

**ALA Annual Conference**  
**June 25-27, 2005**  
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One of my main reasons for attending the ALA conference was my membership on two committees. The first was the ACRL College Libraries Section Research for College Librarianship Committee. This committee is involved in some exciting initiatives. Their goal is to promote research among college librarians. They are tracking the number of college librarians who are presenting at conferences, and working to encourage more participation. We are also working on a directory of publishing opportunities for librarians. Another project is “Your Research Coach,” which matches experienced researchers with librarians who are trying to get started in publishing. This is a new program which started this year and has been quite successful so far. More information about this program is available at:

<http://www.ala.org/ala/acrl/aboutacrl/acrlsections/collegelibraries/collprogdisc/researchcoach.htm>

The other committee I am on is the ACRL Instruction Section Teaching Methods Committee. This committee also has a number of projects. These include a recently-created website on information literacy in the disciplines. It includes standards developed by accrediting agencies and professional associations, as well as curricula and articles related to information literacy in specific disciplines. This website is available at: <http://www.ala.org/ala/acrlbucket/is/projectsacrl/infolitdisciplines/index.htm>

The committee also maintains a web page which covers the features of classroom control software. They also review textbooks on library skills aimed at students and librarians who teach. The committee has been so successful in these projects that with the reorganization of the Instruction Section, there will be two different committees to take on these projects. This committee also led a brainstorming session on “Engaging the Google Generation.” Discussion at this session was animated as we discussed these questions:

1. How can I help students transfer existing web searching skills to other resources?
2. How can I incorporate advanced web searching concepts and Google Scholar into instruction sessions?
3. How can I anticipate and teach to significant changes impacting Internet searching?

I gained some good ideas for websites to use to keep up with current trends, including [searchenginewatch.com](http://searchenginewatch.com) and [grokker.com](http://grokker.com)

I also attended a program on “Getting Published,” sponsored by the Women’s Studies Committee. It turned out to be a very good program; as I left I felt encouraged that getting published wasn’t such a daunting prospect as I had pictured. I gained several good ideas on ways to break in. They had a couple of editors of journals there to talk about what they look for in submissions, as well as tips on how to successfully get published. One suggestion for finding ideas was to pay attention to what you’re hearing, the issues you’re discussing in your library. A good way to get started is to do book reviews and abstracting. This gets you used to writing and meeting deadlines. Poster sessions are a first step toward an article; after you’ve done all the preparation for that,

you can convert it into a publication. Co-authoring is also a good option. It forces you to stay on schedule. You can form a group for getting published on campus to encourage you. One editor shared the reasons why people don't get published:

- 1) They didn't answer the "so what" question. If you're talking about something you did in your library, you should frame it in a larger context, talk about how it is useful to others.
- 2) Faulty research, poor statistical analysis. Find someone on your campus who can help you with this.
- 3) Poor writing. Always have someone read over what you write before you submit it. They can help you make it sound better.
- 4) You may have the wrong journal. That journal may not focus on the issue you discuss, or may have a different format. Check out their requirements and policies before you submit.
- 5) Bad luck. But the editor said that if you do all the right things, if you've done good research and written a good article, you will get published.

The editor suggested some topics that need more written about: intellectual property, usability testing, unique collaborations, how people are using information differently, fundraising, talking about projects that didn't work.

Another good suggestion was to look at publishing in local publications first, such as publications from the state library association. This helps you to make contacts and establish expertise.

You can also publish outside of librarianship, by focusing articles on what faculty need to know in various disciplines about information literacy or books.

Keep a log of your ideas. See if there's a recurring idea, then monitor the literature. Make sure you have interest and passion about the idea – that's going to come through in your writing.

I also attended the session on Google Print. Adam Smith, the director of this project shared what this will be like. He was very charming and I think he charmed most of the librarians into approving. He said that the goal of Google Print was indexing, to be a "virtual card catalog of all books in all languages, while respecting copyright." It will scan entire books, and the full-text will be searchable. However, entire books will only be viewable if copyright allows it. There will be 3 different kinds of items: 1) Publisher-provided books. Users can view 2 pages forward and back in the book, and can see a link to purchase the book. Most publishers now have their books included in the system. 2) Library books that are in the public domain. These books are entirely available online. 3) Library books that are in-copyright. Users can search the entire text, but only see three snippets of text where their words are found. There are then links to publishers and local libraries. You can include customized links (based on IP address) to your library. Five librarians from the libraries that are involved in this project answered questions on a panel. These libraries included Stanford, University of Michigan, Oxford, Harvard, and New York Public Library. They defended their decision to allow Google to scan large portions of their books as helping to improve access to the collections, which is the goal of libraries.