 2003.
Teaching Assistant, American Studies 1, "America and Americans." Spring 2003.
Instructor, Writing 1, "The Rhetoric of Humor." Winter 2003.

Teaching Assistant, History of Consciousness 80E, "Myth and Religion." Fall 2002.
Guest Lecturer, "Ghost Dance Messiah in the New York Times," HISC80B. April 17, 2002.
Teaching Assistant, History of Consciousness 80B, "Constructions of the Exotic." Spring 2002.
Teaching Assistant, History of Consciousness 80L, "Will the Real Jesus Please Stand Up?" Winter 2002.
Instructor, Writing 1, "The Rhetoric of Satire." Fall 2001.
Teaching Assistant, Art History 80J, "Pagan to Early Christian Religious Iconography." Winter 2001.

University of Arizona:
Instructor, English 102, "First-Year Composition." Spring 2000.
Instructor, English 101, "First-Year Composition." Fall 1999.
Guest Lecturer, "John Winthrop and Theocracy in New England," English 207, Sept. 8, 1998.
Composition Tutor, New Start Program, Summer 1998.

Other Teaching Experience:
Early Academic Outreach Program, SAT Verbal Prep Course, San Jose State University, Spring 2001.
English Language Instructor, IELI/AUAP, Western Washington University, 1994-1995.
English Language Instructor, American Club (Japan), 1993-1994.
Private Tutor of English, Sapporo, Japan, 1993-1994.
Senior Instructor and Curriculum Project Assistant, ELS Language Center (Seattle), 1990-1993.
ESL Teacher Intern, ELS Language Center (Indianapolis), 1989 summer.

PUBLICATIONS
Articles:
"A Series of Fortunate Events: Becoming an Academic Librarian." *CMW Journal* Vol. 2, No. 2. March 15, 2010. http://www.mennonitewriting.org/journal/2/2/.
"Ph.D. Holders in the Academic Library: The CLIR Postdoctoral Fellowship Program." In *The Expert Library: Staffing, Sustaining, and Advancing the Academic Library in the 21st Century*. Ed. Scott Walter, and Karen Williams. Chicago, IL: Association of College and Research Libraries. 2010. Also available at http://repositories.cdlib.org/uclalib/pubs/clirpostdoc/.
"The Most Hopeless of Deaths . . . Is the Death of Faith": Messianic Faith in the Racial Politics of W. E. B. Du Bois." In *Re-cognizing Du Bois in the Twenty-first Century*. Ed. Mary Keller and Charles Fontenot. Macon, GA: Mercer University Press, 2007.

Poetry:
"While Discussing Kimchee." *International Haiku Contest 1994 in Commemoration of the 300th Anniversary of Matsuo Basho*. Tokyo, Japan: Haiku International Association, 1994. 29.
"Warren Dunes in November." *A Whistle Over the Water: A Broadside Sampler*. Ed. Carmen Horst and Wanda Kraybill. Goshen, Indiana: Pinchpenny Press, 1994. 70.
"Warren Dunes in November." Broadside . Vol. 12, No. 9. Goshen, Indiana: Goshen College, 1989.
"Edward Goes Shopping." Broadside. Vol. 10, No. 7. Goshen, Indiana: Goshen College, 1986.
"Four Haiku." Broadside. Vol. 9, No. 5. Goshen, Indiana: Goshen College, 1986.

Fiction:
Elly and Oliver. Illustrated by Margaret Jeschke. Goshen, Indiana: Pinchpenny Press, 1989.

CONFERENCE PRESENTATIONS AND INVITED TALKS

"Revise the Old or Draft Anew?: Devising Staffing and Workflow Solutions as Academic Libraries Go Digital." Working session organizer and presenter. Digital Library Federation Fall Forum. Palo Alto, CA. November 2, 2010.

"The Open Humanities Press and the Development of New Publishing Opportunities in the Humanities." Guest speaker. Second International Open Access Week at UC Davis. October 21, 2010.

"How Can OA Change the Ways We Do Scholarship in the Humanities, Arts, and Social Sciences?" Panel presentation convener and moderator. First International Open Access Week at UCLA. October 20, 2009.

"UCLA Library and the Future of Scholarly Publishing." Presentation. Second International PKP Scholarly Publishing Conference. Vancouver, British Columbia. July 9, 2009.

"Oral Histories on the Web: A Workshop." Presentation. Organization of American Historians Annual Meeting. Seattle, Washington. March 27, 2009.

