Examples of the Dissemination of UC Merced Library Assessment Practices and Results

1. "Post-Grant Report: Writing 1 Library Instruction and the iPod Touch Library Tour." Mini-grant obtained, spring 2009. Project roll-out, fall semester 2009. Sara Davidson

2. "Inside the iPod, Outside the Classroom: Teaching in a New Space." Presented at LOEX of the West 2010, Calgary, Alberta, June 12, 2010. Sara Davidson and Susan Mikkelsen

3. "Library Planning Changes This Summer." *Panorama*. [UC Merced]. June 2, 2010.

4. "Open Access Digital Publishing – New Look and Enhanced Features." *Panorama*. [UC Merced]. December 3, 2010.

5. "Library Assessment Information." Presentation given at UC Merced Deans & Directors Meeting, June 2009 R. Bruce Miller And Donald A. Barclay

6. "Library Supplemental Resources System Expands Teaching Options." *Panorama*. [UC Merced]. October 2008, 5:2.

7. "Library in a Green Field: Creating a New Research Library for the Twenty-First Century." University of California, Berkeley Center for Studies in Higher Education. September 27, 2007. Berkeley, California. Donald A. Barclay

Post-Grant Report
Writing 1 Library Instruction and the iPod Touch Library Tour

- Mini-grant obtained, spring 2009
- Project roll-out, fall semester 2009

Context:

Library staff launched the iPod Touch Library Tour in fall 2009 and targeted this asynchronous form of instruction at freshman students taking Writing 1 to achieve the following outcome:

> Upon completion of the iPod Touch Library Tour and affiliated assignment, students will have an awareness of library space, services and resources and will utilize both the physical and virtual environment in order to support their transition into university life and prepare them for academic success.

Librarians designed the tour to introduce students to the library through an active learning experience. To ensure student participation, they collaborated with Writing faculty who encouraged students, often though class credit, to complete the tour and follow-up assignment. Students came to the library and checked out an iPod Touch already loaded with the tour though it was also available for download to an individual's own device. Following the tour, students completed a short online assignment to demonstrate understanding. Library staff responded with feedback, via email, to students regarding their assignment submissions and invited them to attend an open house. To keep Writing faculty apprised of participation, library staff collated the names of the participating students with their assignment grades and sent these to Writing faculty for their records.

Assessment:

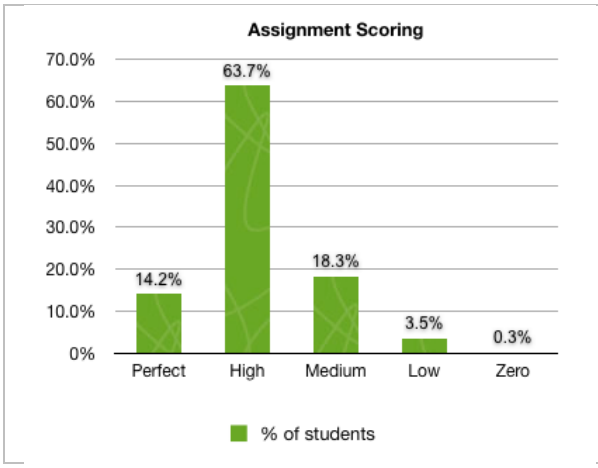
We gathered both quantitative and qualitative data from four areas.

1. Student Assignment
    a. Level of success
    b. Participation rates
2. Questions included in the End-of-Semester Course Evaluation for WRI 1
3. Survey to Writing Faculty
4. WRI 1 Student Comments

Student Assignment

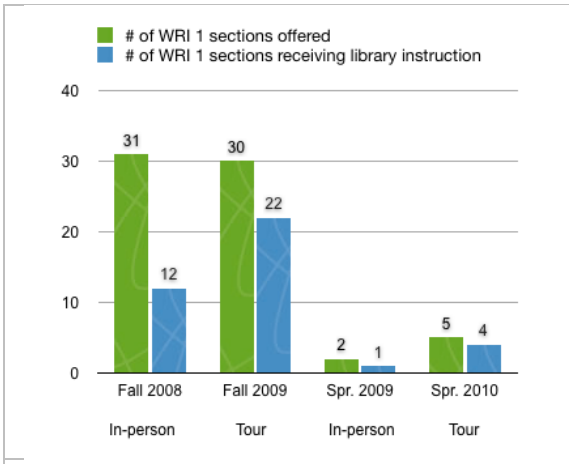
We gathered assessment data primarily from the student assignment submissions. This allowed us to determine what students learned through the tour and also gave us some insight into how they preferred to contact us for additional assistance and how they used our website. As a result, some changes have been made to improve the library website's usability.

Library staff scored each submitted assignment.

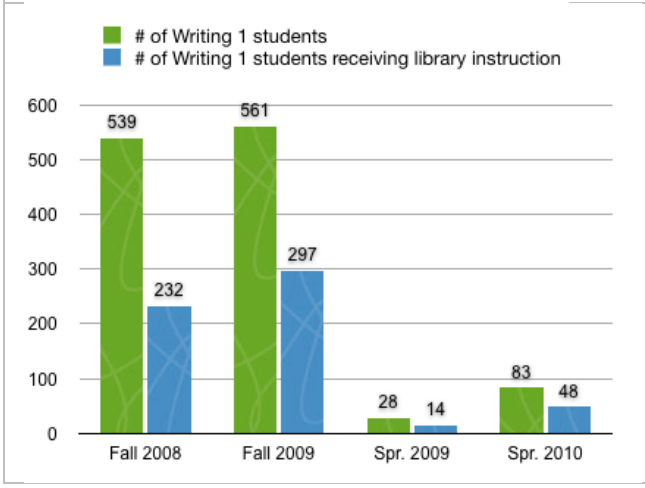


Over 77% of the students who completed the assignment scored high or perfect.

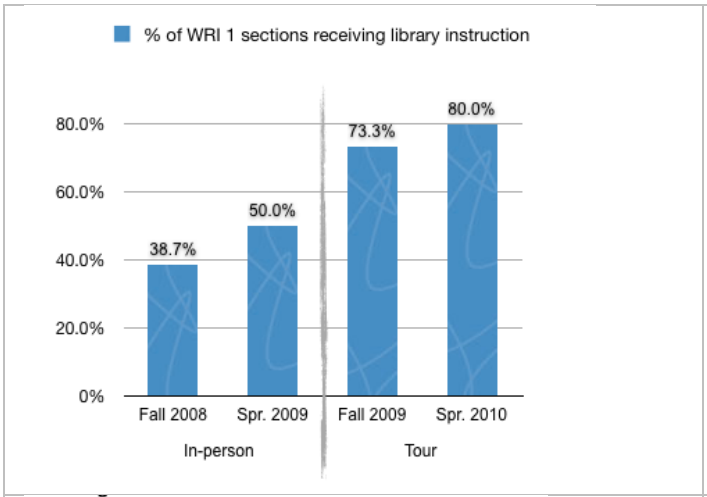
Through the assignment, we were also able to determine the participation level for incoming freshman in Writing 1 both at a section level and at an individual level.



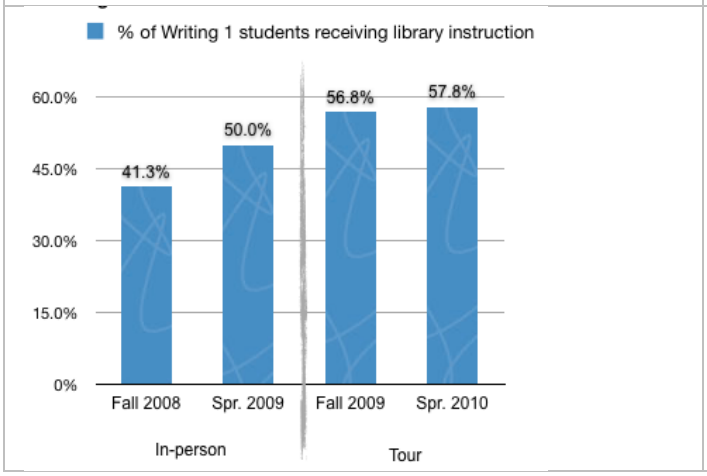
With the iPod Touch Library Tour, we were able to reach a greater number of Writing 1 sections than we had done in the past with in-person instruction.



Though a number of sections participated in the iPod Touch Library Tour, the degree of participation within each section varied. Participation rates likely varied depending on the Writing faculty's emphasis on the tour and/or incentives offered.



The library staff reached a greater percentage of Writing 1 sections in 2009/2010 with the iPod Touch Library Tour than they had done in 2008/2009 with in-person instruction.



Though the number of Writing 1 sections reached with library instruction via the iPod Touch Library Tour is significant, the increase in the percentage of freshman students reached is not as pronounced. We wish to increase not only the section rate participation but also overall participation rates within sections.

