



**UNC**  
SCHOOL OF INFORMATION  
AND LIBRARY SCIENCE

**School of Information and Library Science**  
**The University of North Carolina at Chapel Hill**  
**Spring Semester 2006**

*Note: Course information as listed  
below takes precedence over all  
other listings and/or bulletins  
Unless otherwise noted courses are  
held in Manning Hall*

**1/24/06**

<b>HOURS</b>	<b>MONDAY AND WEDNESDAY</b>	<b>ROOM</b>	<b>TUESDAY AND THURSDAY</b>	<b>ROOM</b>
<b>8:00-9:15</b>	INLS 172 Losee INLS 181 Kelly	208 304		
<b>9:30-10:45</b>	INLS 310-040 Losee INLS 342 Moran (Wednesday 9:30-12:15) INLS 150 Greenberg (Monday 9:30-12:15) INLS 153-002 Lee INLS 341 Bergquist	214 208 208 307 304	INLS 257 Wildemuth INLS 180-002 Barreau INLS 151 Greenberg (Tuesday, 9:30-12:15) INLS 326 Moran (Thursdays 9:30-12:15) INLS 050 Luo	304 307 208 208 117
<b>11:00-12.15</b>	INLS 201-001 Kelly INLS 110-122 Blake INLS 111L-401 Mohanty (Wednesday)	307 214 117	INLS 40-001 Pomerantz INLS 210-046 Tibbo (Tuesday, 11:00-1:30) INLS 092-001 Jones INLS 156-002 Haas	117 214 304 307
<b>12:30-1:45</b>	INLS 157 Hemminger INLS 349 McNamara	304 Wilson	INLS 224 Carr INLS 102 Meyers	208 307
<b>12:30-3:15</b>	INLS 122 Sturm (Wednesday 12:30-3:15) INLS 108 Saye (Wednesday 12:30-3:15) INLS 165 Lee (Wednesday 12:30-3:15) INLS 180-001 Marchionini (Monday 12:30-3:15)	307 208 214 307		
<b>2:00-3:15</b>			INLS 210-078 Barreau INLS 162 Haas INLS 131 Wilkins-Jordan	304 208 307
<b>2:00-4:30</b>	INLS 156-001 Blake (Monday 2:00-4:30) INLS 251 Saye (Monday 2:00-4:30) INLS 237 Daniel (Wednesday 2:00-4:30) INLS 210-137 Winston (Monday 2:00-4:30)	208/117 304 304 214	INLS 302 Gollop (Tuesday) INLS 310-052 Solomon(Thursday)	214 214
<b>3:30-4:45</b>	INLS 111-001 Mohanty INLS 303 Sturm (Wednesday twice a month)	307 208	INLS 235 Pomerantz INLS 153-001 Carr INLS 060 Dunn	208 307 304

<b>Evening</b>	INLS 243 Sturm (Monday 6-8:30) INLS 310-089 Marchionini (Monday 6-8:30) INLS 259 Chaffin (Monday 6-8:30) INLS 210-119 Chaffin (Wednesday 6-8:30) INLS 227 Moss/ Ernsthausen (Monday 6-8:30) INLS 210-034 Gasaway (Monday 5:30-8:00)  INLS 210-112 Conway (Wed. 5:30-8:00) INLS 279 (Wed 5:00-6:30) Hemminger	208 214 304 214 307 Law Sch 3025 307 304	INLS 246 Vandermeer/Steinhaus (Thursday, 6-8:30) INLS 040-002 Oakleaf (Tues 6:00-8:30) INLS 062 Barlow (Tues 6:00-8:30) INLS 210-138 Pease (Thurs 6:00-8:30) INLS 183 Forrest (Tues 6:00-8:30) INLS 184 Hays (Thurs 6-8:30) INLS 210-131 Wisser/Holdzkom (Tues 6-8:30)	Wilson Library 117 214 307 208 208 307
<b>Saturday</b>				
<b>Web</b>	INLS 242-01W Solomon, G. INLS 210-03W Schardt/Myatt INLS 211-02W Morisseau INLS 102-990 Fenton (extra fee required <a href="http://www.fridaycenter.unc.edu/cp/cco/inls102.htm">http://www.fridaycenter.unc.edu/cp/cco/inls102.htm</a> )			
* Students must register for 111 and 111L concurrently. Please see SILS catalog for all prerequisite requirements.		Classes begin: January 11 (Wednesday); MLK holiday, Jan 16; Spring Break, begins at 5pm on Mar 10(Friday) and ends at 8am on March 20 (Monday); Classes end: April 28 (Friday); Reading day: May 3 (Wednesday) Exam period: May 1 (Monday) – May 9 (Tuesday)		

