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.

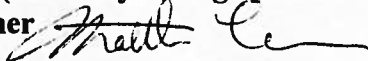| |
|---|
| **Date of Application:**
January 12, 2012 |
| **Title of Proposal/Project:**
The New Library: Seven Trends, Four Case Studies |
| **Expected Length of Project :**
7/1/2012 to 12/15/2012 |
| **Total Funds Requested from LAUC University-Wide Research Funds:**
$1420 |
| **Primary Applicant**
    Your Name (include your signature on the paper copy):
Matthew Conner *[signature]*

    Academic Rank and Working Title:
Associate Librarian Step IV, Instruction/Reference Librarian

    Bargaining Unit Member/Non-Member:
Bargaining Unit Member

    Campus Surface Mail Address:
Peter J. Shields Library
University of California, Davis
100 N.W. Quad
Davis, CA 95616

    Telephone and Email Address:
(530)754-7348
mconner@ucdavis.edu |

URL for home campus directory (will be used for link on LAUC University-Wide Funded Research Grants web page):
http://www.ucdavis.edu/

Co-Applicant(s)
Name:

Academic Rank and Working Title:

Bargaining Unit Member/Non-Member:
Campus Surface Mail Address:

Telephone and Email Address:

Proposal Abstract (not to exceed 250 words):
This book seeks to bridge theoretical and practical issues about the future of academic librarianship. The first half will summarize seven prominent trends of change in the profession in the areas of reference, personnel, technology, collections, buildings, campus roles, and library culture. While these trends have been discussed extensively, this book expects to contribute by providing an historical narrative for each that identifies driving forces, identifies best practices and promising directions, and shows the complex intersections between the topics. It is hoped that this methodology will provide a useful framework for the vast and multiform discussion of the future of libraries.

The second part of the book will test abstractions about the future and examine their relevance to libraries at four major universities: UC Merced, UC Davis, the University of Hawaii, and the University of Illinois at Urbana-Champaign. Each one offers distinct features that provide alternative perspectives on the future. The book will examine the seven professional trends at work at each institution to understand how they manifest themselves within the context of a living, changing university. This work hopes to add insight into the ongoing professional discussion about the future of libraries, mutually enhance scholarship and practice through its case studies, and illuminate the industry and resourcefulness of librarians as they adapt to change.

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):
If yes, include signature(s) of person(s) authorized to approve release time on
paper copy of application: *Sandra A. Uella* Instructional Service
Dept. Head
Yes, 2 work weeks between July 1, 2012 and October 15, 2012.

Use of Human Subjects (Yes/No):
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.
Yes

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:
Attached. Award received December 15, 2011 for $2000.

Budget Summary

Total amount requested from LAUC statewide research funds:
$1420
Total amount requested from LAUC divisional research funds:
$2000
Other funding obtained or expected (amount and source):

Fiscal Year of Application (fiscal year that funding begins): 2012
New Project (Yes/No): Yes
Supplemental Funding (Yes/No): No

Salaries:

Total Salaries:

Supplies:

Total Supplies:

Travel: $1350 requested from LAUC statewide

Total Travel: $3350

Other Expenses: $70

Total Other Expenses: $70

Total State-Wide Research Funds Requested: $1420

Revised 9/2006 bhg

Need for Research

This project is a book study under contract with the American Library Association (ALA) on the future of academic librarianship with implications for the entire profession. The profession has been aware of profound sea changes at least since the start of the information revolution and the appearance of the internet in the 1990s, and these trends have only accelerated in their rate and uncertainty of direction. While librarians have not found answers to their questions, they have published no shortage of reflections on futurism. My own study, I believe, adds to the scholarship with a distinctly new approach, answering particular needs at the present time, and stands to move the conversation forward. What follows is a detailed description of the project, including a literature review, that explains what it hopes to achieve.

The book began as a charge for the LAUC Committee on Professional Governance (CPG) 2010, which I chaired, to undertake a year-long study on the future of the UC libraries in the 21st century. Such a vast subject cried out for a direction and an organizing principle. In reviewing the literature and contemplating the membership of LAUC whom I would face in person at the LAUC Annual Meeting, two observations became clear. The literature of library futurism was abundant but highly abstract and fairly disorganized. While full of intriguing ideas, there was a tendency to fall back into a vague discourse of networks, processes, and administrative structures that was difficult to measure and evaluate in concrete terms and (more importantly) to translate into the working reality of librarians and the decisions they need to make. Merely rehashing the scholarship to librarians who, in many cases, had taken time from busy schedules to attend the annual meeting and listen to me seemed a disservice. There needed to be a framework to harness the intellectual energy of the scholarly discourse and make it work within the horizon of working professionals in a challenging environment. Such a framework appeared to me to consist of two parts. The first was to classify the discussion into major trends. The second was to bring the trends to life by examining them in the context of the 10 UC campuses. This would reveal to what extent the trends accurately described reality and, where they did, enabled them to be fleshed out and developed. The trends selected were: reference, scholarly communication, personnel, technology, collections, buildings, campus roles, library networks, library culture. As it turned out, these initial choices stood the test of time and generated valuable discussion in the course of the study. They also displayed a high correlation with the Top Ten Trends in Librarianship formulated independently by the ACRL.

1. Academic library collection growth is driven by patron demand and will include new resource types.
2. Budget challenges will continue and libraries will evolve as a result.
3. Changes in higher education will require that librarians possess diverse skill sets.
4. Demands for accountability and assessment will increase.
5. Digitization of unique library collections will increase and require a larger share of resources.

6. Explosive growth of mobile devices and applications will drive new services.
7. Increased collaboration will expand the role of the library within the institution and beyond.
8. Libraries will continue to lead efforts to develop scholarly communication and intellectual property services.
9. Technology will continue to change services and required skills.
10. The definition of the library will change as physical space is repurposed and virtual space expands. (ACRL Research Planning and Review Committee)

Trends 1, 3, 5, 7, 8, 9, and 10 have exact matching counterparts among the nine trends of the CPG, and the remainder are clearly included within them. My sense at the conclusion of the one year study is that this work had a larger significance for the profession and that the same approach could be applied the study of other institutions. An editor for ALA agreed with me, and ALA has contracted to publish a similar study in book form. The first half consists of a literature review of major professional trends for the future reduced from nine to seven. And the case studies of the 10 UC campuses have been replaced with four more extensive case studies. Two are for UC institutions: UC Merced and UC Davis. The remainder are for non-UC schools: the University of Hawaii and the University of Illinois at Urbana-Champaign. Following is a more detailed summary of the major professional trends with an included literature review to show what the study hopes to achieve.

Needless to say, the book will not attempt exhaustive coverage of all seven trends. Rather, an attempt will be made to identify an historical line of development in each and an identification of the most promising innovations for the next phase of librarianship. My research thus far suggests the following outline.