Questions included in the End-of-Semester Course Evaluation for WRI 1

In collaboration with the Writing Program, we were able to incorporate questions referring to freshman library use and the iPod Touch Library Tour into the end-of-semester course evaluation for Writing 1.

Quantitative

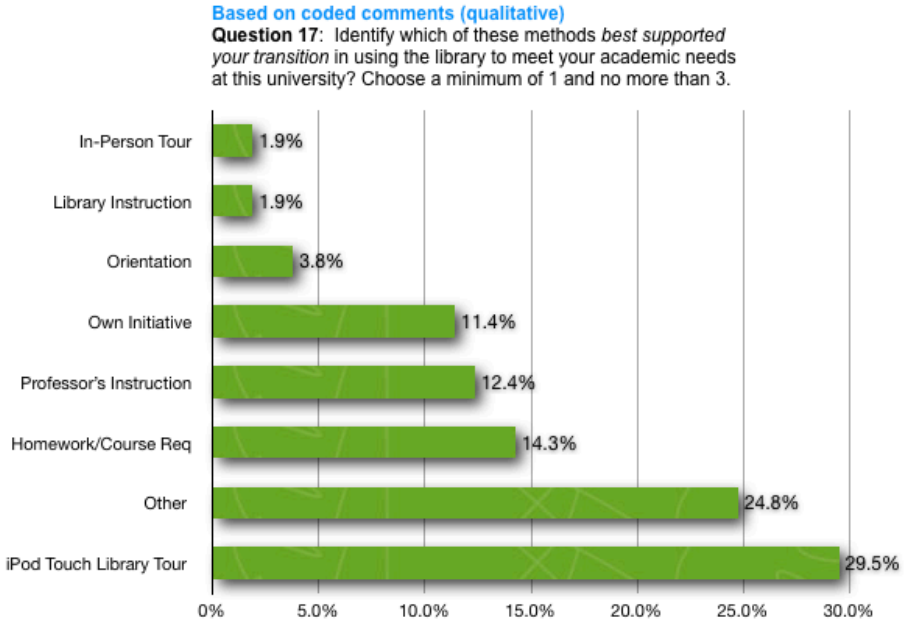
The results indicate that students did learn about the library's space, services, resources and research skills through the iPod Touch Library Tour. Interestingly, the results also seem to indicate a significant preference for learning about the library via one's own initiative (though this is not the preference for all). The majority of students in Writing 1 are required or strongly encouraged to find information beyond the resources provided in class and many indicated that they looked for information at the library and/or located information from the library to complete assignments. It appears as though approximately 55% of the respondents to the survey had completed the iPod Touch Library Tour. Of those, 17.7% indicated that it was a method which supported their transition to using the library to meet their academic needs, and 18.7% indicated that it was their most preferred way of being introduced to the library. This method was preferred over professor's instruction. The results also indicated significant use of the library in the first semester at university; however, we were unable to determine if there was a correlation between having completed the iPod Touch Library Tour and increased use of library space, services, and resources.

Qualitative

For question #17, which asked students to indicate "which of these methods best supported your transition in using the library to meet your academic needs at this university", we also asked

students to comment. After coding the 105 responses, we discovered that most referred positively to the iPod Touch Library Tour.

The comments also indicated that students learned about the library and research skills in a variety of ways including from their professors, friends, and library related instruction provided in other classes.



Method:	Selected Comment(s):
In-Person Tour	"We went on a tour."
Library Instruction	"The library instruction session helped me realize the database online that I can use."
Orientation	"Taking the summer orientation really helped."
Own Initiative	"Because I like to find stuff myself to help me remember better." / "I like the library so I found out how the library operates."
Professor's Instruction	"The professor helped develop research skills."
Homework / Course Req	"I learned mainly how to research in the library for psychology." / "I would not have gone to the library if I was not assigned to do so."
Other	"I've had upperclassmen friends help me."
iPod Touch Library Tour	"The iPod tour was very useful and helpful." / "The iPod tour went in depth and was interactive."

See Appendix A for all questions and a brief summary of results.

Survey to Writing 1 Faculty

Eight of 11 Writing faculty whose WRI 1 sections participated in the tour responded to a short survey. Their responses and comments supported the usefulness of the iPod Touch Library Tour for their students.

How effective was the iPod Touch Library Tour …

as an introduction to library spaces and resources?

as an introduction to library services?

• Very Effective – 4
• Effective – 3
• Not Sure - 1

• Very Effective – 3
• Effective – 4
• Not Sure - 1

- "The tour helped students meet those student learning outcomes associated with the library and should hopefully prepare them for Writing 10 when they will be doing more research-related projects."
- "…Many students were previously unfamiliar with how to use our library, and the tour seemed to help them. One student mentioned how useful it was in his final portfolio…"
- "…I was able to refer them to library services and resources knowing they had already heard about them and had a look-and-see tour of the library"

WRI 1 Student Comments

An additional source of comments came unexpectedly from a Writing 1 section in which a faculty member asked her students to send thank you notes to the library. Though the nature of this exercise supported positive comments, we found that students responded favorably to the iPod Touch Tour and noted what they had learned.

Here is a small sampling of the comments which point to the tour as offering information that will be useful for future research needs, raising the awareness of what the library offers students, and engaging students through the use of technology.

- "I want to thank you for spending your time on creating the iPod library tour. Not only was it interesting but it was very helpful. The part that I enjoyed the most was learning how to search for books, especially since this will be essential for me."
- "…got to explore the library and became aware of what it contains."
- "The library tour was really helpful. I learned so many things about the library that I didn't know. The use of the iPod touch was the icing on the cake☺ That technology made it that more interesting. I hope other students enjoy it was much as I did."

Why the Tour?

Librarians pursued instruction via the iPod Touch Library tour since the content was well-suited for this form of instruction. It provides a common message for incoming freshman, and it is a scalable instruction format for a growing student body.

Suitability

The format of an independent audio-visual tour provided a suitable avenue through which to make students aware of the library's space, services, and resources. Library instruction for Writing 1 in the past was often an overview of the library with an introduction to finding information. Much of this information is better presented through a physical tour in which students can view different areas of the library in-person.

Scaffolding & Interest

The iPod Touch Library Tour provides all participating students with the same information which can be built upon in future library instruction whether provided in Writing 10 or in other course offerings. Since it is not uncommon for instruction librarians to see students in other classes,

librarians want to provide instruction that is relevant and interesting so that students do not perceive library instruction as a repeat from other sessions.

Scalability & Time Shifting
With increasing numbers of freshman at the university and demands for library instruction, providing an independent, asynchronous form of instruction makes scarce resources (in this case, librarians and library staff with knowledge of libraries and resources) more readily available to our students. By using the iPod Touch Library Tour as an instructional tool, library staff is able to prepare library instruction in less busy summer months while providing that instruction during some of our most busy weeks at the beginning of the semester. Time shifting allows librarians to provide a valuable instructional opportunity to Writing 1 students while making them available for additional instructional opportunities and library services.

Suggestions for Future Projects:

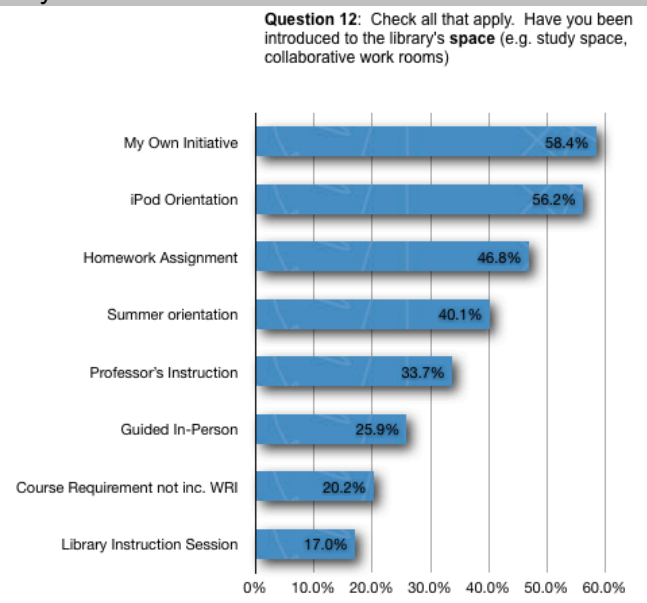
During the project, we did complete some minor revisions to the follow-up online assignment and changed it for second semester. In summer 2010, the tour is being revised with updated information and to make the research skills portion of the tour more interesting and scenario based. We would like to refine some of the questions asked in the Writing 1 end-of-class survey. In particular, we would like to see if there is a correlation between taking the iPod Touch Library Tour and library use.

