

University of Arkansas Student Worker Award

The University of Arkansas (UA)-Little Rock's Ottenheimer Library Development Board has presented its newly created Student Worker Award to Sanjita Parjuli (Circulation) and Samantha Youngs (Government Documents). The presentation ceremony took place at Magnolia Hill, a countryside retreat and historic home in the heart of Little Rock.

The Development Board was formed in 2008 to communicate and promote the library's mission. The Board is organized under the UALR Foundation, Inc., an affiliate of the University of Arkansas Foundation. The Student Worker Award, the Board's first project, allows the library to offer

work experience for UA students with an interest in library and information science and pay them a salary higher than the going rate for student workers. The award winners, Parjuli and Youngs, were cited as being exceptional students in the classroom and flexible, dependable, and productive library workers.

2010 Scholarly Communication 101 Road Show hosts

The ACRL Scholarly Communications Committee has selected five sites from 40 applications to host the Scholarly Communication 101: Starting with the Basics workshop this spring and summer. Recognizing that scholarly communication issues are central to the work of all academic librarians and all types of institutions, ACRL is underwriting the costs of delivering this proven content by sending expert presenters on the road.

The institutions selected to host the 2010 road shows are Florida State University in Tallahassee; Lehigh Valley Association of Independent Colleges in Bethlehem, Pennsylvania; Bryan College in Dayton, Tennessee; Kansas State University in Manhattan; and Texas Tech University in Lubbock.

Led by two expert presenters, this structured interactive overview of the scholarly communication system supports individual or institutional strategic planning and action. The workshop focuses on new methods of scholarly publishing and communication, open access and openness as a principle, copyright and intellectual property, and economics, providing a foundational understanding for attendees.

Host sites are partnering with other institutions in their area to extend the reach to as diverse an audience as possible. The 40 applications came from 23 states, Puerto Rico and Canada, representing more than 80 colleges and universities, 16 consortia and their members, and nine ACRL Chapters.

Learn more about ACRL's scholarly communication initiatives at www.ala.org/ala/mgrps/divs/acrl/issues/scholcomm/scholarlycommunication.cfm.

Winter Sports in the Northwest

The University of Washington (UW) Libraries Special Collections and Digital Initiatives has partnered with Flickr to present a collection of images from the libraries on the theme of "Winter Sports in the Northwest" through the Flickr Commons program. Images from the libraries collections will be added to



Two students win the University of Arkansas-Little Rock's first Student Worker Award, (from left): Samantha Youngs (award winner), Chancellor of the University Joel Anderson, Provost and Vice Chancellor for Academic Affairs David Belcher, and Sanjita Parjuli (award winner).

the Flickr commons pool the second Wednesday of each month. To view the UW collection, visit www.flickr.com/photos/uw_digital_images/.

Participating institutions in the Flickr Commons program include New York Public Library, Smithsonian Institution, U.S. National Archives, Swedish National Heritage Board, Bibliothèque de Toulouse, and Oregon State University.

The program has two main objectives: to increase access to publicly held photography collections and to provide a way for the general public to contribute information and knowledge. Flickr Commons was launched in 2008 in partnership with The Library of Congress.

Smith named Project MUSE director

The Johns Hopkins University Press announced the appointment of Dean Smith as director of Project MUSE. Smith began leading the electronic scholarly journals publishing program March 10, 2010. Smith will oversee an expansion to include more archival journal content on the MUSE platform and enhanced services to subscribers, content providers, and end users. Project MUSE offers electronic access to more than 400 peer-reviewed journal titles from more than 100 university press, society, and independent scholarly publishers. Researchers and students in more than 60 countries access full-text, current, and archival content on the MUSE platform through a model that provides subscription options to institutions and a sustainable digital publishing option for nonprofit content providers. For more on Project MUSE, visit muse.jhu.edu.

OA at Harvard Business School

The Harvard Business School (HBS) approved an open access policy on February 12, 2010, becoming the fifth Harvard school to adopt open access. Under the policy, HBS faculty agree to include scholarly articles in the university's DASH repository and grant

Hot on the Web

The following are the top five most read articles on *C&RL News* online during February 2010:

1. "Social media: A guide for college and university libraries" by Andy Burkhardt (January 2010).
2. "Holocaust resources on the Web" by John Jaeger (February 2010).
3. "Superpower your browser with LibX and Zotero: Open source tools for research" by Jason Puckett (February 2010).
4. "Recognizing opportunities: Conversational openings to promote positive scholarly communication change" by Adrian K. Ho and Daniel R. Lee (February 2010).
5. "It came from Hollywood: Using popular media to enhance information literacy instruction" by Nedra Peterson (February 2010).

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the university permission to distribute the articles as long as they are not sold for a profit. The new policy applies to all articles authored or coauthored while a member of the HBS faculty. According to The Occasional Pamphlet blog, HBS is the third business school to enact an open access policy. The MIT Sloan School of Management approved open access in March 2009, and the Copenhagen Business School followed suit in June 2009.

NCSU WolfWalk

In honor of Founders Day at North Carolina State University (NCSU), the NCSU Libraries have released WolfWalk, a mobile smartphone tool design to enhance exploration of the campus and its history. WolfWalk capitalizes on the location awareness of today's mobile devices to allow users to give themselves a self-guided historical walk through NCSU's main campus in Raleigh. As WolfWalk users stroll around campus, their mobile devices detect their current locations and then deliver a tour of nearby buildings and other historically significant locations. Users with devices that don't support GPS or other location detection can manually navigate through the site to enjoy a tour of campus.