1. Reference

It is not widely known that reference service as a whole, which constitutes the face of the library to its patrons, can be traced to the work of a single individual, Samuel Green, working at the start of the public library movement in the 19th century (Burke 270). Green decisively broke from the previous function of libraries, going back to antiquity, of providing static storage of information. Green envisioned a service, based on an analogy with business, whereby librarians reached out to patrons to provide them with information. In a paradigmatic statement, Green claimed "A librarian should be as unwilling to allow an inquirer to leave the library with his question unanswered as a shopkeeper is to have his customer go out of his store without making a purchase" (Burke 271). From Green's work came the features of traditional reference service with a desk staffed by a librarian, equipped with a specialized collection, who answers patron queries. This model is now under serious pressure in the face of declining usage statistics, budget cuts to staff, and different patron needs derived from new information technology.[1] In response, librarians have stepped backward, reducing and consolidating the reference service to address budget shortfalls while also, hopefully, stepping sideways (and even forward) in an effort to make reference more streamlined, responsive, and ultimately more effective (O'Gorman and Trott 333). One general guideline proposed to carry the old principles of reference into a new era is to pursue both "high tech and high touch."[2]

2

Prominent responses to the crisis in reference include objections to the premise that reference statistics are actually declining and discussion of the quality and quantity of reference questions; use of students as reference staff; speculations on the value of the reduction and centralization of service points; the deployment of reference points outside the library into student centers, dormitories, or more robust liaison relationships; online chat services; the replacement of live staff with technology, and the evolution of reference into a Learning or Information Commons.[3]

2. Personnel

The budget crisis experienced by libraries has had an immediate and frightening impact on the issue of personnel in the form of the prospect of layoffs. Yet as shown by Brian Schoettlander, University Librarian at UC San Diego, discussion of library personnel dates back decades, and even the descriptive language of job advertisements has a remarkable persistence, mostly in its use of superlatives and its wildly optimistic calls for librarians to be all things to all people (Schottlaender). But no doubt such calls were given a new impetus with recent developments such as the explosion of information technology and the budget crisis afflicting higher education. Studies have sought to explore these trends in the language of job advertisements for new librarians (Lynch and Smith 407). Specific current issues for library personnel are as follows. Approximately half of librarians are due to retire in 10 years, creating a huge deficit in staff (Stoffle et al. 373). Not only will there be fewer librarians to manage the same (or increasing) workload but the nature of the work itself will change in ways that are hard to foresee. Some call for greatly increased technical training in programming and systems administration.[4] Others call for additional managerial training to harmonize the mix of technical, administrative, and other types of work. Some have even called for marketing and business skills to assure the library of a place in the increasingly competitive environment of the university. Some, who envision a future of vast shared electronic collections, claim that technical services staff at the local level will become extinct (Loder 353). Others see a future that requires more archival training as digitization and special collections come to the fore. For every possibility, there are different opinions on the scale of retraining, whether it can take place on the job, or whether it should extend back to library school. A related trend shows an increasing demand for a second subject masters in addition to the MLS.

More immediately, librarians grapple with a number of issues dealing with budget cuts and a reduced staff that result from the freezing of unfilled positions, a common way of dealing with budget shortfalls. To preserve institutional knowledge, there are movements for improved mentoring and succession planning (Zabel 109; Lynch and Smith 417). Librarians are also finding that the very definition of their jobs is being transformed in the realm of the review and promotion processes. In many cases, librarians rebel against narrow interpretations of their work and call for recognition for professional accomplishments in areas outside of traditional librarianship especially in other academic disciplines where many have degrees (Oakleaf 38). They regard a refusal to acknowledge this as an infringement of their academic integrity and a denial of their intellectual contributions to the university. Trends toward the increasing versatility of librarians argue in favor of this position. However, administration both within the library

3

and the university is under pressure for stricter assessment in the face of budget challenges and finds it difficult to evaluate contributions by librarians outside of their field. The conversation continues.

The budget crisis, especially with the prospect of layoffs, has served also to highlight the internal structure of library personnel. Issues of prestige, equality, and job divisions remain ongoing between the library administration, the "front-line" librarians, non-degreed library staff, and student workers and serve to define library culture in its current form (Zabel 109).

3. Technology

The explosion of information technology may be regarded as the defining force that has reshaped the library profession and is approached only by the budget crisis in its influence (Cardina and Wicks 133). The internet has emerged as a direct competitor to libraries that calls their very reason for existence into question for the first time since antiquity when libraries emerged as the repositories of valuable information (Bennett 181). In its early forms in the 1990s, the internet was not to be taken seriously as a source of scholarly information, and it was common for faculty to forbid students the use of any source from the internet. This is no longer the case. The sheer scale of information on online search engines such as the billions of pages indexed by Google alone combined with algorithms of great sophistication and power for searching these collections have produced information sources of increasing credibility. Even if the proportion of quality information remains low, the capacity to retrieve this fraction efficiently produces a tool of considerable power. Moreover, new and unforeseen technologies continue to appear. The digitization of all print books, a pillar of library collections, which was once viewed as a quixotic undertaking is now seriously underway. All of this has raised the stark question: With all this information readily available through internet access, what need for a library?

Librarians have developed a complex response with several parts. One is to redefine themselves from stewards of information to guides.[5] Drawing on their legacy as organizers of information, librarians propose to guide users to the right resources among the wilderness of technologies and floods of information. This role has been a driving force behind the growth of the ubiquitous concept of "information literacy." Expanding on the notion of competency with language (the original definition of literacy), information literacy defines competency in terms of the larger process of information production and use. Included are activities such as finding information through the appropriate source, evaluating it, and using it effectively and ethically (Cardina and Wicks 134; Booth 101). While in some ways defining themselves in opposition to the internet, librarians also seek to join the internet by harvesting its technological accomplishments and adapting to its influence (Levrault 23, 29). Considerable work is being done to redesign library OPACs to mimic the simpler interfaces of search engines such as Google which have proved so popular. Some OPAC designs seek to reproduce the suggestions and recommendations of YouTube and Amazon. In addition to reproducing their ease of search, libraries also seek to mimic the ease of retrieval of internet resources. Because of legal and technological issues that make up the landscape

of scholarly communication, patrons who manage to find a relevant resource are faced with a bewildering series of screens, clicks, tabs, and checkboxes to retrieve and use what they want. Some librarians have discovered belatedly that the central problem of patrons is not necessarily the sifting of massive results lists, but of retrieving what they choose, and efforts are underway to simplify this process (Connaway and Radford 64; Levrault 26). Fundamental to all these initiatives is the streamlining of operations for ease and convenience.

These values, in turn, derive from a sense of a completely new audience and sensibility that has been shaped by the internet, and considerable effort has been expended to characterize the audience and cultivate it. Based on its use of the internet, this generation is characterized by its disposition to multi-task, to favor social networking, and to value speed and convenience.[6] This profile, in turn, has generated a whole family of technological initiatives by librarians to capture the attention of this group (EDUCAUSE and Consortium 10). Work has been done on catalogs and library websites to make them accessible to small mobile devices such as smartphones that allow users to access the library remotely at the time and place of their choosing. Libraries have mounted blogs on their websites and created Facebook accounts and presences on YouTube. Library instruction which, as a part of reference, is a major part of library outreach to its patrons is placing more reliance on remote instructional tools such as streaming videos and online research guides (all of which also help with staffing issues). By defining themselves apart as guides to quality information while also adopting the latest communication tools to remain current with their patrons, libraries seek to navigate the changes to the profession resulting from internet technology.

4. Collections

The status of library collections serves as another vantage point from which to recast the entire field of librarianship. Budget cuts and technological change serve as the defining forces here. Libraries currently are reaching the extent of their physical capacity and little money is available for continued expansion (Gayton 64). Even the remote storage facilities designed to handle overflow from library collections are filling rapidly. Budget cuts have compounded matters further in the area of preservation of the physical collection. With less money to buy duplicate copies, existing books undergo more wear, and preservation departments are forced to make more frequent repairs, generally with reduced staffs of their own. This leads to either greater expenses for preservation or a more rapid degradation of the collection (McGuigan 16). Technology has further undercut the print collection with new capabilities to digitize material with unprecedented speed and quality. These two pressures have suggested a new vision for libraries that was given stark form by Daniel Greenstein, vice-provost of academic planning at programs at the University of California. Greenstein proposed that the vast duplication of materials among libraries be eliminated in favor of shared collections held jointly by networks of libraries (Calter, Shore and Williford 2; Kolowich). These collections would be accessed remotely for electronic materials and, where necessary, for print documents without the intermediation of libraries. Physical libraries would be reduced to distribution and access points for the joint collection and as repositories for special collections important for

particular locations (Martell 205; Levrault 22, 30). The very notion of a library would be reduced to that of a collection albeit a remote and disembodied one.