"Libraries and the Push toward Open Access Scholarly Monographs." Roundtable. Association of College and Research Libraries National Conference. Seattle, Washington. March 14, 2009.

"Hear it Here: Southern California Oral History on the Web." Public lecture. Charles E. Young Research Library, UCLA. October 20, 2008.

"Revolutionizing the Repository: Accounts from Two Oral History Digitization Projects." Roundtable. Oral History Association Annual Meeting. Oakland, California. October 24-28, 2007.

"Challenges in Academic Librarianship: Supporting Scholarly Research in the Digital Age." Co-presented with Janet Kaaya. GSE&IS Colloquium Series. University of California, Los Angeles. April 19, 2007.

"The Scholar-Librarian Reborn: CLIR's Postdoctoral Fellowship in Scholarly Information Resources for Humanists." Poster session. Association of College and Research Libraries National Conference. Baltimore, Maryland. March 29-April 1, 2007.

"A Disorder of the Soul?: 'Faith' and American Communism during the Popular Front" (full paper). Social History Workshop. University of Chicago, January 13, 2004.

"A Disorder of the Soul?: 'Faith' and American Communism during the Popular Front" (excerpted paper). 23rd Annual Western Humanities Conference. University of California, Santa Cruz. October 21-23, 2004.

"Transcending Oppression: Faith and Social Change." Identifications: Faith, Theory, and Identity-Making Conference. Purdue University, West Lafayette, Indiana. February 6-8, 2004.

"Ghost Dance Faith and the Discourses of Mobility and Containment." Midwest Modern Language Association Convention. Chicago, Illinois. November 5-8, 2003.

"Race and Redemption: The Uses of a Black Messiah." The Problem of Race Conference. Harvard University, Cambridge, Massachusetts. April 6, 2002.

"Race and Redemption: A Reading of Messianism in Darkwater, Dark Princess, and Dusk of Dawn." W. E. B. Du Bois and Frantz Fanon: Postcolonial Linkages and Transatlantic Receptions Conference. Stirling, Scotland, March 16-17, 2002.

"Imag(in)ing Visual Rhetorics as Means to Social Action: The Social Research Photography of Marion Palfi." Conference on College Composition and Communication. Minneapolis, Minnesota. April 12-15, 2000.

"Theological Encounters in Early American Texts." UA English Department Spring Conference. Tucson, Arizona. February 12, 2000.

"Recent Explorations of Burkean Theory in Graduate Research." Roundtable. New Directions in Critical Theory. Tucson, Arizona. February 12, 2000.

"Where am I in the Scheme of Things?: The Case Study of a Rural Student in an Ecocultural Pedagogy." Conference on College Composition and Communication. Atlanta, Georgia. March 24-27, 1999.

"The Rhetoric of Calling: Nineteenth-Century Women, Kairos, and the Future Anterior." New Directions in Critical Theory. Tucson, Arizona. March 12-13, 1999.

"Discursive Constructions of Home and Self: Two Case Studies of First-Year College Composition Students." NAWP-AETA Conference. Flagstaff, Arizona. October 3-4, 1998.

"Out of Place: The Case Study of a Rural Student and Composition Pedagogy." New Directions in Critical Theory. Tucson, Arizona. Spring 1998.

"The Study-Service Term at Goshen College." Wingspread Conference on The Role of Service-Learning in International Education. Racine, Wisconsin. 1989.

ACADEMIC SERVICE AND COLLABORATION

Librarians Association of the University of California-Los Angeles (LAUC-LA) Committee on Professional Governance. September 2011-present. (two year appointment)

ACRL Literatures in English Section Job Shadowing Program, librarian host. December 2010-January 2011.

Oral History Faculty Grant selection committee. UCLA Library. December 2010.

Librarians Association of the University of California-Los Angeles (LAUC-LA) Task Force on Mentoring. 2010-2012.

Planning group member. Institute for Digital Research and Education: Humanities, Arts and Architecture, Social and Information Sciences (IDRE-HASIS). May 2009-present.

Steering group member. Open Humanities Press. October 2008-present.

Committee member. Women's Studies Section, Association of College and Research Libraries, American Library Association. Summer 2008-present.

Lead bibliographer. University of California Literature Bibliographers Group. 2008-2009.

Committee member. Information Literacy Program Steering Committee. UCLA Library. 2008-2009.

Center for Digital Humanities Mellon Seminar. Fall 2007-Spring 2009.