**School of Information and Library Science University of North Carolina at Chapel Hill Spring 2006**

<b>Course</b>	<b>Call #</b>	<b>Title</b>	<b>Notes</b>	<b>Instructor</b>
040-001	06322	Retrieving and Analyzing Information		Pomerantz
040-002	06323	Retrieving and Analyzing Information		Oakleaf
050	06324	Tools for Information Literacy		Luo
060	06326	Information System Analysis & Design	undergraduates only; pre- or co-requisite: INLS 50	Dunn
062	14373	Human Computer Interaction		Barlow
090		Independent Study	undergraduates only; prerequisite: permission of instructor	Faculty
091	06328	Information Science Internships		Marshall
092 001	06329	Emerging Topics in Information Science		Jones
099	06331	Honors Thesis		Faculty
102-001	06332	Information Tools		Meyers
102-990	94040	Information Tools	*extra fee through Friday Center	Fenton
108	06333	History of the Book		Saye
110-122	06334	Text Mining		Blake
111-001	06335	Information Resources and Services	Pre- or co-requisite: INLS 102; also register for INLS 111L a .5 credit lab	Mohanty
111L-401	06336	Information Resources and Services Lab	concurrent with INLS 111	Mohanty
122	06337	Young Adult Literature and Related Materials		Sturm
131	06339	Management of Information Agencies		Wilkins-Jordan
150	06340	Organization of Information		Greenberg
151-001	06341	Organization of Materials	Prerequisite: Ability to effectively utilize email. Word processing, spreadsheet, & internet browsing software	Greenberg
153-001	06343	Resource Selection and Evaluation		Carr
153-002	06344	Resource Selection and Evaluation		Lee
156-001	06345	Introduction to Database	50 or INLS 102 as pre- or co-requisite	Blake
156-002	14770	Introduction to Database	50 or INLS 102 as pre- or co-requisite	Haas
157	06347	Database Systems I	Prerequisite: INLS 60 or INLS 162, INLS 156	Hemminger
162-001	06348	Systems Analysis		Haas
165	14381	Records Management		Lee
172	06349	Information Retrieval		Losee
180-001	06350	Human Information Interactions		Marchionini
180-002	14158	Human Information Interactions		Barreau
181	06352	Internet Applications	Prerequisite: INLS 102	Kelly
183	06353	Distributed Systems and Administration	Prerequisite: INLS 102	Forrest
184	06354	Protocols and Network Management	Prerequisite: INLS 102	Hays
201-001	06355	Research Methods	Prerequisite: completion of 12 credit hours including INLS 180 and either 111 or 172	Kelly
210-03W	06357	Evidence-based Medicine		Schardt/Myatt
210-034		Copyright Law		Gasaway
210-046	14181	Archival Appraisal		Tibbo
210-078	14161	Information Communication Technologies, Organizations, and Knowledge Management		Barreau
210-112	14843	Archival Approaches to Content Management		Conway
210-119	06361	Database Administration		Chaffin
210-131	14858	Principles and Practices in Archival Description		Wisser/Holdzkom
210-137	14374	Leadership in Theory and Practice		Winston
210-138	14481	The Art of the Picture Book		Pease
211	06365	Information Retrieval Search Strategies		Morriseau
224	06366	Humanities and Social Science Information		Carr
227	06368	Business Information		Moss/ Ernsthausen
235	06369	Digital Libraries: Principles and Applications		Pomerantz
237	14840	Marketing of Information Services		Daniel
242-02W	14842	Curriculum Issues and the School Librarian		Solomon, G.
243	14482	Administration of Public Library Work with Children and Young Adults		Sturm
246	14164	Music Librarianship		Vandermeer/Steinhaus
251	14471	Organization of Materials II	Prerequisite: INLS 151	Saye
257	06372	User Interface Design		Wildemuth

