



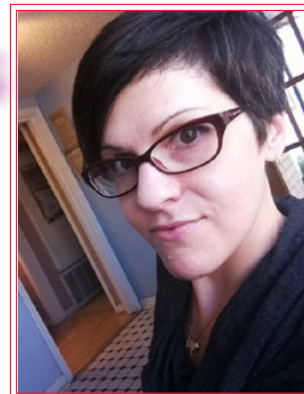
School Public Special Academic LIBRARY INSTRUCTION ROUND TABLE NEWS

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December 2014

From the President

REFLECTING



After most of my workshops are done for the fall semester, I typically take some time to reflect on the past few months. For me, reflecting takes several forms. One form is clearing off my desk. I've always worked in piles and am comfortable with a certain level of clutter, but this semester, it seems like it's a little out of control! The piles include folders of teaching materials, old to-do lists, articles I'd like to read someday, and scraps of paper with book titles and call numbers. These piles are evidence of the semester's work. Filing, recycling, and organizing all of these things are a great way to see what I've accomplished, what I've learned, and what still needs to be done.

Another form of reflecting is reviewing my instruction statistics for the semester. I do this in part to see how many workshops I taught and in part to see if my teaching load is the reason the semester seemed so busy. At my library, we track our statistics using a shared spreadsheet and we track a lot of data, qualitative and quantitative. It's useful to see how many classes and students my department has worked with, compare it to past semesters, and track the growth of our instruction program.

Once a year, in January, I turn in a file update as part of an annual performance review process. The file update provides an opportunity to report one's activities for the year in the form of meetings, committee work, publications, instruction, professional development, and other projects. Putting together a calendar year's worth of work can be daunting but it's a great way to reflect on how I've spent my time.

Reflecting upon one's teaching should be done more than once a semester. Since it's a method that can be used to improve student learning, my lesson plans have a built in space for it. The section "What to Remember for Next Time" is where I record my reflections on the class. It's helpful as a general tool for improving workshops and since I teach a lot of one-shots, making a habit to write a note about what might work better next time can improve the class for future students. A few times this semester, I was able to make changes based on my reflections. Most recently, my note from last semester to ask students to close their laptops during the first part of a workshop made a huge difference this time around. They were more engaged in the workshop content and the professor noticed a difference.

I hope you are incorporating reflection into your teaching practice. It's a relatively easy way to improve student learning.

Jennifer Corbin

LIRT President

December 2014

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The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.



Announcing the 2015 Midwinter Discussion Forum

Keeping It Real: Tech Tools for Information Literacy Instruction

hosted by LIRT's Teaching, Learning, and Technology Committee



Sunday, February 1, 2015

1:00 to 2:30 p.m.

McCormick Place West W471

<http://www.ala.org/lirt/discussion-forum>

When new and exciting instructional technology comes around, what is the best way to leverage it to our advantage and keep learning outcomes at the forefront? LIRT's Teaching, Learning, and Technology Committee will present methods to combine instructional strategies, learning outcomes, and technology tools. The discussion will outline strategies for creating simple and effective research instruction strategies while effectively meeting student and patron goals and needs. Please mark your calendars and join us for a lively, interactive, and informative discussion.

LIRT's *Transitions to College committee* is hosting a dessert & drink networking event Friday, January 30th at 8 p.m. Watch for details at <http://www.ala.org/lirt/midwinter-conference>

Keep up with all the LIRT events at the ALA Midwinter Conference at
<http://www.ala.org/lirt/midwinter-conference>

Join Us for lunch in Chicago!

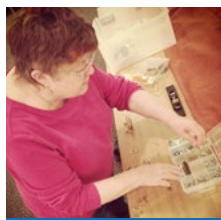
BITES with LIRT

LIRT (Library Instruction Round Table) is organizing "Bites with LIRT" groups for lunch during the ALA Midwinter Conference in Chicago. This is your opportunity to meet other librarians interested in library instruction while enjoying lunch in a local restaurant. LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate.

We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve a spot and come join us!

Reserve your spot at <http://www.ala.org/lirt/bites-midwinter> **Deadline is January 20, 2015.**





W From the editor inter Wonderland...



by Susan Gangl
University of Minnesota
s-gangl@umn.edu

Most of us feel like we're already into mid-January, so let's use that as a motivation to get ready for Midwinter ALA in Chicago, the Windy City! Warm up with Bites with LIRT, and come on inside for the Midwinter Discussion Forum, **Keeping It Real: Tech Tools for Information Literacy Instruction**, hosted by LIRT's Teaching, Learning, and Technology Committee.