HyperCities Project Team. UCLA. 2008.

Thayer Short-Term Research Fellowships selection committee member. UCLA Library. 2007-present.

Oral History Reading Group. UCLA. 2006-2007.

Labor History Seminar. Newberry Library, Chicago. 2003-2006.

Social History Workshop. History Department, University of Chicago, Chicago. 2003-2006.

U.S. Religious History Seminar. Newberry Library, Chicago. 2003-2004.

Reader, 2003 Subject A Examination Essay Reading. University of California, Berkeley. May 29-June 1, 2003.
Community, Democracy, Citizenship Dissertation Workshop. The University of California, Berkeley International and Area Studies Department, the Institute of International Studies' "Communities in Contention" Project, and the Rockefeller Foundation. Sonoma, California, April 24-27, 2003.
Religion and Culture Research Cluster, Future of Faith-Based Politics Research Cluster, University of California, Santa Cruz, 2001-2002.
Peer Mentor, History of Consciousness Department, University of California, Santa Cruz, Fall 2001-Spring 2003.
Peer Mentor, RCTE Program, University of Arizona, Fall 1999-Spring 2000.
English Graduate Union, University of Arizona, Fall 1999, First-Year GAT Representative.
Peer Reviewer, Rhetoric Review , University of Arizona, January 1999.
New Directions in Critical Theory, co-chair, University of Arizona, 1998-1999.
AETA-TAWL Conference, University of Arizona, 1998, local arrangements committee.
Ethics in Healthcare Conference, University of Arizona, 1998, local arrangements committee.
English Graduate Union, University of Arizona, Fall 1998-Spring 1999, Pro-GC representative.

RELATED PROFESSIONAL SERVICE AND EMPLOYMENT
Election Observer, Teamsters Local 740, Chicago, IL, October 16 and December 3, 2004.
ASE/UAW Steward and Organizer, University of California, Santa Cruz, Spring 2001-Spring 2002.
Research Assistantship, Dr. Marilyn J. Westerkamp, Summer 2002.
Research Assistantship, Dr. Roxanne Mountford, Summer 1998, Spring 1999, and Summer 1999.
Research Assistantship, Dr. Thomas P. Miller, Fall 1998 and Spring 1999.

PROFESSIONAL MEMBERSHIPS
Association of College and Research Libraries. 2008-present.
American Library Association. 2007-present.
Modern Language Association. 2000-present.
American Studies Association. 2000-2007.
Organization of American Historians. 2004-2006.
ASE/UAW Teaching Assistant Union. Steward. 2001-2002.

RESEARCH INTERESTS
Digital Humanities
History and literature of the Americas
Intellectual property rights in the academy
Labor history
Library and information theory
Open access publishing
Oral history
Social movement history

LANGUAGES

French (reading for academic purposes)
Spanish (reading for general purposes)

ACADEMIC AND PROFESSIONAL HONORS OR AWARDS
Harvard Leadership Institute for Academic Librarians, accepted for 2012 cohort
Council on Library and Information Resources Professional Development Grant, 2010
LAUC Statewide Research and Professional Development Committee Presentation Grant, 2009
UCLA Center for Digital Humanities Senior Library Fellow, 2007-2008
Council on Library and Information Resources Postdoctoral Fellow, 2006-2007
University of California, Graduate Division Sabbatical Fellowship recipient
University of California, Santa Cruz Campus Provost's Fellowship recipient
National Dean's List honoree

Zoe Borovsky

A1540 Charles E. Young Research Library
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zoe@library.ucla.edu

EDUCATION

University of California, Berkeley, CA
Ph.D. in Scandinavian Languages and Literatures   1994
Dissertation: "Rocking the Boat: Women in Old Norse Literature"

University of Wisconsin, Madison, WI
M.A. in Scandinavian   1988

University of Wisconsin, Madison, WI
B.A. with Distinction in Scandinavian   1986
Honors: Phi Beta Kappa (1986)

AWARDS

- Genevieve McEnerney Fellowship, UC Berkeley   1993 – 1994
- CSWS Faculty Research Support Grant, University of Oregon   1997
- Coleman and Guitteau Professorship in the Humanities for   1996 – 1997
  curriculum development, research, and course enrichment.

TEACHING EXPERIENCE

University of California, Los Angeles, CA
Adjunct Assistant Professor – "Introduction to Scandinavian   2004
Literature and Culture."
Developed syllabus and overall course structure, incorporated new instructional
technologies, supervised and trained TAs, and administered all grades.