259	06373	Web Databases	Prerequisite: INLS 181, 157	Chaffin
279	06374	Bioinformatics Research Review		Hemminger
299	06375	Supervised Field Experience	Prerequisite: completion of 24 semester hours & Permission of Advisor	Marshall
300		Study in Library and Information Science	Prerequisite: Permission of Instructor	Faculty
301/302	06408	Research Issues and Questions I/II	Prerequisite: doctoral student status or permission of instructor	Gollop
303	06409	Research Colloquim		Staff
309	06410	Seminar in Teaching Practice		Sturm
310-040	14153	Optimal Informative Systems		Losee
310-052	14157	Qualitative Data Collection and Analysis		Solomon
310-089	14169	Seminar in HCI Retrieval		Marchionini
326	06411	Seminar in Popular Materials		Moran
341	06412	Seminar in Public Libraries		Bergquist
342-001	06413	Seminar in Academic Libraries		Moran
349	06414	Seminar in Rare Book Collection		McNamara
392		Master's Paper	Prerequisite: permission of faculty member	Faculty
394		Doctoral Dissertation	Prerequisite: advanced doctoral student status	Faculty
399		Research in Information and Library Science	Prerequisite: permission of faculty member	Faculty

## Spring 2006 COURSE DESCRIPTIONS

### **INLS 165 \*\*Revised Course\*\***

Explores relationships between new information and communication technologies and organizational efforts to define, identify, control, manage, and preserve records. Considers the importance of organizational, institutional and technological factors in determining appropriate recordkeeping strategies.

### **INLS 110-122 Text Mining**

Prerequisites : Databases (156 or equivalent), and programming proficiency, or permission by the instructor  
Objectives:

1. Develop a general understanding of knowledge discovery, and a specific understanding of text mining
2. Gain experience with both the theoretical and practical aspects of knowledge discovery
3. Critique current literature in text mining

Motivation:

Changes in technology and publishing practices have eased the task of recording and sharing information electronically. The quantity of information has spurred the development of a new field called Knowledge Discovery. This course will provide a conceptual overview of the Knowledge process which has been described as the "the nontrivial process of identifying valid, novel, potentially useful, and ultimately understandable patterns in data (Fayyad, Piatetsky-Shapiro, and Smyth 1996).

I have partitioned the course into two parts. The first part will introduce the KD process and show the application of that process on structured data. The second part will explore the application of the KD process to textual information resources. In both cases I will draw examples from a variety of applications in particular health and bio-informatics.

**Blake**

### **INLS 210 03W Intermediate Selected Topics: Evidence-Based Medicine and the Medical Librarian (3)**

This course may be taken either for credit (through the normal University registration procedure--call #

86276) or 10 CEUs (continuing education units) from the Medical Library Association (as a UNC Continuing Education offering via the SILS Office). This course is designed as an introduction to the practice of evidence-based medicine (EBM). Evidence-based Medicine promotes the use of the scientific literature in the clinical decision making process. EBM specifically addresses issues of developing good clinical questions; identifying reliable resources and effective searching strategies; and evaluating the quality of research studies. In particular, the role of the librarian in the practice of EBM will be covered. The course runs for 7 consecutive weeks. It will take a total of approximately 30 hours to complete the course (plus the final project), depending on previous knowledge of EBM and other factors. Instructors are Julie Garrison ([garri008@mc.duke.edu](mailto:garri008@mc.duke.edu)) and Connie Schardt ([schar005@mc.duke.edu](mailto:schar005@mc.duke.edu)) from the Duke University Medical Center Library and Julia Kochi ([kochi@library.ucsf.edu](mailto:kochi@library.ucsf.edu)) of the Library and Center for Knowledge Management at University of California, San Francisco.

**INLS 210-034 Intermediate Selected Topics: Copyright Law for Librarians (3)** This course examines the law of copyright, its increasing importance to society and its impact on libraries, education and research.

History of copyright law

The law:

- Statutory requirements for copyrightability

- What constitutes copyrightable subject matter

- Rules that govern initial authorship, ownership and transfer of copyright

- Terms of protection,

- Exclusive rights afforded copyright owners

- Limitations on those rights

Library and education-specific issues include:

- The library exemption

- Fair use

- Library reserves

- Classroom uses of copyrighted works

- Importance of the public domain

- Distance education

- Anti-circumvention

- Online service provider liability

- Creating digital libraries

- Database protection

Miscellaneous

- Licensing and UCITA

- International aspects of copyright law

The course also focuses on the difficulties the digital environment imposes on traditional copyright doctrines, pressures from publishers and producers to increase copyright protection and the increasing globalization of intellectual property protection.