With the success of this project, we are interested in continuing to create and use video and mobile technologies for instructional purposes. We are currently working with University Relations to make the tour available on iTunes U. This may be another venue through which we can use to make more content easily available to our users.

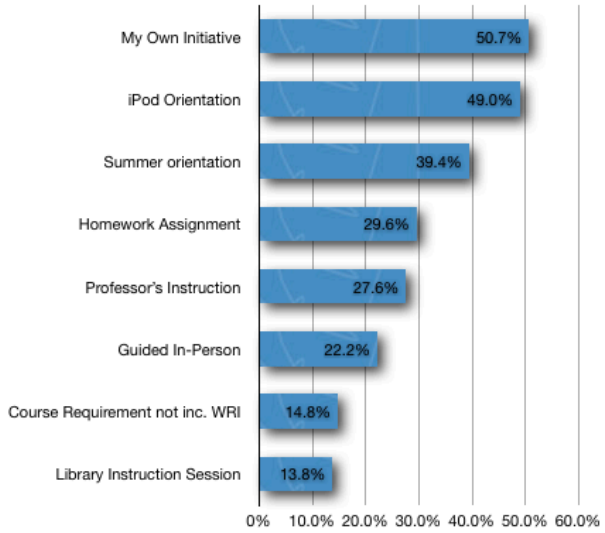
Appendix A:

Graphs for responses from all library related questions included in the end-of-class WRI 1 survey in fall 2009.

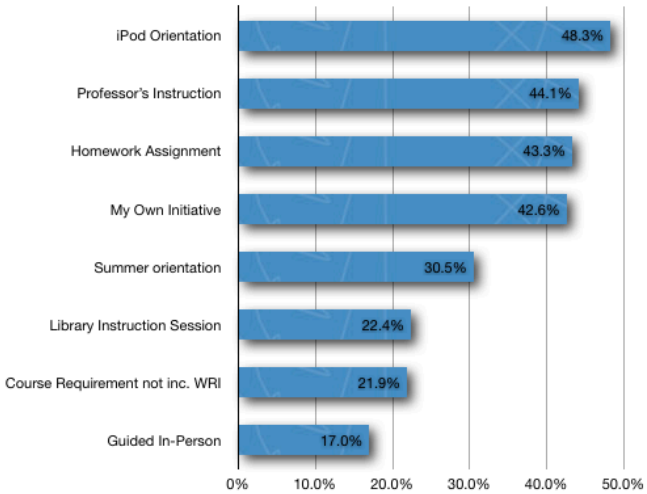
There were approximately 400 respondents and not all of those took the iPod Touch Library Tour. Please note that very few Writing 1 sections received in-person instruction in fall 2009.

Ways in which students are introduced to the library …	
	Almost 50% of the respondents were introduced to the library's *services and resources* though the iPod Touch Library Tour and over 55% were introduced to library *space* though the tour. Students also referred to their own initiative, homework assignments, professor's instruction, and summer orientation as avenues though which they learned about the library. Students also recognized the iPod Touch Library Tour as offering an introduction to library

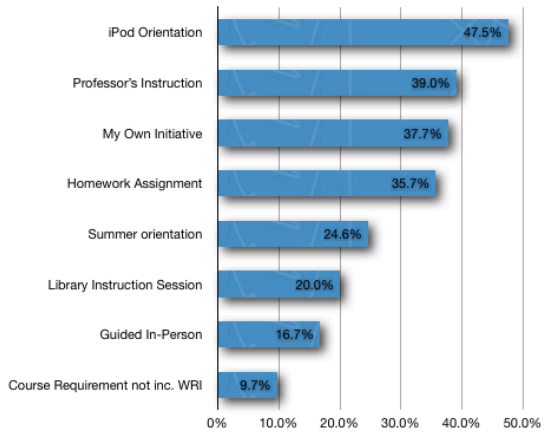
Question 13: Check all that apply. Have you been introduced to the library's library's **services** (e.g. laptop checkout, how to contact a librarian, Interlibrary Loan)



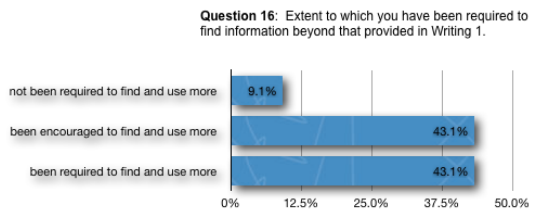
Question 14: Check all that apply. Have you been introduced to the library's **resources** (e.g. databases, online articles, print books)



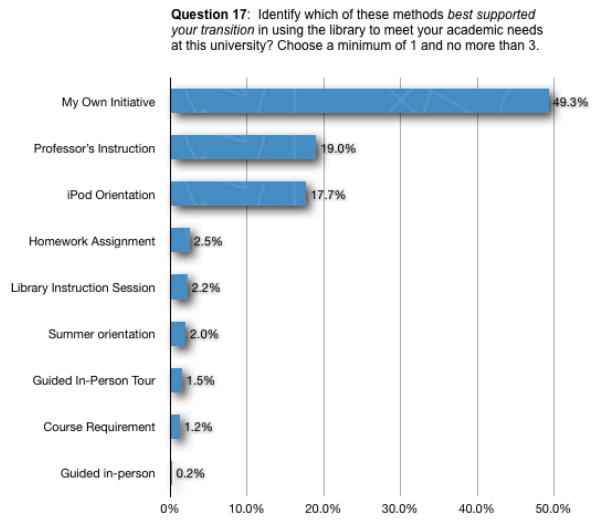
Question 15: Check all that apply. Have you been introduced to the library's library's **research skills** (e.g. finding articles, accessing online books, starting a search, etc.)



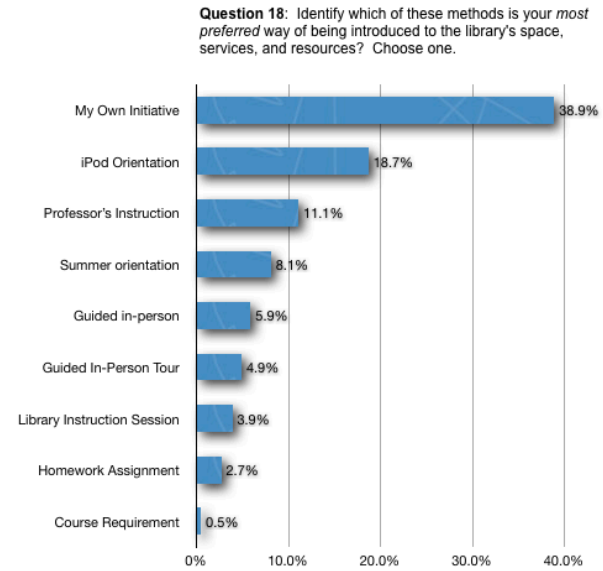
research skills. Instruction from professors is also a significant method through which students learn about research skills.



Over 86% of Writing 1 students are either required to find information beyond the materials provided in class or are encouraged to find additional information.

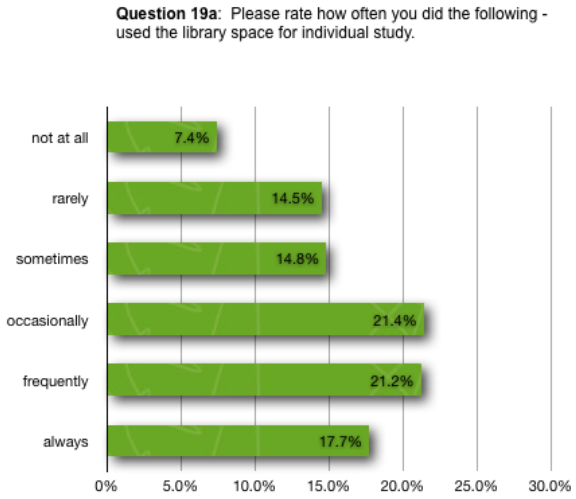
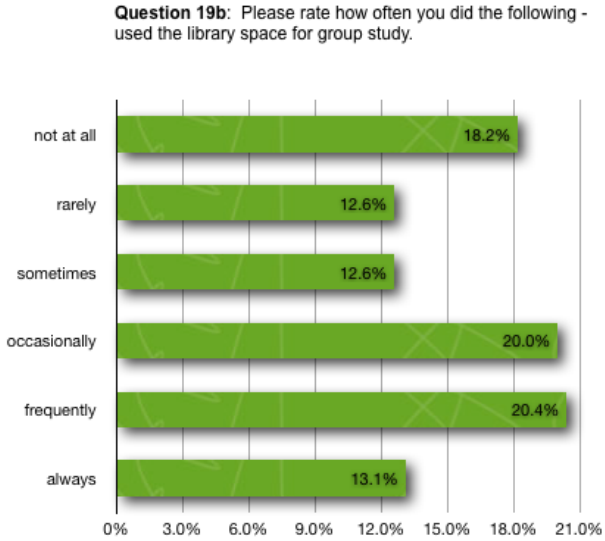
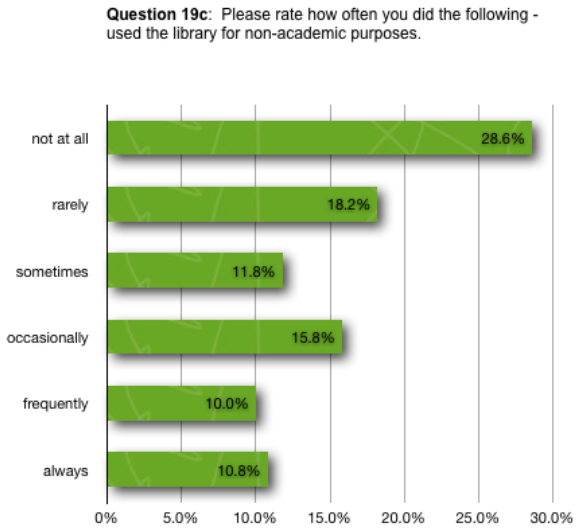


