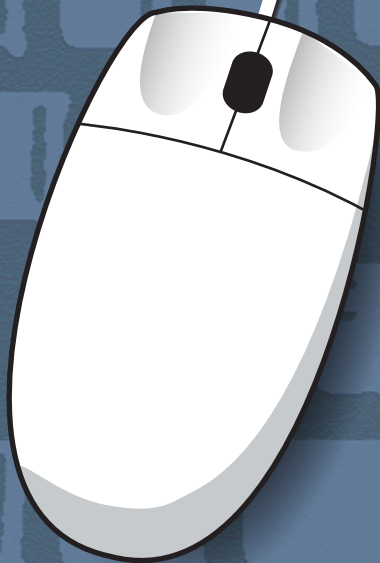


15TH ANNUAL

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an academic library conference

EDITORS: FRANK BAUDINO AND CAROLYN JOHNSON



Northwest Missouri State University  
Maryville, MO

# TABLE OF CONTENTS

<b>Did You See What I Did? Three Steps to Effective Marketing .....</b>	<b>1</b>
Corie Dugas, Outreach & Public Services Librarian / Executive Director Saint Louis University Law Library / Mid-American Law Library Consortium, St. Louis, MO	
<b>Sustaining Electronic and Print Reserves Services in the Era of the LMS .....</b>	<b>2</b>
Christopher Marcum, Evening Access Services Librarian Alexander Moran, Access Services Manager University of San Diego, San Diego, CA	
<b>Assessment in Action: A Journey toward Transforming an Academic Library .....</b>	<b>3</b>
Danielle Theiss Dion, Library Director University of Saint Mary, Leavenworth, KS	
<b>Social Media in the Classroom: Assessment and Evaluation .....</b>	<b>4</b>
Jennifer Wright Joe, Owensboro Campus Librarian Western Kentucky University, Bowling Green, KY	
<b>“Measuring That Which Is Valued”: Implementing and Managing Efficient Formative Assessment and Evaluation of Library Instruction .....</b>	<b>9</b>
Carol A. Leibiger, Associate Professor, Information Literacy Coordinator Alan W. Aldrich, Associate Professor, Instructional Services Librarian University of South Dakota, Vermillion, SD	
<b>Ch-ch-ch-ch-changes: Turn and Face the Strange ILS .....</b>	<b>26</b>
Kirsten Davis, Application Administrator (Alma ILS) Shay Beezley, Coordinator of Metadata and Cataloging Services University of Central Oklahoma, Edmond, OK	
<b>Capturing the Benefits of Open Access in Interlibrary Loan .....</b>	<b>35</b>
Tina Baich, Associate Librarian IUPUI University Library, Indianapolis, IN	
<b>Library Publishing: What's in it for You? .....</b>	<b>44</b>
Marcia Stockham, Assistant Dean for Content Management and Scholarly Communication Beth Turtle, Scholarly Communications Librarian Kansas State University, Manhattan, KS	

<b>LibGuides Best Practices: How Usability Testing Showed Us What Students Really Want from Subject Guides .....</b>	<b>52</b>
Darcy Del Bosque, Emerging Technologies Librarian Caroline Smith, Head, Architecture Studies Library Kristen Costello, Systems Librarian University of Nevada, Las Vegas, NV	
<b>Going Beyond the "One-shot": Spiraling Information Literacy across Four Years .....</b>	<b>61</b>
Shawna Smith, Assistant Director for User Services Rivier University, Nashua, NH	
<b>Building a Community of Practice .....</b>	<b>63</b>
Lauren Hays, Instructional and Research Librarian Mark Hayse, Director, Honors Program MidAmerica Nazarene University, Olathe, KS	
<b>Engineering a New Home: Creating a Repository Collection for Faculty .....</b>	<b>68</b>
Lauren Todd, Engineering Subject Librarian Emily Stenberg, Digital Publishing and Digital Preservation Librarian Washington University, St. Louis, MO	
<b>Teaching Citation Metrics .....</b>	<b>69</b>
Nicholas Wyant, Head, Social Sciences Indiana University, Bloomington, IN	
<b>Be the Change or: What Happened When Librarians Stopped B*tchin' and Did Something .....</b>	<b>70</b>
Corey Halaychik, Assistant Professor & Electronic Resources Specialist Ashley Maynor, Assistant Professor & Digital Humanities Librarian University of Tennessee, Knoxville, TN	
<b>Archives 2.0 on a Shoestring .....</b>	<b>71</b>
Julie Pinnell, Library Director Doane College, Crete, NE	
<b>The Library CAN Assist in Recruitment for the University .....</b>	<b>75</b>
April K. Miller, Sayre Campus Librarian Southwestern Oklahoma State University, Sayre, OK	

<b>You Want Me to Take My Headphones Off!?: A Student-Centered Transformative Customer Service Training Approach .....</b>	<b>81</b>
Ashley Creek, Access Services Librarian University of Saint Mary, Leavenworth, KS	
<b>The Value of Graphic Novels: Furthering the Cause of Information Literacy Centered Transformative Customer Service Training Approach .....</b>	<b>88</b>
Cheryl Blevens, Reference Instruction Librarian Indiana State University, Terre Haute, IN	
<b>Surviving the First Year in an Administrative Role: Challenges, Opportunities, and Lessons Learned .....</b>	<b>97</b>
Danielle Theiss Dion, Library Director University of Saint Mary, Leavenworth, KS	
<b>Teaching to the Task: Authentic Assessment and Information Literacy .....</b>	<b>98</b>
Rob Hallis, Instructional Design Librarian University of Central Missouri, Warrensburg, MO	
<b>The Effect of Short-Term Loan Price Increases on Patron-Driven Acquisitions .....</b>	<b>112</b>
Steve Alleman, Head of Collections University of Missouri - Kansas City, MO	
<b>All the Wrong Places: Looking for (and Finding) Information Literacy in the Undergraduate Curriculum .....</b>	<b>113</b>
William Dooling, Reference and Instructional Services Librarian Mary Nash, Head of Reference Creighton University, Omaha, NE	
<b>Using a Murder Mystery to Teach Evaluation Skills .....</b>	<b>123</b>
Elise Blas, Instructional Design Librarian Washburn University, Topeka, KS	
<b>Collaborating with Faculty: Getting the Students In to the Library .....</b>	<b>124</b>
Rochelle Krueger, Curriculum Librarian University of Nebraska, Kearney, NE	
<b>Quick &amp; Pretty: Designing Marketing Materials without Being a Designer .....</b>	<b>131</b>
Sarah Fancher, Research & Instruction Librarian Saint Louis University, St. Louis, MO	



<b>Swimming with the MOOCs: Creating Active Learning Modules for Database Instruction .....</b>	<b>132</b>
Alissa Fial, Education and Research Librarian University of Nebraska Medical Center, Omaha, NE	
<b>Reaching Faculty, Teaching Students .....</b>	<b>133</b>
Gwen Wilson, Health Sciences Librarian Elise Blas, Instructional Design Librarian Kelley Weber, Business Librarian Washburn University, Topeka, KS	
<b>Scoring Library Points with Modern Board Games .....</b>	<b>141</b>
Philip Hendrickson, Director of Library Services Concordia University, Seward, NE	
<b>A Toolkit for Reframing Services for a Diverse Group: A Research Study of International Students at Illinois Institutions .....</b>	<b>142</b>
Yi Han, International Student Library Services Liaison Pattie Piotrowski, Assistant Dean for Public Services Illinois Institute of Technology, Chicago, IL John Dorr, Assistant Head, Research and Information Services Northwestern University, Evanston, IL	
<b>Managing the Waves of Change: What It Took to Unify a Library's Operation with Its New Mission .....</b>	<b>153</b>
Dolores Yilibuw, Library Director Lexington Theological Seminary, Lexington, KY Chelsea Dalgord, Implementation Program Manager OCLC, Dublin, OH	
<b>Academic Literacies: Integrating Research and Writing into a Workshop Series .....</b>	<b>154</b>
Elizabeth Stephan, Learning Commons Librarian for Student Engagement Shevell Thibou, Learning Commons Coordinator Western Washington University, Bellingham, WA	
<b>Active Learning Exercises for Teaching Visual Literacy .....</b>	<b>156</b>
Angie Brunk, Librarian Instruction Missouri Western State University, St. Joseph, MO	

**Undergraduate and Graduate Services: Opposite Sides of the Same Coin? .....157**

Victor D Baeza, Director of Library Graduate and Research Services  
Northern State University, Aberdeen, SD  
Tracy Stout, Information Literacy Librarian  
Missouri State University, Springfield, MO

**Hacked! How We Avoided a Search Engine Ranking Disaster .....165**

Ayyoub Ajmi, Digital Communications and Learning Initiatives Librarian  
UMKC School of Law, Kansas City, MO

**Ghost Town Resurrected: Exposing Diverse Archival and Educational  
Materials through Electronic Publishing .....166**

Jane Monson, Digital Initiatives Librarian  
Jay Trask, Head of Archival Services  
Jessica Hayden, Technical Services Manager  
University of Northern Colorado, Greeley, CO

**How to Make your Instruction Suck Less .....174**

Jessica Williams, Information Literacy Librarian  
Dani Wellemeyer, Information Literacy Librarian  
University of Missouri, Kansas City, MO

# **Did You See What I Did? Three Steps to Effective Marketing**

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## **Abstract**

Marketing has been a hot topic in libraries for some time. Unfortunately, with little formal training, many librarians and staff have been tackling marketing without a plan or with a poorly developed one. This paper will examine academic library marketing failures and successes in a way that helps libraries move forward effectively.

From the newest social media tools to good old fashioned newsletters, the focus will be on culling the number of marketing platforms any library uses down so that these tools can be used effectively. Once the platforms have been established, attention will shift to establishing an approach to marketing that can work across platforms. The ultimate product does not need to be an intense marketing plan, but it should be a fully-realized, effective approach to academic library marketing.

# **Sustaining Electronic and Print Reserves Services in the Era of the LMS**

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## **Abstract**

In this engaging 50 minute session the presenters share several specific initiatives that faculty and staff at a small liberal arts university in southern California have implemented to help ensure that their physical and electronic reserves services meet the needs of 21st century users. The presenters will demonstrate the impact of these initiatives and will offer practical tips and suggest tools that participants can use to help sustain reserves services at their own institutions. In the last decade the rapid development of online learning platforms has outpaced the evolution of our copyright law. Furthermore, during this same period access points for digital content have expanded far beyond the traditional venues provided by academic libraries. Taken together, these changes have made it increasingly challenging for academic libraries to sustain both physical and electronic reserves services. Our library is responding to these changes by implementing policies, procedures and initiatives guided by three specific principles. 1. Enhanced policy development. 2. Community education and interaction. 3. Instructional integration. Among the initiatives we will discuss are: the development of robust policies and procedures that seek to make reserves services more visible and versatile to use; improved integration of our reserves services into the workflows of instructors, as well as the online learning platforms they use; increased collaboration and communication with our faculty, as well as other departments, to more closely assess what they need and want from reserves services. In this session, the presenters engage the audience with interactive polling software, small group activities, as well as point and click demonstrations. The audience will leave with several practical tips and ideas to help them move their library reserves services into the 21st century.

## **Assessment in Action: A Journey toward Transforming an Academic Library's Value**

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### **Abstract**

One member of the first cohort (2014) of the Association of College and Research Libraries' Assessment in Action (AiA) learning community will offer her experience with library and university assessment initiatives. The speaker will highlight best practices and practical lessons learned from her specific AiA research project. As part of the ACRL's Value of Academic Libraries Initiative, AiA offered librarians from 75 institutions a unique professional development opportunity where they were allowed to grow their assessment abilities from the ground up. Through the establishment of an 18-month community of practice incorporating asynchronous, synchronous and face to face experience, participants (called team leader librarians) have collaborated with the AiA facilitators and other team leaders on the development, delivery and evaluation of library assessment projects that focus on the role of libraries in student success. The community of practice model was replicated on each campus, as the librarian team leader formed and coordinated an institutional research project team with representatives from departments outside the library in order to facilitate cross department/school collaboration.

Participants attending this innovative session will gain an understanding of how the AiA program strategies could benefit their institution, learn from examples of effective and challenging cross-campus collaborative assessment projects, and create strategies for fostering institutional faculty and staff development of assessment skills.

# **Social Media in the Classroom: Assessment of its Effectiveness**

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## **Abstract**

Social media has become a very popular educational tool in classrooms ranging from middle school up to higher education. In the information literacy classroom, however, it sometimes falters. One of the reasons for this is a lack of effective planning and assessment on the part of the librarian. Reasons for assessment as well as ways to assess social media in the library classroom are not always clear to the librarian or on the forefront of their thoughts when creating classroom lesson plans. Surveys, rubrics, statistics and other assessment options are available to help combat this problem and are discussed along with the reasons for assessing social media use.

## **Introduction**

Social media can be an effective tool in promoting critical thinking and collaboration in library instruction. It is a varied and multi-faceted resource, encompassing dozens of different configurations of networks that allow for added communication both inside and outside the library classroom. Whether its use results in simple polls or a much more collaborative event, these methods engage students and allow them to interact with material, professors, and other students in an organized fashion that might not be feasible without the use of technology. Recent studies, such as the one conducted by DePietro reveal that, “[s]tudents expect *to be part of* the educational process, more than they expect to just attend class and receive knowledge (4).” When an instructor keeps this in mind in planning their lesson, it is referred to as participatory pedagogy, an important and relevant trend in teaching.

However, social media is still a new tool in the information literacy instructor’s arsenal and many people are quick to incorporate these new learning tools without regard to their effectiveness. There are many reasons for this, not all of which are the instructor’s fault, but social media must be approached like any other teaching tool: with rigorous and frequent assessment of the effectiveness of not only the particular network being used for the assignment, but also the effectiveness of using social media in the classroom at all. Regular assessment of services, including instruction, are invaluable to the continued success of students as well as helpful in providing opportunities for faculty and staff whom the library also serves (Staley, Branch, and Hewitt; Zoellner, Samson, and Hines.) There are costs and benefits to using social media in the classroom and they should be thoroughly explored when writing a lesson plan for information literacy instruction to ensure that goals are being met.

## **Background Literature**

Social media is a tool that has been around for over a decade now in its many forms. Some types of social media, especially the most primitive forms, have been around for as long as



the internet has been around. However, it is important when talking about social media that everyone has a clear idea of what is being talked about. One of the clearest and most concise definitions of social media comes from Fang, et al., who wrote, “Social media is the means of interactions among people in which they create, share and exchange information and ideas in virtual online communities and networks (336).” By this definition, many of Blackboard’s features constitute social media, because it facilitates the creation and exchange of ideas, though it does lack some of the bells and whistles that other, more prominent social media platforms have. Even the old bulletin board system might have been considered social media, had there been public desire for such a communication network, because it facilitated the exchange of ideas through public message boards and chatting services. When technology advanced, however, it allowed more data to be exchanged than just words typed into a computer; suddenly, the user could add pictures, sound, and video, attach whole documents, and in some cases even edit those documents inside the social media network itself, allowing the complete exchange of ideas – from inception to editing to finished product – to be viewable and accessible by the entire network.

In the classroom, social media can allow for more flexibility and a more participatory pedagogy. Web 2.0 brought technologies that engaged the user with the text or tools they were using on the World Wide Web (DePietro), and social media has further increased this engagement by allowing users to engage with one another. Participatory pedagogy has been influenced by this ability to interact with the web as equally as it has been augmented by it. It engages students with the materials they are learning in a way that was never possible before and it creates students who expect that kind of interaction with their materials from other classes (DePietro). However, it has been all too common for librarians to overlook the changing methods of education and instruction in favor of relying on tried and true methods of information literacy instruction. In reality, adding social media to library instruction can improve learning of the material and engage the student more fully in what they are learning. Allowing this feedback from the student can also help the librarian better understand what their students already know and what they do not, allowing less time to be wasted and more thorough discussions of important topics to occur. Then, the class will be taught from the perspective of what the student needs instead of what the librarian thinks should have been taught (Farkas).

In addition to bolstering pedagogy, adding social media to library instruction is also valuable from an information literacy standpoint; Mackey and Jacobson write, “there are many challenges to the standard information literacy definition based on the emergence of new social technologies,” the main challenge of which is digital literacy, which can be simply defined as the ability to gain and process knowledge from digital sources. Library and information science has already struggled with this idea, which arose when personal webpages became popular; students could not differentiate between sources they could trust and sources they could not trust. Now, with social media, they must be taught to apply those same critical thinking skills to the information they find on social media, the caveat being that in this case, the information will be coming to them much faster and from many more directions than ever before. Therefore, the skills taught in information literacy classes must become like second nature to them. There is no longer a time and a place in which one collects information; it is thrown at the individual every day.

## Social Media Assessment

Some social media networks are vast and complicated, while others are small, intimate groups with strict requirements for access. When choosing a social media network for library instruction, it is important to remember that there are many different networks with a variety of features available, and what may work for one project, may not necessarily work for another. The process of designing a class that uses social media is as important as the assessment that will take place after the class has been taught, because thought and research into the idea at that stage will make the latter stages easier for the librarian. Consulting research into social media, as sparse as it may be, is the first step in deciding on how to incorporate social media into the classroom.

Many methods of assessment can be applied to social media in much the same way that they would be applied to other class projects. Assuming that proper research and vetting of different social media platforms has been done, assessment will start by developing a tool for assessment that will work with the platform that has been chosen. Common assessment tools include surveys and rubrics, but there are many more options for the librarian to explore outside of these two tools. Furthermore, there are many ways to use surveys and rubrics when it comes to social media.

The next step in assessing social media, after the platform has been chosen, is deciding what parameters need to be assessed. Options include assessing the social media platform's fit to the project or the student's ability to use the platform; most other questions would fit into one of these broad categories. It is highly likely that the librarian will want to assess the use of social media from both angles to get the clearest picture of whether or not they should continue to use that platform in their classes. When the parameters have been decided, the librarian can decide on the assessment tool he or she would like to use.

Surveys are a popular assessment tool for many reasons that have nothing to do with social media. They have been used in assessing everything from circulation services to library instruction already, and would be familiar to most librarians. For the purposes of assessing social media, surveys should cover three important topics: student satisfaction, ease of use, and lessons learned. Student satisfaction, however, should not be limited to whether or not they liked the class or project; while a useful thing to know, that should not be the primary focus of the assessment. Instead, ask students whether they see a benefit to the project. This question will cause the students to pause and reflect on the assignment. In a study of students who were using social media in a business class, Payne et al., found, "In addition, [to the discoveries already mentioned in their analysis] by reflecting on their work, many students found that even when a product seems inherently amenable to viral marketing, fast growth is not guaranteed" (213). While many of the students may have disliked the project to some degree, by reflecting on the project, they found that it had value in their lives, and in this case, their future careers.

Ask questions about how well the directions were understood for the assignment and the social media platform used. Also, ask the students whether they felt that the social media platform used helped them or hindered them. Many younger students know more interesting

social media platforms and might be able to provide alternatives to try in another class. Ask them if it felt like the use of social media was effective in furthering the lesson goals. Ask them what they thought the lesson goals were.

For something less feedback-intensive, the librarian might decide to employ a rubric in assessing the project. This allows the librarian to assess the student and the project at the same time, and can take the student's ability to use the platform more thoroughly into consideration. In a rubric, for example, the librarian could assess the specified technology was used, beginning competency; how it was integrated into the assignment, developing competency; whether it was used in a thoughtful, critical, innovative way, proficient competency (Trekles 2012).

Conversely, the librarian may not want the use of technology to affect the student's grade or overall assessment. In that case, the librarian should develop a rubric assessing the social media aspect of the project. The library could base these assessments on the level of collaboration the media platform allows, how clear the directions are for using the platform, and whether or not the tools it provides are useful. It is entirely possible to develop a complete set of rubric questions just based on those concerns.

Other options to explore in assessing social media are statistical, where the librarian looks at the usage statistics of the social media platform. This type of assessment would be limited to just assessing the use of the medium, though, and would not lend itself to formative assessment. There are built-in tools in some social media platforms that allow for keyword tracking and analyzing the frequency with which certain words and phrases yield valuable results. There are commercially available assessment tools that gauge student learning and fulfillment of outcomes, in a social media assignment.

## **Conclusions**

Social media has become an inextricable part of the everyday life of the majority of Americans, and more broadly, the world. Technology has advanced to the point that humans are able to communicate in real-time, expressing ideas and conveying information instantly. This has caused a shift in how information literacy is perceived and how the skills of information literacy are taught. Adding social media to information literacy sessions introduces the concept of information as a ubiquitous entity, and can give students practical experience in vetting information in a controlled environment, while also accomplishing other goals, such as facilitating conversation, providing feedback, or helping students collaborate more effectively. The instructor should evaluate social media to determine if these instructional goals are accomplished.

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# **“Measuring That Which Is Valued”: Implementing and Managing Efficient Formative Assessment and Evaluation of Library Instruction**

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## **Abstract**

Libraries can demonstrate value through evaluation and assessment. This study describes the development and piloting of a hybrid evaluation and assessment instrument in a Freshman Composition course at the University of South Dakota. The authors will discuss data analysis, reflection, and revision of the evaluation/assessment tool. The University Libraries are implementing scalable formative assessment and evaluation of library instruction using the Information Literacy Instruction Assessment Cycle and simple cost-effective delivery methods that allow quick and efficient collection and analysis of data in a variety of instructional settings.