**Gasaway**

**INLS 210-46 Archival Appraisal. Pre-requisite 145.** This course will explore what has been termed the archivist's "first" and arguably most important responsibility, appraisal. Students will investigate the theories, techniques, and methods that archivists use to identify documents and other materials of enduring value for long-term preservation. Students will study the history of appraisal and compare contemporary approaches from around the globe and study the work of various repositories. **Tibbo**

**INLS 210-078 Intermediate Selected Topics: Information Communication Technologies,**

**Organizations, and Knowledge Management:** (3) The personal and social aspects of information communication technology (ICT) use in the workplace may bring about both positive and problematic effects for organizations and the individuals working with them. Through examination of the literature and completion of class projects, we will explore these aspects of ICTs and ways organizations might utilize them effectively to support the work tasks of individual workers and the knowledge management needs of the organization. **Barreau**

**INLS 210-112 Intermediate Selected Topics: Archival Approaches to Content Management** (3) This seminar draws on basic archival principles to develop ways of understanding the management of digital content from three different perspectives: digital files as surrogates of original source materials; Web content delivery systems; and repositories for digital preservation. Working with case studies from ongoing research and development projects within an international context, participants focus on emerging standards, ranging from the Open Archival Information System reference standard to XML schema for repository construction and the exposure of metadata to third-party harvesters. Team based projects and critical assessments of an emerging technical literature support the testing and evaluation of a series of content management software applications. **Conway**

**INLS 210-119 Intermediate Selected Topics: Intermediate Topics in Databases** (3) Pre-requisite: permission of instructor. Examines the context of databases and allows students the opportunity to explore issues raised in previous database classes in more detail. Issues, topics, and technologies covered will include advanced database administration; an introduction to both data warehousing tools and techniques and data mining principles; rights management, implementation policies and practices and other legal and ethical issues; data quality control and data security.

**Chaffin**

**INLS 210-131 Intermediate Selected Topics: Principles and Practices in Archival Description** (3) Pre-requisite: INLS 145 Recommended: INLS 151. Explores the principles of archival description as expressed in *Describing Archives: A Content Standard Implementation* of those principles through Encoded Archival Description (EAD) and MARC structures will form the largest portion of the semester. Other practices will include authority and subject analysis work. Other topics, issues, and technologies include related standards, the history and development of archival description, the uses of description, and description for special formats.

**Wisser/Holdzkom**

### **INLS 210-137 Leadership in Theory and Practice**

The course addresses leadership theory, principles and practices, particularly emphasizing feminist theory and leadership diversity theory. Considers the nature of leadership roles at all levels in organizations, the roles of leaders in fostering organizational success, and the recurring professional and leadership issues within the national and international structure of library and information science. We will focus on theories of leadership and the practical application of leadership theory in the management of libraries and information service organizations. Emphasis will be placed on the self-awareness of leaders, leadership roles and opportunities, leadership development, and leadership evaluation.

**Winston**

### **INLS 210-138 The Art of the Picture Book**

This course will study the art of creating a picture book: the integration of words and images

into a complete whole. It will explore the role of writers, artists, designers, publishers, and the media in engaging the reader's imagination. Students will learn how picture books have contributed to the culture of childhood from the late 19th century to the present. Through discussion and hands-on experiences with the concepts and techniques of visual thinking, students will evaluate the contemporary state-of-the-art, and the relationship of picture books to other forms of sequential storytelling such as film, comics, and animation.

**Pam Pease**

### **INLS 310-040 Optimal Informative Systems**

Course Description: Information and informative systems (broadly construed). Optimality. Evolutionary processes and evolution. Intentional design, decision making, and games.