But the promise of this vision for efficiency and savings is offset by considerable dangers that have been raised by a vigorous counter-movement. One aspect of the library's traditional role as collector has been that of permanence. Librarians do not work just for the convenience of a given user but for all users for all time. Print, for all of its shortcomings, has proven very successful at preserving information for centuries and appears capable of continuing to do so for the foreseeable future. Electronic storage of information poses two categories of security risk. First, there are technological dangers. The speed and dynamism of technological growth—at an exponential rate by the reckoning of some futurists—that gave rise to electronic information storage could plausibly create new developments that leave the current technology behind. And with obsolescence comes the possible loss of means to read and access electronic information in its current form. A clear example is the body of work in the form of microfilm, microfiche, and microcards. Originally hailed as a new and transformative storage technology, these innovations have all been bypassed. Too small to make up a significant part of the collections but too large for conversion into another form, this information is now a burden for libraries and an inconvenience to users to be avoided whenever possible. A second problem with electronic information is that it is not owned by the libraries. It is owned by vendors which are private companies that compile electronic databases which are then leased to libraries. Should a time come when vendors or some other group gain control of this information and decide to withhold it, that information will be lost to the public as surely as if it were destroyed. Thus a trade-off has emerged between the convenience of electronic access and its permanence. A version of the dangers involved in outsourcing information to vendors is present already in the exorbitant fees which they charge (Martell 204; McGuigan 13, 15). The amounts charged are many times greater than cost increases and seem driven by the monopoly that vendors are gaining over their information. In response, libraries are engaging in more aggressive negotiations with vendors that include proposed boycotts of their products. In a more visionary way, some have even proposed changing the very structure of scholarly communication which currently gives vendors such an advantageous position. Specifically, rather than routing the work of university scholars through vendors, libraries would bypass vendors entirely, using libraries to digitize and distribute the work of researchers. Such a radical idea remains in its early stages. The current model of a library collection seems to be a hybrid of print and electronic sources with the two technologies in tension (Levrault 29-30).

Even if the new vision of libraries as shared collections did not have these dangers attached, it would conflict with alternative visions for the future of libraries in the form of libraries as active guides to users (the foregoing point) and as spaces for work.

5. Buildings

Budget pressures, information technology, and plans for remote shared collections have put pressure on library buildings. Ironically, this comes after something of a renaissance in library building and architecture during the last 20 years. Library

6

buildings were constructed of expensive materials with soaring ceilings and staircases which themselves represented a triumphant emergence from the simple square rooms and utilitarian modular plans of earlier times. But in this flowering of new library architecture, there is serious talk of shutting them down to save maintenance costs. A strong counter-movement is afoot. It argues that far from being irrelevant to the future, a rejuvenated and remodeled library building will be the centerpiece of the future library. This movement is distilled into a notion of "library as place." This notion encompasses some familiar and practical meanings. Amidst the limited accommodations of students with cramped quarters and noisy roommates, the library provides a quiet space to study. This was illustrated during budget cutbacks at universities in California, both within the University of California and the California State University systems. In response to reduced library hours or other reductions in service, students staged sit-ins where they occupied the library to force it to extend hours or camped outside the front door in improvised study spaces with temporary lighting. Students value the library study space apart from its collection. For their part, libraries are finding ways to use building space to generate revenue to make up for budget cuts. Onsite coffee shops, modeling themselves on the fabulously successful bookstore chains (another competitor to libraries) are enjoying a new popularity among libraries (Rudin 58). This move opposes a long tradition in libraries of banning food and drink to protect the collection and to discourage loud socializing; preservation departments remain vigorously opposed. But the movement is gaining traction judging by the number of openings of coffee shops and cafes. Yet another revenue-generating idea has the library giving up space within its buildings for other campus units, especially ones that have related functions such as those for academic assistance and tutoring (Rudin 59). Such reorganizations would enable the library to retain much of its study space while sharing the cost of expense with others. As another material consideration, libraries are contemplating new forms of energy generation, such as rooftop solar panels, to address budget shortfalls and position themselves at the center of initiatives in sustainability that are receiving attention in scholarship and policy (Loder 359).

Library-as-place has subtler dimensions as well. Some have argued that the library is unique among all campuses in enabling interdisciplinary communication by virtue of its structure within which all the academic fields can mingle together as researchers go about their work. Such a physical proximity alone, especially in a time of increased interdisciplinary focus, is a precious commodity and some even argue that it can become the basis for not just maintaining the library's status amidst change but making it more important than ever before. This vision indeed is one driving force behind the Information or Learning Commons which is envisioned as a new type of facility altogether.[7] It would combine a comfortable lounge setting with robust computing services and other technology and dedicated staff on hand to create a laboratory of new experiences. Students and faculty could mingle informally and have both the equipment and expert advice to explore new ideas that come up as part of their interaction. While the Learning Commons has been planned as an evolution of reference, it distills a new vision of the purpose of libraries and may preview an overhaul of the entire profession. But even at this visionary level, there are opposing views. One warns of a subtle but important distinction between a social environment and a communal one

(Gayton 60; Neary). The Learning Commons with its free form interactions and the cafes with their festive atmospheres would fall into the category of socializing. As such they would conflict with the quiet studious atmosphere that is traditionally associated with libraries and which, according to some, actually underlies a deeper sense of community than what libraries can hope to gain with the new innovations. Somewhat in the manner of monks working quietly together, the quiet and sedate atmosphere of libraries brings people together and will allow new forms of interdisciplinarity to flourish (Bennett 182, 93). And paradoxically, the new vision by means of the noisy proximity and energy that it strives for threatens to disrupt what is unique about library study spaces and what gives the building its powerful allure. There are significant questions to be resolved in the very physical structure of library buildings in the near future.

6. Campus Roles

The new identity of librarians as guides to the information landscape exerts its own formative pressure on the daily operations of librarians. This new identity is expressed in the steady growth of instruction within the profession. From its origins as "bibliographic instruction" in the latter 20th century, instruction has become a major part of librarianship. A guide function presumes an interaction with someone to be guided, and instruction is the library's most efficient means of outreach. While quite successful in establishing "one-shot" instruction sessions for classes, this activity also defines the limit of how far instruction has been able to expand into the curriculum. Though grateful for some library instruction, faculty are reluctant to give more time to the library from syllabi that are already full. Efforts to establish credit courses in information literacy, once the stated goal of instruction programs, have also fallen short (Stoffle et al. 377). University administrations, faced with budget pressures are reluctant to fund additions to the curriculum. And students struggling to complete degrees amidst reduced course offerings (another casualty of education budgets) are also unwilling to experiment with library courses. Not unlike reference, of which instruction is often considered a part, the field of instruction finds itself considering new technologies and programs to reach users. One movement seeks to involve librarians on courseware that is becoming increasingly popular among faculty. This would be one aspect of the movement of distance education that is of interest to libraries. Instruction librarians are also experimenting with tutorials of increasing sophistication and instructional videos.

Library liaisonship to academic departments which often implies an instruction component has also come under renewed attention. It is possible that this area will gain in importance. Not fettered to one-time instructional sessions, library liaisons have ongoing access to their department faculty and are better positioned to develop long-term relationships. In addition to promoting instruction sessions, liaisons can promote library services generally at a time when the university is becoming a more competitive environment for attention and the library must market itself. Discussions of library personnel describe the need for librarians to become increasingly flexible and versatile, and the liaison relationship provides opportunities to do this to advantage.