## **Assessment and Evaluation**

The academic community has recognized academic libraries “the heart of campus,” yet today academic libraries struggle to remain “relevant” while facing the same kinds of scrutiny and demands for accountability as all of higher education (Oakleaf, *Value*, 11). Universities and colleges, and their constituent units, must demonstrate their contributions to student learning, using measurable or observable outcomes. Assessment can provide proof of student achievement to external constituents within and across institutions. Additionally, assessment affords data necessary to determine how well units are meeting institutional goals and to inform continuous improvement to better respond to institutional needs (Oakleaf, “Are They Learning?” 61-62). Academic libraries engage in assessment to demonstrate support of their institution’s mission and their value to stakeholders (Daily). Library-internal reasons for assessment include “initiating and maintaining an ongoing discussion of student...learning, integrating assessment into the regular workflow,...and aligning the instructional work of the library with the mission of the overarching institution” (Oakleaf, “Writing ,” 81).

In higher education’s current business-oriented funding models, students represent not only learners, but also customers. Libraries can demonstrate return on investment (ROI) through student-satisfaction surveys. Such evaluation can be a valuable source of data about the quality of information-literacy (IL) instruction and student affect, which plays an important role in learning (Schilling and Applegate 258, 262). It is a challenge to meet demands to assess student learning and evaluate instruction efficiently during one-shot library sessions.

## **Assessment and Evaluation in the University Libraries**

Librarians at the University of South Dakota (USD) have additional reasons to engage in assessment and evaluation. As faculty, USD's librarians are required to undergo regular evaluation. This affords data on the quality of teaching and possible areas of instructional concern.

Since 2012 USD has embraced Responsibility Center Management (RCM), a budgeting model that "incentivizes" ROI by "assign[ing] all attributable costs and income to each academic unit; ...provid[ing] appropriate incentives for each academic unit to increase income and cut costs; and...allocat[ing] all costs of other units such as library or physical plant to each academic unit" (Yurtseven). As a designated support service center, the University Libraries (UL) are expected to "satisfy customer expectations" and develop "support center priorities" in response to "customer input" (USD Budget Allocation Model Advisory Committee). The UL currently provide output statistics (circulation, building use, etc.) as evidence of service. Evaluation and assessment of instruction can demonstrate customer satisfaction and show that the library is meeting the expectations of the academic units receiving instruction (Daily).

The UL's latest strategic plan emphasizes teaching excellence and assessment in recognition of their importance in demonstrating the library's value (University Libraries and Wegner Health Science Information Center 1-2). By nurturing evidence-based practice, the UL affirms its participation in USD's long-standing culture of assessment. Demonstrating effective teaching, academic achievement, and program success are important undertakings that justify library funding and situate the library faculty within legitimate institutional faculty activities.

### **Creating the Assessment Plan for Freshman Composition**

Farkas, Hinchliffe, and Houk define a culture of assessment as "one where assessment is a regular part of institutional practice...a core part of what the library does, just like materials acquisition or reference service" (151). The UL Assessment Committee is currently mapping library resources and services to institutional needs (Oakleaf, "Are They Learning?" 68-69). The UL provide mandated IL instruction in several general-education courses, making instruction an obvious choice for assessment. Since all freshmen are required to enroll in Freshman Composition (ENGL 101) during their first semester, it could provide rich data on student learning of IL. Therefore, the librarians chose this course to pilot formative assessment of library instruction.

In drafting the Assessment Plan for Freshman Composition, the IL Coordinator utilized the IL Instruction Assessment Cycle or ILIAC (Oakleaf, "Information Literacy Instruction Assessment Cycle" 541). According to Oakleaf, "[t]he ILIAC encourages librarians to articulate learning outcomes clearly, analyze them meaningfully, celebrate learning achievements, and diagnose problem areas...result[ing] in improved student learning and increased librarian instructional skills" (539). The ILIAC consists of the following stages: reviewing program learning goals, identifying "specific, teachable, assessable" learning outcomes, creating and enacting learning activities, gathering data to check learning,



interpreting, reflecting, and enacting decisions based on the data; communicating results, and “clos[ing] the loop” by repeating the cycle for continuous assessment and improvement (543-546).

The IL Coordinator consulted the South Dakota Board of Regents’ (SDBOR) *Baccalaureate General Education Curriculum* to determine IL learning goals. Freshman Composition partially fulfills the Goal #1 Writing requirement:

**GOAL #1: Students will write effectively and responsibly and understand and interpret the written expression of others.**

*Student Learning Outcomes:* Students will:

- A. Write using standard American English, including correct punctuation, grammar, and sentence structure.
  - B. Write logically.
  - C. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive).
  - D. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.
- (SDBOR 2)

Additionally, ENGL 101 partially fulfills the Goal #7 IL requirement (SDBOR 4), whose student learning objectives correspond to ACRL’s *IL Competency Standards for Higher Education* (10-14).

**GOAL #7: Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.**

*Student Learning Outcomes:* Students will:

- 1. Determine the extent of information needed,
  - 2. Access the needed information effectively and efficiently,
  - 3. Evaluate information and its sources critically,
  - 4. Use information effectively to accomplish a specific purpose, and
  - 5. Use information in an ethical and legal manner.
- (SDBOR 4)

Course instructors, most of whom are English teaching assistants, certify their students’ IL. Since course-grading rubrics do not include IL outcomes, it is unlikely that student grades reflect learning of IL concepts.

Currently, the UL facilitate library sessions for ENGL 101 that support the Research-Based Academic Argument (RBAA), a general research paper. The IL Coordinator created an assessment plan focusing on that assignment while attending ACRL’s Assessment Immersion

in 2014 and subsequently refined it in consultation with the Instructional Services (IS) Librarian (see table 1).

Table 1  
Draft Assessment Plan for ENGL 101

1. Learning outcomes: What do you want the student to be able to do?	Access information effectively and efficiently in order to find scholarly resources for an academic research paper.
2. Curriculum: What does the student need to learn?	<ol style="list-style-type: none"> <li>1. Choose appropriate resources/tools.</li> <li>2. Use effective search strategies.</li> <li>3. Refine the search strategy as needed.</li> </ol>
3. Pedagogy: What type of instruction will enable the learning?	<ol style="list-style-type: none"> <li>1. Flipped instruction: Five online lessons and exercises on research skills, catalog searching, database searching, web evaluation, and academic integrity.</li> <li>2. In-class active learning: Short research demonstration followed by assignment-focused searching for resources, with a scaffold approach provided by library faculty.</li> </ol>
4. Assessment: How will the student demonstrate the learning?	Students write a “one-minute paper” as part of the student evaluation of the session, selecting or summarizing the most important thing they have learned in the session.
5. Criteria for evaluation: How will I know the student has done this?	XX% of students identify a useful search process or resource that was taught during the library session. (The percentage to be determined by benchmarking.)

Source: Leibiger, Carol A. *Draft Student-Learning Assessment Plan for Freshman Composition*. Vermillion, SD: University Libraries, 2014. Print.

### Hybrid Evaluation and Assessment

Since ENGL 101 is required of all freshmen during their first semester at USD, there are usually over fifty course sections requiring IL instruction. Therefore, all eleven members of Reference, Research, and Instructional Services (RRIS), most of whom are library faculty, share this instruction. To assure uniformity and quality, the IL Coordinator engages in instruction design, providing a lesson plan and a LibGuide that functions as an instructional script (Leibiger, *LibGuides on Steroids*). Evaluation can supply data for faculty growth and improvement in teaching. The IL Coordinator decided to include evaluation and assessment in a single, scalable activity.

The IL Coordinator created and circulated a student-satisfaction and assessment survey in order to ensure buy-in from RRIS members. RRIS members discussed revision of the survey in a meeting. After all members had collaborated in its revision, the form became available for online use.

The evaluation consists of five questions eliciting feedback on observable behaviors associated with effective teaching and positive student affect (Arnold 8-12). Four items are

closed-response questions with five Likert-scale answers ranging from “strongly disagree” to “strongly agree.” The fifth item is an open-ended question.

1. The librarian presented material effectively.
2. The librarian presented clear and accurate information.
3. The librarian answered questions competently.
4. Students had the opportunity to participate and/or ask questions.
5. How could the librarian have taught this session better?

A sixth question assesses student learning using a one-minute essay, a formative classroom assessment technique (CAT). CATs are “simple tools for collecting data on student learning in order to improve it...instruments that faculty can use to find out how much, how well, and even how students are learning” (Angelo and Cross 25). Like all formative assessments, CATs allow faculty to adjust instruction for the benefit of current students. CATs support reflective practice, constructivist teaching, and learning, benefitting students and providing faculty with opportunities for transformative professional and personal growth (Oakleaf, “Are They Learning?” 72-73). Angelo and Cross’ *Classroom Assessment Techniques: A Handbook for College Teachers* and Broussard, Hickoff-Cresko, and Oberlin’s *Snapshots of Reality: A Practical Guide to Formative Assessment in Library Instruction* are rich repositories of CATs., The RRIS team added a one-minute essay to the evaluation, reflecting the IL Assessment Plan:

6. What did you learn in this library session that you could pass on to fellow students or friends to help them complete this assignment better?

The hybrid evaluation/assessment instrument enables librarians to collect student reports of satisfaction and learning. Schilling and Applegate emphasize the need to use a variety of evaluation and assessment activities to collect rich data about library services (262). Gathering data about “participant reaction” and student reflection on learning are benchmarks of effective IL programs (ACRL, *Characteristics of Programs*). The hybrid tool reflects the dual nature of library services, which have functional and relational dimensions (Radford 222-224; Aldrich and Leibiger, “Face It!” 236; Leibiger and Aldrich, “Accounting for Face”). While librarians teach skills, instruction also creates and maintains a relationship between learners and the library. The questions addressing student satisfaction provide data on both instructional quality and student affect, while the one-minute essay is an efficient way to promote student reflection on learning (Schilling and Applegate 258). Placing the assessment question last allows students to leave the library session aware of what they have learned. The hybrid form is an efficient way to collect evaluation and assessment data given the limited time available for these activities during one-shot library sessions.

### **Using Technology to Implement Evaluation and Assessment**

Instruction occurs in addition to RRIS members’ departmental and liaison duties, which presents workload and scalability issues. The IL Coordinator addresses the instructional-planning workload by providing a teaching script and a LibGuide for use in instruction. When it was time to implement evaluation and assessment, the IL Coordinator and the IS

Librarian used technology to make evaluation and assessment efficient and easy for their colleagues.

Since RRIS uses a LibGuide for ENGL 101 sessions, the IL Coordinator embedded a link to an online evaluation/assessment form within the *Freshman English Research Guide*. The RRIS considered several online tools, including *Google Forms*, *EverNote*, and *NearPod*. However, since these tools collect responses into a single spreadsheet, they cannot protect faculty privacy. The IL Coordinator decided to use *Socrative*, a free online tool that for creating polls, games, quizzes, and CATs, for the online form. *Socrative* supports anonymous data collection, and the data can be stored in individual faculty accounts and exported by e-mail or computer download using an Excel spreadsheet (Mastery Connect).

The IS Librarian created a *Socrative* “quiz” containing the evaluation and assessment questions. He also produced an Excel spreadsheet into which the *Socrative* data can be pasted; the spreadsheet assigns values from one (“Strongly disagree”) to five (“Strongly agree”) to each response to the closed-ended evaluation questions, allowing RRIS members to report individual and mean scores for their sessions. He copied responses to the open-ended evaluation and assessment questions into the spreadsheet as well.

During the spring 2015 semester, the IL Coordinator and the IS Librarian piloted the *Socrative* form in a convenience sample of nine ENGL 101 research sessions taught by the instructional team. The IS Librarian asked other RRIS members to use the *Socrative* form in at least one instructional session to develop comfort with and generate feedback about the form and the evaluation/assessment process.

Time on task and possible technological failure were RRIS members’ greatest concerns when launching the pilot. Students quickly accessed and completed the form, thus affording an efficient collection of information that does not detract from time dedicated to active learning. In the library sessions incorporating *Socrative*, the technology only failed once, and the librarian was quickly able to reopen the form. RRIS was satisfied with the in-class evaluation and assessment. ENGL 101 faculty observed the activity with interest, and some perceived possibilities for integrating *Socrative* into their teaching. RRIS Initiated evaluation and assessment measures that contributed an additional positive result. The additional positive result is that librarians positioned themselves as instructional experts, modeling the use of online pedagogical tools. The library’s obvious engagement with student learning reflected well on RRIS members as faculty and the library as a learning space dedicated to supporting the university’s teaching mission.

### **Data Analysis, Benchmarking, Reflection, and Revision**

In spring, 2015, the IL Coordinator and IS Librarian analyzed the evaluation and assessment data. Ninety-five students provided answers to the closed-ended evaluation questions indicating satisfaction, with ninety-four responses (99.5%) reflecting agreement (4) or strong agreement (5) with the evaluation statements (see table 2).



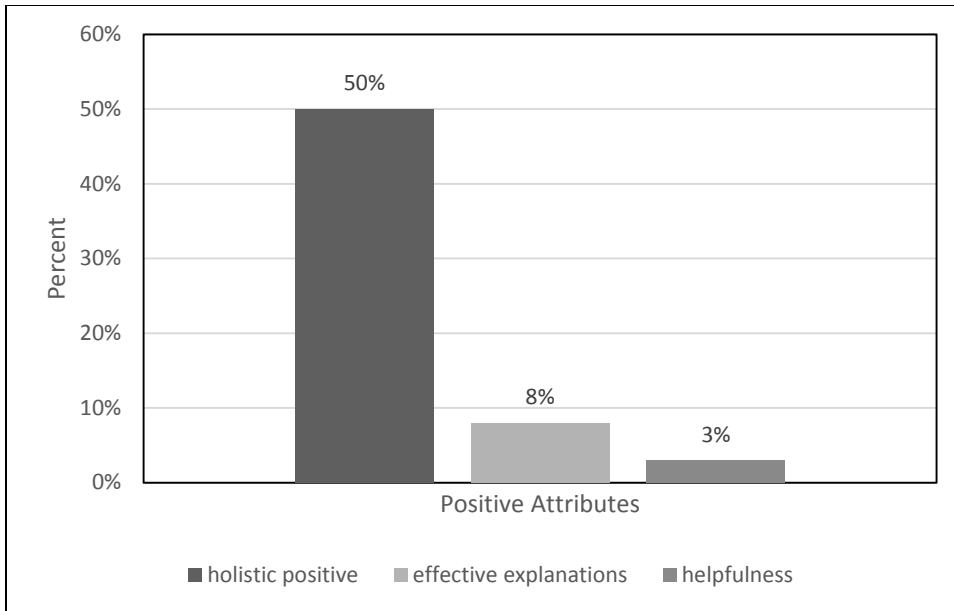


Fig. 1: Single Positive Attributes

An additional nineteen students (29%) praised the librarians' instruction in general (holistic positive) and mentioned specific aspects of the instruction that they considered effective (see fig. 2).

A total of 79% of students answering the open-ended evaluation question indicated satisfaction with the librarians' instruction. Students seemed to value effective explanations and helpfulness most; students mentioned other aspects of library instruction like attentiveness to students, clear instructions, friendliness, humor, modeling effective searching, and scaffolding learning in combination with these two factors or with a holistic positive response.

Seventeen students (20%) offered suggestions for improving library instruction; the most frequently mentioned recommendations included changing the pacing of the sessions (3 students or 19%), providing longer sessions, and offering more database searching tips (2 students or 13% apiece). Individual students suggested detailed explanations of library resources, longer interactions with librarians, active-learning opportunities, and changes in librarian behavior (see fig. 3).

Three students also commented on relational categories, i.e., affect and values. Two noted that they valued research databases or library resources because of instruction. An additional student noted a pleasant interaction with a librarian ("She said I look like Bob Dylan. I am thoroughly pleased with this.").



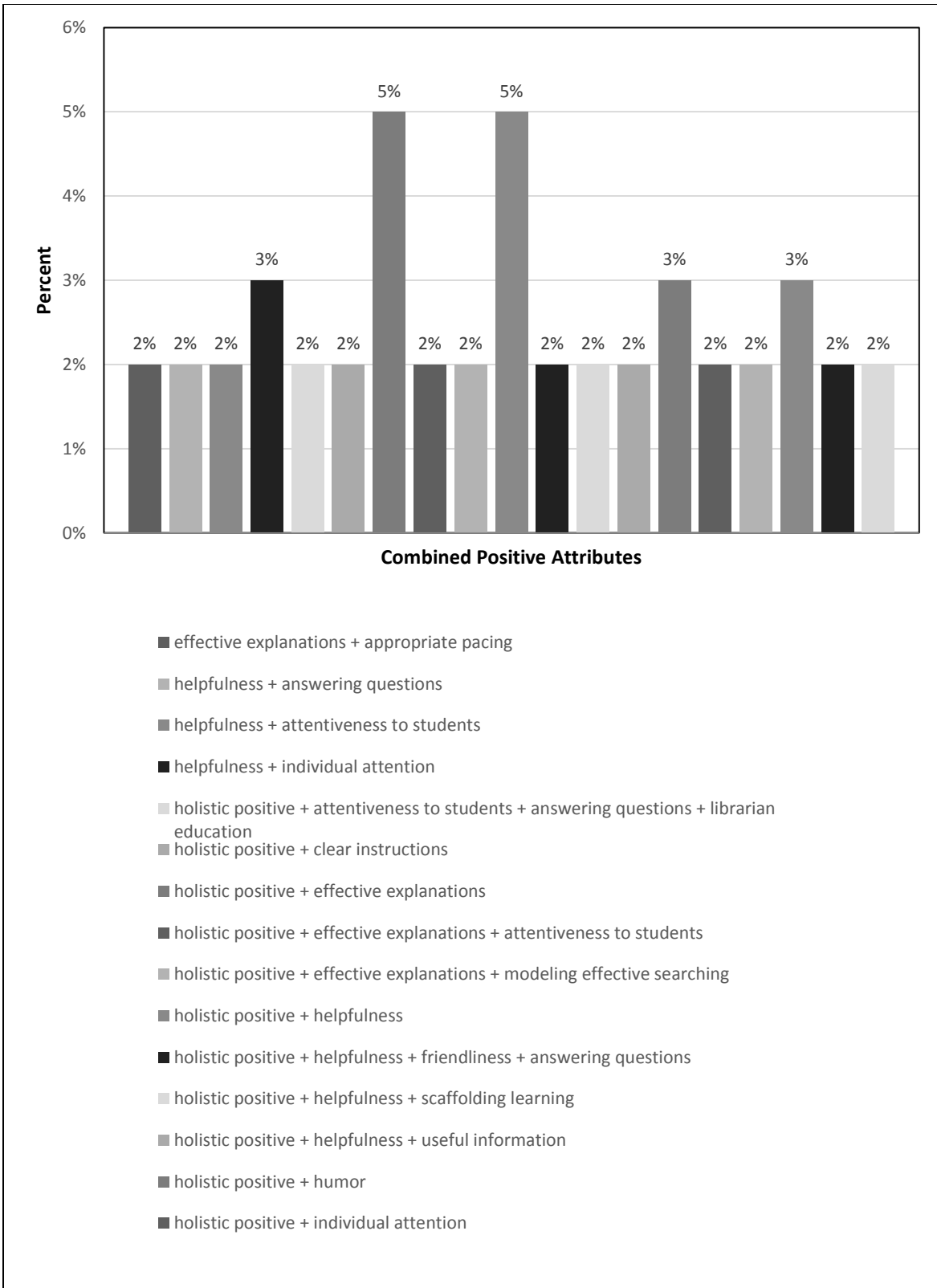


Fig. 2: Combined Positive Attributes

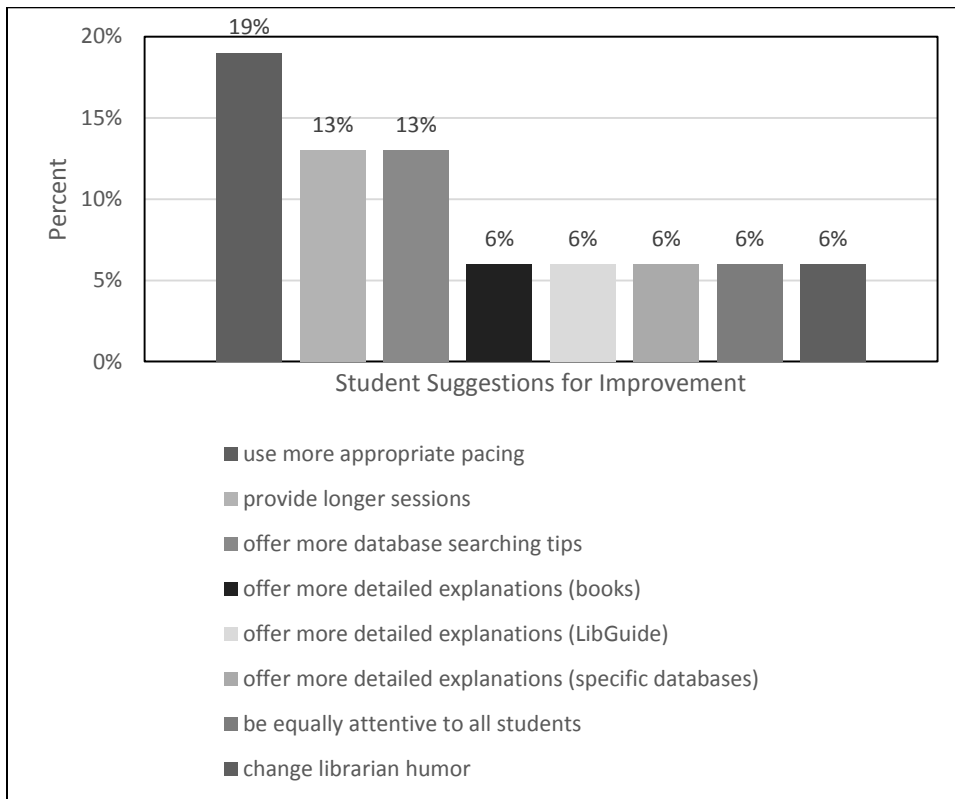


Fig. 3: Suggestions for Improvement

The investigators analyzed the assessment results for benchmarking and revision. The nine library sessions yielded seventy-nine forms with useful assessment data. Content analysis generated three themes: learning research skills (sixty-seven responses), using research resources (sixty-eight responses), and improved affect or values (four responses). Forty-four students (66%) indicated that they had learned how to search (54%) or had improved their searching skills (12%). Fig. 4. displays research-related skills identified by students.