Course URL: <http://OptimalInformation.com>

**Losee**

### **INLS 310-052 Advanced Selected Topics: Qualitative Data Collection and Analysis: (3)**

This course will combine seminar and practicum to introduce students to intensive approaches to qualitative data collection and analysis to support research and/or design within the information field. Students in the class will learn about qualitative methods and apply them in a situation or situations of their own choice (e.g., research to understand information related behavior in context; groundwork for applications development to identify requirements, constraints, and design opportunities). Topics likely to be covered include: questions/problems/proposals; role of theory (input/output); ethics; planning; entry; data collection strategies: observation, interviewing, and content analysis; trustworthiness vs. validity/reliability of data; data analysis approaches; and reporting of the results.

**Solomon**

### **INLS 310-089: Seminar in Human-Computer Information Retrieval**

Classical information retrieval had yielded novel techniques for applying computers to retrieval problems, including WWW search engines. The classical model of retrieval is one of matching queries to documents and ranking these matches. In the case of Web IR, the matching has become more dependent on anchor text in webpages and the evaluation less practical for recall and precision measures. It is apparent, however, that a new model of retrieval is needed as people access large-scale digital libraries of multimedia content and vast collections of unstructured data in the WWW. What is needed are ways to bring human intelligence and attention more actively into the search process. To this end, researchers are beginning to combine the lessons from designing highly interactive user interfaces with the lessons from human information behavior to create new kinds of search systems that depend on continuous human control of the search process. I call this hybrid approach to the challenges of information seeking, human computer interaction (HCIR). HCIR aims to empower people to explore large-scale information bases but demands that people also take responsibility for this control by expending cognitive and physical energy. This seminar will consider the underlying theoretical model for HCIR, some early designs that aim to support such interactions, and alternative evaluation paradigms. Students will read papers and lead discussions based on those papers, and work on a group project to design and pilot test a user study for an HCIR system.

**Marchionini**



## NEW FACULTY, ADJUNCT AND CLINICAL FACULTY, AND TEACHING FELLOWS

**Todd Barlow**, Todd Barlow, Adjunct Professor of Practice, manages the Solutions Usability department at SAS. He is responsible for the usability of SAS software, establishing usability engineering practices, and defining the role of usability in development processes. Prior to working at SAS, he worked as a consultant designing and evaluating interfaces for consumer electronics, weapon systems, and telecommunication software. He holds a B.S.I.D. from the Georgia Institute of Technology, a B.A. from the University of Maryland, an M.S. from Rensselaer Polytechnic Institute, and a Ph.D. in psychology from North Carolina State University.  
Email: [Todd.Barlow@sas.com](mailto:Todd.Barlow@sas.com)

**Megan Winget Barrett**, Teaching Fellow.

**Ron Bergquist**, Teaching Fellow, has a B.A. in Geography from the University of Texas at Austin and an M.A. in Middle East Studies from the Naval Postgraduate School (Monterey, CA). He received his M.S.L.S. from SILS in May 1999 and started the SILS doctoral program in the fall of the same year. His research interests center around information visualization, situational awareness, and North Carolina public library policy and planning. His email address is: [bergr@ils.unc.edu](mailto:bergr@ils.unc.edu) and his homepage is: <http://ils.unc.edu/~bergr/>

**Paul L. Conway**, Adjunct Assistant Professor of Practice, is Director for Information Technology Services at Duke University Libraries, where he is responsible for all of the libraries' technology programs and services. His particular focus is the development of the Digital Library @ Duke as a comprehensive program of services and tools for the provision and preservation of digital resources. Prior to coming to Duke, Paul headed the Preservation Department at Yale University Library for nine years. From 1977 to 1992 served successively as archivist at the Gerald R. Ford Library, Preservation Program Officer for the Society of American Archivists, and Archives Specialist at the National Archives and Records Administration. He has a Masters Degree in History and a Ph.D. in Information and Library Studies, both from the University of Michigan. Email: [paul.Conway@duke.edu](mailto:paul.Conway@duke.edu)

**Joel Dunn**, Adjunct Assistant Professor of Practice, is a SILS doctoral student with a B.S. in Business and M.Sc. in Computer Science from the University of North Carolina at Chapel Hill. A member of the University staff since 1983, he has served for the past several years as Director, Systems & Communications, Administrative Information Services, where he manages a large, diverse staff supporting operating systems, network communications, distributed computing, system security and a special projects/prototypes group working in administrative information management. In addition to his UNC responsibilities, he is also a member of the NCNI technical staff ([www.ncni.net](http://www.ncni.net)), working on issues in advanced networking. Email: [joel\\_dunn@unc.edu](mailto:joel_dunn@unc.edu)