University of Oregon, Eugene, OR
Assistant Professor of Norwegian   1994-1999
Developed a four-year curriculum for undergraduates studying Norwegian language
and Scandinavian literature, advised students with majors in Germanic with minor in
Scandinavian.

University of California, Berkeley, CA
Graduate Student Instructor – First and Second Year Norwegian   1988 - 1992
Developed syllabus and overall course structure, including weekly lab practicum,
and administered all grades.

RELATED EXPERIENCE

Charles E. Young Research Library, University of California, Los Angeles, CA   2011 - present
Librarian for Digital Research and Scholarship

Institute for Digital Research and Education, University of California, Los Angeles, CA
Digital Humanities Research Consultant   2007 - 2011
Consult and implement technical solutions, provide support from
grant-writing from conceptual design to technical specifications,

and manage grant-supported projects and staff.

Center for Digital Humanities, University of California, Los Angeles, CA
Associate Head: UDHIG   2005 - 2007
Assisted Faculty Head by initiating a new unit dedicated to supporting
innovative research projects by coordinating with other technical units at
UCLA, developing grant proposals and supervising a dedicated
programmer.

Academic Services Manager   2002-2005
Supervised a team of seven full-time programmers, web
developers, designers and seven part-time graduate student
technologists to assist humanities faculty in the use of technology,
i.e., development of courseware and course web-sites, oversaw a
budget of over $1 million annually.

2Bridge Software, San Francisco, CA
Director of Training and Documentation   2000-2002

Produced technical documents and training for developers,
administrators, and end-users of a web-based publishing and
content management system (2Share). Hired, supervised, and
trained a team of technical writers and trainers.

PUBLICATIONS

In Print

- "Never in Public: Women and Performance in Old Norse Texts," Journal of
  American Folklore, Winter, (1999), pp. 6-39.
- "Sagas of Icelanders" in Medieval Folklore: An Encyclopedia of Myths, Legends,
  Tales, Beliefs, and Customs. Eds. C. Lindahl, J. McNamara, and J. Lindow. ABC-
  Clio, 2000, pp. 849-854.
- "'En hon er blandin mjök' Women and Insults in Old-Norse/Icelandic Literature,"
  in *Cold Counsel: The Women of Old Norse Literature and Myth*. Eds. K. Swenson and S.
  M. Anderson. Garland, 1999, pp. 1-14.

In Progress

"Gender, Giants, and the Generation Gap: Old Norse Legendary Sagas," in
preparation for Cornell University Press, Islandica Series.

SELECTED PAPERS AND PRESENTATIONS

- "The Possibilities and Limitations of Network Analysis Tools in Philological
  Research" Paper presented (with David J. Birnbaum) at the Institute for Advanced
  Topics in the Digital Humanities: Networks and Network Analysis for the
  Humanities, UCLA 2010.
- "Dickens' Double Narrative: Network Analysis of *Bleak House*" Paper presented at
  the Digital Humanities Conference, Kings' College London 2010.
- "ToolTime!: An Exploration of Digital Tools for Humanities Research"
  Presentation (with Yoh Kawano) for IDRE-HASIS-sponsored seminar, UCLA
  2010.
- "The Graphic Visualization of XML Documents" Paper presented (with David J.
  Birnbaum and James Danowski) at the annual Balisage (Markup) Conference,
  Montreal, Canada 2009.

- "ePhilology, Giants, and Old Norse" Paper presented at annual conference for Society for Scandinavian Studies, University of Wisconsin, Madison, WI 2009.
- "Citation Networks: A New Humanities Tool?" Paper presented at the Digital Humanities Conference, University of Illinois, Urbana-Champaign, IL 2007
- "Thick Viewing: Integrated Visualization Environments for Humanities Research on Complex Corpora" Paper presented (with Timothy Tangherlini and Todd Presner) at the 1st International HASTAC Conference, Duke University, Durham, NC 2007
- "Mapping Literary Cultures" Invited presentation for Mapping Nordic Literature, University of California--Berkeley, CA 2007.
- "Practical Use of Digital Media: Heritage Language Learners and GE Courses at UCLA" Presentation (with Annelie Rugg and Brian Lin) for UC Computing Services Conference, UC Riverside, Riverside, CA 2004.
- "If Looks Could Kill: TACT and Icelandic sagas" Paper presented at Digital Resources for the Humanities, Oxford, UK 1997.