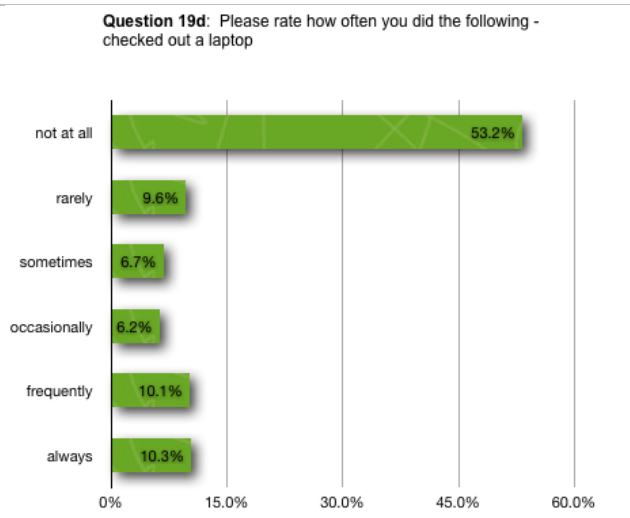
Students are noting that their own initiative is very important in supporting their transition to using the library to meet their academic needs. Professors' instruction and the iPod Touch Library Tour are also noted as supporting this transition.



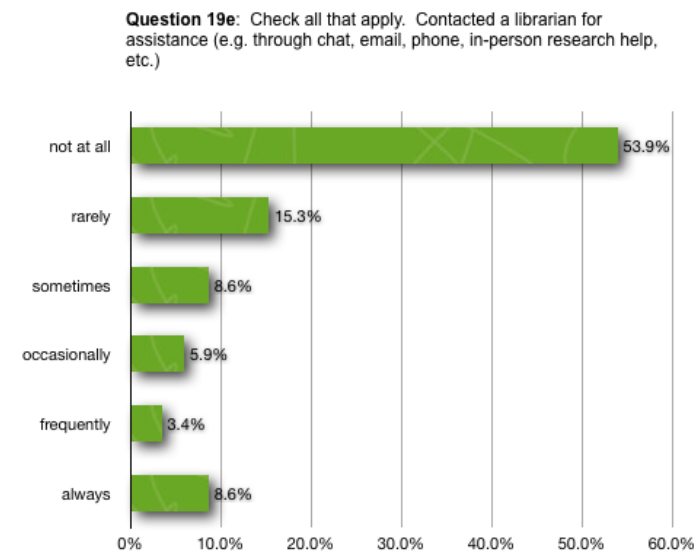
Of those who indicated that they used their own initiative to support their transition in using the library to meet their academic needs, not all indicated that this was their *preferred* method for learning about the library.

However, 38.9% of 49.3% did indicate that their own initiative was their preferred method for learning about the library's space, services, and resources. The iPod Touch Library Tour came in as the second most preferred method.

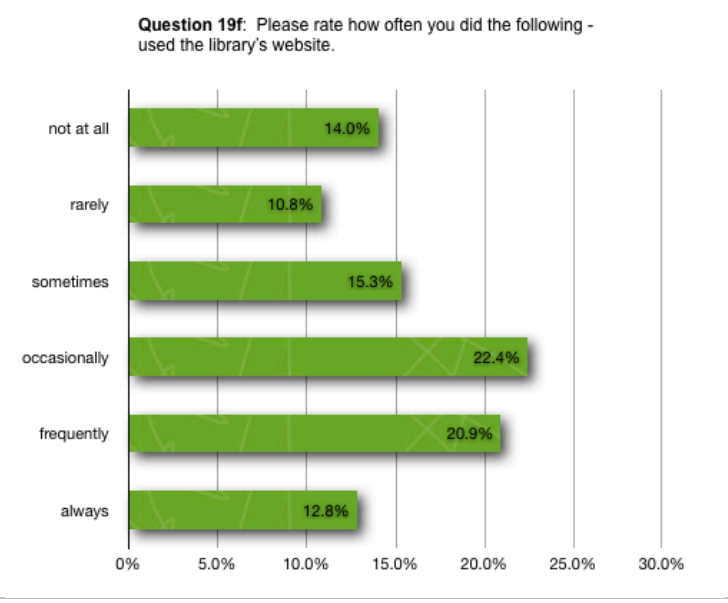
Library User – How often students did …	
	38.9% of the respondents indicated that they frequently or always used the library for individual student while only 7.4% never did.
	33.4% of the respondents used the library for group study which does not lag far behind the individual study numbers. However, a larger portion 18.2% never used the library for group study.
	20.8% of participants noted that they used the library for non-academic purposes while 28.6% never used the library for non-academic purposes.



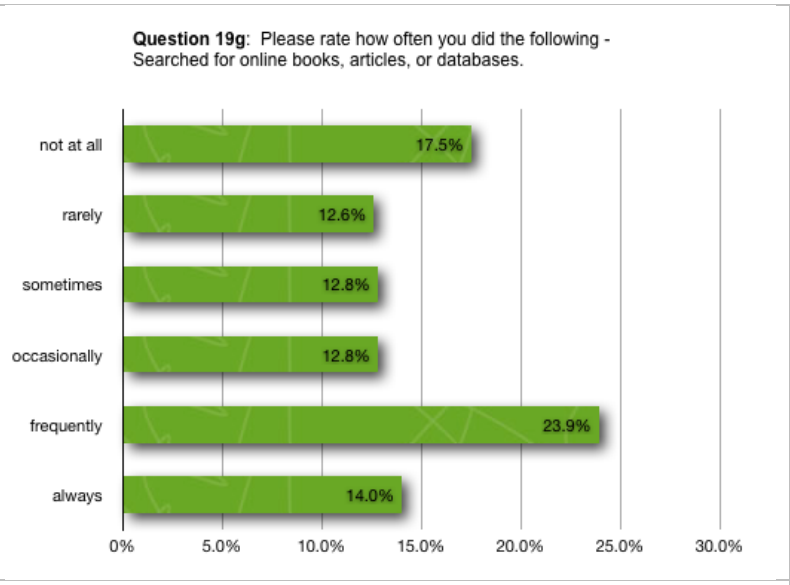
About 20% of the respondents indicated that they frequently or always checked out a library laptop.



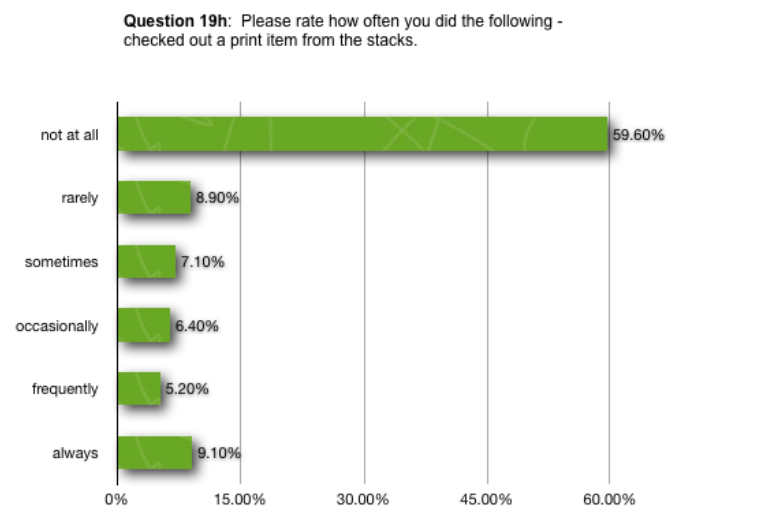
12% of participants frequently or always contacted a librarian for assistance. Over half never contacted a librarian.