Another sense of librarian-as-guide applies to the work of librarians in working with faculty to archive and digitize materials. In addition to a "guide" a librarian might

be described as a "publisher." Librarians will have the responsibility of acquainting faculty with technology and procedures for digitizing material and provide organizational expertise to arrange the material and make it accessible.[8]

Yet another set of voices has suggested an even more radical new role for librarians. Shedding the service role that is fundamental to the profession, this movement proposes that librarians become entrepreneurs, providing information (rather than mere guidance) and, in some cases, charging a fee and thereby helping to offset budget cuts (Cloutier; Cardina and Wicks 135).

7. Library Culture

It has been widely said that libraries and librarians are averse to change. This may be due to their long history and the conservative orientation implied in the activity of collecting and preserving which has for so long been the library's mission. However, in a time where there is no choice but to change, such an inflexible attitude can be a great liability. The burgeoning field of organizational development has been applied to libraries and suggests that the resistance to change goes very deep and is inherent to any bureaucratic culture. The relevant attitudes have been listed as follows.

1. Bypass embarrassment and threat wherever possible.
2. Act as though you are not bypassing them.
3. Don't discuss steps 1 and 2 while they are happening.
4. Don't discuss the undiscussability of the undiscussable. (French and Bell 54)

Such attitudes, with their premium on secrecy, do indeed pose a formidable barrier to change.

Part of the difficulty in discussing culture is to define this elusive concept. Broad definitions about culture as everything that is thought and said and done by a given group of people, while thought-provoking, are not particularly helpful. This section will offer means of defining culture in more concrete ways. These include modes of communication; degree of socializing; identifiable subgroups—Public Services, Tech Services, Systems, Administration, degreed librarians, non-degreed staff, students—and how these groups interact; the ways librarians are perceived such as whether they have faculty status; and the negative or dismissive images of librarians in the public's perception (Atlas, Wallace and Fleet 316). Having created a landscape of library culture in these terms, theories of organizational development will be applied to explore concrete improvements that can help libraries adapt to change.[9] In particular, John Boyd's theories of "fast transients" and rapid decision cycling promise fresh perspectives on library culture (Coram).

These seven areas, developed through a literature survey, will then be investigated for each of the four academic libraries chosen—UC Davis, UC Merced, the University of Hawaii at Manoa, and the University of Illinois at Urbana-Champaign. Since an exhaustive treatment of such large institutions will not be possible within the space of a

book, areas will be selected for each institution that show the greatest innovation and serve as best practices for the rest of the profession.

This project, combining an historically-oriented review of major professional trends with case studies, will contribute to scholarship by, first, continuing the exploration of professional trends that have been explicitly identified as important in the professional literature. The treatment here distills the major trends in a concise way; provides an historical context to make them understandable; and synthesizes them together to show their interaction in a way that has not been done before to my knowledge. Library services will be impacted more directly by seeing how theorization about the profession takes form in specific case studies. The ways that different libraries address professional challenges in their campus environments will serve as best practices, topics for discussion, and a standard for comparison among academic libraries and will also serve to publicize the important work that librarians do to the wider public.

Design and Methodology

As discussed above, the seven professional trends will be drawn from a literature review. The case studies will be developed from a review of relevant campus documents such as their annual reports, strategic plan and budget information, visits to each campus to examine their facilities and operations, interviews and correspondence with key staff at each library, and the collection of basic statistics for reference, circulation, interlibrary loan, and instruction sessions for the past few years. Virtually all of my budget goes towards the visits to each campus. I will also review all of the assessment efforts that each of my subject libraries has undertaken. The profession is currently undertaking a vigorous discussion of assessment that remains in its early stages as librarians consider both what to assess and how to do it. Reviewing the work of my case studies in this area promises to be one of the more valuable sections of the work. However, at this point, there is no plan for me to administer and analyze surveys of my own for a number of reasons. It is highly implausible that surveys that I could formulate as an outsider would surpass or even equal what an institution has already conducted with the full weight of its resources. It makes sense to me to use what is there rather than create something redundant and inferior. Secondly, the subject libraries are sensitive to how much work they will be required to do to participate in the study. I was told explicitly by the director of the University of Illinois Libraries that while she had no objection to her library appearing in my book or having me converse with staff that she was not willing to make any further commitment of time or effort because of the very busy schedules of her librarians. Such a stance by even one of my libraries prevents the administration of a standard survey for all. And while other directors have been less restrictive, the heavy demands on library staff are well-known and extensive surveys would probably not be welcome. It seems preferable to me to gather what information is available than to impose burdens that might cause resentment. Thirdly, the landscape that I am surveying is so varied with its departments in different libraries in different campus environments, that any survey would be so heavily subdivided that it would offer little advantage over interviewing key staff individually. Fourthly, this project in its nature involves

10

synthesizing issues and setting agendas. Ideally, this work would define issues that could then be profitably surveyed, but the administration of surveys and data at this point seems premature. Fifthly, another feature of this project is to work towards what has been described as the "gestalt" of libraries—that is, its unique atmosphere as a living working place that is part of a campus that has developed a particular environment for the education of its students. Such issues to me are best captured in a narrative form rather than with quantitative data. As an example of how my research might be conducted we can look at the recent development of the Shields reference service which may well feature in the treatment of UC Davis in my book. Within the past three years, the service has transformed from two subject desks (BioAg and HSS) together with the Information Desk on different floors to one consolidated reference desk on the first floor then back to the two subject desks reopened with limited hours and with the first floor desk staffed by students and the old information desk equipped with electronic finding aids. In the course of making these policy changes, reference statistics were kept and one focus group was held. However, the driving force behind the latest version was the opinions of senior librarians who remained committed to subject desks. In analyzing this case, I would weave all the elements—both the quantitative and qualitative—together to explore the merits of the issue and reproduce the decision-making process with the information currently available. This is how I expect to proceed with all of the case studies. As part of this I expect to gather some statistics and make correlations and comparisons where relevant, but there is no expectation of full surveys in the strict sense at this time.

I have secured IRB approval for my project from the UC Davis IRB office, and their approval letter is enclosed. I have begun correspondence with the IRB offices of my other case study institutions and the indications are that my approval letter from UC Davis should meet their own standards for approval.

Budget

The research funding for this book project will consist almost entirely of expenses for traveling to the university libraries that serve as my case studies to interview and gather information. A tentative budget is as follows. Davis is omitted because I work there, and lodging and food for Hawaii will be unnecessary since I have family there.

Merced	Travel $60	Lodging $400	Food $375
Hawaii	Air trip $775 Ground transp. $100	X	X

| UIUC | Air trip $725 | $440 | $375 |
| | Ground transp. $100 | | |

Equipment - $70 for a Sony digital recorder for use in making accurate transcripts of my interviews. I was advised by the UC Davis Office of Technology to buy one of these units rather than pay their rental fee of $10 per day which would result in vastly greater expense over the course of my project.

Total = $3420

$2000 of these expenses will be paid for by a research award from LAUCD, the Davis Chapter Division. This application to LAUC is for the remainder of the total which equals $1420.

Personnel

The only personnel involved in conducting this book project is myself. My qualifications for undertaking this work are as follows. I have worked for 11 years as an instruction/librarian: seven years at the University of Minnesota, Morris and completing four at the University of California, Davis. I was the Chair of the LAUC CPG in 2010 where I led a system-wide study of the future of the University of California libraries and authored the final 50 page report to the executive board. That work serves as the foundation of this book. Since completion of my term as CPG Chair, I have been involved in other UC systemwide initiatives. I worked on a CDL task force to examine the feasibility of the bX Recommender technology, and I am currently working under the auspices of Next Generation Melvyl Technical Services (NGMTS) as Chair of Power of Three (POT) 5 Lighting Team 1 which is carrying out a study of the impact of records distribution to the UC member campuses by the Shared Cataloging Program of CDL. In addition, I have extensive experience in research and writing. I have taught writing and literature at the college level for 20 years at the University of Illinois at Urbana-Champaign and the University of Minnesota, Morris. I have a PhD in American literature from the University of Illinois U-C, and I currently have a book manuscript on American literature and culture of the Civil War under consideration by the University of Virginia Press. My resume is enclosed.