Seven students (10%) indicated that they had learned or improved in searching and at least one other skill (see fig. 5). Students overwhelmingly (76%) identified searching as a skill that they had learned or improved upon because of the library instruction.

All but one student reported having learned to use online library resources to do research (see fig. 6). Twenty-eight students (41%) indicated that they had used the research databases, while two mentioned having used the library catalog (3%).

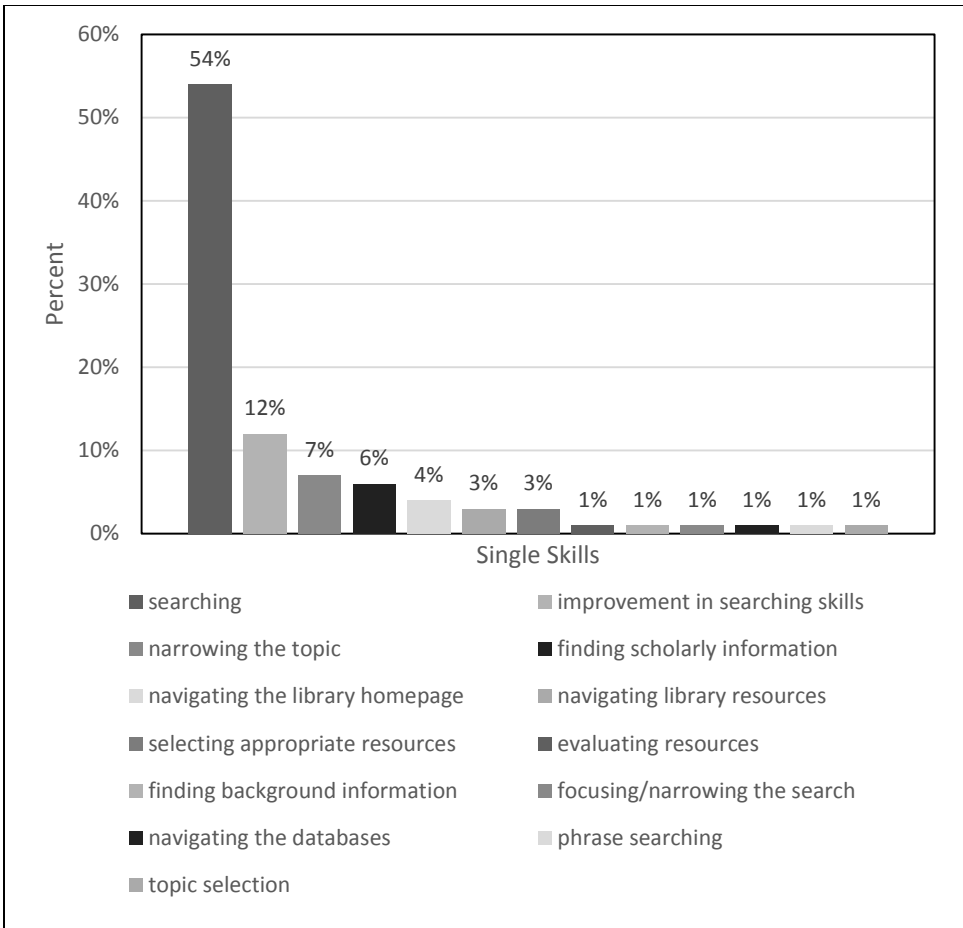


Fig. 4: Single Skills

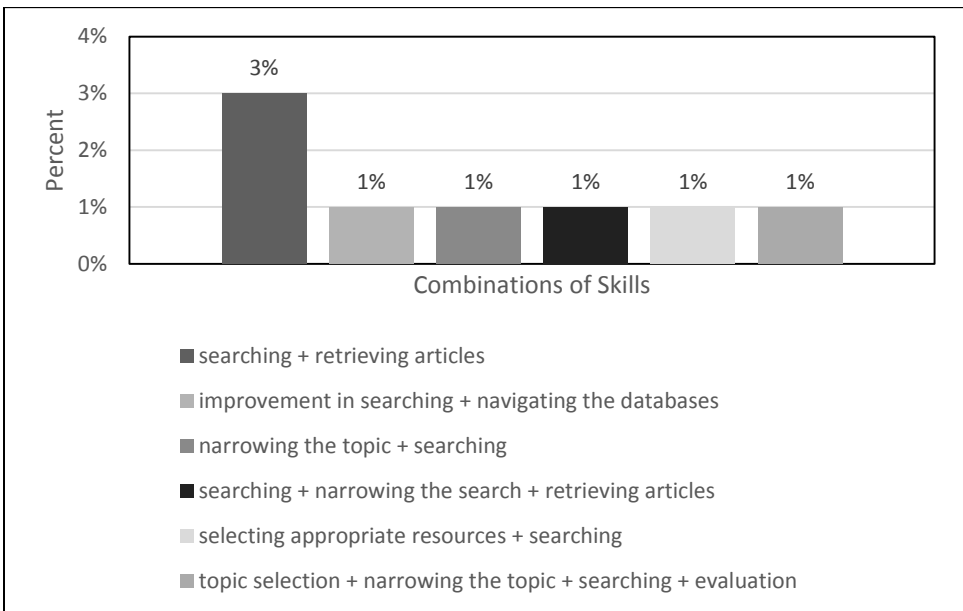


Fig. 5: Combinations of Skills

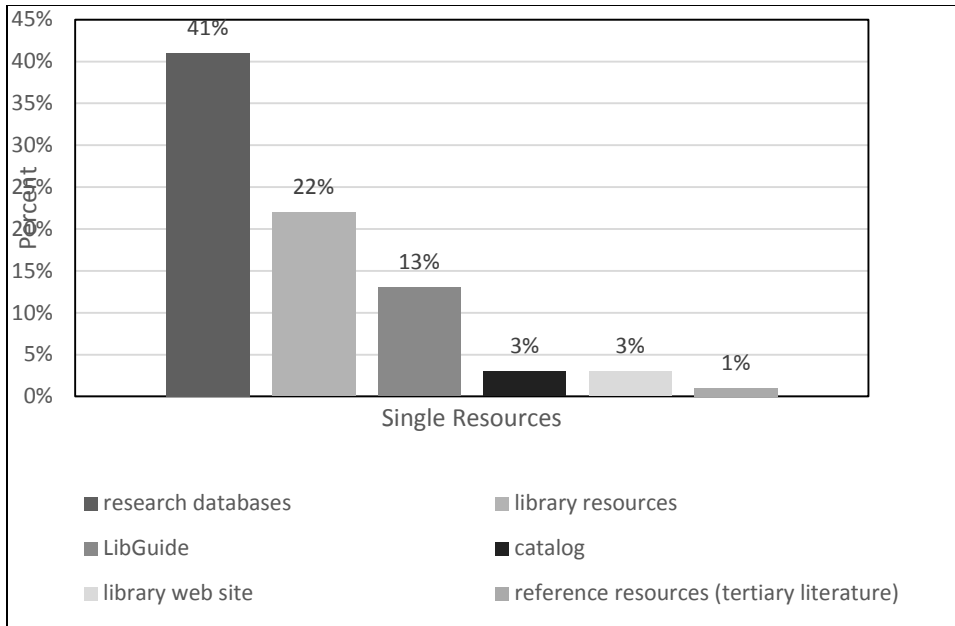


Fig. 6: Single Resources

Seven students (10%) stated that they had used both the library catalog and the research databases, both of which were part of the instruction they received in the library sessions (see fig. 7). Twelve students (16%) mentioned having used a LibGuide, either alone or in combination with other library resources.

Finally, four students indicated changes in affect and values. Three mentioned increased value of research databases (2%) and research skills (1%), and a fourth student indicated greater confidence in searching, an affective change.

## Discussion

Students reported strong satisfaction with the instruction they received in both the closed- and open-ended evaluation questions. Since instructional librarians implemented the pilot, high scores might be due to their experience and proficiency in IL instruction, and it would be inappropriate to use only their scores for benchmarking. It will be necessary to expand the ENGL 101 evaluation to the entire course and to other RRIS members for benchmarking purposes.

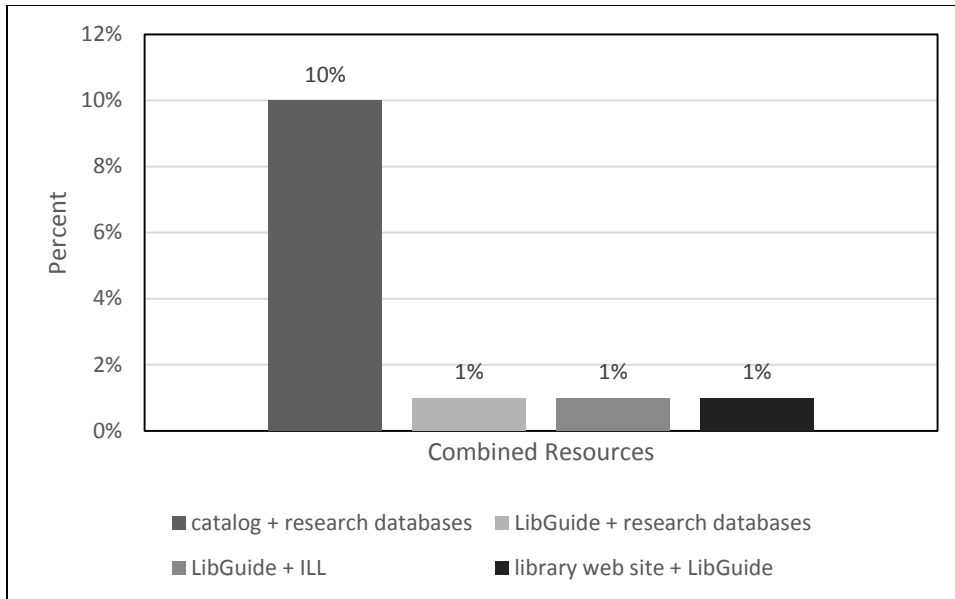


Fig. 7: Combined Resources

Seventy-nine percent of students indicated that they were pleased with the instruction; half of the students who responded went no further than a holistic positive statement, and 29% reported at least one effective teaching practice in addition to their general statement of satisfaction. Other students who provided only one positive teaching practice mentioned either effective explanation or helpfulness; other student responses mentioned these two behaviors combined with other effective practices in. Students indicated seventeen positive instructional practices in their answers.

Since almost 80% of responses contained holistic positive reactions to instruction, it is possible that students' responses reflect "South Dakota nice." The librarians might find it necessary to revise the open-ended questions to discover specific practices that satisfy students.

Twenty percent of students suggested improvements in library instruction. The IL Coordinator and IS Librarian will consider ways in which to provide more information, more active learning, and more interactions with librarians during one-shot library sessions. The positive and negative comments relating to librarian interactions and behavior suggest that librarians need to be more sensitive in their interactions with students, since some librarian behaviors might impede learning.

Since the goal of the instruction was for students learn to find resources for their RBAA papers, the assessment results indicate success. Seventy-six percent of students indicated that they had learned or improved in searching skills due to library instruction. It is gratifying to see that students identified searching and other relevant aspects of research as important learning outcomes of the session.

The open-ended assessment question generated valuable data about resource use. While a majority of students indicated that they learned or improved in searching skills, not all students who noted having used a resource specified that they had learned anything in doing so. Future assessment cycles could pilot more specific one-minute essay questions that elicit both skills learned and tools used. The investigators noted a discrepancy in the use of tools. Significantly, more students reported having used research databases (41%) than the library catalog (3%), while seven students (10%) searched both. Since books are valued in ENGL 101, the librarians could revise the instruction to focus more on their usefulness (as students suggested in the open-ended evaluation question).

Since students accessed resources using the *Freshman English Research Guide*, it is not surprising that sixteen percent mentioned having used a LibGuide, either alone or in combination with other library resources. While LibGuides are used both to scaffold student learning and as instructional scripts, it is a concern if students see LibGuides as information resources on a par with library homepages and their resources, rather than as mediators of information resources for beginning researchers. Future instruction will continue to use LibGuides; however, librarians should transfer the focus of instruction from LibGuides to library resources so that students will be able to find scholarly information when LibGuides are lacking.

Given that the assessment question was open-ended, it was gratifying that a majority of students noted having learned or improved in searching using specific library resources, thus demonstrating that they achieved the goal of the session. Some students provided assessment data with details about skills learned and tools used. To encourage more students to provide this rich data, librarians should begin instruction with goals naming skills and tools, so that students reflect on those goals in the assessment. Librarians included themselves in the course LibGuide to ensure they all communicated the same instructional goals.

Several students indicated changes in affect and values because of library instruction. One student reported increased confidence in searching, and another student experienced pleasure during an encounter with a librarian. Five students noted changes in values, i.e., valuing research skills, library resources, and research databases. Library instruction goals need to include the functional and relational dimensions of library services. Therefore, future library learning goals will contain functional, affective, and value statements enabling students to reflect on both their increase in learning (cognitive growth) and improvements in affect and values (relational growth) as a result of library instruction.

### **Conclusion: Future Developments**

This study has traced the implementation of efficient, scalable hybrid evaluation and assessment in one-shot instruction in a small academic library, using the ILIAC and simple technology. Students indicated satisfaction with library instruction and assessment demonstrated that more than three quarters of the students learned or improved in searching, the goal of the instruction. These results suggest that benchmarks could be set at 80% for both evaluation and assessment of instruction. The next iteration of assessment will expand this process to the fifty or more sections of ENGL 101 in the fall 2014 semester, in which all RRIS members teach.



Freshman Composition is the first course in the UL's developmental IL program. Students receive IL instruction in Advanced Composition, Introduction to Literature, and Introduction to Speech courses. Because the UL performs mandated instruction in these required courses, it can address different ACRL IL Standards in each course, varying the instruction and maintaining student interest. Each course requires different CATs to reduce student assessment fatigue. By the end of the general-education curriculum, students will have experienced instruction and assessment in all of the ACRL IL Standards. The IL Coordinator will consult with the respective course coordinators to determine how quickly to introduce evaluation and assessment measures into various courses.

Another valuable result of evaluation is the inventory of teaching practices associated with student satisfaction. The IL Coordinator will share this data with RRIS members to help them reflect on their teaching and develop effective instruction practices. UL's next phase of faculty evaluation can include student satisfaction data to supplement student evaluation with a direct measure of instructional quality. UL is currently discussing whether peer evaluation is a logical next step in their evaluation and assessment efforts in the UL.

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# **Ch-ch-ch-changes: Turn and Face the Strange ILS**

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## **Abstract**

In 2014, a team of two project management novices led the University of Central Oklahoma's Chambers Library in migrating from Ex Libris' Voyager to Ex Libris' Alma. Although inexperienced leadership could have resulted in disaster, the data migration and implementation of the new ILS went far more smoothly than anyone at the library had anticipated.

An ILS migration is hands down one of the most intimidating behind-the-scenes projects a library undertakes. The specter of data loss is inescapable, even when working with a trusted company, and the entire process is rife with opportunities for staff conflict and upheaval. Time spent on data cleanup, data testing, and training means that other projects and normal day-to-day tasks will face significant delays. An ILS migration, however, does not necessarily need to be painful, and most of the skills that will make a migration easier are actually non-technical.

The authors—who are the aforementioned novices—will discuss their perspectives on the library's Alma implementation and share insights that they gained from this experience. The authors will address the reasons why the library switched to Alma, as well as a few particulars of Ex Libris' migration process; however, the focus will be on the many ways in which timing, committee formation, and communication influenced everything from data cleanup to training to the project's ultimate success.

## **Introduction**

The staff of Chambers Library learned that they would migrate from Voyager to Alma, a cloud-based ILS, in early 2014. The library's then-current technology was all from Ex Libris. The library administration had a history of preferring to stay with one vendor when possible so the announcement was not entirely unexpected. Once the Library signed the contract in March 2014, a timetable was quickly established. The library, staffed with 20 librarians and 37 full-time specialists and technicians, would have six months to migrate to Alma and move their locally hosted instance of Primo to the cloud. Although initially daunting, it was not an entirely unreasonable task. The University of Central Oklahoma (UCO) is the largest regional university in the state with a full-time enrollment around 12,500; however, the Library collections are on the small side given this population. UCO only has one campus library with approximately 625,000 bibliographic records representing a little over a million items, and the library is not a member of an ILS-based consortia. The combination of this

amount of data and the lack of other libraries involved was a factor in how quickly the Library was able to get onto Ex Libris' implementation schedule. It also helped that the Library had done all of Primo's implementation-level decisions and set-up years before, so all staff (with the exception of the Primo administrator) were able to concentrate on the Alma implementation. As the library's link resolver was SFX, moving that data to Alma was entirely the concern of Ex Libris.

### **Literature Review**

Although several hundred libraries were already on Alma when UCO's migration process started, there are few formal publications with articles specific to this still-new ILS. For information on various stages in the early process, see Richard Levy on the trend to cloud computing. See Alan Cornish et. al. on selection in a consortium. See John Ross et. al. on selection in mid-sized libraries. In addition, see Paul J. Bracke for the perspective of a development partner is of interest. None of these articles primarily address migration to and implementation of Alma, although Ross et. al. does address this phase of the process. While many skills that are useful in any migration are transferable, the authors believe that the very short implementation window used by Ex Libris necessitates that a library have as much information in hand as possible prior to beginning the process. Since people are the primary movers of the process, people must be the primary focus of preparing for the change.

### **Project Kick-Off**

This project kicked off at the end of May 2014. The following months were by turns exciting and challenging, but also rife with opportunity for the entire staff to either shine or crash and burn. October 13<sup>th</sup>, the go-live date, loomed in everyone's minds as they worked to meet various deadlines assigned by Ex Libris. ILS migrations are no easy task; however, the authors learned that success in implementing a major change is due to both technical and soft skills. Day-to-day skills are, of course, important, and area specialists from cataloging, acquisitions, serials, and circulation had essential roles to play when the full committee translated Voyager policies into Alma's equivalents. If the staff members lack the attitudes that help to change management, they will not be able to complete migration and implementation tasks. It does not take being a cheerleader for change, either. The authors found that staff members who were nervous about the change were still very effective throughout the migration and implementation process if they also possessed some or all of these traits: curiosity, willingness to learn, flexibility, and willingness to participate. The latter was the greatest help of all.

By the end of 2014, the migration was complete and the Library moved off direct support and onto regular customer service support. The parting sentiment from Ex Libris staff were that this implementation was one of their most successful. At times, the authors did not always feel the same way; however, looking back, the authors were able to identify three ways that libraries can "turn and face the strain" when migrating to a new ILS: timing, committee formation, and communication.

## Timing

As mentioned above, the entire migration and implementation process took less than a year. Library administration and campus IT had been interested in going to a cloud-based system for some time, and when the Library's Voyager administrator announced he would retire in June 2014, that interest bloomed into full-fledged effort. Although the timing of the Voyager administrator's retirement could have caused a great deal of difficulty, it led to the best possible outcome for two reasons: 1) there was someone in-house who could step into the administrator role for Alma, which 2) allowed the retiring administrator to concentrate on data cleanup in Voyager (more on that below).

Most of the timing was in the hands of Ex Libris. Ex-Libris asked the authors to identify the three most feasible dates for go-live. The authors examined possible options closely in relation to the semester timing and university breaks (in particular, no one wanted to work on implementation over the two-week winter break). Part of any ILS migration requires downtime of essential library processes. The Alma implementation process includes ten days of downtime for acquisitions and cataloging and three days of downtime for circulation. It was imperative that the dates provided to Ex Libris were ones that could handle significant downtime without throwing the library's basic functioning into upheaval.

Out of the three options the authors identified, by sheer luck, Ex Libris chose the best possible go-live date of Monday, October 13. The middle of the semester may initially seem counterintuitive, but there were several distinct advantages to this timing:

- The majority of the migration and implementation work happened at the end of the spring semester and over the summer, making it easier to schedule meetings and trainings
- There were no major holidays to schedule around (the authors did take vacations, though not at the same time)
- September was a relatively quiet time of year for the three people who went through the Alma Certification training
- After the fiscal year ended (June 30), our acquisitions department was quiet until late fall
- It was the Monday after the university's fall break, so there was little circulation activity during the weekend the library had to use the offline circulation module

## Committee Formation

In March, the migration and implementation committee appointed the authors as co-chairs. However, neither had tackled a project of quite this size before. Given that the formal Ex Libris-led process would start in May, there was no time to get any training in project management. Using the documentation and recommendations provided by Ex Libris, the authors determined that the committee needed to employ layered representation. The first core layer was comprised of people essential to the overall success of the project: the Alma administrator, the Primo administrator, the head of cataloging, the director of access services, the Voyager administrator (until retirement), and a campus-mandated liaison from the campus IT department. There were mixed feelings about the latter's inclusion in the beginning, but it turned out that his presence was incredibly helpful when it came to opening

ports, working on staff authentication through Shibboleth, integrating with the Bursar's system, and overall communication with campus IT.