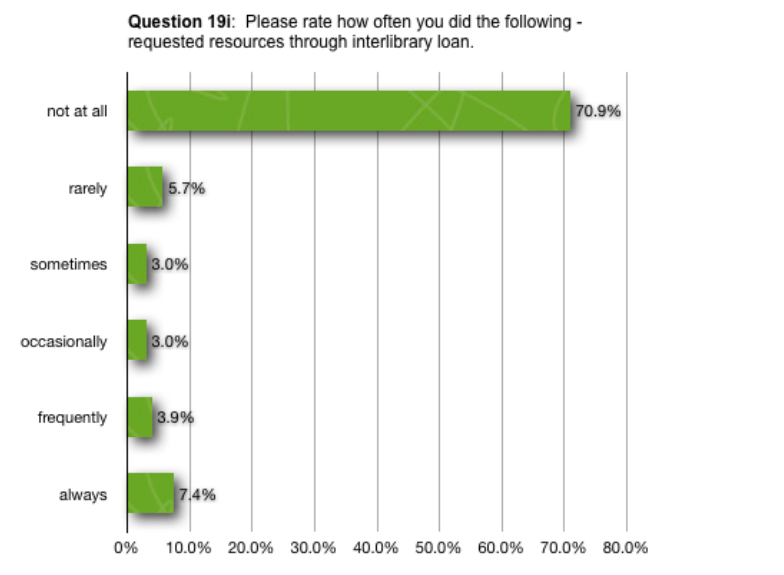
Over 33% of participants indicated that they frequently or always use the library's website. 14% reported never using it.



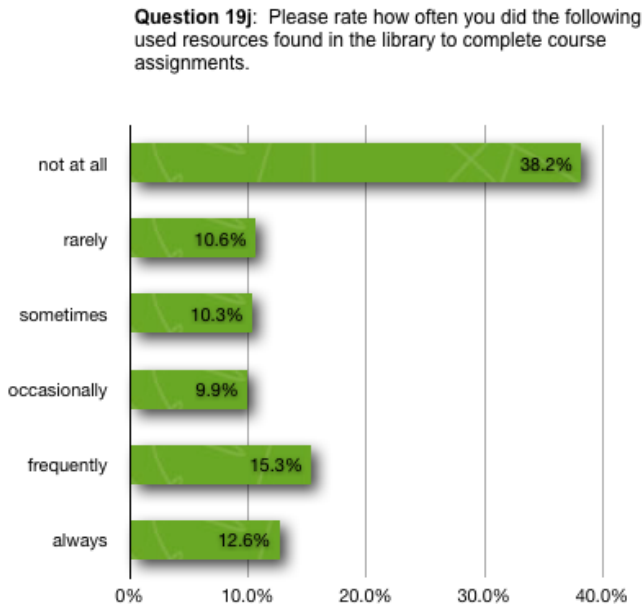
Over 37% of participants reported frequently or always looking for information such as online books, articles, and databases in their first semester.



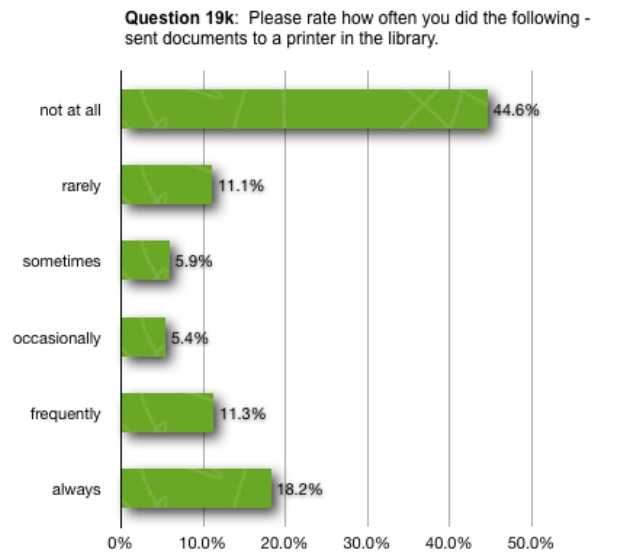
Perhaps surprisingly, over 14% of participants reported checking out a print item from the stacks.



Though most participants did not use Interlibrary Loan (70.9%), there are over 11% who reported using the service frequently or always.

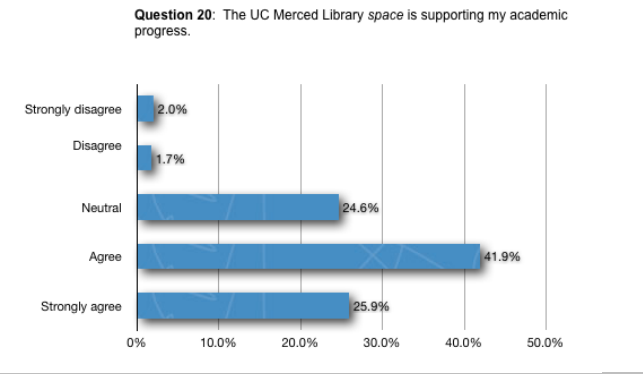


Over 27% of students reported using the library's resources to complete a course assignment. [Note that a greater percentage reported *looking* for information frequently or always.]

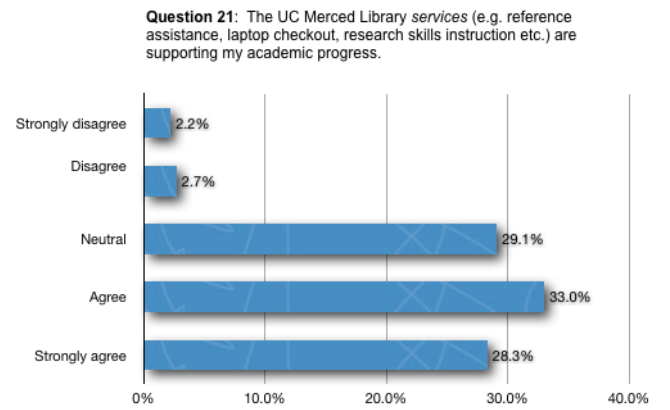
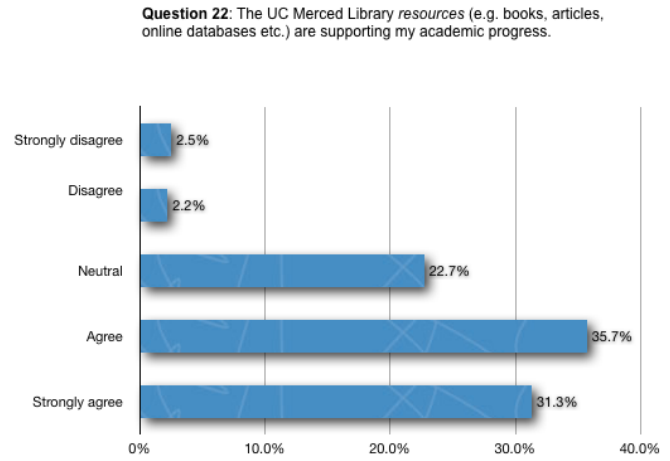


Almost 20% of participants reported using the printers in the library frequently or always but a larger portion (44.6%) never used the printers in the library.

Space, Services and Resources Supporting Student Academic Progress



67.8% of respondents indicated that the UC Merced Library was supporting their academic progress. About a quarter were neutral in their responses while 3.7% disagreed or strongly disagreed.

	Respondents were a little less positive in regard to UC Merced Library services. 61.3% of respondents indicated that the UC Merced Library was supporting their academic progress. About 29% were neutral in their responses while 4.9% disagreed or strongly disagreed.
	For the most part, respondents indicated the library's resources were supporting their academic progress – 67% strongly agreed or agree though 4.7% disagreed and 22.7% were neutral.

Presentation & Publication Info:
Susan Mikkelsen and Sara Davidson presented at LOEX (Clearing House for Library Instruction) of the West 2010 on the iPod Touch Library Tour project in June and are submitting an article to *Reference Services Review* titled "Outside the Classroom: Inside the iPod Touch".

Inside the iPod, Outside the Classroom: Teaching in a New Space

Susan Mikkelsen
Sara Davidson
University of California, Merced
http://ucmercedlibrary.info

UC Merced iPod Touch Library Tour

- Our Motivation
- Video Tour Concept
- Development Process
- Assessment
- Video Sample

University of California Merced

Freshman Persistence

- Top 3 Variables Affecting Freshman Persistence
  - Social Integration
  - Institutional commitment
  - Attended orientation

Pascarella, Ernest T, Patrick T. Terenzini and Lee M. Wolfle. "Orientation to College and Freshman Year Persistence/Withdrawal Decisions." *Journal of Higher Education* 57.2 (1986): 155-175. Web. 31 March 2009.