Also in this issue, you'll meet Jeremiah Paschke-Wood, Head of Instruction at the University of Louisiana at Lafayette. He's in our Member A-LIRT spotlight! See page 10.

Tech Talk's Billie Peterson-Lugo has the scoop on ORCID, a new way to uniquely identify researchers and scholars. See page 4.

Susan



LIRT Meetings at ALA Midwinter 2015

Saturday, January 31 - 8:30 a.m. - 10:00 a.m.

Steering Committee I (LIRT)
McCormick Place West W474a

Saturday, January 31 - 10:30 a.m. - 11:30 a.m.

All Committee Meeting (LIRT)
McCormick Place West W474a

Monday, February 2 - 8:30 a.m. - 10:00 a.m.

Steering Committee II (LIRT)
McCormick Place West W184d

Monday, February 2 - 10:30 a.m. - 11:30 a.m.

Executive Board Meeting (LIRT)
McCormick Place West W184d

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Editor:

Susan Gangl
Librarian
170 Wilson Library
University of Minnesota--Twin Cities
309-19th Ave. South
Minneapolis, MN 55455
612.626.2281
s-gangl@umn.edu

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Send claims to:
Beatrice Calvin; 800-545-2433, ext. 4280
American Library Association
50 E. Huron Street
Chicago, IL 60611

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Production editor: Susan Gangl

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Dear Tech Talk— The other day I heard someone talking about “orchids” and through the context of the conversation, I realized that she wasn’t talking about flowers. Apparently it’s some kind of an identification system. Can you help me understand?

— *Oblivious of ORCIDS*

Dear OOO— ORCID (<http://orcid.org>) is an acronym for Open Researcher and Contributor ID. From their website, “ORCID is an international, interdisciplinary, open, and not-for-profit organization created in 2010 for the benefit of . . . research organizations, research funders, organizations, publishers, and researchers [committed] to transform the research ecosystem by providing a registry of persistent unique identifiers for researchers and scholars and automating linkages to research objects such as publications, grants, and patents.” (<https://orcid.org/faq-page#n85>) More succinctly, ORCID proposes solutions for assigning unique identifiers to researchers and scholars, enabling them to associate all of their research with their – ORCID iD.



<http://orcid.org/0000-0002-1825-0097>

For as long as there has been published scholarship, there have been countless issues with name disambiguation and finding and assembling all the research attributed to individual researchers. With the advent of the Internet and new forms of scholarly communication, the globalization of research, more emphasis on interdisciplinary research, researchers moving from one field to another, researchers being more mobile, to name just a few, the issues associated with finding and keeping track of a scholar’s research has magnified significantly. Additionally, there is increased interest – on the part of universities, research institutes, funding agencies – in tracking research [publications, data sets, websites, software, patents, grants, etc.] and connecting them to create a “story” that demonstrates the value of each researcher’s contributions, the value of the institution’s aggregated research endeavors, and the ROI for the agencies that fund research initiatives.

Catalogers have long struggled with name disambiguation issues – hence, name-authority control systems. Publishers seek scholars’ publishing history both as they accept new submissions and as they seek peer reviewers. Funding agencies not only want to track the outcomes of funded research, but they want to see the track record of researchers who seek funding. Researchers and librarians – now, more than ever – encounter the daunting task of finding all of the research for specific individuals. Even for the individual, this can be a challenging quest. Using my name as an example, I may have publications under any of the following names: Billie Peterson, Billie Ruane Peterson, B Peterson, BR Peterson; repeat for Billie Peterson-Lugo and for Billie Lugo. That makes at least 12 possible author names and doesn’t reflect issues with typos (Petersen instead of Peterson) or the fact that

Tech Talk: ORCID continued on page 5

“Peterson” is not an uncommon surname and there could be others with the same name. Adding in the global research landscape further complicates the issue. Take Asian names as an example. From the Wikipedia article “List of Common Chinese Surnames”, we see not just the list of common names, but all the permutations of each name based on dialect and Romanization. (http://en.wikipedia.org/wiki/List_of_common_Chinese_surnames)

In a flourishing and global digital world, traditional systems for name disambiguation no longer meet the needs. And, even if the various techniques used to identify all of an individual’s research were still viable, the process is tedious and time-consuming – not the way that most researchers want to use their time. Bottom line – name disambiguation continues to be a non-trivial challenge.