Timetable

July-Oct 2012   Site visits to the University of Hawaii and the University of Illinois

December 2012   Final draft due to ALA

Works Cited

ACRL Research Planning and Review Committee. "2010 Top Ten Trends in Academic Libraries: A Review of the Current Literature." *C&RL News* 71 6 (2010): 286-92.

Applegate, Rachel. "Whose Decline? Which Academic Libraries Are "Deserted" in Terms of Reference Transactions?" *Reference & User Services Quarterly* 48 2 (2008): 176-89.

Atlas, Michael C., Danny P. Wallace, and Connie Fleet. "Library Anxiety in the Electronic Era, or Why Won't Anybody Talk to Me Anymore?" *Reference & User Services Quarterly* 44 4 (2005): 314-19.

Bennett, Scott. "Libraries and Learning: A History of Paradigm Change." *portal: Libraries and the Academy* 9 2 (2009): 181-97.

Blank, Phil. "Virtual Reference at Duke: An Informal History." *Reference Librarian* 38 79/80 (2003): 215-24.

Booth, Char. *Informing Innovation: Tracking Student Interest in Emerging Library Technologies at Ohio University*. Chicago, IL: Association of College & Research Libraries, 2009.

Brown, Elizabeth W., and Gina Calia-Lotz. "Migrations in E-Publishing: A Perspective on New Roles for Librarians." *Migrations in Society, Culture, and the Library: Wess European Conference*. Eds. Kilton, Tom and Ceres Birkhead. Chicago: Association of College and Research Libraries A Division of the American Library Association 2005.

Burke, Liz. "Models of Reference Services in Australian Academic Libraries." *Journal of Library and Information Science* 40 (2008): 269-86.

Calter, Mimi, Elliott Shore, and Christa Williford. *International Digital Library Research & Development Meeting*: Stanford University, 2010.

Cardina, Christen, and Donald Wicks. "The Changing Roles of Academic Reference Librarians over a Ten-Year Period." *Reference & User Services Quarterly* 44 2 (2004): 133-41.

Cloutier, Claudette. "Setting up a Fee-Based Information Service in an Academic Library." *Journal of Academic Librarianship* 31 4 (2005): 332-38.

Connaway, Lynn Silipigni, and Marie L. Radford. *Seeking Synchronicity: Revelations and Recommendations for Virtual Reference* Dublin, OH: OCLC Research, 2011.

Coram, Robert. Boston: Little Brown and Company, Boyd: The Fighter Pilot Who Changed the Art of War.

Cummings, Joel, Lara Cummings, and Linda Frederiksen. "User Preferences in Reference Services: Virtual Reference and Academic Libraries." *portal: Libraries and the Academy* 7 1 (2007): 81-96.

EDUCAUSE, and The New Media Consortium. *The Horizon Report*, 2010.

French, Wendell, and Cecil H. Jr. Bell. *Organization Development: Behavioral Science Interventions for Organization Improvement*. Prentice-Hall, 1995.

Gayton, Jeffrey T. "Academic Libraries: "Social" or "Communal?" The Nature and Future of Academic Libraries." *Journal of Academic Librarianship* 34 1 (2008): 60-66.

Gromatzky, Steven E. "Academic Librarians 2012: Researchers, Technologists and Proactive Partners." 2002.

Hall, Steven. "From Paper To .Pdf: Migration and Meaning in Digital Resources." *Migrations in Society, Culture, and the Library: Wess European Conference.* Eds. Kilton, Tom and Ceres Birkhead. Chicago: Association of College and Research Libraries, 2005.

Holloway, Karen. "The Significance of Organizational Development in Academic Research Libraries." *Library Trends* 53 1 (2004): 5-16.

Janes, Joseph. "Academic Reference: Playing to Our Strengths." *portal: Libraries & the Academy* 4 4 (2004): 533-36.

King, Valery, et al. "Moving Back to Campus: Creating a Local Virtual Reference Service." *Internet Reference Services Quarterly* 11 3 (2006): 1-17.

Kolowich, Steve. "Libraries of the Future." *Inside Higher Ed* (2009). <http://www.insidehighered.com/news/2009/09/24/libraries>.

Lapidus, Mariana, and Irena Bond. "Virtual Reference: Chat with Us!" *Medical Reference Services Quarterly* 28 2 (2009): 133-42.

Levrault, Bethany R. "Integration in Academic Reference Departments: From Print to Digital Resources." *Acquisitions Librarian* 18 35/36 (2006): 21-36.

Lippincott, Joan K., and Stacey Greenwell. "7 Things You Should Know About the Modern Learning Commons." *Educause* (2011).

Loder, Michael Wescott. "Libraries with a Future: How Are Academic Library Usage and Green Demands Changing Building Designs?" *College & Research Libraries* 71 4 (2010): 348-60.

Lynch, Beverly P., and Kimberley Robles Smith. "The Changing Nature of Work in Academic Libraries." *College and Research Libraries* 62 5 (2001): 407-20.

MacWhinnie, Laurie A. "The Information Commons: The Academic Library of the Future." *Portal: Libraries and the Academy* 3 2 (2003): 241-57.

Maness, Jack M. "Library 2.0 Theory: Web 2.0 and Its Implications for Libraries." *Webology* 3 2 (2006): 2006.

Martell, Charles. "Saccess: The Social Dimension of a New Paradigm for Academic Librarianship." *Journal of Academic Librarianship* 35 3 (2009): 205-06.

McGuigan, Glenn S. "Publishing Perils in Academe: The Serials Crisis and the Economics of the Academic Journal Publishing Industry." *Journal of Business & Finance Librarianship* 10 1 (2004): 13-26.

Meserve, Harry. "Evolving Reference, Changing Culture: The Dr. Martin Luther King, Jr. Library and Reference Challenges Ahead." *Reference Librarian* 45 93 (2006): 23-42.

Neary, Lynn. "The Future of Libraries in the E-Book Age." NPR, 2011.

O'Gorman, Jack, and Barry Trott. "What Will Become of Reference in Academic and Public Libraries?" *Journal of Library Administration* 49 4 (2009): 327-39.

Oakleaf, Megan. *Value of Academic Libraries: A Comprehensive Research Review and Report.* Chicago: Association of College and Research Libraries, 2010.

Rader, Hannelore B. "Information Literacy in the Reference Environment: Preparing for the Future." *Reference Librarian* 31 66 (1999): 213.

Rettig, James. "Technology, Cluelessness, Anthropology, and the Memex: The Future of Academic Reference Service." *Reference Services Review* 31 1 (2002): 17-21.

Rudin, Phyllis. "No Fixed Address: The Evolution of Outreach Library Services on University Campuses." *Reference Librarian* 49 1 (2008): 55-75.

Schottlaender, Brian E.C. "Future Staff: Thoughts on Identity with Deductive Corroboration." 2007.

Seaman, David. "The Migrated Library: Distributed, Malleable, Enmeshed, Immediate." *Migrations in Society, Culture, and the Library: Wesss European Conference.* Eds. Kilton, Tom and Ceres Birkhead. Chicago: Association of College and Research Libraries, 2005.

Stoffle, Carla, et al. "Continuing to Build the Future: Academic Libraries and Their Challenges." *Portal: Libraries and the Academy* 3 3 (2003): 360-80.