LANGUAGES

- English – native language
- Norwegian – speak fluently and read/write with high proficiency
- Old Norse/Icelandic, Danish and Swedish – read with high proficiency.

RELATED SKILLS

Conceptual knowledge of web development, databases, XML, XSLT, and development environments: PHP and Java. Fluency with XML text-markup standards (TEI and EpiDoc). Familiarity with spatial analysis tools (GIS) and standards (KML). Advanced knowledge of applications developed for text encoding, text-analysis, network-analysis and visualization. Working knowledge of standard computer office applications.

JENNIFER OSORIO

Charles E. Young Research Library
A1540
Box 951575
Los Angele, CA 90095-1575
josoriok@library.ucla.edu

EDUCATION

2012	**Master of Arts, Latin American Studies** University of California Los Angeles (UCLA)
2006	**Master of Library and Information Science** University of California Los Angeles (UCLA)
1994	**Bachelor of Arts. Major: Political Science** University of Florida

CONTINUING EDUCATION

2011	**Books of the Far West, with an Emphasis on California** California Rare Books School
2011	**Assessing and Improving Management Skills** UCLA Human Resources
2011	**Management Skills Assessment Program (MSAP)** UCLA Human Resources
2011	**Developing Others** UCLA Human Resources
2010	**Supervision of Subordinates, not Scary, but Successful!** UCLA Department of Information Studies Friday Forums
2010	**Strategic Planning for Information Professionals** UCLA Department of Information Studies Friday Forums
2008	**The Role of Work in Our Lives** Medical Library Association Discussion Group
2008	**The History of the Book in Hispanic America, 16th to 19th Centuries** California Rare Books School

LIBRARY/ARCHIVAL EXPERIENCE

2010 -   **Team Leader, Humanities and Social Sciences Team**
Collections, Research and Instructional Services Department
Charles E. Young Research Library, UCLA
Responsible for the direct supervision of 6.3 FTE professional staff, 1.0 FTE para-professional staff member and indirect supervision 3.0 FTE para-professional staff members.

2007 -   **Social Sciences and Humanities Librarian**
Collections, Research and Instructional Services Department
Charles E. Young Research Library, UCLA
Provide general reference services at busy research library desk and specialized reference to graduate students and faculty. Initiate, design and deliver information literacy sessions on library resources in all formats. Coordinate collection development and management for assigned disciplines: English and American Literature, Comparative Literature, Spanish and Portuguese, Latin American Studies, and Ethnic Studies.

2007	**Consultant**
	Hispanic American Periodicals Index, UCLA
	Developed marketing project to extend HAPI's subscriber base in Latin America. Included research of pricing structures, surveys of current subscribers, and development of a strategy for the region.
2006	**Intern**
	Collections, Research, and Instructional Services
	Charles E. Young Research Library, UCLA
	Trained in and provided reference to patrons at research university reference desk. Participated and contributed in staff meetings, goal setting, and committee work. Analyzed government documents and resources for homelessness as part of project to determine how to find, catalogue, and make available internet resources. Assisted English and American Literature librarian with collection development duties, including selection and acquisition of materials.
2006	**Scholar**
	Center for Primary Research and Training, Department of Special Collections
	Charles E. Young Research Library, UCLA
	Responsible for providing item-level description, processing and light cataloguing for collection of early Latin American imprints, most in Spanish.
2005 - 06	**Bibliographer/Student Assistant**
	Ethnomusicology Archive, UCLA
	Responsibilities included providing reference and research services for archive patrons, entering metadata about archive recordings into the SCREAD database and processing archival collections.
2006	**Intern**
	Special Collections Cataloging, Getty Research Institute
	Processed, arranged, described, and catalogued the personal papers of two Latin American artists in XML, using Describing Archival Collections (DACS). Conducted online bibliographic research in order to write finding aid front matter. Created MARC records for both collections.