Wide-spread standardization does exist in the publication arena: ISBNs – unique identifiers for books; ISSNs – unique identifiers for serials; DOIs – unique identifiers for journal articles and (more recently) book chapters. And, it’s not as if author identifier initiatives don’t exist. Haak, et. al. state, “While several author identifier initiatives exist already, they are limited by organization, discipline [[ArXiv Author ID](#) or [RePEc](#)], or geographic region [[LATTES](#) in Brazil or [NARCIS](#) in the Netherlands] – or they are part of a proprietary system [[Elsevier’s Author Identifier](#) or [Thomson Reuter’s Researcher ID](#)].” In this current model, an author could easily have multiple identifiers. For example a Brazilian social scientist will have an ID in LATTES, a different one for content in RePEc, and potentially 2 more if she’s written articles that are indexed in *Scopus* and/or *Web of Science*. Although well intentioned, these initiatives have not helped to resolve the issue. In a brief article in *Nature*, Raf Aerts addresses the elephant in the room, “If it is possible to have DOIs for objects (or, so they say, enough IPv6 addresses for every molecule on Earth), why is it so difficult to implement DAIs for authors?” (2008 Aerts)

Enter – ORCID. In an *Against the Grain* interview, Dave Kochalko (Vice President, Strategy & Business Development, Thomson Reuters) stated, “ORCID emerged from a conference organized by Nature Publishing Group and Thomson Reuters held on November 9, 2009 in Cambridge, MA, USA. This ‘Summit’ which included representatives from a cross-section of organizations involved in research and scholarly communications, created the energy and enthusiasm which have brought ORCID to where it is today.” (2010 Strauch) The conference participants determined that:

- “Resolving name ambiguity will require a collaborative effort with representation from all types of stakeholder organizations.
- A widely adopted global registry of contributors will be a pre-requisite for addressing name ambiguity and that registry should be a persistent resource, one whose existence is assured going forward.
- The service should interact with related systems or communities, and support open and commercial initiatives.” (2010 Foley and Kochalko)

Returning to ORCID’s mission, let’s break apart some of the components:

- International and interdisciplinary – In 2010, ORCID had 183 participant organizations from 30 countries representing: Academics (31%), Publishers (21%), Corporations (13%), Non-profits (13%), Associations/Societies (11%), Government (6%), and others (5%). (2010 Foley and Kochalko) This trend continues as is evidenced by their sponsors (<http://orcid.org/about/community/sponsors>) and members (<http://orcid.org/about/community/members>).

- Open – ORCID provides APIs (<http://orcid.org/organizations/integrators/API>) that enable integration; source code available on GitHub (<https://github.com/ORCID>); and ORCID has an extensive list of integration partners, many of whom share their use cases (<http://orcid.org/organizations/institutions/usecases>).
- Registry of persistent unique identifiers – This registry opened in mid-October 2012 and had over 47,000 ORCID iDs by the end of 2012. The chart below illustrates the significant growth in ORCID iDs, with the current number of iDs likely to surpass 1,000,000 by the end of 2014. (<https://orcid.org/statistics>)



Ten Things You Need to Know about ORCID Right Now - Impactstory blog.
(<http://blog.impactstory.org/ten-things-you-need-to-know-about-orcid-right-now/>)

- Automating linkages to research objects – From the beginning, ORCID has worked with a variety of players in the name-identity game to incorporate/integrate ORCID iDs into existing systems, including:
 - CrossRef (<http://crosstech.crossref.org/2013/01/easily-add-publications-to-your-orcid-profile.html>);
 - DataCite (<http://odin-project.eu/2013/05/13/new-orcid-integrated-data-citation-tool/>);
 - Elsevier's AuthorID (<http://info.sciencedirect.com/scopus/scopus-in-detail/orcid>);
 - Figshare (http://figshare.com/blog/figshare_ORCID_integration/86);
 - Funding agencies requesting ORCID iDs on grant applications;
 - International Standard Name Identifier (ISNI) (<http://www.isni.org/content/isni-and-orcid-sign-memo-understanding>);
 - Mendeley (<http://m2id.org/top>);
 - Publishers requesting ORCID iDs when articles are submitted for review;
 - Thomson Reuter's ResearcherID (<http://wokinfo.com/researcherid/integration/> and <http://www.screencast.com/t/lvOGdJzYyq>);
 - Uberwizard, which enables the connection of grant details from FundRef to ORCID records (<http://www.uberresearch.com/orcid-wizard/>); and
 - More integrators can be seen at the ORCID website: <http://orcid.org/organizations/integrators/integration-chart>.