White, Marilyn Domas. "Diffusion of an Innovation: Digital Reference Service in Carnegie Foundation Master's (Comprehensive) Academic Institution Libraries." *The Journal of Academic Librarianship* 27 3 (2001): 173-87.

Zabel, Diane. "A Reference Renaissance." Editorial. *Reference & User Services Quarterly* Winter2007 2007: 108-10.

---

[1] Rachel Applegate, "Whose Decline? Which Academic Libraries Are "Deserted" in Terms of Reference Transactions?," Reference & User Services Quarterly 48.2 (2008): 176. Christen Cardina and Donald Wicks, "The Changing Roles of Academic Reference Librarians over a Ten-Year Period," Reference & User Services Quarterly 44.2 (2004): 133. Phyllis Rudin, "No Fixed Address: The Evolution of Outreach Library Services on University Campuses," Reference Librarian 49.1 (2008): 56. Diane Zabel, "A Reference Renaissance," Reference & User Services Quarterly Winter2007 2007: 109.

[2] James Rettig, "Technology, Cluelessness, Anthropology, and the Memex: The Future of Academic Reference Service," Reference Services Review 31.1 (2002): 17. Jack O'Gorman and Barry Trott, "What Will Become of Reference in Academic and Public Libraries?," Journal of Library Administration 49.4 (2009): 336. Rudin, "No Fixed Address: The Evolution of Outreach Library Services on University Campuses," 72. Marilyn Domas White, "Diffusion of an Innovation: Digital Reference Service in Carnegie Foundation Master's (Comprehensive) Academic Institution Libraries," The Journal of Academic Librarianship 27.3 (2001): 185. Cardina and Wicks, "The Changing Roles of Academic Reference Librarians over a Ten-Year Period," 134. Scott Bennett, "Libraries and Learning: A History of Paradigm Change," portal: Libraries and the Academy 9.2 (2009): 188.

[3] Phil Blank, "Virtual Reference at Duke: An Informal History," Reference Librarian 38.79/80 (2003): 216. Liz Burke, "Models of Reference Services in Australian Academic Libraries," Journal of Library and Information Science 40 (2008): 271. Lynn Silipigni Connaway and Marie L. Radford, Seeking Synchronicity: Revelations and Recommendations for Virtual Reference (Dublin, OH: OCLC Research, 2011), 3. Joel Cummings, Lara Cummings and Linda Frederiksen, "User Preferences in Reference Services: Virtual Reference and Academic Libraries," portal: Libraries and the Academy 7.1 (2007). Valery King, Jane Nichols, Greg Padilla and Christopher N. Cox, "Moving Back to Campus: Creating a Local Virtual Reference Service," Internet Reference Services Quarterly 11.3 (2006). Mariana Lapidus and Irena Bond, "Virtual Reference: Chat with Us!," Medical Reference Services Quarterly 28.2 (2009). King, Nichols, Padilla and Cox, "Moving Back to Campus: Creating a Local Virtual Reference Service." Bethany R. Levrault, "Integration in Academic Reference Departments: From Print to Digital Resources," Acquisitions Librarian 18.35/36 (2006): 31. O'Gorman and Trott, "What Will Become of Reference in Academic and Public Libraries?," 329. Rudin, "No Fixed Address: The Evolution of Outreach Library Services on University Campuses," 55. Rudin, "No Fixed Address: The Evolution of Outreach Library

Services on University Campuses," 62. Joan K. Lippincott and Stacey Greenwell, "7 Things You Should Know About the Modern Learning Commons," Educause (2011): 1. Laurie A. MacWhinnie, "The Information Commons: The Academic Library of the Future," Portal: Libraries and the Academy 3.2 (2003): 244.

[4] Cardina and Wicks, "The Changing Roles of Academic Reference Librarians over a Ten-Year Period," 134, 41. Beverly P. Lynch and Kimberley Robles Smith, "The Changing Nature of Work in Academic Libraries," College and Research Libraries 62.5 (2001): 409. MacWhinnie, "The Information Commons: The Academic Library of the Future," 253.

[5] Burke, "Models of Reference Services in Australian Academic Libraries," 275. Joseph Janes, "Academic Reference: Playing to Our Strengths," portal: Libraries & the Academy 4.4 (2004): 533. Levrault, "Integration in Academic Reference Departments: From Print to Digital Resources," 24. Harry Meserve, "Evolving Reference, Changing Culture: The Dr. Martin Luther King, Jr. Library and Reference Challenges Ahead," Reference Librarian 45.93 (2006): 29. O'Gorman and Trott, "What Will Become of Reference in Academic and Public Libraries?," 328. Hannelore B. Rader, "Information Literacy in the Reference Environment: Preparing for the Future," Reference Librarian 31.66 (1999): 217.

[6] Janes, "Academic Reference: Playing to Our Strengths," 535. Rader, "Information Literacy in the Reference Environment: Preparing for the Future," 215. Megan Oakleaf, Value of Academic Libraries: A Comprehensive Research Review and Report (Chicago: Association of College and Research Libraries, 2010), 22. Char Booth, Informing Innovation: Tracking Student Interest in Emerging Library Technologies at Ohio University (Chicago, IL: Association of College & Research Libraries, 2009), 1. Jack M. Maness, "Library 2.0 Theory: Web 2.0 and Its Implications for Libraries," Webology 3.2 (2006): 23.

[7] MacWhinnie, "The Information Commons: The Academic Library of the Future," 244. Rudin, "No Fixed Address: The Evolution of Outreach Library Services on University Campuses," 58. Maness, "Library 2.0 Theory: Web 2.0 and Its Implications for Libraries," 10. Levrault, "Integration in Academic Reference Departments: From Print to Digital Resources," 31. Bennett, "Libraries and Learning: A History of Paradigm Change," 188. Lippincott and Greenwell, "7 Things You Should Know About the Modern Learning Commons," 1.

[8] Elizabeth W. Brown and Gina Calia-Lotz, "Migrations in E-Publishing: A Perspective on New Roles for Librarians," Migrations in Society, Culture, and the Library: Wess European Conference, eds. Tom Kilton and Ceres Birkhead (Chicago: Association of College and Research Libraries A Division of the American Library Association 2005) 86. Steven Hall, "From Paper To .Pdf: Migration and Meaning in Digital Resources," Migrations in Society, Culture, and the Library: Wess European Conference, eds. Tom Kilton and Ceres Birkhead (Chicago: Association of College and Research Libraries, 2005) 70. David Seaman, "The Migrated Library: Distributed, Malleable, Enmeshed, Immediate," Migrations in Society, Culture, and the Library: Wesss European Conference, eds. Tom Kilton and Ceres Birkhead (Chicago: Association of College and Research Libraries, 2005) 58. Glenn S. McGuigan, "Publishing Perils in Academe: The Serials Crisis and the Economics of the Academic Journal Publishing Industry," Journal of Business & Finance Librarianship 10.1 (2004): 23.

[9] Carla Stoffle, Barbara Allen, David Morden and Krisellen Maloney, "Continuing to Build the Future: Academic Libraries and Their Challenges," Portal: Libraries and the Academy 3.3 (2003): 368. Steven E. Gromatzky, "Academic Librarians 2012: Researchers, Technologists and Proactive Partners," (2002), vol., 2. Karen Holloway, "The Significance of Organizational Development in Academic Research Libraries," Library Trends 53.1 (2004): 10. Meserve, "Evolving Reference, Changing Culture: The Dr. Martin Luther King, Jr. Library and Reference Challenges Ahead," 36.

Librarians Association of the University of California

SUPPLEMENTAL BUDGET INFORMATION
This Sheet Must Accompany the Grant Application

PER DIEM
Please indicate the source of the per diem rates used in the application

    a. Federal Government
    b. University X
    c. Other _____
    d. Other _____

Location	Rate	Source
1. Urbana, IL (Food)	$75+	UCD rate (http://travel.ucdavis.edu/meals_lodge/overview.cfm)
2.		
3.		
4.		
5.		