The membership of the core committee changed over time and an extended core committee emerged as new members joined or existing members excused themselves, depending on the issue at hand. The director of technical services started out on the core committee but had to withdraw when he became the interim library director. Meanwhile, the collection development librarian and circulation specialist both acted in a capacity somewhat between the core and full committees, and various campus IT staff attended WebEx sessions as needed. This flexibility of inclusion based on project needs was essential to the committee's decision-making processes and the timeliness of task completion.

The full committee was comprised of representatives from every area of the library (technical services, archives, and public services) with a focus on those who use the ILS most (see fig. 1). However, the authors also made a point of: 1) being clear about what they expected time-wise, and 2) asking everyone whether they wanted to participate on the committee--no one was volun-told to participate. The authors did not feel that forcing people to join a committee would lead to a productive work environment. Although a few people turned down the offer to join, the majority of staff who received the offer accepted because they were eager to see the change or because they wanted to ensure that they could express their concerns. As a result, the authors were able to assemble a group of 20 willing technicians, specialists, and librarians who pulled their weight at the appropriate times and met the Ex Libris-mandated deadlines with aplomb.

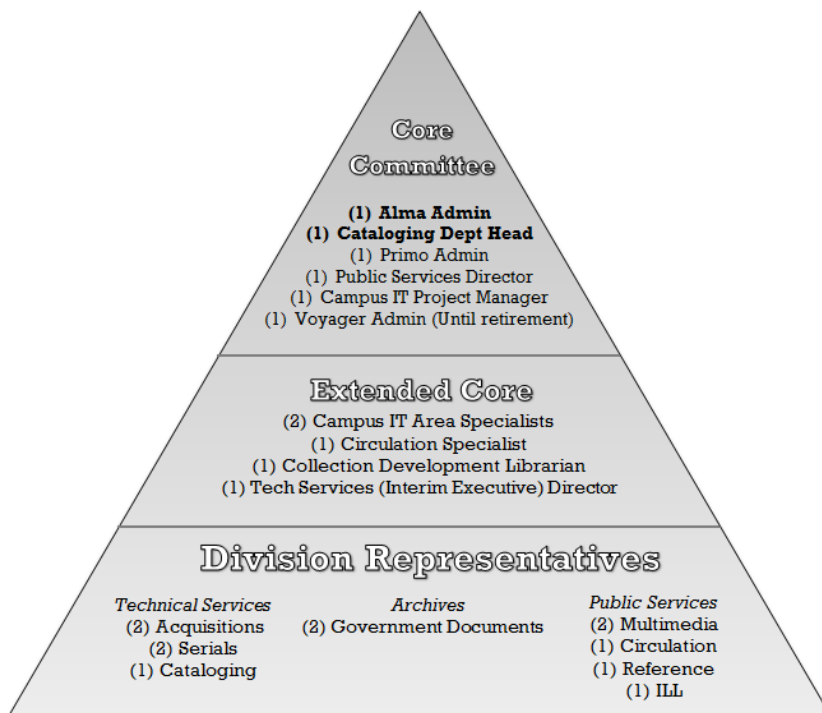


Fig. 1. Committee structure

## Communication

In addition to the core and full committees there was, of course, another group of people to take into consideration throughout the project: the rest of the library staff. It was important to the authors that staff who were not heavy ILS users not be inundated with information that did not pertain to their jobs. At the same time, the authors wanted to ensure that everyone remained informed about things that affected the base operations of the library. This meant that the authors regularly considered which groups needed particular pieces of information. For example, everyone received the overall project timeline but only full committee members received the detailed timeline. Everyone also received the URLs and logins for the training videos and sandbox, but only after the full committee had finished their training. The full committee worked on projects that pertained to each person's area of expertise, while the core committee coordinated those projects and facilitated communication with Ex Libris.

For the core committee, constant communication with Ex Libris was essential. Ex Libris set up weekly WebEx calls and any additional calls needed to tackle specific problems. Ex Libris also set up a space on Basecamp (for a tour, see: <https://basecamp.com/tour>) where documents and call agendas were shared and questions were answered. Utilizing Basecamp kept the library's email for in-house communication, which was an unexpected bonus for the core committee as it helped to compartmentalize during the busiest times. Ex Libris archived the project's space on Basecamp and the Library can still refer to the information as needed.

Because Alma is such a different animal from Voyager, there were many times throughout the migration and implementation when it was essential that the Ex Libris team and the core committee communicate well, and yet doing so was almost impossible due to lack of knowledge. In some cases, poor communication was a result of the Ex Libris team's lack of understanding of the library's local processes. However, it was more often due to the members of the core committee having to stretch their brains around an unfamiliar concept. When instances of poor communication occurred, it helped greatly when two things happened: 1) no one got angry, and 2) no one was unwilling to admit, "I don't understand; please explain."

As the project got closer to the start of the fall semester, one of the authors began working with the library's publicity committee in order to ensure that everyone on campus would know what to expect during the ten-day downtime. It was also beneficial that one of the library's catalogers had graphic design experience, so the Library was able to utilize her talents in creating a graphic to advertise affected services. The publicity committee employed these methods to publicize affected library services:

- Posters in the library (see fig. 2);
- Postcards of aforementioned poster sent to all faculty;
- Announcements on library and university social media (including Twitter, Instagram, Facebook) and the library's website; and
- Announcements in the university's daily campus wide emails for the duration of downtime (see fig. 3).

The committee started putting the posters up and disseminating information by the third week of September, which provided ample time to make sure the campus was aware of the



October downtime. It was important that the information was concise and not jargon-heavy, and it needed to include contact information in the rare event someone had an issue come up. Fortunately, the authors did not experience any complaints or frustration from the campus community regarding the downtime.

**IMPORTANT DATES**  
for Library Services

**Attention: FACULTY**

These services will be unavailable **October 1st - 13th:**

- Ordering new items for the collection
- Cataloging items to be added to the collection
- Rush processing of items needed in 2-3 days

For questions, contact Shay Beezley  
sbeezley@uco.edu | 405.974.2918

**Attention: FACULTY, STAFF & STUDENTS**

These services will be unavailable **October 10th - 13th:**

- Renewing loaned items
- Placing hold requests
- Adding items to e-Shelf in Central Search

For questions, contact Carolyn Mahin  
cmahin@uco.edu | 405.974.2595

*Items will continue to be available for check out to anyone with an active library account.*

**CHAMBERS LIBRARY**

Fig. 2. Advertisement for social media (used with permission from Emrys Moreau)

**Chambers Library System Transition**

Chambers Library is transitioning its internal system for ordering, cataloging and circulating library materials to Alma, a next-generation, cloud-based library management system. The new system is schedule to go live Oct. 13.

Note: Items will continue to circulate, and anyone with an active library account will be able to check out items. Although the Alma project team does not anticipate changes to these dates and/or affected services, information will be updated and distributed accordingly if necessary.

The following library services will be unavailable from Oct. 1-13:

- Submitting orders for new items to be purchased with department funds;
- Cataloging items to be added to the collection;
- Rush processing of items needed in 2-3 days; and,
- Placing items on course reserve.

For more information, contact Shay Beezley at [sbeezley@uco.edu](mailto:sbeezley@uco.edu) or 405-974-2918.

Fig. 3. Announcement in daily campus announcements blast

### Lessons Learned

All of the above were the key factors in why the library's ILS migration and implementation went as smoothly as it did. There were times when, for example, data did not behave as expected or the ILS admin got sick for a week. However, timing, committee formation, and

communication were what allowed the library to sail through such difficulties needing only slight course corrections, rather than needing to replace the whole mast.

In addition to these factors, there were some specific lessons learned that the authors want to highlight as being useful in many ILS migration situations: data cleanup, relationship with campus IT, training strategies, and co-leadership.

### *Data Clean-up*

Ideally, the head of cataloging and the retiring Voyager administrator would have had more than two months to identify and perform cleanup projects; however, there was a more limited window to complete the data cleanup. The authors asked two questions: 1) What needs to go, and 2) What needs to change?

#### *What needs to go?*

Previously, the library had adhered to a practice of keeping all purchase orders for historical purposes. Removing these purchase orders would delete suppressed bibliographic, holdings, and item records tied to ancient purchase orders as well. This was hugely beneficial since a fair amount of suppressed records were in limbo due to the past practice of keeping every single purchase order. When considering which data your library no longer needs, ask yourself these questions: “Why are we keeping this? Is it because that is how it has always been done?” In this scenario, both the Library and Accounts Payable had physical copies of past invoices, and state records retention policies considered ILS-based electronic copies to be for convenience only and not subject to normal retention rules. The Library, with the blessing of the executive director, kept only purchase orders from the past five years and purged the rest.

#### *What needs to change?*

Ex Libris provided migration guides, so the authors were able to see which data would migrate to Alma and where it would go. These guides were hugely helpful in determining what to cleanup.

Upon recommendation from Ex Libris, the Library consolidated multiple copies of an item in the same location onto one holdings record, rather than two holdings records per pre-Alma practice. The automation that consolidated these items onto one holdings record resulted in a large cleanup project. Fortunately, cataloging staff were up to the task, but it resulted in extra work that had a finite amount of time to complete. With the automated tasks involved, the Library needed to identify carefully the cleanup projects to complete.

The Library considered mass editing bibliographic records with RDA elements for some time. In order to prepare for the migration ahead, the Library decided to go full steam ahead. Since the Library’s catalog contains a relatively small number of bibliographic records, the Library staff enhanced the records in-house. They performed these enhancements with relative ease thanks to Gary Strawn’s record pull/reload programs for Voyager and MarcEdit. Since the head of cataloging had familiarity and experience with these programs, she completed the enhancements right away so that she could focus her attention post-migration on staff training. The head of cataloging decided to leave the print and microfilm records for

future cleanup, as they needed more attention than the schedule allowed, which made enhancing the rest of the catalog much more doable. This type of cleanup was desirable rather than necessary, but it was helpful to kick off with RDA enhanced records so that cataloging staff could see how RDA elements displayed in Alma's interface.

Two months after implementation, one of the authors discovered that all of the library's visual resources had the material type of "other" rather than DVD, CD, etc. Addressing this oversight proved a difficult challenge. There are bound to be quirks post-migration, but it helps to determine what the staff can expect pre-migration with a familiar program.

### ***Relationship with Campus IT***

It is the rare academic library that does not need to rely on their campus IT department for basics like authentication and bursar downloads. Building the best relationship possible with that department can make changes like a new ILS much less painful than they might otherwise be. The library administration was unaware of some changes to IT processes and procedures, which nearly derailed the ILS migration before it even started. Reaching out to IT at a much earlier stage would have kept this from being an issue. In addition, once the library administration noticed the miscommunication, the Library was able to build some solid relationships with the experts in authentication and the Bursar system, making it much easier to troubleshoot during the rare occasions the Library needed to do so.

### ***Training Strategies***

One of the authors' major concerns throughout the project was training all heavy ILS users before Alma's go-live date. Ex Libris works on a train-the-trainer model, and they provided good tools to assist with this in the form of training videos and a sandbox environment. Once the test load of the library's data became available in the production environment, the committee used that as well. Watching lengthy training videos alone in an office might be heaven for some, but it is pure torture for others. Not everyone has an office space that is conducive to such work. Recognizing these facts, the authors scheduled open sessions in the library's classroom that full committee members could attend in order to watch the training videos and ask questions of others. Once a committee member completed the training videos, they passed on the login information to others in their department and then acted as a resource to fellow staff.

The authors also made certain that all library staff knew that they could only attend the in-person training if they had completed all the applicable videos. This helped ensure that everyone who worked directly with the Ex Libris trainers already understood the basics, which allowed for better questions and deeper understanding of the new system.

After go-live, there was still training to be done. A few staff had not used the old ILS, but the new one had functionalities they needed, such as scanning for in-house use. The Alma administrator trained these staff on a case-by-case basis. For example, the reference librarians wanted a hands-on group training in the classroom during their usual meeting time. For the archives technician, though, it was a one-on-one at her desk, early in the morning before her regular patrons arrived. This flexibility allowed the Alma administrator to ensure that every

user reached an appropriate level of familiarity with the ILS, and to follow up with them later in case of lingering questions.

### ***Co-Leadership***

The authors learned that having co-leads was immensely helpful in not just chairing the committee, but for managing the project progress in case of the other's absence. Along with the Primo administrator, the co-leads created a triumvirate of people who could handle all urgent issues. This was hugely beneficial because it allowed: 1) the project not to flounder when the Alma administrator was sick for a week, and 2) both co-leads to take much-needed vacations at different points in the overall project without any detriment. An ILS migration is all-consuming for those at the helm, and supporting each other to maintain a healthy balance was necessary and highly recommended.

### **Conclusion: Would You Do It Again?**

An implementation of a new ILS is a grueling experience for all those involved. The authors still felt they could do this sort of project again. In hindsight, the authors might make some different decisions, but overall their experience was well worth the stress and headaches. The Library released Alma in 2011 and has yet to tap its full potential. The Library has had time to benefit from the new functionalities and improved processes. The new ILS has allowed all library staff to review existing procedures and make improvements that allow the staff to provide better services to their users.

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# Capturing the Benefits of Open Access in Interlibrary Loan

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## Abstract

Though many think primarily of journal articles when discussing open access (OA), there are other document types that can fall under the basic definition of OA such as electronic theses and dissertations (ETDs), conference papers, and reports. Sources of these OA materials abound – institutional repositories, subject repositories, OA journals, organization websites – the list goes on and on. While the sheer number of sources may seem overwhelming, locating OA materials to fill requests provides real benefits to interlibrary loan (ILL) departments. OA allows the fulfillment of requests for materials traditionally difficult to obtain; fills requests quickly without external intervention; and eliminates the cost of borrowing. In order to capture these benefits, ILL practitioners must prioritize their options and streamline the OA workflow. This paper will provide recommendations on how to develop a customized OA workflow that best fits your ILL department.

## Introduction

Though many think primarily of journal articles when discussing open access (OA), there are other document types that can fall under the basic definition of OA: “digital, online, free of charge, and free of most copyright and licensing restrictions” (Suber). Sources of these OA materials abound including OA journals, organization websites, and institutional, subject, and mass digitization repositories, among others. While the sheer number of sources may seem overwhelming, locating OA materials to fill requests provides real benefits to interlibrary loan (ILL) departments. OA allows the fulfillment of requests for materials traditionally difficult to obtain; fills requests quickly without external intervention; and reduces the cost of borrowing to staff time.

Open access material encompasses several document types that are generally difficult to borrow via traditional ILL. Among these are documents typically unpublished such as conference papers and white papers as well as those not widely collected such as reports, theses, and dissertations. Theses and dissertations are especially notorious for being hard to obtain since hard copies are often housed in special collections and non-circulating from the granting institutions. The advent of electronic theses and dissertations (ETDs) has made it much easier to locate and obtain OA copies for library users. Rather than leave requests for all of these materials unfilled, an ILL practitioner can utilize OA versions to increase fill rates and user satisfaction.

Open access also increases the speed with which some requests can be filled. By searching for likely open access materials prior to submitting requests to other libraries, ILL practitioners can reduce the turnaround time for these requests and alleviate the workload of

other libraries. You are a better ILL partner and provide better customer service through the delivery of easily located OA documents.

In addition to making you a better partner to other libraries, utilizing OA materials reduces the cost of filling these requests for your own library. Instead of potentially paying borrowing fees, ILL practitioners can obtain OA documents free of charge with the only cost being a minimum of staff time. In summary, the key benefits of OA to ILL are fulfillment, speed and lower cost.

In order to capture these benefits, ILL practitioners must prioritize their options and streamline the OA workflow. This paper will provide recommendations on how to develop a customized OA workflow that best fits your ILL department with a focus on pre-searching (e.g. searching prior to submission to potential supplying libraries). Though some of the recommendations herein are specific to the OCLC ILLiad ILL management system, the majority have wide applicability.

### **Literature Review**

There are many articles on overall evaluation of interlibrary loan workflows and efficiency. Some recent articles have addressed the assessment of ILL staffing (Harris-Keith) and streamlining and consolidating ILL and document delivery workflows (Moreno). With the increasing popularity of patron-driven acquisitions, a number of articles have been written with a focus on purchase on demand workflows within ILL including those by Bertuca et al. and Herrera and Greenwood. There is also the rich resource of the IDS Project's Workflow Toolkit for ILLiad libraries (IDS Project). However, the author could locate no articles focused specifically on the creation of an open access workflow in interlibrary loan.

The author has made a study of ILL requests for open access materials and has published two previous articles on the topic (Baich 2011, Baich 2015). These studies have found that users continue to request OA documents despite their ability to locate and obtain them directly thus establishing the importance of a mechanism to deal with these requests. A thorough discussion of IUPUI University Library's open access workflows can also be found in these articles.

### **Establishing Parameters**

The first step in determining your department's OA workflow is establishing the parameters for what you will search prior to submitting to another library ("pre-searching"). These parameters may depend on a variety of factors including volume of requests, number of staff, time devoted to ILL and the ILL system being used. While it is not feasible to search every request for an OA version, there are categories of material that would likely incur benefits. The most obvious of these are items with a pre-1923 publication date and theses and dissertations. Other categories to consider are conference papers and reports.

If you have a low volume of requests and the time to devote to searching, you might also consider pre-searching article requests. However, systematically searching all article requests will yield less benefit at this point in the life of OA publishing. To include articles in an OA workflow, consider limiting article searching according to specific criteria such as publication year and subject. More recent articles are more likely to have an OA version as

are articles in subject areas where OA has a greater acceptance rate such as physics or those with large amounts of federal funding such as medicine.

If you are an ILLiad user, you can use the parameters you've established to create routing rules that will isolate these requests in their own queue. For example, you have decided to only pre-search requests for material that falls into the public domain. In this instance, you would create a routing rule based on the date of publication (see table 1). You also have to create a custom queue to accompany the routing rule (see table 2). All of this is done in the ILLiad Customization Manager. For more detailed instructions, refer to the ILLiad documentation (Atlas Systems<sup>1</sup>).

Table 1  
Example ILLiad routing rule for public domain materials

Label	Parameter
<b>RuleNo</b>	1
<b>RuleActive</b>	Yes
<b>ProcessType</b>	Borrowing
<b>TransactionStatus</b>	Awaiting Request Processing
<b>MatchString</b>	((t.LoanDate < '1923') or (t.PhotoJournalYear < '1923'))
<b>NewProcessType</b>	Borrowing
<b>NewTransactionStatus</b>	Awaiting Public Domain Searching
<b>RuleDescription</b>	This rule moves all requests with a pre-1923 publication date into an Awaiting Public Domain Searching queue.

Table 2  
Example ILLiad custom queue to accompany a public domain routing rule

Label	Parameter
<b>QueueName</b>	Awaiting Public Domain Searching
<b>ProcessType</b>	Borrowing
<b>NVTGC</b>	ILL

Once you have determined the parameters for pre-searching, think about how this activity will fit into your already established workflows. The goal is to create a streamlined OA workflow that requires a minimum of extra work or divergence from standard procedures. You may find it helpful to create a flowchart showing how potential OA requests should be handled (see Fig. 1).

### Search Techniques and Resources

For ILLiad users, a number of addons are available to assist you with OA searching. After enabling addons including Google Books, Google Scholar, HathiTrust, and Internet Archive, these websites will appear as tabs within the request form. You can configure the addons to automatically execute the searches saving the time of cutting and pasting titles. Determining whether there is an OA version of a specific item from one of these sources is then just a

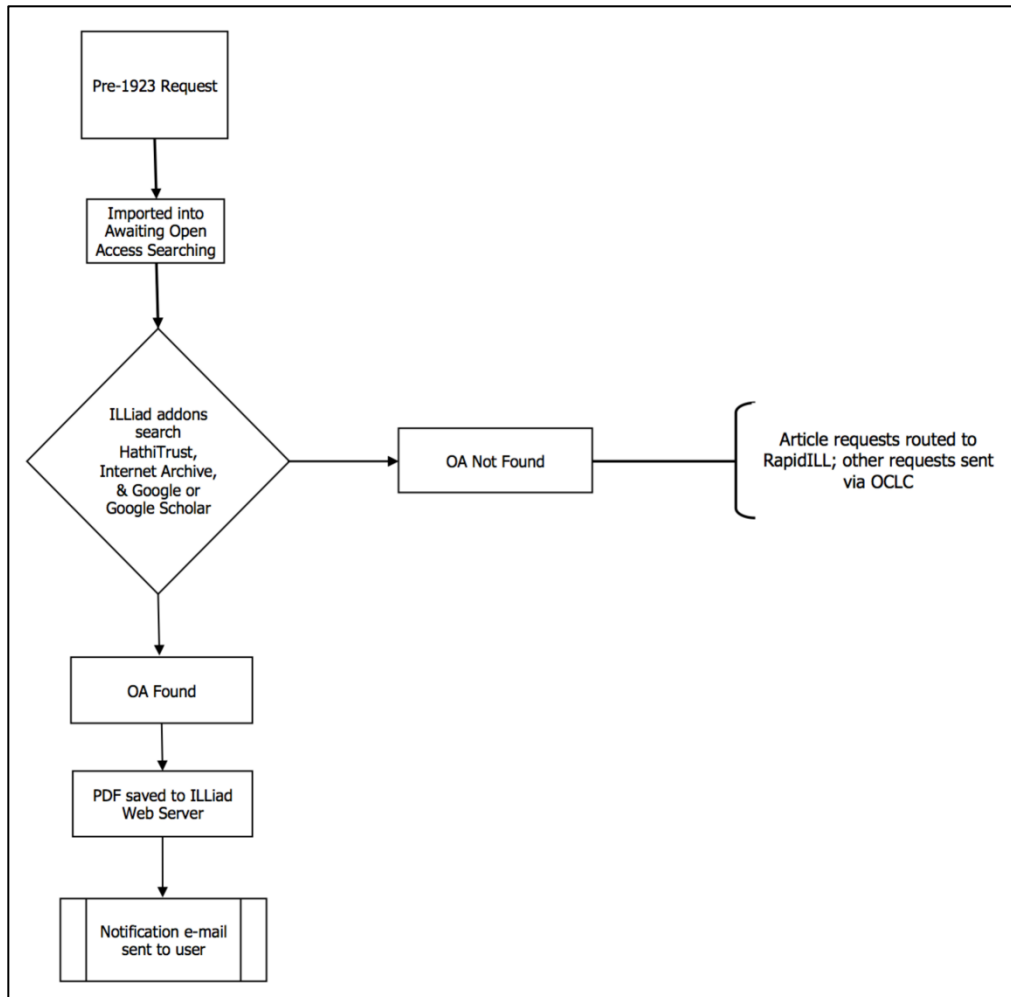


Fig. 1. Example workflow flowchart

matter of clicking through these tabs. ILLiad addons can be downloaded from the ILLiad Addons Directory (Atlas Systems<sup>2</sup>).