It appears that ORCID is on track to make significant headway with establishing a single, unique identifier that a scholar can use to maintain all of her research across the course of her career – a tool that will be integrated with all sectors of the evolving scholar's landscape: funding agencies, publishers, research institutions, researchers,

and universities. However, although the number of iDs is increasing significantly, a significant key to the success of ORCID continues to be the involvement of the researchers and scholars. It is essential that they establish their ORCID iDs and ensure the research information in their ORCID records is complete and current.

Creating an iD is trivial – taking only 30 seconds or less (<https://orcid.org/register>). Some aspects of building the content in the ORCID record take place via the integrations listed above. However other aspects of building the ORCID record may be considered time consuming, such as entering education and work history information or adding citations for research that isn't available from the integration partners. Scholars need to know why establishing their ORCID record is to their benefit. Some of those benefits include:

- Ensures that all of a scholar's work (no matter the discipline, the publication name used, or co-author status) is correctly associated with the scholar;
- Eases the challenges of keeping track of all research in a digital, global research landscape;
- Enables the discovery of all of a scholar's research;
- Avoids the completion of lengthy forms for credentials needed by publishers and funding agencies;
- Eases the presentation of CV information in Tenure and Promotion packets or other similar evaluative processes;
- Enables the sharing of research interests with others through the provision of ORCID iDs in correspondence and publications;
- Eases the collection of altmetric and other measures of research impact.

Are there areas of concern? Perhaps. Privacy is always a concern. However, as a founding principle, those who envisioned the ORCID registry recognized that individual researchers need to have control over their ORCID iD, what is placed in the ORCID record, where the information comes from, and who can see the information. The ORCID privacy policy (<http://orcid.org/footer/privacy-policy>) states,

“Researcher privacy is important to ORCID, and we believe that following research community-sanctioned privacy practices is essential to the success of ORCID and the Registry it operates. This Privacy Policy applies to the personal information ORCID collects about you through the Registry and website it operates at the orcid.org URL (the “Website”). Our privacy practices are based on three levels of openness and privacy, which you have the ability to set: **public** [accessible by anyone], **limited access** [accessible by ORCID Record owner, account delegates specified by Record owner, and Trusted organizations], and **private** [ORCID Record owner and account delegates specified by Record owner].”

ORCID's privacy policy has received [TRUSTe's Privacy Seal](#), meaning their privacy statement and practices have been reviewed and are in compliance with the TRUSTe program. Ultimately, each ORCID record owner has the right to manage the privacy settings on her account.

Additionally, ORCID monitors and responds to the users' privacy concerns. When the ORCID registry went live in October 2012, the **default privacy setting** for any content imported into an ORCID record was flagged as “private”. In early 2013, ORCID changed this setting so that each individual can set her own default privacy settings for imported content. (<https://orcid.org/blog/2013/01/18/orcid-tech-update-default-privacy-settings>)

Another issue mentioned by Kent Anderson in the Scholarly Kitchen is the falsification of an ORCID record, stating that it's most likely as easy as falsifying any other form of online identity, but he also states, “once all legitimate authors are using them [ORCID iDs] and all relevant papers are claimed, then it would be nearly

bulletproof.” (2014 Anderson) To a certain extent, this issue provides an additional reason why it is important for scholars to claim their ORCID iDs and associate their works with their iD. If anyone has an issue with an ORCID iD and/or the research connected to it, ORCID provides procedures to resolve disputes (<http://orcid.org/orcid-dispute-procedures>).