CONFERENCE PRESENTATIONS

2013	**Study Hall, Coffee House, Laboratory, Bookstore? Assessing and Positioning Libraries to Inspire Graduate Student Research**
	Association of College and Research Libraries Annual Meeting, Indianapolis, IN
2013	**Transformation Begins When the Renovation is Done: Reconfiguring Staff and Services to Meet 21st-Century Research Needs**
	Association of College and Research Libraries Annual meeting, Indianapolis, IN
2009	**Expanding the Impact of CALM: ALA/SAA/AAM**
	Emerging Leaders Poster Presentation, American Library Association Annual Meeting, Chicago, IL
2005	**Pluralizing the Archival Paradigm: How Archival Education Can Help**
	Presented paper titled "Proof of a life lived: the plight of the braceros and what it says about the way we treat records," as part of panel presentation, Society of American Archivists annual conference, New Orleans, LA

PUBLICATIONS

2012	Osorio, J. (2012) Cubans, 1870-1940. In E. Barkan (Ed.), *Immigrants in American History; Arrival, Adaptation and Integration, Vol. 2.* Santa Barbara, ABC-Clio.

2011	Osorio, J. (2012) Colombians, 1940-Present. In E. Barkan (Ed.), *Immigrants in American History; Arrival, Adaptation and Integration, Vol. 3.* Santa Barbara, ABC-Clio.
2007	"Proof of a life lived: the plight of the braceros and what it says about the way we treat records," *Archival Issues,* 29 (2), 95-103.

SERVICE

2012	Work Group on linking to Scholarship: Supporting Faculty Dossiers in OPUS, Office of the Vice Chancellor for Academic Personnel
2012	Chair, Search Committee, Librarian for Advanced Research and Engagement, UCLA Library
2012	Chair, Search Committee, Librarian for Latin American and Iberian Studies, UCLA Library
2011-	Organizational Theory & Practice Committee, LLAMA
2010 - 11	Chair, Library Prize for Undergraduate Research Committee
2010 -	Chicano Studies Research Center Faculty Advisory Committee
2010	Screening Committee, Director of Access Services, UCLA Library
2010	Campbell Book Prize Judging Committee
2010-	Asian-American Studies Specialist Group
2010	Mentor, University Librarians' Undergraduate Fellowship
2009	Screening Committee, Director of Library Special Collections, UCLA Library
2009 - 10	Co-Chair, Research and Professional Development Committee Librarians Association of the UC, Los Angeles
2008 - 10	Marketing Academic and Research Libraries, ACRL
2008 - 10	Research and Professional Development Committee Librarians Association of the UC, Los Angeles
2008 - 10	Undergraduate Initiatives Council, UCLA Library
2007 -	Social Sciences and Humanities Interest Section, UCLA Library
2007 -	Research Commons Demonstration Team (Ad Hoc)
2007 - 12	Public Services Council, UCLA Library
2007 - 08	Reviewer, ischools Conference 2008 and 2009
2006	Ad Hoc Commencement Committee UCLA Graduate School of Education and Information Studies
2005 - 06	Society of American Archivists Co-Chair, UCLA Student Chapter
2004 - 05	American Society for Information Science and Technology Co-Chair, UCLA Student Chapter

AWARDS AND DISTINCTIONS

2010 - 11	Assessor, Management Skills Assessment Program, UCLA
2008 - 09	Emerging Leaders Program, American Library Association
2008	Fellow, Minnesota Institute for Early Career Librarians from Underrepresented Groups, University of Minnesota
2006 - 07	MA Fellowship, Latin American Studies
2005 - 06	Faculty Fellowship, Department of Information Studies, UCLA
2005	Harold T. Pinkett Minority Student Award, Society of American Archivists
2005	Mink Scholarship, Society of California Archivists
2005	Archie Motley Scholarship, Midwest Archives Conference
2005	Honorable Mention, Diversity Paper Award, Department of Information Studies, UCLA
2005	Andrew H. Horn Award, Department of Information Studies, UCLA
2004 - 05	Graduate Opportunity Fellowship, UCLA

ADDITIONAL SKILLS

- Speak, read, and write fluent Spanish; speak, read and write conversational Portuguese; basic knowledge of French and Italian.

- Strong computer and database searching skills, including fluency in JSTOR, WorldCat, MLA Bibliography, Chicano Database, and others.

- Knowledge of XML, EAD, USMARC, DACS, and Dublin Core; website production; HTML editing; database creation and management; also proficient in Word, Excel, Dreamweaver, and PowerPoint.

- Undergraduate coursework in political science, English, and history; graduate coursework in history, sociology, and literature.

- Information Studies coursework and experience in Collection Development and Management, Reference Services, Archival Management, Library Management, Metadata/Thesaurus Construction, and Systems Analysis and Design.

- Strong communication, writing, and research skills, including proofreading and editing.

- Ability to work collaboratively in a teamwork-based environment.

- Supervisory and training experience in a fast-paced environment.

- Planning and budgeting experience.