"As the official repository for the university, our archives have mountains of incred-

ibly interesting material about the history of NCSU,” noted Greg Raschke, associate director for collections and scholarly communication at the NCSU Libraries. “This new tool gives us a great way to extend the reach of these materials and to give our donors and the people of North Carolina even more value for the history we collect for them.”

The initial version of the tool provides a brief historical description of more than 50 sites on campus and provides digitized photographs that show the site over the course of the school’s history. WolfWalk draws on the resources of the university archives in the NCSU Libraries’ Special Collections Research Center and a vast array of documents, photos, audio files, and other historical materials from the founding of the school up through the present.

More information on WolfWalk is available at www.lib.ncsu.edu/wolfwalk.

LCA brief on streaming films

The Library Copyright Alliance (LCA)—ACRL, ALA, and the Association of Research Libraries—has released an issue brief that reviews the legal status of streaming entire films to students located outside of physical classrooms. Innovations in secure streaming and online courseware systems hold

significant promise for institutions serving faculty and students who demand increased access to institutional and library holdings.

Many questions have been raised concerning the use of these technologies and copyright law, and the LCA issue brief aims to dispel some of the mystery and uncertainty that surround this issue, and to foster a balanced discussion. The brief explains characteristics that could increase the likelihood that a particular use will be allowed, as well as the arguments that could lead a court to find in favor of educational uses. It also explains how these statutory provisions interact, and, most importantly, how the scope of fair use is affected by the other provisions in copyright law. The full text of the brief is available on the LCA Web site at www.librarycopyrightalliance.org/.

Digitizing the CFR

The United States Government Printing Office (GPO) and the Cornell University Law School are beginning a yearlong pilot project to evaluate a conversion process of the Code of Federal Regulations (CFR) in XML format. CFR is the codification of the general and permanent rules published in

Apply now for Immersion '10 Program Assessment and Intentional Teacher Tracks

Application materials are now available for the ACRL Immersion '10 Program—Assessment and Intentional Teacher Tracks. The program will be held November 10–14 in Nashville. Applications for both tracks are being accepted through May 7, 2010. Complete details about the program, including curriculum, learning outcomes, and application instructions are online at www.acrl.org/ala/mgrps/divs/acrl/issues/infolit/professactivity/iil/immersion/programs.cfm.

The Assessment Track is intended for experienced academic librarians (five-plus-years teaching experience) active in teaching and learning along with those in leadership roles for information literacy program. This program will approach assessment from a learning-centered perspective; participants will emerge with a broader

understanding of assessment and how to use assessment as an important tool to guide evidence-based classroom, curriculum, and program development.

The Intentional Teacher Track is aimed at the experienced academic librarian (five-plus-years teaching experience, in a library or other setting) who wants to become more self-aware and self-directed as a teacher. The program facilitates the process of critical reflection through peer discussion, readings, and personal reflection as a pathway to professional growth and renewal.

Acceptance for both tracks is competitive to ensure an environment that fosters group interaction and active participation. Questions concerning the program or application process should be directed to Margot Conahan at (312) 280-2522 or mconahan@ala.org

the Federal Register by the executive departments and agencies of the federal government. The Cornell Legal Information Institute will convert various titles into XML and place them on the university's Web site. GPO and Cornell share the information and lessons learned from the project with members of the Federal Depository Library Program (FDLP) to find ways of providing the public openness to government documents.

"Cornell University Law Library is a recognized leader in providing outstanding and innovative information services and resources," said Pat Court, associate law librarian. "As a federal depository library, we will assist the public and the university community with the expanded functions for tracking and updating federal regulations that are developed by this partnership."

GPO has also announced the conversion of CFR into XML for placement online at GPO's Federal Digital System (www.fdsys.gov) and the site for government data (www.data.gov). This project will initially include content from 2007, with plans to add to the archive. This project and the Cornell pilot are part of the ongoing effort to meet President Obama's challenge to federal agencies to create a more open and transparent government. For more information on GPO, visit www.gpo.gov.

Diversity Research Center to open at Rutgers

The chancellor of Rutgers University's Newark campus has announced the establishment of a new Diversity Research Center in the campus' John Cotton Dana Library. Assistant Chancellor and Dana Library Director Mark Winston will serve as director of the center and Dana Library Associate Director Haipeng Li will serve as codirector.

"The Diversity Research Center at the Dana Library will play an important role in promot-



The University of Tennessee (UT) Libraries has announced its newest team of diversity librarian residents. Rabia Gibbs (right) and Kynita Stringer-Stanback (left), both 2009 MLIS graduates (from the University of Pittsburgh and the University of North Carolina-Chapel Hill, respectively), began their two-year internships February 2010. The Diversity Librarian Residency Program, initiated in 2002, attracts recent library school graduates to a challenging career in academic librarianship. Residents gain rich and varied work experiences at UT, while advancing the UT Libraries' diversity goals.

ing the value of diversity in education, organizational performance, and librarianship" said Miguel Figueroa, director of the ALA Office for Diversity. "Guided by leaders in diversity research and on a campus where diversity is an integral part of the learning experience, this Diversity Research Center is well-positioned at Rutgers-Newark's Dana Library."

The Diversity Research Center's mission will include conducting research associated with the relationship between diversity and organizational performance, promoting the dissemination of diversity research, and conducting institutional research and assessment related to academic preparation and student learning on the most diverse doctoral degree-granting university campus in the United States.

The center will create a dedicated collection of research materials related to diversity; host noted speakers, organizational leaders, and visiting scholars; and disseminate its findings and research through presentations, publications, and electronic media. The center will also establish a faculty fellowship program to support faculty who conduct diversity research in their disciplines. *✍*