Since the advent of the ORCID registry, Librarians from academic libraries – often coordinating with other departments on campus such as graduate schools or offices of sponsored programs – are spearheading a variety of ORCID initiatives at their institutions as can be seen below:

- Boston University (<http://sites.bu.edu/orcid/>)
- Carnegie Mellon University (<http://www.cmu.edu/scholarly-communications/identifiers/author-identifiers.html>)
- Cornell University (<http://orcid.org/sites/default/files/orcid.cornell.edu%20Use%20Case.pdf>)
- Harvard University (<http://library.harvard.edu/02042014-1336/harvard-adopt-service-uniquely-identify-academic-authors>)
- Purdue University (<http://blogs.lib.purdue.edu/news/2013/10/31/orcid-grant-enables-purdue-university-libraries-to-connect-researchers-to-their-research/>)
- Texas A&M (<http://guides.library.tamu.edu/content.php?pid=553864&sid=4564757>)
- University of Colorado (<http://ucblibraries.colorado.edu/ScholarlyCommunications/orcid/>)
- University of Michigan (<http://www.lib.umich.edu/orcid>)
- University of Missouri (<http://www.duraspace.org/university-missouri-and-mire-adding-orcid-dspace>)
- University of Notre Dame (<https://wiki.duraspace.org/display/hydra/Hydra+ORCID+Plug-in>)

To assist with these outreach activities, ORCID provides a suite of resources, including: outreach materials (<http://orcid.org/content/orcid-ambassadors-1/outreachresources>), SWAG (<http://www.cafepress.com/orcid>), and information on how to use the ORCID trademark (<http://orcid.org/trademark-and-id-display-guidelines>). Additional resources that can build knowledge about and keep current with ORCID include:

- Facebook (<http://www.facebook.com/pages/ORCID-Initiative/124343140932918>)
- FriendFeed (<http://friendfeed.com/orcid>)
- ORCID Blog (<https://orcid.org/blog>)
- ORCID FAQ (<http://orcid.org/faq-page>)
- ORCID iDEAS Forum (<http://support.orcid.org/forums/175591-orcid-ideas-forum>)
- ORCID Knowledgebase (<http://support.orcid.org/knowledgebase>)
- ORCID News (<http://orcid.org/node/11>)
- ORCID Videos at Vimeo (<http://vimeo.com/orcidvideos>)
- SlideShare (<http://www.slideshare.net/ORCIDSlides/> and <http://www.slideshare.net/tag/orcid>)
- Trello Boards (public view into feature-set development and deployment; <https://trello.com/orcid2>)
- Twitter (https://twitter.com/ORCID_Org)

Like altmetrics, ORCID appears to be driven by the academic and research environment, therefore being of much

interest to academic librarians and not so much for non-academic librarians. But, also like altmetrics, the success or failure of ORCID will have an impact on the services provided in all types of libraries. All librarians have dealt with name disambiguation issues at some point. In addition, as research results become more openly accessible, more non-academic researchers will search for research they have heard about. Some researchers may use their local public libraries because the library with which they are affiliated may not be readily accessible or may not provide needed services. Non-academic librarians may not need to hit the streets to bring researchers into the ORCID fold, but knowing what ORCID is and its potential to enable better access to research is equally as important. Finally, and perhaps most importantly, many non-academic librarians have their own research and should establish their ORCID iDs and complete their ORCID account.

ORCID appears to have all of the key ingredients in place to make a viable, single, researcher identifier work – buy-in from the key stakeholders (funding agencies, institutions, publishers, and researchers), open, international focus, non-profit, interoperable, API integrations, and a plan for financial sustainability via those who become members (<http://orcid.org/about/membership>). “Haak is convinced that when scientists [and researchers from all fields] and their patrons see the practical benefits of ORCID, it will become the de facto standard author identifier in research, much as the digital object identifier (DOI) has become for papers and data.” (2012 Butler) Will it? Time will tell.

Additional Resources

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Member A-LIRT **spotlight** on **Jeremiah Paschke-Wood**

Head of Instruction
Edith Garland Dupré Library
University of Louisiana at Lafayette

What brought you to LIRT?

My background prior to becoming a librarian was in the journalism field, so a year teaching conversational English in Nanjing, China, aside, I had virtually no experience in instruction. Once I was hired as the Instructional Services Librarian at the University of Louisiana at Lafayette, I realized that I had a fairly steep learning curve towards providing even somewhat competent library instruction to students, particularly without a large group of co-workers with extensive experience in that area. So I decided the best way to improve and get ideas for instruction and assessment was to find other librarians going through exactly what I was, both in Louisiana and nationally. And of course, becoming a member of LIRT was the logical first step in that direction.