ILLiad libraries can reduce the amount of pre-searching required for articles requests by implementing the WorldCat Knowledge Base (WCKB), which includes a number of open access collections. When a request is sent via Direct Request for Articles for an open access title in the WCKB, it is returned to the ILLiad client with a link to the material rather than being sent to potential suppliers. More information about implementing the WCKB and Direct Request for Articles can be found on the OCLC website and the ILLiad documentation (OCLC<sup>2</sup>, Atlas Systems<sup>1</sup>).

WorldShare ILL includes “View Now” links for open access journals and magazines at the point of discovery. These links are populated using data from the WorldCat Knowledge Base. For other types of materials, you will need to consider an alternate workflow for pre-searching. To see an overview of how to fill OA requests using WorldShare ILL “View Now” links, the author recommends viewing OCLC’s “Borrower: Open Access Fulfillment in WorldShare ILL” online tutorial (OCLC<sup>1</sup>).



There are still options for those without one of these ILL systems or for those that want to supplement the WorldShare ILL functionality. One is to rely exclusively on Google Scholar, which will reveal a great deal of OA materials. However, if you find that this method misses categories of OA items frequently requested or wish to be more thorough in your pre-searching, you may want to consult additional sources. In this case, the author suggests choosing a secondary browser with a number of preset tabs. Determine which sites you want to use in your OA searching and set these as home pages in the browser's preferences. Though you may not use every site for each request, having preset tabs will save staff time in navigating to each commonly-used website.

## **Communicating with Users**

### ***What to Communicate***

Before you even begin communicating with users about OA requests, you have to determine what you are going to communicate. First, to what extent will you use your communication as an educational opportunity? Many users are still unfamiliar with the various aspects of OA. When you inform a user that his request was for an OA document, you can take the opportunity to explain what OA is, potential differences in versions, the specific repository in which you found the document and/or how to search for OA documents himself.

Alternatively, you can choose to merely tell the user the document is freely available and leave OA education to your subject librarians.

Second, what are you delivering to your user through your communication? When choosing how to deliver OA documents to users, there are two options: 1) deliver the actual PDF or 2) deliver a link to the content. Whether or not to deliver the PDF may depend on several factors including the comparative ease with which you are able to deliver a PDF versus a link and your assessment of the legality of the posting of the material. You may also choose to deliver a link to the item's page within a repository rather than directly to the PDF as a means of educating your user about OA and OA repositories.

### ***How to Communicate***

The simplest and most common way to communicate with ILL users is, of course, e-mail. Based on your earlier workflow choices, you may choose to create one or more templates related to open access materials. For instance, you may want a template specific to ETDs (electronic theses and dissertations), especially for graduate students who you may want to educate about the existence of ETDs for their future research as well as make them aware of your library's own ETD program. You could also create a separate template for the author's manuscript version of articles that provides an explanation that the item to which you are referring the user is not the final, published version and offering to obtain the published version if it is required (see fig. 2). Alternatively, one simple all-encompassing template may be enough if you don't deem educating your users about OA to be your role.

Dear Library User,

We located an open access version of the following item you requested at URL.

This version of the article is the author's manuscript and may vary slightly from the final, published version. If

you require the final, published version, please resubmit your request including a note indicating that need.

ARTICLE AUTHOR  
 ARTICLE TITLE  
 JOURNAL TITLE  
 ARTICLE YEAR

If you have questions about this request, please contact us at [ILL@library.edu](mailto:ILL@library.edu).

Thank you for using XYZ Library's Interlibrary Loan service.

Sincerely,  
 ILL Staff

Fig. 2. Example author's manuscript e-mail template

If you are not using an ILL management system such as ILLiad, you can still create e-mail templates within common e-mail systems. Gmail has a feature called "Canned Responses" that can be activated in the Labs tab under Settings. Once this feature is enabled, you can compose your e-mail template, and then select "More Options" at the bottom of the message to save your message as a new "Canned Response." When you want to use the template, begin a message and select "More Options" to navigate to and insert your "Canned Response." There are numerous videos on YouTube that can guide you through this process including <https://youtu.be/9zjXCE1UVIE> (HowToCreator).

It is also possible to create e-mail templates in Microsoft Outlook. Compose your message, then "Save As" an Outlook Template. When you are ready to use your Outlook Template, select "More Items" from the New Item menu and click on "Choose Form." A window will open with a "Look In" dropdown menu at the top. Select "User Templates in File System" from that menu and then select your desired template from the list that appears. Open your template to make any needed adjustments and send. You can also easily save your Outlook Template to a shared location so that all ILL staff has access to it.

Though OCLC's WorldShare ILL doesn't allow for the creation of e-mail templates within the system, you can still create simple text file templates that can be easily copied and pasted into the standard WorldShare ILL e-mail before sending. ILLiad, however, gives you the ability to create multiple e-mail routing templates that are accessible directly from a request. These templates can also include tags to automatically import request information. Beginning with ILLiad 8.6, all e-mail templates are stored in the ILLiad Customization Manager. To create a new e-mail routing template, click New on the Notification Templates tab within the ILLiad Customization Manager. Complete the needed fields and compose your message, then Save (see fig. 3).

<b>Name:</b>	OpenAccess	<b>NVTGC:</b>	ILL
<b>Description:</b>	Email to tell users their request is filled via Open Access.		
<b>From Name:</b>	Interlibrary Loan	<b>From Address:</b>	<#LocalInfo.GeneralEmailAddress>
<b>To Name:</b>		<b>To Address:</b>	<#User.EmailAddress>
<b>CC Address:</b>		<b>BCC Address:</b>	

<b>Subject:</b>	Your ILL Request is Available
Dear <#User.FirstName> <#User.LastName>,  The following item that you requested through Interlibrary Loan was found freely available on the internet:  <#Transaction.PhotoJournalTitle> Vol. <#Transaction.PhotoJournalVolume>, no. <#Transaction.PhotoJournalIssue>: (<#Transaction.PhotoJournalYear>), pp. <#Transaction.PhotoJournalInclusivePages>  Title: <#Transaction.PhotoArticleTitle><#Transaction.LoanTitle> Author: <#Transaction.PhotoArticleAuthor><#Transaction.LoanAuthor>  We have made it conveniently available for download from your ILLiad account. You can access it by clicking here: <a href="https://ill.library.edu/ILLiad/NVTGC/pdf/&lt;#Transaction.TransactionNumber&gt;.pdf">https://ill.library.edu/ILLiad/NVTGC/pdf/&lt;#Transaction.TransactionNumber&gt;.pdf</a> or by logging into your ILLiad account: <a href="https://ill.library.edu/ILLiad/NVTGC/logon.html">https://ill.library.edu/ILLiad/NVTGC/logon.html</a> You can also view the item at the following URL: <#Transaction.CallNumber>  If you have any questions about this service, please contact us and refer to the Transaction Number TN: <#Transaction.TransactionNumber>.  Thank you for using Interlibrary Loan. Please let us know how we are doing, we appreciate your feedback.  Sincerely, ILL Staff  Please e-mail us at: <#LocalInfo.GeneralEMailAddress> or Tel: <#LocalInfo.GeneralPhone>	

Fig 3. Example ILLiad open access e-mail routing template

In addition to creating the ILLiad e-mail routing template, you must create an e-mail routing rule to tell ILLiad what to do with the request after the e-mail is sent. An example routing rule is below (see table 3). More detailed instructions for creating e-mail routing templates and e-mail routing rules with the ILLiad Customization Manager are available in the online ILLiad documentation (Atlas Systems).

Table 3  
Example Open Access E-mail Routing Rule

Label	Parameter
ProcessType	Borrowing
Name	Open Access
DefaultToAddress	
DefaultToName	
DefaultCCAddress	
DefaultSubject	
DefaultFromAddress	
DefaultFromName	
DefaultStatus	Request Finished
LoanTemplate	OpenAccess
ArticleTemplate	OpenAccess
NVTGC	ILL

## Statistics

Libraries differ in how they count OA requests. Some choose to consider these requests as cancelled while others count them as filled borrowing requests. The author recommends counting them as filled requests because staff has used their time and expertise to locate the content on behalf of the user as they would with any other borrowing request. Regardless of whether your department considers OA requests as filled or cancelled, it is important to establish a mechanism for tracking requests for OA materials. If you choose to cancel OA requests, create a specific OA cancellation reason. If you choose to count OA requests as filled, establish a lender code for these requests. With this in place, you can generate reports on OA requests. Being able to track OA cancellations provides a means of explaining a change in fill rate while requests filled by an “open” lender can show time and money saved. You may also find it useful to make note of the repository in which each request is found.

Additionally, you should review your statistics for the most commonly requested OA content. You may find that your users frequently request a certain kind of OA document or that you locate the majority of OA requests in a handful of repositories. You can utilize this information to revise your OA workflow to more easily identify these materials and focus pre-searching. Additionally, data from OA request reports can guide the creation of education pieces for users to assist them with locating these materials independently. You can also share this information with subject librarians to enhance their services. For example, if you frequently receive requests for ETDs, it would be beneficial to students for a discussion of ETD repositories to be included in instruction and research consultation sessions.

## Conclusion

The overall goal is to achieve a balance between alternative workflows and the benefits of open access. If the OA workflow is overly complicated or diverges too greatly from existing workflows, the benefits of utilizing OA materials begin to diminish. By implementing some or all of the recommendations discussed here, ILL departments can streamline and improve open access workflows to capture the benefits of fulfillment, speed and lower cost that OA brings to ILL. Open access also simplifies the work of both borrowing and lending libraries, provides quality service to users, and can even be a means of educating users about the growing world of open access and changes in scholarly communication.

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# **Library Publishing: What's In It for You?**

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## **Abstract**

Many academic libraries worldwide are entering the emerging field of library publishing. The size and types of libraries as well as services offered vary widely. The authors of this paper discuss what is meant by “library publishing” and how it can be a strategic investment for an academic library. The authors will provide an overview of the Library Publishing Coalition (LPC) and its benefits. They will describe publishing efforts at Kansas State University and offer some practical insights into providing publishing services.

## **Introduction**

Over the last several years, libraries have been looking to strategically transform themselves in order to remain relevant to the academic community they serve. Many academic libraries worldwide are becoming more involved with and choosing to invest resources in the emerging field of library publishing. Participating libraries range from small liberal arts colleges to research-intensive institutions. The services provided within this growing community are varied - ranging from depositing electronic theses and dissertations (ETDs) into an institutional repository, to providing a hosting platform for journals and monographs, to offering services such as copy editing, graphic design and editorial support. It is evident that libraries are becoming active partners in the creation and dissemination of digital scholarship and are providing another model in scholarly communication.

The authors of this paper discuss what is meant by the term “library publishing” and why academic libraries see publishing as a strategic investment. Kansas State University (K-State) was a founding member of the Library Publishing Coalition (LPC), and the authors will provide an overview of the benefits that organization provides for academic libraries and other scholarly publishers. The authors will also discuss publishing efforts at K-State and offer practical insights into providing publishing services.

## **Review of Literature**

Library literature and conference presentations have discussed the changing role of academic libraries and librarians for several years (Jaguszewski and Williams; Cawthorne; Sierra). For example, the work of liaison librarians has become more consultative on issues surrounding scholarly communications, author's rights/copyright, and data management, in addition to the more traditional information literacy instruction and reference service. Collection development roles include more thorough analysis and decision-making processes in order to

deal with the ever-increasing costs of commercial publications. In this environment of change, libraries have been looking to strategically transform themselves in order to remain relevant to the academic community they serve. Librarians are being hired to work specifically in areas such as copyright, data management, digital humanities, institutional repository management, or library publishing. According to Rich and Feldman, “Today’s library is less about what we have for people and more about what we do for (and with) people ... The movement from consuming content to creating content is opening opportunities for the new library professional.” One of those opportunities is publishing and disseminating created content, which may include managing an institutional repository, a digital humanities platform, a journal/monograph platform or offering a suite of services to enable researchers to share their findings. Recognizing these new activities in 2007, the Association of Research Libraries (ARL) surveyed its membership to gather data on publishing services (Hahn). A research report sponsored by Scholarly Publishing and Academic Resources Coalition (SPARC) in 2012 recognized the emergence of this field and sought to advance the professionalism of library-based publishing by identifying strategies and services (Mullins). A study by Walters in 2012 targeted library leaders and attempted to lay groundwork for scenario planning in library publishing (Walters). The body of literature on library publishing continues to grow as evidenced by special issues of journals dedicated to library publishing (Davis-Kahl and Schlosser; The Library as Publisher).

## **Library Publishing**

### *Definition*

A variety of terms are used in the literature such as Library Publishing, Library Publishing Services or Library as Publisher, but what exactly do these terms mean? One definition of library publishing has been set forth by the LPC, a coalition of over sixty international institutions formed to support, learn from and collaborate with each other in publishing endeavors:

The LPC defines library publishing as the set of activities led by college and university libraries to support the creation, dissemination, and curation of scholarly, creative, and/or educational works. Generally, library publishing requires a production process, presents original work not previously made available, and applies a level of certification to the content published, whether through peer review or extension of the institutional brand. Based on core library values and building on the traditional skills of librarians, it is distinguished from other publishing fields by a preference for Open Access dissemination and a willingness to embrace informal and experimental forms of scholarly communication and to challenge the status quo. (Library Publishing Coalition)

This is a broad definition of publishing, but seems to fit quite well with what many libraries are currently practicing or considering for further development.

### *Strategic Value and Benefits*

The value and benefits to each institution are unique and can be significant. But, what exactly are these values and benefits and why do library administrators support these movements? The open access movement is gaining momentum due to federal and non-profit grant-funding mandates and open access policies passed by many academic institutions. Peer-reviewed open access journals are becoming more accepted by researchers as legitimate venues in which to publish, especially in the sciences and biomedical fields (Bo-Christer). Does it make sense then that libraries, which have long been seen as the purchasers and curators of scholarly information, also participate in the creation and dissemination of such information? Library publishing provides a mechanism to highlight and disseminate the research or creative work of students and faculty at an institution. It often results in free and open access to monographs, journals, conference proceedings, textbooks, and multi-media, and also provides an outlet for some content that might be overlooked by traditional publishers. For example, some monograph content may be considered niche or cover very narrow fields (without a large target audience) that commercial publishers do not find profitable, but if published by the library it can be discovered by that audience. Library publishing can also assist editors of small established print journals migrate to an online format, providing more visibility and a potential larger audience for the content. Faculty members or students interested in beginning a new journal can use a library publishing platform to make their idea a reality. Open access library-published literature can supplement and enrich regular library holdings from commercial publishers. Open access publications are sometimes the only information available to underdeveloped areas of the world, and library publishing endeavors can contribute to that body of knowledge.

Although benefits can be readily identified, library publishing does not come without a cost. One possible future scenario as identified in Walters' article:

might be one in which university faculty embrace library-based publishing services, but the university administrations do not fund it specifically. Hence, funding for library publishing may be low, necessitating ingenious approaches to leveraging resources across institutions, such as through publishing cooperatives and library-publisher collaborations. (Walters)

### *Library Publishing Coalition*

One attempt to facilitate cooperation and collaboration is the Library Publishing Coalition. In 2010, Kansas State University Libraries developed a new department of Scholarly Communications and Publishing (now the Center for Advancement of Digital Scholarship), with an eye towards growing a nascent publishing program then consisting of hosting a few journal titles on an open source platform. The LPC is an independent, community-led membership association whose purpose is to support an evolving, distributed range of library publishing practices and to further the interests of libraries involved in publishing activities on their campuses. It promotes collaboration, knowledge sharing, and networking among libraries and between libraries and other publishers, especially university presses (Lippincott, *Coalition Launches*). The libraries joined the LPC Project Team as a founding member in 2012 in order to gain knowledge from others and leverage resources where possible to



support the growth of the libraries' publishing arm. The LPC moved from a two-year project phase into a full-fledged membership organization in 2014 which indicates that this coalition is filling a need for those in the library publishing field. The benefits of belonging to such an organization may vary among members, but the authors' experiences can best be described as being part of a community that willingly shares expertise among its members and discusses issues of common interest. Membership consists of more than sixty international institutions representing a diverse mix of sizes and types, all of whom can take advantage of the shared documentation library that includes such items as checklists and model memoranda of understanding (MOUs). Members can also attend periodic webinars of interest, utilize the job board, and attend the annual forum at a discounted rate. The authors were both able to serve on committees that allowed networking with individuals from other institutions, and provided continuous learning experiences that could be applied locally.

One of the early deliverables of the LPC project was the development of a directory that compiled information about institutions currently engaged in library publishing. LPC has published two Library Publishing Directories that are freely available online in several electronic formats (Lippincott, *Directory*). These directories illustrate a range of emerging models and services offered in library publishing as well as information on platforms, staffing and marketing activities. The 2015 edition includes information from 124 institutions. The compilation of this unique information in one publication allows stakeholders to locate peers, understand the range of practices, and inspire further action for those just starting in the field or for those wishing to grow their activities.

### **Library Publishing Initiatives at Kansas State University**

K-State's earliest foray into publishing dates back to 2004. At that time, the Graduate School started a pilot project to distribute and archive electronic ETDs. The K-State institutional repository, K-REx, was developed for this purpose using the open source software DSpace. In 2007 the Graduate School made electronic submission of all theses and dissertations in K-REx mandatory. Today nearly 4,000 ETDs that were born digital are in K-REx. Another 5,500 from past years have been digitized and deposited into K-REx.

That same year, the Libraries began to strategize about the possibility of expanding beyond the repository in order to facilitate publishing activities and content creation. New Prairie Press (NPP) was founded in 2007 with the express mission of being an online, open access imprint devoted primarily to journals in the humanities and social sciences. The press was initially launched using the open source software, Open Journal Systems (OJS) but later migrated to Digital Commons. Today, the scope of NPP has expanded to include monographs, conference proceedings and textbooks from a variety of disciplines. The press now hosts seven faculty-led journals, three student journals, three annual conference proceedings (with another coming soon), four monographs and one open textbook.

### ***General Operations***

Once the Libraries made the strategic commitment to pursue publishing activities, staff members were re-assigned or appropriated from other areas of the library where some of the traditional work was changing focus or emphasis. Individuals contributing to NPP include the coordinator (0.5 FTE), as well as smaller time commitments from the director of the

Center, the scholarly communications librarian, and support staff. The Libraries' information technology (IT) staff provides programming and IT consultation as needed. While technical support is provided by Digital Commons, the NPP coordinator is actively involved with all editors in training, set-up, editorial workflows, layout options and attending to individual needs of editors.

In addition to providing the hosting platform, NPP offers services such as platform support, training, graphic design, formatting for epubs and other hand-held devices, metadata and copyright consultation, digitization, ISSN and ISBN registry, DOI assignment, and audio/video streaming. NPP does not currently provide traditional publishing services such as copyediting, print-on-demand, or typesetting although these are under discussion in order to provide more long-term benefits and value to NPP editors. However, adding services like these will involve the addition of more staff skilled in these areas or outsourcing the work, all of which increases the funding needed.

The NPP staff members have learned that each new journal or project is different and brings unique challenges and skill set requirements. Whether working with streaming video, making content downloadable on various mobile devices, breaking apart PDFs, or dealing with digitization specifications one can never assume that a project will be straightforward or easy. In addition, training of new editors is critical and communication on policies and agreements must be clear and timely. Depending on the number of new projects at any one time and the demands of the project, work flows can be minimal or extremely hectic. In addition, work flows often need to be coordinated with other departments such as the digitization or metadata units or with faculty editors in other departments.

### ***Outreach and Marketing***

Outreach and marketing are critical to the success of library publishing. This involves not only building and nurturing relationships, but also developing the ability to sell the concept and authority of library publishing and the importance of open access. Primary outreach and marketing of NPP to campus faculty, programs and organizations is handled by the coordinator although the director and scholarly communications librarian are also actively involved.

Other librarians who have developed relationships with academic faculty are extremely important to the publishing outreach process. They often have the most information about current faculty projects and interests. By attending department meetings and interacting with faculty and other contacts, they hear about interest in student journals or the desire to put conference proceedings online. By advocating for the press, the librarians develop a certain level of buy-in and support for publishing activities and encourage campus collaborations. Librarians from public service departments were instrumental in bringing information back to NPP staff about potential projects, resulting in the publication of two new journals with NPP.