**David G. Ernsthansen**, Faculty Teaching and Research Support Librarian at the University of North Carolina at Chapel Hill's Kenan-Flagler Business School. He consults and instructs faculty and students in the selection and efficient use of resources that are most likely to provide useful information for their research and instruction needs. He also guest lectures for classes in the MBA and Bachelors degree programs on library and research resources available to students at UNC-Chapel Hill. David has worked at the Kenan-Flagler Business School since 1997. Prior to 1997 he worked for 7 years as a reference librarian in the Z. Smith Reynolds Library at Wake Forest University. David has an MBA from the Babcock Graduate School of Management at Wake Forest University and a Master of Library Science degree from Indiana University.  
[David\\_Ernsthansen@unc.edu](mailto:David_Ernsthansen@unc.edu)

**Alan Forrest** [forrest@cs.unc.edu](mailto:forrest@cs.unc.edu)

**Laura N. Gasaway**, Adjunct Assistant Professor of Practice, is the Director of the Law Library and Professor of Law. Prior to coming to UNC-Chapel Hill, she held similar positions at the University of Oklahoma. She was also the director at the law library for the University of Houston. Professor Gasaway received her M.L.S. and B.A. in political science from Texas Woman's University and her J.D. from the University of Houston. She has authored numerous publications on Copyright law. she regularly teaches copyright, intellectual property and cyberspace law in the law school. Gasaway served as President of the American Association of Law Libraries, has been the Chair of the Special Libraries Association Copyright Committee, is active in the American Bar Association, and is an international consultant on copyright issues. She served as the first Virtual Scholar in Residence for the Center for Intellectual Property at the University of Maryland, University Campus. Email: [laura\\_gasaway@unc.edu](mailto:laura_gasaway@unc.edu)



**J. William Hays**, Instructor, is the Network Manager for the Department of Computer Science. In addition to providing network support, he is also experienced in workgroup server and database administration and desktop support under a variety of operating systems. He received a B.S. in Biology from William and Mary in 1983, and an MA in Comparative Literature from UNC-CH in 1986. Email: [bil\\_hays@unc.edu](mailto:bil_hays@unc.edu).

**Lynn (Roslyn) Holdzkom** received a BA in English from the University of Washington in 1974 and completed her MLS in 1989 at the University of North Carolina at Chapel Hill. Lynn began working in the Technical Services Section of the Manuscripts Department, UNC-Chapel Hill, in January 1987 and has been there since, except for a brief time spent as university archivist at the University of Washington in 1997. At UNC-Chapel Hill, she started as assistant technical services archivist, chiefly processing manuscript collections and supervising student workers. She was instrumental in implementing MARC cataloging and Encoded Archival Description (EAD) markup of finding aids in the Department and in establishing the Department's web presence. She is now assistant curator, head of technical services, and departmental cataloger. Since 1999, she has co-presented a two-day archival cataloging workshop, offered through the Society of American Archivists, to archival and library groups across the country. She served on the SAA's CUSTARD committee (Canadian-U.S. Taskforce on ARchival Description), which issued a new standard for archival description (/Describing Archives: A Content Standard (DACS)/) in 2004. Email: [uholro@email.unc.edu](mailto:uholro@email.unc.edu)

### **Lili Luo**

**Charles B. McNamara**, Adjunct Associate Professor, is the Curator of Rare Books for the Academic Affairs Library. Previously he was the Associate Rare Book Librarian and Curator of the Arthur Dean Collections of French History and Literature, at Cornell University, and Rare Books Cataloger for the University of Rochester Libraries. Professor McNamara has an M.S.L.S. from Columbia University and an M.A. and Ph.D. in French and European History from Fordham University. He is active in the Rare Books and Manuscripts Section of ACRL, and is the editor of Bookmark and the Hanes Lecture Series. Email: [cbmcnama@email.unc.edu](mailto:cbmcnama@email.unc.edu)

**Bill Meyers**, Clinical Lecturer, is a long-time computer enthusiast and recovering software developer. He has worked primarily in language processing and computer security, where he co-holds two U.S. patents, but enjoys any interesting technology. He also plays homemade music with friends and practices and teaches Tai Chi.