What was your path to librarianship?

My mother is a public librarian, and even when she wasn't working full-time in the field, we spent all of our time as kids growing up in and around libraries. Even when I was pursuing a different career, I always felt like becoming a librarian would be a logical career choice at some point. So, after 10 years as a journalist, with many of the corporate-owned newspapers either dying or cutting staff, it seemed like a logical time to go back to school and get an advanced degree. I enrolled at the University of Arizona in their library program. At first, I wasn't sure what kind of librarianship I wanted to pursue, but I've always been interested and enjoyed the academic community, so I decided when I started job hunting to pursue that as a career. And here I am.

Tell us about your current position. What do you like most about it?

After about 15 months as the Instructional Services Librarian at Edith Garland Dupré Library at the University of Louisiana at Lafayette, I was promoted to Head of Instruction. Probably my favorite thing about it is working with and getting to know students, but in terms of the promotion, I'm excited to come up with new methodologies for teaching and making libraries fun for the students, time-permitting. It feels sort of like having a clean slate to dream up a new approach to providing these services to the students and university departments, and that's something that might be challenging, but also really rewarding.



Member A-LIRT spotlight - Jeremiah Paschke-Wood, continued on page 12



In what ways does it challenge you?

It's challenging in a couple ways. For one thing, we have a fairly heavy workload of courses - roughly 110-120 in the fall semester alone, so trying to strike a balance between teaching as many classes as possible and having time to make sure I'm providing instruction that's useful AND enjoyable for the students while still keeping up to date on trends in education and library instruction is difficult. The other challenge is trying to get more faculty buy-in on new services or methods of serving our students and departments. Just by the nature of it, we'll always get a lot of freshmen classes, but it would be nice if we can reach out more to upper level and graduate-level classes as well - or even provide more individual research help or workshops, but that requires making more partnerships with departments than we have in the past.

Throughout all your educational experiences, what teacher inspired you the most and why?

Probably my strongest memory is of a teacher I had in third grade who was very proactive about encouraging us to be creative and talking about how much she loved to travel and experience different cultures and people. It made its mark on me. Sadly, her name didn't, because I can't remember it, but I'd like to think it was something exciting and literary sounding, like Eudora Butthorpe or something along those lines.



When you travel, what do you never leave home without?

Several books, music and/or podcasts and something to take pictures with. Also, comfortable shoes.

If you could change one thing about libraries today, what would it be?

This is probably stating the obvious no matter what type of libraries people work in, but our funding situation. It's hard to meet the needs of the students (and public) if we don't have the money to do it.

Tell us one thing about yourself that most of us probably don't know.

Most people don't believe me because I'm 6 feet tall and have reddish brown hair, blue eyes and my last name is Paschke-Wood, but I'm 1/4 Filipino on my mother's side.



CALL FOR NOMINATIONS

2015 LIRT Innovation in Instruction Award

To nominate a library for the LIRT Innovation in Instruction Award,

please submit a nomination packet that includes the following identifying information: nominated library contact name; position; address; phone number; email address. If person making the nomination is not affiliated with the library being nominated, please also supply the preceding for the nominator.

Packets should include a letter addressing the specific award criteria (see bullet points on the online form), giving concrete examples, and a minimum of three letters of support.

Other supporting materials that show the library's contributions to information literacy and instruction are welcome. Electronic submission of nomination materials is expected – please contact Sherri to request exceptions.

Further information regarding the award and the selection process can be found on the LIRT website:

<http://www.ala.org/lirt/innovation-in-instruction-award>

Send all LIRT Innovation in Instruction Award nomination materials by January 15, 2015 to:

Sherri Brown
sherri.brown@library.gatech.edu
404-385-4514

Click on the flyer
to link to the full
information on our
LIRT website!



Call for Nominations:

The Library Instruction Round Table (LIRT) requests nominations for the 2015 LIRT Innovation in Instruction Award. The Innovation in Instruction Award is given in recognition of a Library's contributions to the development, advancement, and support of information literacy instruction. The award will be given to a library that has done one (or more) of the following:

- Revamped its public instruction program in response to a new technology, an assessment report, etc.
- Initiated a public program that utilizes best practices of instruction in combination with new methods of delivery.
- Created an original type of instruction, e.g., team-taught interdisciplinary research sessions, a novel form of outreach, etc.