The NPP web site (<http://newprairiepress.org/about.html>) and social media are also utilized as marketing tools. All information about the press is centralized on the web site, including policies, services, MOUs, and best practices for journal publishing. A Twitter account is maintained by staff members in the Center who ensure that one or two relevant tweets go out

each day regarding the press, open access or publishing. In addition, the coordinator has helped journal editors set up Twitter accounts and RSS feeds to push information out about individual journals. The K-State daily electronic newsletter is also utilized to announce any new journals or monographs, or promote NPP publishing services to the campus community.

### ***Looking to the Future: Analysis and Assessment***

The vast majority of library publishing programs were started to contribute to change in the scholarly publishing system – not for profit or cost recovery purposes (Mullins), and this is certainly the case for NPP. The publishing activities at K-State Libraries have slowly grown from the inception of the IR and NPP. While there is strong desire and commitment to continue these activities, there are also challenges that will determine future directions such as sustainability of staffing, platform costs, expanded services, and outreach efforts. The press is currently financed primarily through library budget allocations and publishing is offered as a service to the campus and state-wide constituents. As NPP grows, fee-based services may need to be considered as library funding continues to decrease.

It will be critical to evaluate and assess the value of publishing services while also planning for a sustainable future. The first step in this assessment process is an annual review and update of the operating principles of the business plan. This plan provides a framework for the service and must be aligned with the libraries' overall strategic plan. Analysis of usage statistics and dedicated staff time are other metrics to be considered. Other potential tools to aid in assessment are conducting focus groups with current editors as well as potential stakeholders to formalize their perspectives on current service or future expectations. Such information would help determine the feasibility of fee-based services, and a comprehensive review of long-term budget projections.

### **Conclusion**

Library publishing is becoming a strategic part of operations in many academic libraries. Besides supporting open access of materials, it fills a niche for many smaller journals, monographs and conference proceedings. Because there is such a wide variety of activities that fit under the umbrella of library publishing, even smaller libraries can participate at a scale that is appropriate for them. As with many endeavors worth pursuing, there can be challenges, but many libraries see one of their new roles in the changing landscape as that of creating and disseminating research or scholarly works. The overall rewards and benefits of such initiatives are framing a new strategic path for many libraries.

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# **LibGuides Best Practices: How Usability Showed Us What Students Really Want from Subject Guides**

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## **Abstract**

Subject Guides are a common feature on library websites. Librarians feel that the books, databases, and websites they include on these guides help students, but what do students really think?

Usability testing was run to determine if librarians and students had different expectations for guides. The LibGuides used for testing were guides currently available publicly on the website. They were chosen because they represented the two ends of the spectrum of guides at the institution, with one being highly comprehensive and the other being shorter and offering more “best bets” type of information. Librarians were asked to complete a brief survey to determine their attitudes and preferences towards the guides and then performed a usability test on two guides. Students completed the same usability testing, but were asked different questions about preferences and usage.

Results showed where students and librarians were in agreement and where their preferences differed. This information allowed the researchers to share with guide creators what students were really looking for and to redesign guides to better reflect best practices

## **Introduction**

Subject guides have been a staple of academic libraries and have been studied off and on for decades. Initially, print-based documents and guides helped students connect with library resources. As technology changed, guides went online in a variety of forms. Recently LibGuides, a content management system specifically created for libraries, has become one of the most common ways for libraries to create and maintain library guides.

Although there have been several usability studies of LibGuides focusing on student use, there has not been a study that addresses how librarians create guides or if they would be able to fulfill common tasks using their own guides. This study aims to fill that void, using usability to compare how students and librarians navigate through guides and using surveys to obtain attitudinal information.

## **Review of Literature**

Although librarians have embraced subject guides to assist patrons, first with print pathfinders and currently with online versions, researchers who have conducted usability tests have noted that undergraduate and graduate students may not be familiar with or interested in using these guides. Reeb and Gibbons conclude that students “do not relate well to subject guides” on the basis of several usability tests with a small number of participants (123). Additionally, LibGuides users tend to be overwhelmed by clutter and too many pages, boxes, and links (Corbin and Karasmanis 24-25). In results from their usability studies, Sonstebly and DeJonghe reveal that patrons struggled most when encountering jargon, inconsistent language, and visual clutter (83). In her 2007 study, Staley summarizes the findings of several studies showing that most students have never used a research guide and do not even realize that such guides exist (122-127). Staley also observes that students who have received library instruction are likely to make more frequent use of subject guides (132).

The literature suggests a disconnect between the subject guides created by academic librarians and the students who could benefit by using this information. Reeb and Gibbons state that if librarians are to meet students where they are, they need to move away from the traditional use of discipline-based to more course-based devices for organizing library resources. Once a connection is established, then the librarian can bring the student to a place of broader knowledge, awareness of content, and greater information literacy (128). In their open card sort study, Sinkinson, et al., report that the mental models used by librarians to design subject guides do not match the mental models of students who would use those guides and concluded that “users need research guides to fit in better with the user's research process and context” (80).

Over the last several years, many scholars have noted that there is a lack of standards and regular updating with subject guides. Morris and Grimes surveyed research university libraries regarding their subject guides, finding that 70 percent had no updating schedule in place. In general, there was no formal protocol in the selection and maintenance of resources (213-215). Strutin echoes the need for more than one access point for guides, the importance of consistency in guide creation, and lists several attributes (including course-specific guides, good library website placement, and using chat to embed librarians within the guides) (para. 44). In their 2010 article, Gonzalez and Westbrook share a working list of best practices in creating LibGuides, which includes creating a consistent look and feel, monitoring use of the guides, and soliciting user feedback (656).

## Usability Testing

The authors gathered data from two distinct LibGuides populations: undergraduate students and subject librarians. All subjects participated in a usability test using the Morae usability software. In these tests, subjects were asked to perform a series of tasks using one of the library's Subject Guides, which are subject-based LibGuides, as opposed to course or help guides. They were then asked to perform identical tasks on a different guide. The guides used in the test were chosen because of their differences: The Architecture Guide (see fig. 1) was very sparse, with only a few tabs and short pages, while the Communication Studies Guide (see fig. 2) was much more information-rich, with many tabs and longer pages. The tester chose at random which Guide was used first. Although the tasks for both groups were identical, the wording was adjusted slightly to account for the unfamiliarity of undergraduates with some library jargon. Following the usability test, subjects completed a survey designed to elicit their overall impressions of the guides. Materials collected included audio, video, and screen capture of the usability tests, and the post-test surveys.

The screenshot shows the UNLV University Libraries website for the Architecture subject guide. The page features a navigation menu with tabs for Home, Articles & Databases, Books and e-books, Other Guides, and Help. The main content area is divided into three columns. The left column, titled 'Subject Guide', includes a cartoon illustration of a woman named Susie Skarl, her contact information, and links to her profile and guides. The middle column, titled 'A resource guide to the Architecture Studies Library (ASL)', provides the library's address and phone number, followed by a section for 'Architecture Studies Library (ASL) Resources' with a link to the home page, and a section for 'Architecture Research Links' with links to scholarly articles and the library catalog. The right column, titled 'Provide Feedback', contains a survey with radio buttons for 'Was this information helpful?' (Yes, No, Don't Know) and 'How useful is this page?' (1-5), along with a text box for additional comments and a 'Submit' button. The page URL is http://guides.library.unlv.edu/architecture.

Fig. 1 Architecture subject guide



The screenshot shows the UNLV University Libraries website. At the top, there is a navigation bar with 'UNLV' and 'UNIVERSITY LIBRARIES' logos. Below this, a breadcrumb trail reads 'University Libraries » Guides » Subject Guides » Communication Studies'. The main title is 'Communication Studies'. A secondary navigation bar includes 'Home', 'Articles & Databases', 'Books & e-books', 'Selected Internet Resources', 'Communication Studies Course Guides', and 'EDU 231'. Below this, there are several tabs for specific resources like 'Welcome New Communication Studies Grad Students!', 'COM 101 Spring 2015: Starting Points/Resources for Speech Topics', and 'GSC 100 Fall 2013'. A search bar is located at the top right. The main content area is divided into two columns. The left column, titled 'Subject Guide', features a cartoon illustration of a woman named Susie Skarl, an Urban Affairs Librarian, with her contact information and links to her profile and guides. The right column, titled 'Welcome', contains a welcome message and a bulleted list of resources: Books & e-books, Articles, journals, & databases, and Selected websites in Communication Studies. There is also a 'Comments (1)' section below the list.

Fig. 2 Communication Studies subject guide

Eight undergraduates were recruited by contacting students who had participated in an earlier library survey, by asking students already involved in one-on-one research sessions, and by asking a class meeting in the Architecture Studies Library for volunteers. Students were asked to perform eight basic research tasks using each of two LibGuides for a total of sixteen tasks. After completing the tasks, students answered five post-test questions.

Nine librarian LibGuides authors agreed to participate in the study. Each were asked two pre-test questions, and performed eight basic research tasks using each of two subject guides for a total of sixteen tasks. After performing the tasks, librarians answered four post-test questions and completed a survey.

## Results

Getting to the guides was a large hurdle. Despite being linked on the library home page, available via search in Summon (QuickSearch), and in the library catalog, students spent a lot of time searching for the correct link. Initially, most student subjects went to QuickSearch,

and although most of them were successful in bringing up a link to the guides through the system, the majority of subjects did not click on the link. In fact, three of the eight student test subjects could not find the guides at all and had to be led to the correct starting point. Part of the problem was that the students were unclear as to what was meant by a “subject guide.” In fact, one subject stated, “I don’t even know what I am looking for.” Librarians, on the other hand, had no problem accessing guides, because they were already aware of the placement of the link on the library home page. It was interesting to note that when asked to switch to another guide, many times instead of navigating from within LibGuides, librarians actually returned to the home page link. Another interesting fact was that librarians stated that they rarely introduced students to the home page link when teaching, but instead used URLs written on a whiteboard, or included on handouts or in syllabi.

Both the student and librarian groups encountered difficulty answering certain questions during the usability test, but it was clear that librarians’ prior knowledge helped them succeed on the testing. Frequently, students would actually find the answer to the question being asked, but be unable to identify that they had been successful. Librarians, on the other hand, were able to understand the jargon and more quickly backtrack and try something new when their original attempt had failed. However, many of them indicated they were equally as frustrated as the students by the end of the test, remarking that the guides were frustrating to use or that there was too much hunting and pecking. At the same time, librarians were also stymied in some ways by their previous knowledge. Whereas students were able to think outside the box and unearth a variety of ways to answer a question, librarians often focused on finding what they considered the correct answer. For instance, when asked how to report a problem, students were more likely to say they would contact a librarian or use Springshare’s “Report a tech support issue” link embedded in the footer, while librarians hunted for the problem report form buried on the Help page.

Both groups of subjects had problems navigating because of general website usability failures. Text on guides was not consistent across all subject areas, which hindered subjects finding what they needed. For example, when searching for information to help them create a bibliography, some guides referred to them as “style guides,” while other used “citing your sources and creating bibliographies,” and others used “citing your sources.” Both groups of test subjects frequently hovered over the tab area, but had difficulty finding where to click. At times, this was because tabs were hidden, either because guides had too many tabs, or because tabs were hidden in pull-down menus. Other times, it was because tabs were labeled poorly and could have been improved by using task-based text. Simple adherence to web-writing best practices would have also prevented some problems with navigating the guides, as subjects in both groups were reluctant to read copious amounts of text, while at the same time had a hard time navigating boxes that had no relevant explanation. The one question on the test that everyone correctly answered was to find the contact information for the librarian who created this guide, showcasing that simple design and appropriate use of graphic and text can make information much more easily findable. Both guides included broken links and outdated content, hindering completion of tasks. If LibGuides are maintained with relevant and current information, students will find them more valuable.

One notable result was that both groups of subjects learned as they navigated through the guides. If they were successful on one guide answering questions with the help tab, they would continue to navigate to the help tab, even when they had switched to the second subject guide. This leads the researchers to advocate for more consistency between guides, so that once a guide user has mastered using one guide, their skills will be easily transferable to other guides. Another observation was that there were two different types of subjects. One type actively avoided using the help tab or search bar, because they felt they should be able to find the information without it and viewed it only as a last resort. The other type actively sought out either the search box or help tab, because that is how they normally navigated through websites. This indicates that information should be repurposed from help pages and places on other tabs as needed. For instance, all pages should have links for reporting problems; users should not have to navigate to a separate page to report a problem. Additionally, links to interlibrary loan should be on both the Books tab and the Articles tab, in addition to being on the Help page.

Both groups of subjects felt that guides had the potential to be useful, but students were noticeably unclear as to why they should use them. Inclusion in instruction classes and better marketing may help to bridge this gap. Additionally, streamlining content may also help to get students to use guides. Results indicated that guides should be shorter and more task-oriented, with both sets of subjects preferring and being better able to navigate the guide that had fewer tabs and geared more towards picking best bets, rather than the guide that was more comprehensive. One usability subject who was in her senior year remarked that she would not use the guides to answer the types of questions the usability test asked because she already could accomplish many of those tasks by using the library website. This points out how guides need to add value to information, rather than just replicating it in a different place. This was echoed by one of the librarian subjects, who remarked that her view on authoring LibGuides was to figure out what problem needed to be solved, rather than creating a guide for the sake of a guide. Guides provide an opportunity to increase value because they can go beyond what is included on the website and provide a subject based context for researching. They can highlight why the resource is important as a primary source or for specific to a time period, which may not be possible on the general database listing.

Attitudes towards subject guides were surprisingly similar between librarians and students (see fig. 3).

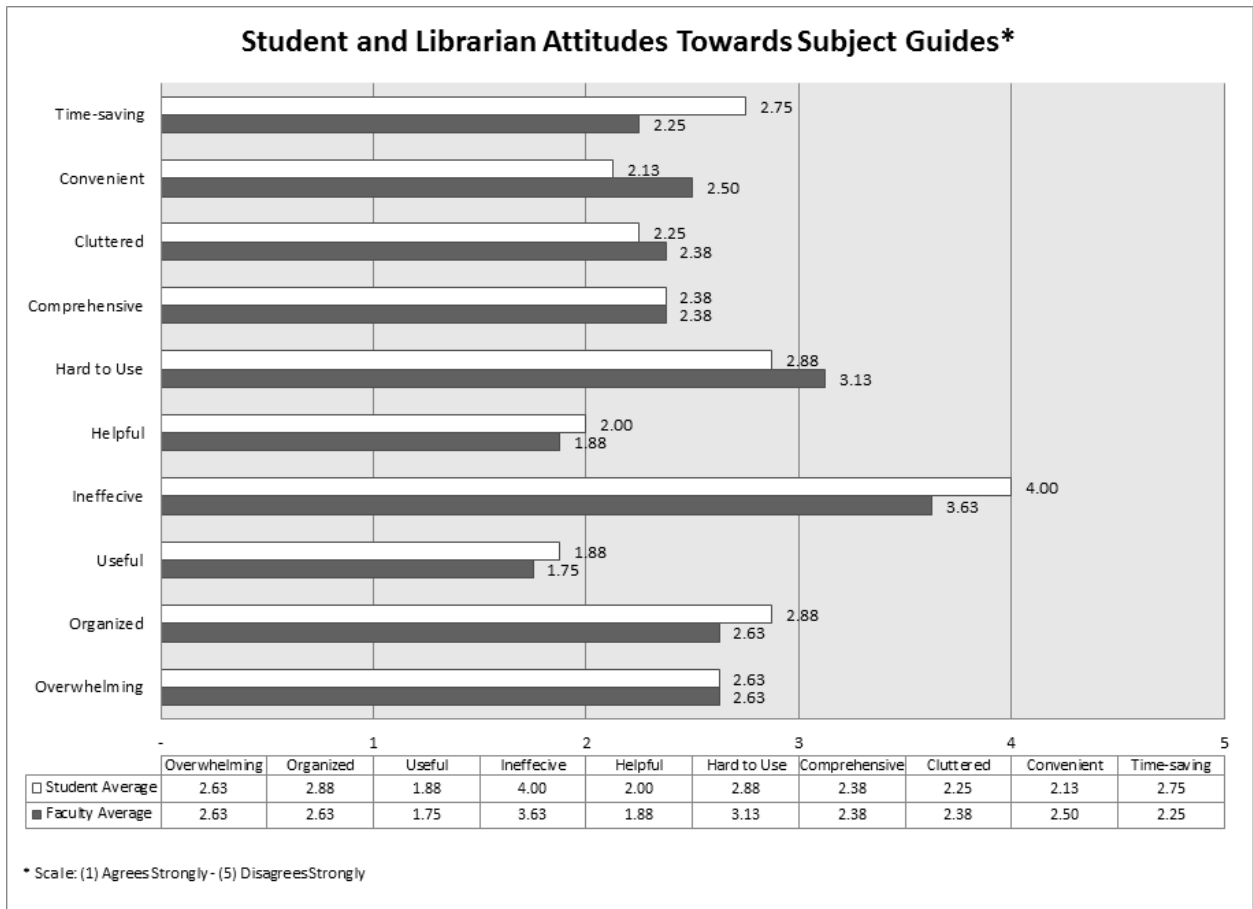


Fig. 3 Student and librarian attitudes towards subject guides

### Best Practices

Following an analysis of the usability test responses from subject librarians and undergraduates, the authors created a working list of best practices that they hope will be beneficial to both the librarians who create guides and the students who use these guides for research.

#### *General Navigation and Formatting*

- Placement of LibGuides on library’s web pages is important.
- Create the navigation on the guides so that students can find what they need and don’t need to rely on the search box.
- Make navigation similar across guides.
- Be consistent with LibGuides naming conventions.
- Use fewer tabs, clearer words, and fewer columns.
- Use a single search mechanism on LibGuides pages, rather than including multiple search boxes.
- Use templates for LibGuides to ensure consistency.

### *Specific LibGuides Author Suggestions*

- Create clear and concise content that adheres to web-writing best practices.
- Incorporate LibGuides into syllabi, library instruction workshops, and in reference transactions. Do not expect students to find LibGuides on their own.
- Along with pointing out the link to the LibGuides, instruct the students on how to find guides via the library website.
- Embed links to LibGuides in course management systems.
- Market LibGuides via social media, in library orientations and presentations, and other venues.
- Figure out common tasks or problems that need to be done in subject disciplines and use the LibGuides to solve those issues.
- Include help at the point of need and consider using multiple methods of getting there.
- Encourage LibGuides authors to review their guides every semester at the very least.

### **Conclusions**

This research study concurs with what others have discovered. Students are not inclined to use guides. They are confused about what guides are and when they should be used. In post-testing, many students felt that guides could be useful, but were not sure of how they could be renamed to make them more likely for users to find. Librarians were more likely to be able to use guides because of their prior knowledge; however, they too were confused when trying to navigate guides.

Course guides are likely far more helpful to students than subject guides, since they help students navigate research in a more specific way. If subject guides are created, it would be best to put them in places students are more likely to reach them, such as embedding links to LibGuides in a course management system or in syllabi, rather than expecting that students will happen upon them on the library website. By incorporating some of the best practices listed and ensuring that content adds value to what is already offered on the general library website, subject guides can become a more useful tool for students.

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## **Going Beyond the "One-shot": Spiraling Information Literacy Across Four Years**

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### **Abstract**

This session presents the ways in which Rivier University includes and assesses information literacy in its interdisciplinary core curriculum. Rivier revised its undergraduate core curriculum in 2012, adopting “Journeys of Transformation,” the library staff worked in collaboration with faculty to embed information literacy throughout the core. The Core has many distinctive features, including the ways in which the curriculum--both “skills” and “content”-- will “spiral” through subsequent years. This enables us to introduce, reinforce and then have students master information literacy skills over a four year period. This session will discuss how the core information literacy program was built and how it continues to grow.

In the first year students begin to encounter information literacy during their orientation and this program continues through their first year seminar courses. The seminars--one in English and one in Religious Studies--include intentional and formal instruction in specific information sources. The librarians in collaboration with the seminar faculty offer this instruction. Seminar faculty embeds information literacy skills in subsequent assignments. The seminars culminate in the First Year Academic Symposium. During the Symposium, students present an argument orally, using a poster as visual aid. Peers, faculty, and library staff assess their oral presentation and poster with rubrics.

The faculty and the library staff have continued to build on the success of FY curriculum in one of the second year core courses, “Literature, Art, and the Human,” which includes formal information literacy instruction, again the product of collaboration between faculty and library staff. This course culminates in a “virtual symposium,” in which students will present their work online as part of our continuing commitment to what we call the “public demonstration of knowledge.” The work presented online is evaluated by peers, as well as faculty and library staff using rubrics.

AY 2015-2016 will mark the third year of implementation which will build on the previous two years’ success. The collaboration between faculty and library staff will continue into what will be the third/fourth year of the core experience for our students. In their third/fourth year, students will complete a capstone core seminar, which will include both intentional information literacy instruction and a final symposium, in which students will present their work publicly, work to be evaluated by peers, faculty, and library staff.

The session also offers analysis of assessment results from three homegrown tools. 1) An information literacy skills quiz completed by all full-time, first-time students as part of their

orientation to Rivier University. This evaluation provides library staff and seminar faculty with a “base-line” assessment of students' information literacy. 2) Course-embedded information literacy skills assignments throughout all four years. Each seminar includes formal library instruction on specific sources and embeds this instruction in subsequent assignments. 3) Results from the evaluation of posters and oral presentations at academic symposiums with a library created rubric.