Asynchronous Instruction

a·syn·chro·nous: not requiring the simultaneous participation of students and instructors.

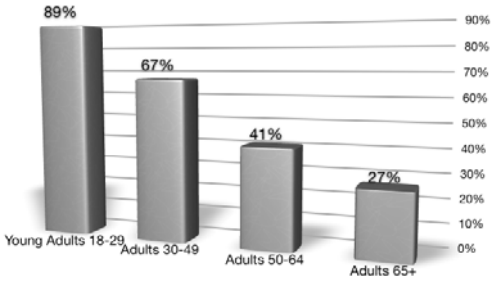
- Scalable
- Flexible
- Appropriate for a tour
- Better assessment

Trends

- Video
- Podcasting
- Mobile Tech

Online Video Viewing

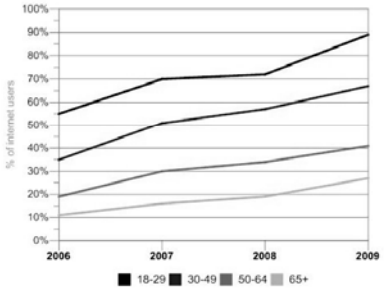
By Internet users, July 2009



Data Source: Madden, Mary. *The Audience for Online Video-Sharing Sites Shoots Up*. The Pew Internet and American Life Project. 29 July 2009. Online.

Online Video Viewing

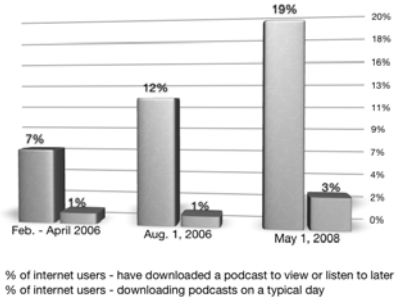
On the rise from 2006 – 2009, across age groups



Data Source: Madden, Mary. "Demographics" in *The Audience for Online Video-Sharing Sites Shoots Up*. The Pew Internet and American Life Project. 29 July 2009. Online.

Podcasting Trends

Growth in Podcast Downloads



Data Source: Madden, Mary and Sydney Jones. "Data Memo: Findings" in *Podcast Downloading 2008*. Pew Internet & American Life Project. August 2008. Online.

Mobile Technologies

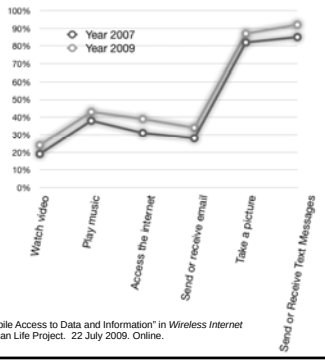
ECAR Study of Undergraduate Students and Information Technology, 2009

- 51.2% own Internet capable hand-held device
- 11.8% more will buy w/in 12 months
- 44.5% agreed or strongly agreed that w/in 3 years they will do many things using phone instead of computer

Photo by Abby M., stock.xchng

Growth in Mobile Activities

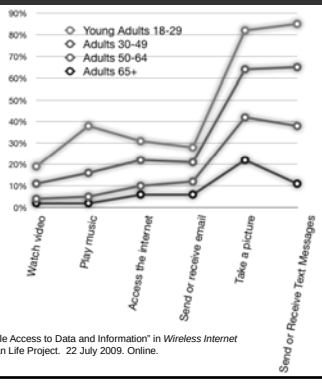
- Young Adults 18-29
- 2 Yr. Period



Data Source: Horrigan, John. "Mobile Access to Data and Information" in *Wireless Internet Use*. The Pew Internet and American Life Project. 22 July 2009. Online.

Compare Mobile Activity Rates

- By Age Group
- Spring 2009



Data Source: Horrigan, John. "Mobile Access to Data and Information" in *Wireless Internet Use*. The Pew Internet and American Life Project. 22 July 2009. Online.

Why the iPod Touch?

- Proven Success
- Popularity – Cool Factor
  - High teen ownership of the iPod
- Supports Video
  - Gen Y = Gen Video
- Simple to use

Funding

- CRTE Grant
- 15 iPod Touch units
- 40 student hours for video capturing, production and editing
- 2 student hours for web-related tasks
- 53 student hours for management of iPod Touches (initial set-up, charging, checkout/check in, loading video, etc.)

Project Outcomes

- Upon completion of the iPod Touch Library Tour and affiliated assignment, students will have an awareness of library space, services and resources and will utilize both the physical and virtual environment in order to support their transition into university life and prepare them for academic success.

Project Objectives

- Space
  - physical
  - virtual
- Resources
- Services

Physical Space

- Identify library spaces appropriate to student needs e.g. studying, finding information, accessing services

Photo from UC Merced Image Bank

Virtual Space

- Navigate the library website to find and use research tools, FAQs, service information, and library account information

Resources

- Find and view ebooks in the library collection
- Find a print item in the collection
  - Read a call number and find a book on library shelves

Services

- Gain an awareness of the Interlibrary Loan Services
- Know how to contact librarians for research assistance

Script & Storyboard

- Script
  - Content
  - Navigation
- Storyboard
  - Images for location shots
  - Scene transitions
  - Critical for video and audio editing

Hardware/Software

- Cameras
  - Sony DCR-HC30 Digital Handy Cam
  - Canon PC 1304 Power Shot
- Final Cut Pro (video editing)
- SnagIt (screen shots)

Capturing Video

Collaboration

- With **Writing 1 Faculty**
  - In-Person & Email
  - Dedicated web page
  - Critical to assessment

Photo by: Sanja Gjenero, stockxchng

Collaboration

- With other **Library Departments**
  - Checkout/Check-in Procedures
  - Maintenance

Roadblocks

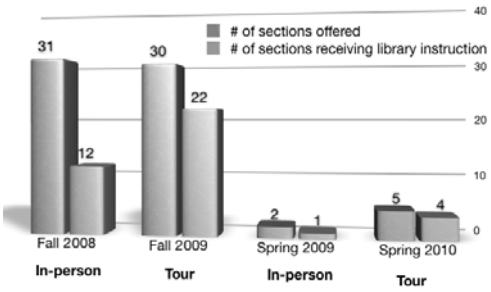
- Production Schedule
- Changes in Library
  - Webpage
  - Physical Spaces
- iTunes U

Participation

- Fall 2009
- Spring 2010

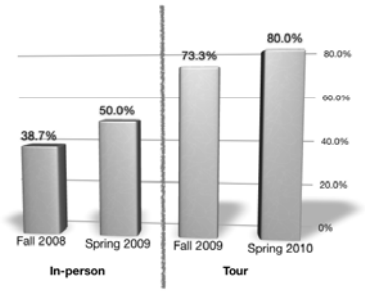
Photo by: Belinda Braunstein, CRTE Newsletter, August 2009

WRI 1 Sections: Participation

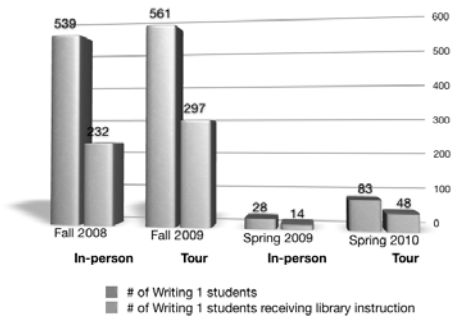


WRI 1 Sections: Participation

% of Writing 1 Sections Receiving Instruction

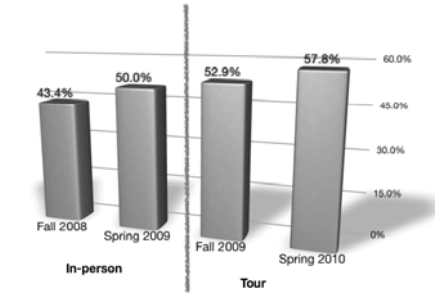


WRI 1 Students: Participation



WRI 1 Students: Participation

% of Writing 1 Students Receiving Instruction

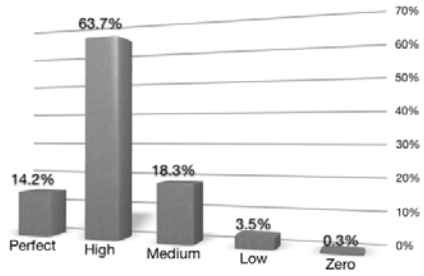


Assessment Data

- Post-Tour online assignment
  - Scoring: Perfect; High; Medium; Low
  - Personal email response sent to each participant
  - Aggregate scoring data sent to Writing 1 faculty
- Survey to Writing 1 Faculty
- Written comments from students
- Questions included in the WRI 1 final course evaluation

Online Assignment

Over 77% of students scored perfect or high



Using Assessment Data

- Quick Search redesign
- FAQ redesign
- Contact a librarian preferences support 24/7 chat

WRI 1 Faculty Assessment

How effective was the iPod Touch Library Tour…

as an introduction to library spaces and resources?