TRAVEL
Please indicate the source of the travel information used in the application

    a. Federal Government
    b. University
    c. Internet Search (list which service used) Google_____
    d. Travel Agency
    e. Other _____

Location	Type	Amount	Rate	Source
1. Honolulu, HI	GTransp.	$100	$25X4trips	Supershuttle (http://www.supershuttle.com/)
2. Honolulu, HI	Air	$775		Hawaiianair (http://www.hawaiianair.com/)
3. Urbana, IL	GTransp.	$100	$25X4trips	Supershuttle (http://www.supershuttle.com/)

4. Urbana, IL	Air	$725		Travelocity (http://www.travelocity.com/)
5. Urbana, IL	Lodging	$440	$110	tripadvisor (http://www.tripadvisor.com/Hotels-g36806-Urbana_Illinois-Hotels.html)
6.				

Matthew Conner
Peter J. Shields Library
University of California, Davis
100 N.W. Quad
Davis, Ca 95616
mconner@ucdavis.edu
(530)754-7348

Education

2000   M.S. University of Illinois at Urbana-
                Champaign, Library and Information Science

1999   Ph.D. with Distinction, University of Illinois at Urbana-
                Champaign, English

1990   M.A. University of Illinois, English

1988   A.B. *cum laude* Princeton University, English

Employment

2008-   Instruction/Reference Librarian, Peter J. Shields Library, University of
                California, Davis
2000-2008   Instruction Coordinator, Rodney A. Briggs Library, University of
                Minnesota, Morris
1998-2000   Post-doctoral Fellow, Visiting Teaching Associate English Department
                University of Illinois at Urbana-Champaign
1988-1997   Teaching Assistant University of Illinois

Research Interests

English   Nineteenth Century American Literature, Realism, Regionalism,
                   Critical Theory, Multiculturalism

Library Science   Future of librarianship, visual literacy, assessment and evaluation

Publications and Work in Progress

Matthew Conner, *The New Library: Seven Trends, Four Case Studies*. Under contract
    with ALA.

Matthew Conner, *"Johnny Comes Marching Home": The Citizen-Soldier and the
    Construction of Identity in Northern Civil War Literature*. Book manuscript
    revising for further review by University of Virginia Press.

Matthew Conner, "Minstrel-Soldiers: African-American Soldiers in the Civil War"
    Prospects: An Annual of American Cultural Studies, 26(2001): 129-137.

Review of Donald Yacovone ed. *A Voice of Thunder: A Black Soldier's Civil War*
    (Urbana: University of Illinois Press, 1997) in *American Literature* March 2000.

Conference Papers and Professional Activities

Chair, Listen and Learn Proposal Review team CARL 2012 Annual Conference:
    *Creativity and Sustainability: Fostering User-centered Innovation in Difficult
    Times*. April 5-7, 2012.

CARL Secretary 2011-

Member, CDL Advisory Task Force on bX Recommender Technology 2011

Matthew Conner and Melissa Browne, "Information Visualization and Keyword
    Searching in Library Instruction" presented at 2011 LOEX Conference, Fiesta de
    Excelencia May 5-7, 2011. Dallas, Texas.

Matthew Conner and Melissa Browne, "Information Visualization and Keyword
    Searching, and Library Instruction," Lilly West 2011 Conference 23rd Annual
    Lilly Conference on College and University Teaching—West, March 11 and 12,
    2011, Kellogg West Ranch, California Polytechnic State University, Pomona.

Matthew Conner and Melissa Browne, "New Directions in Library Instruction:
    Keywords, Visual Literacy, and Critical Thinking." *People Make Libraries:
    Digging into Our Past and Polishing Our Present to Transform Our Future*,
    Smith, Brena ed., CARL Conference. 2010.

LAUCD Secretary 2010

Chair, Library Association of the University of California (LAUC) Committee on Professional Governance (CPG).

- Organized program at LAUC Annual Assembly on "The Future of Libraries and Librarianship at the University of California in the 21st Century" at UC Berkeley, December 3, 2009.
- Organized LAUC statewide conversation on the future of UC libraries through 2010 by moderating the LAUC blog, soliciting contributions, writing posts, and responding to comments.
- Organized discussions on the future of the UC Davis library as part of the year long LAUC discussion on the future of the UC system. April 16, 30 and May 7, 2010.
- Gave reports for and participated in monthly LAUC executive board conference calls.
- Helped organize and participated in the LAUC Southern assembly at UC Irvine on the future of UC libraries May 6, 2010.
- Administered system-wide survey of LAUC divisions through Survey Monkey in Summer 2010.
- Incorporated blog material, division reports, and survey results into a 50 page report on the activities of the LAUC CPG at the end of my term as chair in August 2010.

"The Citizen-Soldier and the Fighting Irishman" 30th Annual Popular Culture Conference (New Orleans, April 12-15, 2000).

Designed and maintained websites for the Mechanical Engineering Department, English Library at the University of Illinois, and Champaign Public Library. (Spring 1999)

Taught workshops on Ovid and SilverPlatter databases at the Graduate School of Library and Information Science at the University of Illinois. (Spring/Summer 1999)

"The Socialization of Women and Violence" (2/16-28/97) – a two-week program of campus-wide lectures, discussions, film screenings, and practical workshops which I designed, organized and for which I raised funds from the university and the community.

"'A Grand Army of Black Men': Nationalism and African-American Soldiers in the Civil War," Moving America: Nationalism, Postcolonialism, and Pedagogy in American Literary Studies (Loyola University, Chicago, Illinois; May 4, 1996).

"Dialogic Romanticism in the Literature of the Civil War," Third Annual Graduate Student Conference on Romanticism: "Prometheus Unplugged?" Romanticisms Past and Future (Emory University, Atlanta, Georgia; April 12-14, 1996).

"'On the Altar of Freedom': The Voice of the African-American Soldier of the Civil War," 1996 Graduate Conference on Language and Literature (Northern Illinois University, De Kalb, Illinois; March 29-31, 1996).

"Romanticism, Realism, and the Representations of African-Americans in Civil War Literature," "Against the Grain": Cultural Studies as Oppositional Criticism (Bowling Green State University, Bowling Green, Ohio; March 1-2, 1996).

"The Self and the Group: Romantic Representations of the Union Army in Civil War Literature," Second Annual American Conference on Romanticism: Comparative Romanticisms (Marquette University, Milwaukee, Wisconsin; September 1995).

Awards

2011	LAUCD Research Award
2011	CARL Research Award
1996	University and Gragg Fellowships
1990, 1995	Phi Kappa Phi
1998-1991	Medical Scholars Program

Professional Memberships

California Academic and Research Libraries Association (CARL)
Modern Language Association
American Library Association

To: Matthew Conner   Date: Dec. 15, 2011

From: Xiaoli Li, Chair
         LAUC-D Research Committee

RE: LAUC-D Research Grant Application

CC: Debbie Ojakangas, Kobe Childs-Floyd, Amy Kautzman, Sandy A. Vella, Jared
Campbell

I am pleased to notify you that the LAUC-D Research Committee has approved partial
funding of your application to cover some expenses for your book research project entitled
The new Library: Seven Trends, Four Case Studies. The amount of $2,000 is to be used for
reimbursement of the travel expenses associated with your site visit to the following
libraries: UC Merced, the University of Hawaii at Manoa, and the University of Urbana-
Champaign.