# **Building a Community of Practice: Librarian and Faculty Partnerships**

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## **Abstract**

Making connections with faculty and other campus community members can prove challenging. Librarians have many demands on their time, but connecting with campus community members is necessary and important work. In this paper, the authors are a librarian and a faculty member who collaborated on the writing of a funded IMLS Sparks! Ignition Grant to create a library-based Center for Games and Learning. As part of the grant activities, the authors created a vibrant community of practice that effectively provides support for faculty seeking to incorporate game-based pedagogy into their courses. The group is continuing to grow and build excitement among campus stakeholders. Communities of practices can take shape around any topic. The authors provide practical direction on building communities of practice at other institutions to meet the needs of different campuses.

## **Review of Literature**

Universities get stronger when librarians and faculty members form fully collaborative working relationships by establishing communities of practice. Unfortunately, librarians and faculty members all wrestle with competing demands upon their time. Librarians manage complex systems that function as learning commons for diverse university cultures. Faculty members face the ebb and flow of syllabus preparation, lecture preparation, grading schedules, and end-of-semester deadlines. These obligations and pressures thicken the walls of disciplinary silos across the university. However, librarians already know how to collaborate with each another in numerous ways. They conduct effective and exciting work through those collaborations (Gunnarsson, Kulesza, and Pettersson 413; Hope and Peterson 22; Pham and Tanner 2). In addition, librarians already serve faculty members by providing technology support, providing publishing and scholarly communications support, teaching information literacy, and integrating research into the curriculum. All of this work supports a common goal of student learning, mutually valued by librarians and faculty members. Librarians already stand at the crossroads between disciplinary university silos. Librarians also possess skills in forming collaborative working relationships. Therefore, librarians are ideally situated to establish fully collaborative communities of practice within the universities that they serve.

At MidAmerica Nazarene University (MNU), the authors--a librarian and the director of the university's undergraduate honors program--leveraged the influence and leadership of the

university library in order to form an interdisciplinary community of practice across the university, supported by an Institute for Museum and Library Services (IMLS) *Sparks! Ignition Grant*. The idea for this grant emerged during several meetings sponsored by the faculty development committee at MNU. First, the authors explored their shared interests in education, gaming, and collaborative scholarship leading to the creation of communities of practice during a scholarship incubator meeting hosted by the MNU faculty development committee. Next, the authors consulted informally with other librarians and faculty members across the university in order to explore and gauge others' interest in these topics. Bolstered by the emerging interest and enthusiasm of others, the authors met formally with the university library director and the senior grant administrator in order to pursue grant funding. At MNU, librarians enjoy faculty status, leveraging their positions in order to form fully collaborative working relationships with the broader campus community. The library director and the grants administrator both showed support and interest in the proposed project. Obtaining their backing was vital to the formation of the grant and to the community of practice.

In the end, the IMLS *Sparks! Ignition Grant* funded the development of a library-based Center for Games and Learning ([www.mnu.edu/games](http://www.mnu.edu/games)). The Center's mission focuses upon equipping educators to become game designers, training librarians to support their communities through game play, and disseminating cutting-edge research on games and learning. Currently, the co-directors of the Center accomplish this mission by concentrating on the classroom use of tabletop games instead of digital games, pursuing a vision for "games across the curriculum" at MNU. This label emerged during the informal consultation phase mentioned above, suggested by one of the faculty members who participated in that process. As part of the grant, the authors proposed a series of case studies in which faculty members would incorporate games in courses throughout the spring semester. To accomplish this portion of the grant, the authors identified almost a dozen interested faculty members across a wide range of disciplines: Business, Criminal Justice, Economics, Education, English, History, Information Literacy, Physics, and Religion. Nine faculty members finally decided to participate by offering at least one game in at least one course each. The authors selected these faculty members through a series of face-to-face conversations and email exchanges. As suggested by the grants administrator, these faculty members also wrote letters in support of the grant proposal, articulating their own interest in games and learning. The enthusiastic support of the faculty was evident in their willingness to engage in discussions, even prior to the funding of the grant. One faculty member, who had previously used games as a teaching tool, decided to teach an entire course using games. Her course-- Interpreting History through Games--enjoyed strong enrollment and sustained high levels of enthusiastic participation throughout the semester.

Once the grant proposal was funded, the authors immediately began to support the faculty members who would form the community of practice. Support was provided through consultation on games, brainstorming sessions, and research. Wenger and Snyder define communities of practice as "groups of people informally bound together by shared expertise and passion for a joint enterprise" (139). Lave identified communities of practice as a necessary component for learning (65). Communities of practice have been used by academic librarians to support the tenure process (Henrich and Attebury 160) and to help librarians increase their teaching skills (Willey 91). At MNU, the establishment of the new Center for

Games and Learning provided just the right opportunity to create a new community of practice. The authors and faculty members jointly brainstormed practical ideas for classroom gaming. They discussed the best times and days for meetings. They talked about hopes and concerns for the grant-funded case studies that they would lead.

At first, the community of practice adhered to a weekly meeting schedule. At those meetings, each faculty member brought different experiences and expertise to bear upon discussions about gaming pedagogy. The community of practice united around 1) a mutual curiosity about games, 2) a shared suspicion that games could invigorate teaching and learning, and 3) a general enthusiasm for improving their own teaching practice. The authors convened all meetings and facilitated discussion. However, the authors also encouraged all members to bring their own discussion topics to meetings. Each member shared their prior experiences using games in the classroom, as well as their aspirations for the future. All members possessed prior experience in game playing, but some of those experiences were negative. In response, the community of practice served as a hospitable space for all members to practice self-disclosure about game playing and their personal/professional identities--a long-standing research concern at the intersection of digital games, situated learning, and communities of practice (Gee "Situated Language" 18, 70; Gee "What Video Games" 51, 73, 169; Griffin 133). A few faculty members in the community of practice already knew which games they wanted to use in the classroom. Many group members did not. However, all members were invited to discuss their game selections and other issues during early meetings with the grant consultant, Dr. Scott Nicholson of Syracuse University. In that way, each member enjoyed a sense of influence and agency as the grant work took its initial shape. Through weekly meetings, the community of practice provided a platform for collaborative leadership as members gave guidance to one another.

Clearly defined goals must direct a community of practice as it grows. Without clear goals, a community of practice may wander aimlessly instead of persist toward its goals. In the authors' case, the community of practice existed to 1) provide intellectual and relational support during the grant launch, 2) debrief faculty experiences with game instruction, facilitation, and debriefing, 3) provide an accountability structure for grant-related task completion throughout the semester, and 4) generate and consider future initiatives for the MNU Center for Games and Learning. As the semester unfolded, members felt increasing pressure to prepare lectures and assessments, grade student work, and manage the normal range of pre-commencement obligations. As a result, members attended early semester meetings with more regularity than later semester meetings. Nevertheless, these four goals kept meetings focused on the essentials as the semester progressed--even to the point of determining when a full weekly meeting was necessary, and when it could be shortened or cancelled.

In spite of the occasional shortened or cancelled meeting, the community of practice was successful in persisting towards the defined goals. If a meeting was cancelled, faculty knew they could still reach out to other group members for guidance or support. Creating a community that was willing to engage outside of planned meetings was important to the overall success of the group. The grant work required planning and coordinating by both the authors and the faculty members. Therefore, many informal meetings, e-mails, and discussions took place to confirm all members were ready for their instance of classroom

game play. Time outside formal meetings was also used for lively discussion on broader educational pedagogies and how they connect to games.

In addition, the members of a community of practice need to know they can rely on each other as well as its conveners. In the authors' case, the librarian used her skillset of research, education, and technology to provide resources and to create an online space for faculty to discuss games and learning. The honors director used his prior research expertise and games literacies to support faculty in the classroom with gaming pedagogy. A vibrant community of practice can be started by one or two champions, but it must be sustained by members willing to adopt the cause themselves. Other members in the community of practice shared potential game-teaching and game-debriefing tips with each other, drawn from their current experience. Members often shared insights such as "This worked well (or not so well), and here's why." In order to create a community of practice where the members rely on each other, members need to be willing to invest their time amidst competing priorities. As the end of the semester neared, other priorities understandably eclipsed the ability or willingness of members in the community of practice to meet on a weekly basis. The authors concluded that in the future, it would be wise to plan for this beforehand in the proposed meeting schedule and semester agenda. Leveraging the use of the online space would have been an alternative option for discussions when time constraints did not allow for face-to-face meetings. In this case, the nature of MNU is personal and communicative, so many of the faculty seemed to prefer face-to-face discussions. In general, the community of practice was successful because members gladly accommodated each other's needs.

Unexpectedly, the community of practice enjoyed a lot of visibility on campus. Since faculty members from multiple disciplines participated in the community of practice, a wide range of other faculty heard regular informal reports about the grant work. This caused excitement and curiosity among a wider campus constituency. Faculty not originally in the community began to verbalize their interest in trying games in their classrooms, seeking support from the community of practice. The community members successfully provided encouragement and support through informal discussions, game recommendations, and tips that they learned from their own experience. Although unexpected, this benefit helped the community to sustain its momentum and to thrive.

Communities of practice can organize around any topic. To identify potential topics, organizers should note issues of relevance to campus stakeholders. Librarians already strive to stay up-to-date with a broad range of campus happenings. Librarians already understand the importance of identifying community needs. In the authors' case, the librarian and the honors director capitalized on their prior relationship as professional colleagues. The librarian already understood the honors director's research interests in gaming and education. The honors director already understood the librarian's passion to link faculty members together in communities of practice. Together, the librarian and the honors director polled their colleagues to determine their interests and priorities. Along the way, the authors discovered that approximately half of the university faculty already utilized one form or another of gaming in the classroom! In addition, the authors enjoyed a pre-established working relationship with the senior grant director. As a result, the authors easily organized a community of practice around the topic of gaming and education.

## Conclusion

In the final analysis, librarians are ideally situated to form communities of practice. In a postmodern, digitally mediated age, research activities must surpass the connection of people with books or journal articles in a central repository. Instead, research activities must connect people with information, wherever it can be found. Authorship, expertise, and agency are not enjoyed by an elite few. To the contrary, diverse persons can bring valuable insights and skills to bear upon a wide range of conversations. In this sense, libraries that create or convene communities of practice enjoy a strategic place in the fulfillment of their missions. Librarians are integral to the sharing and creating of information in community.

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# Engineering a New Home: Creating a Repository Collection for Faculty

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## Abstract

Open Scholarship provides access to the scholarly output of faculty, staff, and students from Washington University in St. Louis by gathering it in one place. On May 9, 2011, the Faculty Senate passed the Open Access Resolution in order to make "scholarship and creative works freely and easily available to the world community" ([http://facultysenate.wustl.edu/constitution/Documents/Open\\_Access\\_Resolution%205911.pdf](http://facultysenate.wustl.edu/constitution/Documents/Open_Access_Resolution%205911.pdf)). The Open Scholarship site was officially launched on March 26, 2012 as a platform for realizing this goal. Powered by *Bepress's Digital Commons*, and supported by the Libraries' Digital Library Services, Open Scholarship is a further step in the University's commitment to open access.

However, populating the collections beyond electronic theses and dissertations (ETDs) has been inconsistent, and most faculty materials are added one article at a time across a handful of departments. In summer 2014, the Computer Science and Engineering (CSE) department contacted its subject librarian Lauren Todd about moving their technical reports from the department's private SharePoint repository to Open Scholarship. Todd consulted with Emily Stenberg, the Digital Publishing and Digital Preservation librarian. Together with the CSE project manager and an involved professor, Todd and Stenberg formulated a plan to develop a collection in which faculty could submit their new reports and the subject librarian could administer the collection. They also developed a workflow making use of GoogleDrive to batch upload earlier technical reports from the department's SharePoint site. This was the first collection developed in Open Scholarship for an entire department in a comprehensive manner. The scope of the collection expanded beyond technical reports to include other faculty contributions, including conference materials and published research. The CSE collection has also led to other engineering collections in Open Scholarship and extended the range of materials available in the repository.

## Teaching Citation Metrics

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### Abstract

Citation Metrics (also known as bibliographic metrics) are available through a number of sources, both paid and free. This session will examine the teaching of citation metrics as a tool for researchers at any level. Simply put, Citation Metrics trace the use of academic articles, i.e. who cited who. Aside from providing a sense of pride to an author whose work has been cited multiple times, Citation Metrics can be tremendously useful for researchers.

*Google Scholar* is a freely available tool to any researcher with a computer and Internet access. Google's omnipresence in the world of research appeals to a number users, regardless of skill set. Indeed, the use of *Google Scholar* to trace citations is fairly easy and provides a relatively painless introduction to citation searching.

*Web of Science (WOS)* and *SCOPUS* are both vendor products, and as such both allow for much more powerful use of citation metrics. In addition to tracing citations, *WOS* allows users to examine much more in-depth examination of the journals used by different disciplines. *SCOPUS* allows for examination of author affiliation as well as graphs that display trends in publishing of authors and institutions.

Making sense of the options is no easy task. Librarians are uniquely positioned to instruct researchers on how to use these tools. This session will focus on helping researchers understand what Citation Metrics mean as well as how to use them effectively for their own research.

## **Be the Change or: What Happened When Librarians Stopped B\*tchin' and Did Something**

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### **Abstract**

Tired of the status quo? Annoyed by the current state of libraries? Fed up with people saying “no” or “impossible” to new ideas? We were, too, so we decided to do something about it. This session will discuss how a small team of librarians set out to invent a new kind of professional gathering, The Collective ([thelibrarycollective.org](http://thelibrarycollective.org)), and will share tips for others interested in making a difference with vision, tenacity, and a little hard work. Join University of Tennessee Knoxville librarians Ashley Maynor and Corey Halaychik as they share their journey of organizing and hosting The Collective 2015 – a gathering of next-generation librarians who came together to learn, create, and collaborate around the theme of “libraries as curators and creators.” Additionally, they’ll share stories from other librarians who are shaking things up by redefining the landscape and changing the rules to help guide and inspire others who’d like to be the change in their library.



## **Archives 2.0 on a Shoestring**

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### **Abstract**

Student employees and available digital resources are being used to increase access and preserve Doane College's archival legacy. No public finding aids were available for the Doane College Archives before 2013. The sole access point was the part-time Archivist who was extremely concerned with security of the collection. Digitization seemed the solution for protecting and preserving valuable and delicate artifacts, but no additional funding was available for new initiatives. Library student employees began digitizing the existing analog Box Content Inventory Lists in 2012. Updating and creating new box contents lists began in 2014, employing student employees and one staff member. Student employees were found to be very productive in listing box contents. A digitization project of photos and documents using Nebraska Memories as the storage and access platform began in 2014. Nebraska Memories is a service provided by the Nebraska Library Commission. Box content lists are now accessible using the LibGuide platform and all lists and documents are cataloged for access in the Doane Library online catalog. Revealing the Archives contents has caused both excitement and consternation.

### **Introduction**

Doane College Library and Archives are housed in the same building in adjacent spaces. When the current library director began working at the library in 2012 she noticed that students asking to do research in the archives were turned away. In her first year she never saw a student being allowed to work with archival materials. The Archivist was the only contact for doing research in the archives. There were no publicly available finding aids or inventories. The archivist was the gatekeeper of access to the collection and wished to remain in that role. She felt her role was to restrict access in order to protect delicate materials from damage or theft. Collection security was an overriding concern.

The Doane Library staff and budget were quite small so the library director began exploring ways to make the archival collection secure while still being accessible and to do this without an increase in budget. Using existing resources in new ways was a necessity.

Doane College is fiscally conservative, a practice that has helped it remain viable since its founding in 1872. The budget for the archive is \$1000 a year and is primarily used for archival supplies. Library funding has been reduced and the primary mission of the library is to support student learning. Since no new funding was available for new ventures the question became: how do we offer new services with existing resources?

## **Review of Literature**

With the increased interest in higher education for undergraduates to engage with primary source materials as a starting point for research and the evident interest by undergraduates to research Doane related topics, the need for public finding aids became apparent. This follows national trends revealed in a literature review. Matt Gorzalski notes that in the last 30 years there has been a strong and growing use of primary resources in higher education instruction (2015). “Primary sources are all about critical thinking, and as such, the skills needed for primary source analysis fit into nearly every expectation for the 21<sup>st</sup> century classroom” (Johnson 2009).

## **Box Lists and Inventory**

The first order of business was to use a student employee to digitize the print Archives Directory document. This document was created by a previous library director as a finding guide and was dated 1989. Updating this document and making it publicly available as a finding aid was the next step. Once the student employee had keyed the directory into a Word document, the Archivist formatted the document and added newer inventory information that she had been keeping in other documents.

A happy coincidence occurred at this point. The library director had accepted a practicum student from the University of Missouri Library School and her interests centered on archival work. The graduate student’s practicum project became creating a register for the Library’s archival boxes.

Some of the library and archives staff questioned who would be qualified to create box inventory lists. It was decided that, with training in how to handle archival materials, student employees could be trusted to create box content lists and the archivist could later add the information for provenance and the historical background (scope and content) considered standard for inventory registers.

But where would these registers and inventory lists reside? Our intention is to make it possible for researchers to make informed choices about whether to pursue research in the Doane archives. We want to make the lists accessible for perusal by anyone interested.

Doane Library subscribes to the LibGuides content management system and uses LibGuides to make Research Guides available to students. The director concluded that this was the logical place for making archival box inventory lists available to potential researchers as students are used to going to the Research Guides for help in doing their research. Doane LibGuides are linked to the Doane Library web page and through the library catalog. LibGuides have the added benefit of being discoverable via Google.

Three undergraduate students worked on creating box inventory lists during the 2014-2015 academic year. Two worked as a team with one describing aloud the box contents while the other transcribed the inventory. Another undergraduate student wanted to work extra hours before graduation and enjoyed inventorying some of the athletics archival materials.

Priorities (for which boxes to inventory) are based upon archives inquiry requests that have been entered into our new Archival Queries Log, a Google spreadsheet where queries and their progress are recorded.

Several full time Doane Library staff members have started recording archival box contents when their workflows allow. Everyone working on this project finds it to be interesting and rewarding work.

### **Digitization and Upload to Nebraska Memories Project**

The Doane Archivist's concern for theft or damage of delicate or irreplaceable artifacts is well founded. To remedy this concern, key archival primary resources are being scanned and uploaded into Nebraska Memories.

"Nebraska Memories (<http://memories.nebraska.gov>) is a cooperative project managed by the Nebraska Library Commission to digitize Nebraska related historical and cultural heritage materials and to make them available to researchers of all ages via the Internet" (Dragos, Novotny, and Nimsakont 7). The Nebraska Library Commission (NLC) hosts the project and translates contributor's descriptive narratives into formal metadata. The NLC retains a copy of the archival TIFFs, providing the contributing institution an off site backup. All of these services are provided by the Nebraska Library Commission without fees.

Doane's Archivist was concerned that if research quality images were available in Nebraska Memories, they would be susceptible to misuse. Luckily Nebraska Memories is a hosted ContentDM site and there are settings for viewing only with no downloading or copying of images. Viewers can request copies from the institution so that legitimate use is not precluded.

### **Conclusion**

During the last academic year Doane faculty members have asked that their classes be allowed to work with primary sources from the Doane Archives and they have been allowed access. The Doane History faculty, in particular, have appreciated the public finding aids for student use.

The Doane Archivist remains unconvinced that such discovery enhancements are necessary or desirable. This uneasiness may come from an Archival theory that an archivist is an authority figure. Web 2.0 technologies and online finding aids represent a current shift in this philosophy that promotes needs of the user and an ethos of sharing and openness. (Palmer 3)

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# **Student Recruitment: Ways of Recruitment and How the Library Can Help**

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## **Abstract**

Recruitment of students is a difficult and imposing task for many colleges and universities today. As budgets are shrinking many admission offices are looking to departments on their own campuses for assistance in reaching a wider net of prospective students, and enticing those students to consider their particular university. Libraries have begun partnering with their admissions office to discover various ways they can aid in recruitment.

## **Review of Literature**

The focus of research in the literature review revolves around student recruitment and ways the library can aid in that recruitment. Limited research was found on the direct correlation between libraries and student recruitment, while much was discovered on the importance and methods of the recruitment of prospective students. Articles reviewed ranged from a case study of a library lending its assistance in communicating the university's mission to high-priority athletic and academic recruits, to an article containing a framework developed to assist in recruiting students interested in the health care field. By the lack of articles found regarding libraries aiding in student recruitment, one can conclude this is an area in need of additional research. The research that has been done all supports the fact that many libraries are assisting with recruitment; however, significantly more has been written on student recruitment as a whole.

In the current economy, many colleges and universities stress the importance of recruitment to all employees and departments. Recruiting students is a problem of every school, college, and university. There are many ways to recruit students. Colleges and universities need to look at what sets them apart, or create an environment that sets them apart, from all the other numerous alternatives available to prospective students. Each school has its own atmosphere created by features or highlights of the university like iconic buildings, a long history that is unique to them, intriguing educational programs or award-winning faculty (Kopp 192). The library is often overlooked as an asset in aiding the recruitment process and as an excellent resource for the admissions office. "Libraries expend a great deal of effort in trying to market collections and services to current students and faculty within the campus community. So why ignore prospective students, who may become members of a school's internal constituencies in just a year or so (Kopp 194)?"