This award is open to all types of libraries, academic and non-academic alike. Practice(s) will be examined before scholarship, with points given for low-cost and easily reproducible innovations. Only one member of the library nomination group needs to be a librarian.

"We are delighted to accept this award on behalf of the librarians and staff at the Cannon Memorial Library at Saint Leo University. This award recognizes our ability to respond to changes in the educational landscape, to provide opportunities for interactive student-centered learning, and to collaborate with departments outside of the library."

Jacelyn Bryan, Reference and Instruction Services Librarian and Elana Karshmer, Instruction Program and Information Literacy Librarian at Cannon Memorial Library, Winner of the 2015 LIRT Innovation in Instruction Award

Nomination Materials:

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sherri.brown@library.gatech.edu
404-385-4514

The award winner will be notified following the ALA Midwinter Meetings, no later than February 15, 2015.

The award will be presented at the 2015 ALA Annual Conference. Award winners will receive a \$1,000 cash award, a plaque, and a \$500 travel stipend to be used toward attending the ALA Annual Conference. Awards are sponsored by the Library Instruction Round Table.

CALL FOR NOMINATIONS

2015 LIRT Librarian Recognition Award

To nominate yourself or another individual for the LIRT Librarian Recognition Award, please submit a nomination packet that includes a resume or CV for the individual being nominated, 3 letters of support, and information about the person being nominated: name; current position; address; phone number, email address. If person making the nomination is different than the nominee, please also supply the preceding for the nominator.

Packets should also include a letter addressing the specific criteria (see bullet points on the online form), giving concrete examples.

Other supporting materials that show the individual's contributions to information literacy and instruction are welcome. Electronic submission of nomination materials is expected – please contact Michael to request exceptions.

Further information regarding the award and the selection process can be found on the LIRT website:

Send all **LIRT Librarian Recognition Award** nomination materials by January 15, 2015 to:

<http://www.ala.org/lirt/librarian-recognition-award>

Michael Saar
michael.saar@lamar.edu
409-880-8120

Click on the flyer
to link to the full
information on our
LIRT website!



Call for Nominations:

The Library Instruction Round Table (LIRT) requests nominations for the 2015 LIRT Librarian Recognition Award. The Librarian Recognition Award is given in recognition of a librarian's contribution to the development, advancement, and support of information literacy and instruction. The award is open to any librarian who participates in instruction/information literacy activities, in any type of library. Instruction does not have to be the main focus of their position. The award will be judged based on any of the following:

- Contributions to library literature on topics related to instruction/information literacy. These contributions can consist of both formal and informal publications (peer reviewed articles and book chapters, blog postings, newsletter contributions, etc.). Non-traditional forms of publishing will be considered.
- Creation of an instruction/information literacy program or project that has shown potential for wide-spread sharing and replication.
- Impactful participation within local, regional, national, and/or international level professional organizations that are devoted to the support and promotion of library instruction and information literacy in any type of library.

"I want to thank the Library Instruction Round Table for their efforts to engage, discuss, and recognize the work librarians have done across the educational continuum. Their efforts help librarians to learn and make connections so we can continue to help students at all levels develop strong information literacy practices."

— Kenneth Burhanna, 2014 LIRT Librarian Recognition Award Winner

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Get into LIRT!

Please see our
[online committee volunteer form](#)

LIRT STANDING COMMITTEES

Adult Learners

This committee is charged with assisting library professionals to more effectively serve adult learners.

Conference Program

This committee shall be responsible for annual program preparation and presentation.

Liaison

This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

Membership

This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

Newsletter

The committee shall be responsible for soliciting articles, and preparing and distributing LIRT News.

Organization and Planning

This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

Teaching, Learning, & Technology

This committee will be responsible for identifying and promoting the use of technology in library instruction.

Top 20

This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

Transitions to College

This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transition to the academic library environment.

Web Advisory

This committee shall provide oversight and overall direction for the LIRT Web site.

For more information about our committees visit

<http://www.ala.org/lirt/committees>



Library Instruction Round Table News

c/o Beatrice Calvin
LIRT Staff Liaison
Program Officer, Placement/Recruitment
Office for Human Resource Development & Recruitment
American Library Association
50 E. Huron St., Chicago, IL 60611
bcalvin@ala.org
800/545-2433 ext. 4280