•Very Effective – 4
•Effective – 3
•Not Sure - 1

as an introduction to library services?

•Very Effective – 3
•Effective – 4
•Not Sure - 1

Comments from Faculty

- "The tour helped students meet those student learning outcomes associated with the library and should hopefully prepare them for Writing 10 when they will be doing more research-related projects."
- "…Many students were previously unfamiliar with how to use our library, and the tour seemed to help them. One student mentioned how useful it was in his final portfolio…"
- "…I was able to refer them to library services and resources knowing they had already heard about them and had a look-and-see tour of the library"

Comments from Students

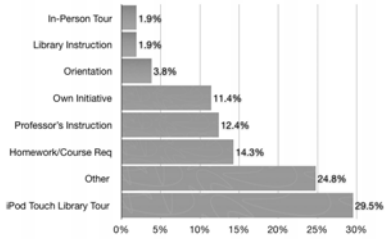
- "I want to thank you for spending your time on creating the iPod library tour. Not only was it interesting but it was very helpful. The part that I enjoyed the most was learning how to search for books, especially since this will be essential for me."
- "…got to explore the library and became aware of what it contains."

Comments from Students

- "The library tour was really helpful. I learned so many things about the library that I didn't know. The use of the iPod touch was the icing on the cake☺ That technology made it that more interesting. I hope other students enjoy it was much as I did."

Question in WRI 1 Evaluation

- In calculating the qualitative comments, students referred most often to the iPod Touch Library Tour as the method which best supported their *transition* in using the library to meet their academic needs at university.



Conclusion

- Encouraged by participation
- Sequel in planning stages
- Evaluating other projects utilizing mobile technologies
- Continue to coordinate with the Writing Program
- Reevaluation of assessment

Additional Information

- More iPod Touch Library Tour details at our website at http://ucmercedlibrary.info/iPod-touch-library-tour/
- iPod Touches with Tour for Viewing
- Contact Us
  - Susan Mikkelsen smikkelsen@ucmerced.edu
  - Sara Davidson sdavidson2@ucmerced.edu

P A N O R A M A

NEWS FOR THE FACULTY AND STAFF OF THE UNIVERSITY OF CALIFORNIA, MERCED

June 2, 2010

Connect with us

Editor's note: This will be our last issue of Panorama for the summer.
We're taking a break, but will return in September with more campus news.

NEWS

Appointment Moves Campus Medical Planning Forward

Dr. Donald M. Hilty has been named co-director of the UC Merced San Joaquin Valley Program in Medical Education.

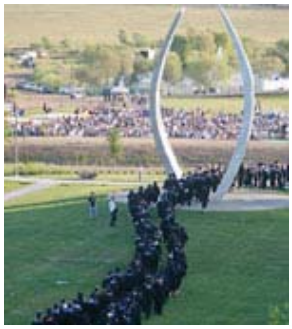
Donald M. Hilty, M.D., has been appointed as co-director of the UC Merced San Joaquin Valley Program in Medical Education.

The appointment marks the latest step in UC Merced's long-term plan to develop a medical education program leading to an independent medical school.

Hilty, a professor of clinical psychiatry and director of the Rural Program in Medical Education (Rural-PRIME) at UC Davis, will work alongside Frederick J. Meyers, M.D., who was named executive director of medical education and academic planning at UC Merced in fall 2008.

Rural-PRIME is part of the University of California's Programs in Medical Education, which is designed to produce physician leaders who are trained and committed to caring for the state's underserved communities.
[more]

Class of 2010 Celebrated at Commencement



UC Merced celebrated its fifth graduating class, as award-winning broadcast journalist Lester Holt urged some 321 graduates to become free thinkers and critical consumers of news during his keynote address. The weekend anchor of "NBC Nightly News" and co-anchor of the weekend edition of "TODAY," made his first address at a university commencement.

"You leave here with open minds filled with fresh knowledge," Holt said. "My challenge to you is for you to challenge us and help raise the level of our public discourse. Make us smarter. Force us to open our minds and work through our issues. Teach us to be free thinkers. And even hold those of us in the news media accountable. I know you can make us better."The ceremony marked a milestone: the end of UC Merced's fifth academic year. Participants included six students scheduled to receive a master's degree and 12 earning a doctoral degree.
[more]

Founding Chancellor Remembered as Pioneer, Visionary

Friends, family, faculty and staff came together last week to recognize the vision and lasting impact of founding Chancellor Carol Tomlinson-Keasey and to dedicate the quad in her honor.

MESSAGE FROM CHANCELLOR KANG

Recently, I received an e-mail that reminded me of how fortunate I am to work with so many talented and hard-working people here at UC Merced.

The writer sent it after watching highlights of this year's commencement ceremony on UC Merced's website. In the note, he mentioned the "incredible ceremony" and the "great video" put together by UC Merced staff.

The video and the ceremony were, indeed, wonderfully organized and executed. To the graduates and guests who attended, commencement was a polished and memorable event. But those who played a part in pulling together such an endeavor know just how much time and effort it really took to make it happen.

Commencement is another example of the valuable work that is done every day by UC Merced staff. I hear stories from colleagues from all walks of campus that illustrate the enormous amount of commitment displayed by staff including:
[more]

IN BRIEF

Staff Appreciation Week, June 7-11

You work hard all year long, now it is time to have fun and be rewarded during UC Merced Staff Assembly's Staff Appreciation Week.
Here's a brief listing of events:
[more]

Staff Assembly 2010-11 Board Members Chosen

UC Merced's Staff Assembly has

Vice Chancellor Emeritus James Erickson recalled Tomlinson-Keasey's fierce determination to build the 10th UC campus despite roadblocks in every direction. She was constantly building support among leaders in the community, business, and state and federal government.

"She had such a sense of being an ambassador for the campus and the area," Erickson noted. "She was an inspiration to all of us."

During a commemoration marked by laughter and tears, speakers shared stories that offered a glimpse into Tomlinson-Keasey's outlook on life, which made her the perfect person to accomplish what many thought was impossible.
[more]

Initiative to Further Latino Leadership

Six UC Merced juniors will spend a week at Harvard University as part of the Latino Leadership Initiative (LLI).

The program is in collaboration with Harvard University. The program will be run through its Center for Public Leadership in the John F. Kennedy School of Government.

Harvard was planning to accept five UC Merced students but included one more after seeing the quality of the applicants.
[more]

PROFILE

Spotlight on Staff

From finances to facilities management, UC Merced is essentially a small city that's run by a group of dedicated staff members who support its mission all year long.

UC Merced's staff provides indispensible services, such as helping students, managing budgets and guiding the campus' growth. During Staff Appreciation Week in June, staff will be recognized for their hard work and dedication.

We asked staff members from different departments across campus to share a little about their lives. Find out who jumped out of an airplane, who wants to go in a hot air balloon ride and who was born in Grenada. [Click on each picture to view bio]

Name: Saira Aslam
Title: Administration assistant, Chancellor's Office

Name: Jaynee Galloway
Title: Fitness coordinator, Campus Recreation and Athletics

Name: Edson Gonzales
Title: Videoconferencing and media streaming specialist

UC Merced's Staff Assembly has announced its board members for the new academic year (July 1, 2010 through June 30, 2011):

- Erin Webb – president
- Annette Garcia – vice president
- Tamela Adkins – secretary
- Rachel Hadley – finance officer
- James Nardello – chair of programs, events and outreach
- Megan Silva – chair of communications
- Gary Lowe – past president

The new board will work to sustain and develop a campus culture that continues to value and celebrate the talented and dedicated staff at UC Merced.

Library Planning Changes This Summer

UC Merced's library is acquiring additional furniture that will be installed during the summer, which will increase the library's total seating capacity by approximately 100 seats. To accommodate the increase in use the additional seats will bring about, the library will be working with Campus IT to increase the capacity of the wireless network within the library. The library is also looking into an online system for study room reservations that will go live in the fall.

During summer session, the library's hours will be 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m.to 5 p.m. Friday and noon to 6 p.m. on Sunday. The library will be closed for the Fourth of July (Monday, July 5) but will be open extra hours during orientation days.