**Suchi Mohanty**, Adjunct Assistant Professor of Practice, is Reference and Instruction Librarian and Coordinator of Instruction at the R. B. House Undergraduate Library, coordinating the Library's participation in the Freshman Writing Program. She is also manager of the Reference Desk, supervising both traditional and IM reference activities. Suchi's interests include virtual reference, specifically IM reference, and instruction methods geared towards undergraduates. Suchi is an active member in the Instruction Section of ACRL, and has presented on the Undergraduate Library's popular "IM a Librarian" service. Suchi has worked at the Undergraduate Library since 2002, and has a B.A. in English from Mary Washington College, and a M.S.L.S. from UNC-CH.  
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**Anne L. Morisseau**, MSLS, adjunct instructor, is the manager of Information Education at GlaxoSmithKline (GSK), supervising a team of information professionals who provide instructor-led training and e-learning on information management products and services for knowledge workers in the organization. She has also been an Information Consultant for GSK in the Commercial Information Area where she provided information expertise on the pharmaceutical and biotechnology industries, genetics and intellectual property. In addition, she was also the product manager for two key desktop information systems. Previously, Ms. Morisseau was a Training Consultant at The Dialog Corporation for eight years. She has also served as an independent consultant in the information industry, an adjunct faculty member of Catholic University of America in the School of Library and Information Science and as Chair of the Pharmaceutical & Health Technology Division of the Special Library Association. Ms. Morisseau's areas of expertise include pharmaceutical and medical information, intellectual property and instructional design.  
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**Rita Moss**, adjunct instructor, is Business/Economics Librarian and Head of the Reference Desk Section in Davis Library. In this position she conducts research for faculty and students as well as business people outside the university system. As Head of the Desk section she hires and trains graduate students, supervises professional subject librarians and schedules all desk coverage. Rita has both undergraduate and graduate degrees from the University of North

Wales, United Kingdom as well as an MSLS from UNC-CH. Rita is active in ALA, this year chairing the Academic BRASS Committee, is a member of the AFL-CIO Advisory Committee and the Endowment Committee of NCLA. She is also an advisory board member for Princeton University Press. Rita teaches several one day workshops on Business Resources each year for SoliNet. She contributes bi-monthly articles to the Gale Business Newsletter and is the author of Strauss's Handbook of Business Information (2004).

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**Megan Oakleaf**, Teaching Fellow, is the Librarian for Instruction and Undergraduate Research at North Carolina State University and the Library Fellow serving NCSU Libraries' administration. Megan joined the SILS doctoral program after earning her MLS at Kent State University. She also holds a BA in English literature, English education, and Spanish as well as a BS in Spanish education from Miami University. Prior to her career in librarianship, Megan taught advanced composition in public secondary schools. Her research interests include user education, web-based instruction, usability studies, and the assessment of information literacy skills. [megan\\_oakleaf@ncsu.edu](mailto:megan_oakleaf@ncsu.edu)

**Pam Pease**, Adjunct Professor of Practice, has an M.A. in Illustration from Syracuse University and a B.S. in Design from the University of Cincinnati. She has more than twenty years experience in interdisciplinary design, and seven years experience in the field of children's literature. Pease is the author of several interactive books for children and adults, a frequent workshop presenter at schools and museums, and the founder of Paintbox Press. Research interests include visual literacy and artistic collaboration.

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**Connie Schardt**, Adjunct Assistant Professor of Practice, is the Education Coordinator at the Medical Center Library at Duke University. She is a distinguished member of the Academy of Health Information Professionals, and holds a BA from the University of California at Berkeley and an M.L.S. from San Jose State University. She has created several web-based tutorials to support the teaching of Evidence-based Medicine that are used by academic libraries across the country. She has published and presented number papers and workshops on hospital library standards, the JCAHO accreditation process, evidence-based medicine and distance education. Email: [schar005@mc.duke.edu](mailto:schar005@mc.duke.edu)

**Diane Steinhaus**, Adjunct Associate Professor, has been the Public Services Librarian in the UNC Music Library since 1992. She is responsible for all reference and instructional services and selects some categories of materials for the collection. Diane is active in the Music Library Association and is currently Past-Chair of the Southeast Chapter of MLA. She has a BA in Music from the University of California at Davis, a MA in Musicology from Boston University, and a MLS from the University of Rhode Island.

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