Below is the information you will need for accounting purposes:
         Account/fund number: 3-PROFDEV-RSRCH
         Individual cost type number: 603

To facilitate record keeping, you will generally list the account number and your own
individual cost type number on charge funds. In your case this would be Matthew 3-
PROFDEV-RSRCH-603. This number is for use only in connection with the above named
research grant.

Please send copies of any charge forms, with the individual cost type number included, to
Kobe Childs-Floyd, University Library Accounting. You may also contact Kobe for any
questions you might have about reimbursement procedures.

Please also note that depending on the type of costs involved, e.g. travel, you will need to
deal with those units handling travel-related costs. They will also require the appropriate
forms and account information when you forward your documents for processing.

Should you fail to expend the amount allocated within two years, and if you do not file a
request for extension of the grant, the balance of the funds will be returned to LAUC-D
for distribution to other applicants. Please be aware as well that all successful grant
applications are made available to future applicants to serve as examples. Most
importantly, you are required to submit a report to the Research Committee upon
completion of the activities funded by the grant.

Please accept our congratulations on your successful application and best wishes regarding
your research project.

INSTITUTIONAL REVIEW BOARD
University of California, Davis

PROTECTION OF HUMAN SUBJECTS - DECLARATION / ASSURANCE OF IRB APPROVAL

The following research study has been determined to meet the definition of human subjects research as defined by Federal Regulations and UC Davis IRB Policy and has been reviewed by the IRB in accordance with the Common Rule and any other governing regulations:

Project Title [277229-1] The New Library: Seven Trends, Four Case Studies			
Principal Investigator Matthew Conner, Associate Library IV Library/Instructional Services	**Protocol No.** 277229-1	**Approval Period** December 7, 2011 through December 6, 2014	
Sponsor(s) American Library Association (ALA), Librarians of the Association University of California (LAUC)	**Status** New Project	**Type of Review** Exempt Review	**Category** *1*

As Principal Investigator for the above-referenced project, you assume certain responsibilities, including, but not limited to:

1. You will conduct the study according to the protocol approved by the IRB. As the PI you are ultimately responsible for the conduct of the research and the protection of rights and welfare of the human subjects. You will ensure, at all times, that you have the appropriate resources and facilities to conduct this study. You will ensure that all research personnel involved in the conduct of the study have been appropriately trained on the protection of human subjects, in addition to the study procedures.

2. Any unanticipated problems involving risks to participants or others will be reported within 5 days to the IRB or in accordance with IRB Standard Operating Procedures (SOPs).

3. Any changes in your research plan (including but not limited to advertisements) must be submitted to the IRB for review and approval <u>prior</u> to implementation of the change, except when necessary to eliminate immediate hazards to participants. Changes in approved research initiated <u>without</u> IRB approval to eliminate immediate hazards to the subject, are to be reported to the IRB in accordance with the SOP, "Reporting of Unanticipated Problems Involving Risks to Participants or Others."

4. Your protocol must be renewed prior to expiration of the study. Failure to submit renewal documents to the IRB Administration will result in a lapse in IRB approval or termination of the study by the IRB. All research involving human subjects must stop without on going IRB approval.

5. If you plan to collect protected health information, you are required to comply with HIPAA requirements.

6. Studies conducted at the CCRC must be reviewed and approved by the VA IRB and the Research & Development Committee prior to initiation of the study. Contact the VA Committee for submission requirements.

7. The UC Davis Health System requires that all investigational drugs be distributed through the UCDMC Pharmacy. You are required to provide a complete copy of the approved protocol to the Investigational Drug Service Pharmacy. A copy of the signed consent form must be submitted to the Pharmacy if investigational drugs are dispensed through the Outpatient Pharmacy.

8. For studies involving investigational drugs at Shriners Hospitals for Children Northern California, drugs must be distributed through Shriners Pharmacy. A copy of the signed consent form must be in the Pharmacy.

Name and Address of Institution University of California, Davis IRB Administration CTSC Bldg, Suite 1400, Rm. 1429 2921 Stockton Blvd. Sacramento, CA 95817	**Institutional Administrator** Elodia Tarango Interim Director, IRB Administration elodia.tarango@ucdmc.ucdavis.edu Phone No. (916) 703-9151 Fax No. (916) 703-9160	**This Assurance, on file with the** **Department of Health and Human** **Services, covers this activity:** FWA No: 00004557 Expiration Date: January 28, 2016 IORG: 0000251

Std. December 7, 2011

Subject: Re: LAUC Research Grant Proposal--request for information
From: Matthew Conner <mconner@lib.ucdavis.edu>
Date: 5/14/2012 1:51 PM
To: "Keri S. Botello" <kbotello@ucla.edu>

Dear Ms. Botello,

Below are responses to your questions. My rationale for choosing my four institutions is as follows.

University of Illinois at Urbana-Champaign - As one of the largest academic research libraries in the country, this institution serves as a paradigm of the large decentralized research library which will demonstrate how this structure adapts to the challenges of the future especially with regard to consolidating its various units and networking with other libraries.

University of California, Merced - As part of the first major university of the 21st century, this library was explicitly designed as a library for the future with its innovative building plan, its commitment to shared collections, its experimental reference service with heavy reliance on students and more. This is a living experiment in the future of libraries.

University of California, Davis - This library makes for a contrast with UCM. Where UCM is the library of the future, UCD with its deep agricultural roots can be seen as a type of the land-grant institution and the library of the past. Juxtaposed with UCM, UCD illustrates the tension between the local and the systematic in the planning of future libraries. And both together offer different points of view for understanding UC systemwide initiatives such as the e-scholarship program and UC3.

University of Hawaii, Manoa - This library, located in the most remote inhabited region on the planet, allows study of two important issues. Due to its isolation, it has considerable challenges in networking with other libraries and building shared collections. On the other hand, it is at the forefront of special collections and seeks not only to preserve artifacts but also the culture of the entire Pacific region. Its recently deceased head of special collections, Karen Peacock, whom I plan to profile in my book was a most resourceful and innovative figure in this area of librarianship who deserves more publicity throughout the profession.

The reason that my study does not contain more case studies is because there is no room for them. The first half of the book (total of about 160 printed pages) attempts to organize and historicize seven major trends in the profession that correspond closely to the ACRL's Top Ten Trends in the future of libraries for 2010. The second half of the book is evenly divided among my four case studies. More case studies would either push the book beyond a reasonable length or lead to a superficial treatment of each. I am also skeptical that there is such a thing as any subset of academic libraries that are truly representative of the whole. Each institution is so complex and so tightly integrated with its campus environment that seeking to speak about all academic libraries in terms of any sample seems to be a highly dubious undertaking. Instead, my study seeks to apply major trends of the profession to particular institutions in sufficient depth to illustrate the complex interdependence of various library functions as well as interactions between each library and its campus context. The four case studies are representative of some trends in the profession which, it seems to me, is all that is feasible in a book length project.

The funds I've requested from LAUC are for interviews to be conducted in early July at the University of Hawaii over the course of two weeks as well as for interviews at the University of Illinois at UC for one week either at the beginning of September 2012 or October 2012. The actual dates are yet to be determined, and I am corresponding with the University Librarian, Dean Paula Kaufman, to establish the best time.

I hope this answers your questions. Please let me know if you would like additional information.

Regards,

Matt Conner

----- Original Message -----
Dear Mr. Conner,

The Committee acknowledges the thought and consideration you put into your research grant proposal.

We would appreciate some additional clarification information from you to aid our consideration of your application for funds.

Four institutions are named in your proposal. We are interested in the basis for choosing those institutions and some reasoning behind selecting only four rather than a larger sample--why are these institutions representative?

It is unclear to us how many days you will be absent to conduct interviews. Please provide some clarification on this point.

We would appreciate a reply from you by May 18th.

Thank you,

LAUC Committee on Research and Professional Development

--