Raising Health on Campus

The third annual Wellness and Safety Fair, sponsored by Dining Services, Recreation, Environmental Health and Safety, Facilities Management, Human Resources, Student Health Services and the Police Department, was a huge success. More than 200 people visited the fair, which featured 35

Name: Dennis Haworth
Title: Police officer

Name: John Jackson
Title: Sponsored programs senior administrative analyst

Name: Mary Treasure
Title: Assistant director for the academic personnel office

ACCOLADES

Faculty Awards Announced

UC Merced's Academic Senate has announced its distinguished faculty awards for 2009/2010.

Professor Martha Conklin from the School of Engineering was awarded the Dr. Fred Spiess Award for Distinguished Senate Service in recognition of her outstanding service to the Academic Senate at UC Merced. Conklin's contributions over the past seven years, two of which have been as chair of the division, have had a major impact on faculty governance and the organization of the senate committee structure.

The Senate Award for Distinction in Research was presented to Professor Henry Forman from the School of Natural Sciences in recognition of his interdisciplinary work that transcends physiology, biochemistry and environmental medicine at different levels of cellular organization. Forman is considered an international leader in free radical biology and is recognized as a founder of redox signaling.

Professor Anthony Westerling from the School of Engineering and the School of Social Sciences, Humanities and Arts was presented with the Award for Distinguished Early Career Research in recognition of his ground-breaking research related to climate change and wildfire management. Westerling has made presentations to the United Nations and USDA Forest Service and at congressional briefings.

The Senate Award for Distinguished Undergraduate Teaching was awarded to Professor Simón Weffer from the School of Social Sciences, Humanities and Arts, in recognition of his excellence in undergraduate teaching. Weffer is recognized for his emphasis in mentoring students and providing undergraduates with firsthand research experience, including in the area of social protest.

Professor Honored with Young Investigator Award

Siemens Healthcare Diagnostics Young Investigator Award will be presented to Professor Miriam Barlow for her work on antimicrobial resistance.

Barlow's research spans the fields of microbiology, molecular biology, evolution, population biology, biochemistry, chemistry and clinical microbiology. Her thesis focused on developing and applying an entirely novel experimental method for predicting the natural evolution of antibiotic-resistance genes.

people visited the fair, which featured 55 with vendors. Nine of them had never previously participated in the fair. [more]

EVENTS

To find out everything that is happening on campus, visit events.ucmerced.edu.

First Monday Coffee Hour – June 7

This month's First Friday Coffee is being held Monday, June 7 in conjunction with Staff Appreciation Week. Come enjoy coffee and pastries with colleagues. Drop by the Bobcat Lair (adjacent to the Lantern in the Leo & Dottie Kolligian Library) from 7:30 - 9 a.m. and mix, mingle and meet co-workers and friends from across campus.

HUMAN RESOURCES

New Employee Orientation

Friday, June 4, Kolligian Library, Chancellor's Conference Room (KL 232) 8:30 a.m. to noon

BUSINESS AND FINANCIAL SERVICES

As we gear up for the close of the fiscal year, it's important that we all do our part. Refer to Fiscal Close Schedule FY0910 for upcoming end-of-year deadlines.

Upcoming Events

The second semi-annual All Administrator's Forum is scheduled 2 to 4 p.m. August 18 in COB 105. This forum provides a great opportunity to find out about emerging issues, share information and learn what is going on in other campus units. UC Merced employees with any administrative responsibilities are invited. [more BFS information]

RESEARCH GRANT and AWARD PROGRESS

Total amount of awards in April:
$1,028,607

Total amount of awards from July 1, 2009 to April 30, 2010:
$18,376,765

[more]

UC Merced Professor's Research Gains Attention in Scientific Community

A paper coauthored by adjunct Professor Aleksandr Noy was published in Nano Letters last month and his research subsequently has been featured in "Nature," "Chemistry World," "New Scientist" and "TechNewsDaily."

The paper, "Carbon Nanotube Transistor Controlled by a Biological Ion Pump Gate," is about how a protein coupled with a carbon nanotube has been able to create a direct biological-to-electronic interface, a development that could help lead to brain-controlled prosthetic devices.

The research was done at the Lawrence Livermore National Lab with researchers from UC's Berkeley, Davis and Los Angeles campuses.

Professor Chosen for Solar Board of Advisors

Roland Winston, professor of engineering and natural sciences and director of the University of California Advanced Solar Technologies Institute, has been named to the board of advisors of the California Solar Energy Collaborative (CSEC). The board — which also includes members from UC Davis, UC San Diego and UC Santa Cruz, the California Energy Commission and several utilities — will meet twice a year to prioritize and define research and development projects for the CSEC.

STUDENT SPOTLIGHT

Robotics Society Embraces Spirit of Collaboration

Members of the UC Merced Robotics Society work on their autonomous blimp project, one of several the group has in the works. Photo by Edward Smith.

The UC Merced Robotics Society, though still in its infancy, has undertaken some ambitious projects — among them an autonomous blimp, a combat robot, a robotic explorer and an autonomous plane. And, true to its founding spirit, most have included help from fellow scientists in other clubs and organizations.

The brainchild of engineering majors Ernesto Mora and Joshua Gonzales, the Robotics Society formed last summer and has grown to include 12 members representing all three schools.

[more]

About Panorama UC Merced

Panorama UC Merced is a faculty-staff publication for the University of California, Merced, that delivers news about the campus each month, during the academic year, with breaks for the holidays.

Written and edited by the UC Merced Office of Communications, the publication delivers news about campus issues and events, research highlights, UC-wide news, and people.

The deadline for submissions for each issue is noon on the 15th of each month prior to the month of publication. For more information or to submit ideas, email Brenda Ortiz or call (209) 228-4203.

UCMERCED

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P A N O R A M A

December 3, 2009
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Open Access Digital Publishing – New Look and Enhanced Features

The California Digital Library has launched a redesigned eScholarship Web site with a substantial array of open-access digital publishing services for the University of California scholarly community and a dynamic research platform for scholars worldwide. The relaunch brings a new focus on original UC research and publications, a new design, new functionality and vastly improved access to journals, books, working papers, conference proceedings, seminar/paper series and postprints. UC faculty and staff can open the door to their research with eScholarship's publishing and preservation services. Keep your copyright, reach more readers, publish when you want to and protect your work – all with no fees.

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UCMERCED

Library Assessment Information

Library Data Presentation (June 2009)

- Library D&D Presentation - Keynote (Mac)
- Library D&D Presentation - Quicktime (Windows)
- Library D&D Presentation Narrated

Assessing Library Services, Resources, and Space (Spring 2009)

The UC Merced Library staff conducted a survey and focus groups with graduating students in spring 2009 to assess student use of the libray and their level of satisfaction. In response to the findings, several action items were generated and are currently in progress or completed. Read the **assessment summary** or **full report**.

Read more...

PANORAMA

OCTOBER 2008 VOLUME 5 NO. 2
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Library Supplemental Resources System Expands Teaching Options

When UC Merced librarians Bruce Miller and Donald Barclay originally sat down to develop a system within the library for managing supplemental course resources that professors often require for their classes, they decided on a new approach.

Traditionally, university libraries provide a reserve desk where students either check out the supplemental material or put their names on a waiting list, hoping that the item will be returned in time for them to use it.

Managing the large number of books, excerpts, periodicals and other materials can be a logistical nightmare for librarians. Add to that the potential for materials to be monopolized by a small group of students, or for them to go missing altogether, and it was clear that the UC Merced Library's high-tech, user-friendly philosophy required a better solution.

Instead of adopting what other universities had always done and putting a UC Merced spin on it, Miller and Barclay decided to bring supplemental course resource management into the 21st century.

With the APT1200 scanning machine, UC Merced librarians can digitize supplemental materials and convert them into electronic formats. Once digitized, the material can be accessed electronically through the online course management system at any time, by any student who needs it.

"What we wanted to do was create a new system that granted free and equal access for every student," Barclay said. "We wanted to eliminate the struggle for scarce resources. We never said, 'how do we do it?' We said, 'what do we want to do?'"

The APT1200 scans and digitizes 1,200 pages per hour, turning each one with a robotic arm that is touted to be gentler than a human hand. The machine has several advantages. The robotic arm eliminates the need for a human to stand by and physically turn pages. The optical images it takes of each page can be safely translated into electronic documents for students to download online.

The APT1200 has an optical character recognition function that enables it to create a database of words that can then be used in electronic searches.

"Electronic availability means students can access the materials around the clock," Barclay said. "They don't have to come to the library."

Using the APT1200 as the backbone of the supplemental course resource program cuts down on library labor and guarantees equal access at all times to all persons who need the materials.

The program is not intended to replace textbooks; the APT1200 is used to digitize supplemental materials only. The librarians follow strict criteria for determining whether imaging and uploading materials are within copyright fair-use rules. In the case that copyright permission is required, they pursue negotiations with the copyrighter to determine expense and value.

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