## **Libraries and the University Mission**

Libraries are an integral part of the mission of a university. Often universities use the library to share messages about the university and its mission to outside groups like alumni, donors, and the community. The library frequently has many services and holdings which can be

highlighted during fundraising drives and donor parties, as well as alumni. Although the library is used often for promoting the university to outside sources, it is rarely used in student recruitment (Kopp 193-194). Despite this fact, university administrators claim the campus library is the educational center of the university, yet many librarians feel out of the loop when it comes to university happenings and decisions. To counter this disconnect, librarians should actively search out campus issues and changes in which they can assist. In doing this, they will help the success of the university as a whole, get the opportunity to work with faculty and university administrators, and develop a better understanding of the workings of the university (Behr, Bundza, and Cockerel 2). Working with faculty and other essential offices on the campus can only help the librarians cultivate better relationships and bring the library to the forefront as an essential need of the campus.

### **Retention and Recruitment**

A study conducted by Hubbard and Loos found that libraries are more likely to participate in retention activities than recruitment activities. (In many ways, this result is not surprising as there is little literature on libraries and recruitment and much more written on libraries and retention.) In cases where the library participated in both recruiting and retention activities, the results showed retention levels were higher (175-176). The results of Hubbard and Loos' study indicate the library's role in recruitment may be on the rise as others realize the advantage of the library's involvement. If libraries want to be more active in student recruitment and retention, the consideration of allocating library resources to campus-wide activities themed around recruitment or retention which are run and assessed by the library should be examined (Hubbard and Loos 175-177).

Some colleges, especially smaller colleges, have tried a more personal approach in promoting the programs of the college or university. Mount St. Mary's University has taken this personal approach and applied it to the school's website. Prospective students can enter their information and interests, and by doing this, the students create a personalized guide to the university that they can either view online or print. These brochures, by default, will have any information on admission events or open houses. "Getting the prospective students and parents on campus remains a key element in the recruitment process" ("Mount St. Mary's" 3). Another intriguing caveat in the recruiting process of Mount St. Mary's University is that their web system automatically sends a thank you note to any prospective student who enters information in order to create their personalized brochure. Any college or university sets themselves apart by using this unique approach and catches the attention of prospective students ("Mount St. Mary's" 2-3). Most students appreciate customization, and by showing prospective students the college or university cares about their education and future, they are more likely to choose to attend the institution.

There are many ways the library can aid in the recruitment of prospective students. Many prospective students tour the campus; this is a perfect time for the library to begin building relationships with them. Instead of describing various services, create an activity to showcase these services which also demonstrates the library is a fun environment for learning. If students feel the library is an exciting place and librarians are not the scary people many have in their mind, the students are more likely to seek help from the library when writing papers

and working on other assignments (Scalfani and Shedd 78). If students are unable to visit the library in person, or wish to view the library in advance of an open house or other visit, having a virtual tour of both the library and the campus is an excellent and accommodating way to give the student a feel for the campus. Is your library or campus in a partnership or collaboration with outside groups, such as a museum in town, a hospital working with the nursing department, or state organization? If so, talk with these partners about including a link to the university on their website or have promotional brochures in their offices (Van Tonder 6401).

### **Examples of Libraries Aiding in Recruitment**

Libraries adopting new technology and services could develop these into activities and programs instead of just talking about them in tours, classes, etc. If a library has a digital media production center, 3-D printer, gaming activities, iPad or laptop checkout, it could use these services to create activities to break up the monotony and information overload of the typical campus tour (Scalfani and Shedd 78). As a great icebreaker when talking to a group of students, give each a card with a call number printed on it. Have the students figure out how to put them all in order (or find the item). This will encourage the students to talk to one another and even possibly ask for help from the librarians (Behr, Bundza, and Cockrell 7).

The University of Alabama (UA) Libraries partner with the UA Office of Orientation and Special Programs to host special library activities in addition to regular tours during the Sibling Orientation held each summer for the high school siblings of entering freshman students. One activity took place in the UA Libraries' 3-D Studio. 3-D printed Alabama script logos were created with the attendees by the Science and Engineering Librarian. The other activity took place in the Sanford Media Center where students were taught basic photo and short clip video editing. At the end of the day the prospective students had a digital copy of his or her own orientation video compiled from images and video of their visit which they had learned how to edit to make their own, as well as a 3-D printed Alabama script A (Scarfani and Shedd 76-77). Not every library has access to this level of technology, but those who do could take advantage of it in order to enhance recruitment.

Western Michigan University hosts a Medallion Scholarship program for incoming freshman every year. This program is also used as a recruiting tool for those students who do not receive the scholarship. The library hosts an event that is both challenging and entertaining. The library states, "we wanted to take the opportunity to teach concepts and skills that would be useful to them, no matter where they chose to enroll and which library they would eventually use" (Behr, Bundza, and Cockrell 5-6). The library planned four different activities for the event. *Artifacts of the Elders* showed participants that libraries include more than just books and magazines by showing them pieces from the archival and special collections. Students had to compare search results between a library database and Google in *Battle of the Search Engines*. In *The Citation Jumble and Plagiarism Puzzle*, students were to cite a variety of different types of sources and answer questions about plagiarism. The highlight of the night was the game *Going for the Gold*. Teams of students competed in a timed event collecting various items throughout the entire library from a list given to them by the moderator. The activities were a combination of social and educational

emphases with points being kept for each game, which also made them competitive, a perfect combination when dealing with students (Behr, Bundza, and Cockrell 7-8).

### **McMahan Library's Role with Student Recruitment**

The McMahan Library, on the Southwestern Oklahoma State University-Sayre campus, has joined forces with other departments to aid in recruitment. The library assists with Career Day, New Student Orientation, Freshman Orientation, the Literary Festival held on campus, and many tours for prospective students and their families.

The Literary Festival is a recent addition to the campus, and is open to not only college students, but also high school students and the general public. SWOSU-Sayre began hosting it in fall 2012, and each year the event is expanded. The library and the Language Arts Department are the main contributors to this event, but as with most events, it takes everyone on campus to make the event a success. The Literary Festival is a one day event that features mostly local or state authors, student panels, video contests and a variety of vendors. The students can submit poetry, short stories or photos of original artwork to be included in the Student Anthology which is printed by the University Press and available for pick up on the day of the event. The video contest is open to both high school and college students. During the break for lunch, which is provided by a local bank, the attendees can vote on their favorite videos with winners being announced later in the afternoon. An Open-Mic Night is held in the evening at the local coffeehouse where students can read their poetry or short stories to those in attendance. This event has drawn a lot of community support, and every year the number of high schools who bring their students has increased.

Career Day is a campus wide event open to area high schools and college students. The day is filled with sessions on the variety of interests and degrees offered on both the Weatherford and Sayre campuses. The library assists in this event by providing space for some of the sessions, introducing various speakers, and by providing tours and talks about how the library can assist students in many areas.

Another similar event for the library is New Student Orientation. Students that will begin classes in the fall usually attend a new student orientation in the spring or summer. These orientations usually begin in the library with a tour, description of various library services, introduction to Dean, Registrar and Counselor, with the students receiving packets of information they will need to enroll. The library also gives tours and talks to all Freshman Orientation classes, and the author has begun teaching one of the three classes of Freshman Orientation offered on the SWOSU-Sayre campus.

The main recruiting event in which the library plays a big part is the *Timed Writing and Research Project* (hereafter *Timed WARP*). Since its inception in 2000, *Timed WARP* is held every spring for area high school juniors to attend and write a timed research paper. The Language Arts department, in conjunction with the library, hosts the event with help from other faculty and staff on campus. A panel of evaluators selects the top three essays and the university awards scholarships: 1st place, \$600; 2nd place, \$500; 3rd place, \$400.



Students and sponsors begin the day by registering in the library and enjoying a continental breakfast. After a welcome from the dean, the head of the Language Arts department has a fun literary quiz for the sponsors to complete with the help of their students. The winners of the quiz receive a variety of prizes. Students also win prizes by answering trivia questions. Each year *Timed WARP* has a theme, and the students view video shorts that tie in with that theme, and a list of possible writing topics are handed out. After viewing the videos, the librarian gives a short demonstration on using databases available on the library's website as well as checking the authority of internet sources. The students are then divided into two computer labs to begin working on their research papers. The sponsors attend continuing education opportunities provided by the faculty of the Language Arts department and the library. At noon the students break for lunch which is either provided by the university or an area community group. During lunch, students play games such as Bingo for prizes. After lunch the students return to the computer labs to finish up their research papers. When the students are finished with their papers, they submit them for review and the students return to school. The panel of evaluators reviews the papers in the afternoon and selects winners. The university notifies the schools of the winning papers and returns all papers with written critiques. This event has been a large success on the campus and has recruited many students, not just those awarded scholarships.

### **Conclusion**

It doesn't matter the size of the group of students or the format of the contact, college and university libraries are perfect partners with the admissions office to assist in recruiting prospective students (Kopp 199). The library can use these opportunities to highlight their presence on campus as the educational center of the college or university. "Every educator involved in a teaching programme [sic] has the responsibility to actively and positively promote the relevant professional and academic programme" (Van Tonder 6402). Librarians should also take an active course in promoting the library, educational programs and the university not only to prospective students, but also current students, faculty, administrators, alumni, and the community.

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# **“You want me to take my headphones off?!”: A Student Centered Transformative Customer Service Training Approach**

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## **Abstract**

The University of Saint Mary De Paul Library is in a period of transition. As the library’s space and philosophy of purpose changes, library student workers are a constant source of valuable feedback as well as resources to help professional staff drive change. While revamping the library’s front desk customer service training, the Access & Learning Services Librarian empowered student workers to help shape the future of the library.

A training program was designed to allow the student workers to discuss the overall atmosphere and experience of the library before breaking down their professional role in that experience. The student workers, as a collaborative group, were then tasked with articulating front desk customer service standards, rules, and guidelines. This outcomes-focused collaborative approach was well-received by the student workers and has led to a more positive, uniform approach to customer service at the library front desk. The author showcases the strategies and steps employed in this training program, lessons learned, and future training initiatives.

## **Introduction**

A new library director can be a transformative change, particularly if she or he brings a new vision of what the library should be to an academic campus. Over the course of the past year, library staff at the University of Saint Mary have shifted away from a library vision centered on the collection to one centered deliberately on the experience of the library users. Physical changes were dramatic, but more important were changes in attitudes and priorities. New emphasis placed on the user experience resulted in the Access Services Librarian developing a customer service training program grounded in the dual role of student workers as user base and front line employees.

## **Literature Review**

Many different approaches to customer service training are applicable to library student worker training. Two of the most popular are the *FISH! Philosophy* (Lundin, Paul and Christensen) and *The Disney Way* (Capodagli and Jackson), training systems created by companies famous for focusing on the customer’s experience while also building employee loyalty. Although the nature of student employment includes a certain level of turnover, student workers who feel engaged and respected are more likely to return to the library, requiring less repetitive training and allowing supervisors to assign more complex tasks (Bagshaw 44).

*FISH! Philosophy* was based on the playful work climate created by the fishmongers at Pike Place Fish Company, as interpreted by John Christensen, CEO of ChartHouse International Learning Corporation in the “Fish!” training videos (Statewide 8). It centers on four main directives: 1. Play, 2. Make their day, 3. Be there, and 4. Choose your attitude (7). By working to improve the morale and approach of employees, customer service improves because employees are truly enjoying their work and empowered to improve their own experience (9).

*The Disney Way* is a comprehensive training approach created to train supporting employees in the experience-oriented Disney culture. As with the *FISH! Philosophy*, four keys guide the service basics for providing great customer service experience: “safety, courtesy, show, and efficiency (in that order)” (Jones 1). These guidelines encourage cast members (Disney lingo for employees) to interact with guests as individuals on an emotional level, going beyond meeting basic expectations to making memories (1).

The Access Services Librarian was influenced by these two philosophies when creating the customer service training session, and thus focused on empowering student workers to see themselves both as employees and library guests. While the supervisor should aim to make the experience of working in the library rewarding, student workers own an enormous role in how the university views and interacts with the library.

### **Previous Training Methods**

In previous years, the library had been allotted nine student worker positions for the academic year. With 66.5 service hours each week during the spring and fall semesters, it was impossible to have all the desk hours covered by student workers alone. Training was focused on essential tasks and could only be scheduled during each student’s desk shifts. Customer service was covered in a handout outlining expectations for desk apparel and behavior and returned (signed) to the Access Services Librarian for each student’s file. Other than corrective actions on the spot, the document was generally never referred to again.

### **Planning and Preparation**

In late October, the library was gifted two extra student worker positions for the rest of the academic year. This development ensured both full desk coverage for the spring semester, but also a slight surplus of hours that could be utilized for further training and larger library projects. The Access Services Librarian decided to hold a training session for the entire student worker contingent with the dual goals of developing student-driven customer service standards and enhancing cohesion among the student worker team.

Beginning with these outcomes in mind, the training session was designed as a series of exercises to break the ice, describe the role of student workers within the library, discuss the user library experience, and develop a set of customer service guidelines. The Access Services Librarian used the time to act as a facilitator, encouraging the students to fully participate in the process as library professionals, rather than as a manager dishing out rules from on high.

Training materials encouraged broader participation among the student workers. For each activity, students were given index cards and pens to write down their own thoughts before being asked to share with the group. A mobile TV cart connected to the Access Librarian's laptop had slides with the questions to be asked during each phase, as well as preloaded examples of other academic libraries' customer service training YouTube videos. When sharing material with the group, the Access Services Librarian used a whiteboard to record responses verbatim. Of course, snacks of cookies and chips also helped to lighten the mood and lower inhibitions toward participation.

### **Breaking the Ice**

As student workers arrived for the training session, the Access Services Librarian invited them to grab some snacks, a pen, and a few notecards for brainstorming throughout the training session. The following icebreaker prompts were posted on the display screen:

1. Name
2. Year in School and Major/Minor
3. Hometown
4. One item on your bucket list  
(A "bucket list" is a list of experiences or accomplishments you'd like to do before you die, or "kick the bucket.")

After all the student workers arrived, the Access Services Librarian began the training session by welcoming all the workers and starting off the icebreaker. This was designed to lower anxiety by not putting any student on the spot to be the first to share with the group, and also to give those who had arrived at the end more time to prepare an answer with a bucket list item example.

Once all the students had introduced themselves to the group, the Access Services Librarian tied the icebreaker to the larger training topic. Bucket list items tend to be very experience-focused--two students mentioned skydiving, another wanted to backpack through Italy, and one wanted to visit all seven continents. When remembering places or events, users or customers are more likely to remember their overall experience rather than a logo, or an entranceway, or a marketing slogan (Zwilling 1). In their dual role of student users and library staff, student workers are uniquely positioned to assess and positively impact the general library user experience for the campus.

### **What Do Student Workers Do?**

The Access Services Librarian asked the student workers to write down on their notecards their concept of the experience of a library student worker. After a few minutes, students were asked to share their descriptions with the group. The librarian acted primarily as stenographer, writing suggestions on the whiteboard. Through the ongoing discussion, some of the student workers noticed that some of the responses were primarily task-based, the on-paper duties as assigned, while others were more of an attitude toward the job. Others argued that some suggestions worked both as attitudes and tasks for library student workers.

As the conversation about the student workers' perceptions of their position wound down, the Access Services Librarian asked participants to consider how the attitude of student workers both at the front desk and throughout the building impacts their experience when using the library (see table 1).

Table 1  
Describe the Role of Student Workers in the Library

<b>Attitude</b>	<b>Both Attitude &amp; Task</b>	<b>Task</b>
Be approachable	Help students & visitors	Describe services
Be polite	Organization	Answer the phone
	Don't give up--Find Help!	Shelve books
		Give directions

### **The Library Experience**

Again, the Access Services Librarian asked the student workers to think about how they wanted users, particularly new students and campus visitors, to experience the library. How should they see the space and services? After a few minutes provided for writing down ideas on their cards, the floor was opened for discussion and answers were recorded on the whiteboard by the librarian (see table 2).

Table 2  
How Do We Want People to Experience the Library?

<b>Spaces and Services</b>		
Not scary	Here for you	Quiet
No/low distractions	Repeat customers/regulars	Productive
Comfortable	Sociable	Welcome
Approachable		

This question was phrased inclusively to allow student workers to articulate a vision of the library as owners and custodians of the space, as library staff with a vision for the library's role on campus. Answers were left visible for the next stage in the training exercise, keeping the student workers' collective vision at the center as the desired outcome when setting guidelines for student worker customer service.

### **From Vision to Reality**

For the next stage in the training, the Access Services Librarian asked student workers to consider how their behavior and attitudes while on duty impacts how users experience the library. Framing the question in terms of training new classes of student workers in the fall, she asked each student to brainstorm guidelines for student workers learning how to provide customer service.

To get them started to provide time for contemplation, the Access Services Librarian showed customer service training videos for student workers created by the University of South Dakota (De Jager-Loftus 1), the Foley Center Library (Mayhook 1), and the FIU Glenn Hubert Library (Hammill 1). These videos provided an often comical, yet informative opening to conversation.

After the videos were shown, students were invited to suggest training guidelines for customer service. The Access Services Librarian took notes in a Google document, editing guidelines in response to student comments and feedback. Discussion was encouraged when other students reacted with concern, particularly noticeable when the suggestion arose to not allow headphones at the front desk or other primarily service-oriented tasks.

Having a relatively diverse group of student workers helped discussion, as some students reported no trepidation at approaching a student wearing one or both earbuds, while others felt comfortable expressing that earbuds would lead them to avoid interaction. A compromise position was proposed by the students: when engaged in weeding, shelving, or other non-service tasks during their shifts, student workers are allowed to wear headphones. Further discussion also led to the proposed caveat guideline, "Don't invent jobs away from the desk in order to wear headphones."

When a consensus on the guidelines was reached, the Access Services Librarian sent the Google document to the printer and asked student workers to sign a copy before leaving the training session, as a ratification of the experience. With a week of lee-way to catch up the two students unable to attend the training, those guidelines would be used to give performance feedback to student workers through the end of the semester (see table 3).

Table 3  
Self-Created Guidelines for Student Workers

<b>Attitude</b>	<b>Behavior</b>	<b>The “No” List</b>
Be patient.	Greet people as they come in.	Don’t come to work impaired.
Have fun & love your job.	Thank people for coming in/say goodbye or have a nice day.	Don’t be on your phone.
Be respectful.	Offer up options and alternative solutions.	No headphones at the desk.
Be approachable.	Look up; don’t get too involved in your computer.	No music or non-training videos at the desk.
Kill people with kindness (not literally).	Tell a librarian if people are breaking rules or making you uncomfortable.	Don’t invent jobs away from the desk in order to wear headphones.

### **Seeing Results**

In the weeks following the training exercise, student workers made a concerted effort to be more overtly welcoming at the front desk without prompting. A copy of the guidelines posted at the desk reinforced the ideals discussed, and headphone use was confined to shelving and weeding student workers--without nagging from the Access Services Librarian!

While no students prepared formal feedback reflections, informal remarks from individual student workers highlighted an increased sense of responsibility and greater ownership of the library experience. Rules created by the group were more readily accepted as legitimate. Discipline issues still arose, but the general impact was a more inviting, helpful perception of student workers and library staff by the campus community.

### **Where Do We Go From Here?**

Using the customer service guidelines created by the student workers during this training session, the Access Services Librarian is developing a new comprehensive training program with multiple tracks: onboarding new student workers, team-building and organizational communication, and specialized training sessions for senior student workers on special topics. A more interactive training manual will replace currently outdated materials, and



student worker supervisors will have access to a feedback form to more easily track student performance (and guide disciplinary actions or rewards).

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# **The Value of Graphic Novels: Furthering the Cause of Information Literacy**

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## **Abstract**

Graphic novels have come a long way since being regarded as comic books unworthy of use beyond being a quick read by young people. A literature review of the use of graphic novels reveals that the use of graphic novels has moved far beyond appealing to the visual learner. In addition to serving the recreational reading needs of children and adults, today's educators are using them to support reading comprehension and enhance the learning process of English-language learners. They are also used to assist visual learners and to entice reluctant readers and struggling students. Beyond building literacy into the students' education, they support development of the multimodal skills needed for future success in the 21<sup>st</sup> Century workplace. The authors highlight the multiple ways that graphic novels are currently being used in and out of the classroom for adults and students alike.

## **Defining Graphic Novels, Manga, Comic, and Comic Books**

### ***Graphic Novels***

"The term 'graphic novel' was popularized by Will Eisner's 1978 short story collection, *A Contract with God*" (National Coalition against Censorship, et al. p. 3). Graphic novels came to symbolize long works of a monographic, self-contained story that had never been serialized. This "sequential art" was a means of creative expression that dealt with the arrangement of pictures or images and words to narrate a story or dramatize an idea (Affleck 30).

### ***Manga***

Evidence of the word "manga" (Japanese comics) was first noted in the 1770's. Loosely translated, it means "whimsical pictures," and was popularized by Japanese printer Katsushika Hokusai (1760-1819) in 1814 (Masuchika 512). Manga was and is an arrangement of highly detailed and image-driven pictures that are usually monochromatic and lack the lengthy dialogue that characterizes Western comics. The panels are arranged in a distinctly different order which requires the reader to "read" them from bottom right to upper left, the exact opposite of Western comic panels which are "read" from upper left to bottom right (Downey 184).

## *Comics and Comic Books*

Beginning in the 1890's, comics were featured in newspapers as a way of boosting circulation. They were rarely "proper" and often deliberately vulgar but were valued as entertainment. Comic books, usually serialized magazines of 32-48 pages, came into prominence in the early 1930's when a series of cartoon strips of Superman that had previously been published in newspapers were bound into a single volume (Wagner 43). Will Eisner's early famous work, "The Spirit," was published weekly beginning in 1940 as a newspaper supplement. When Eisner was drafted during World War II, the U.S. Government engaged him to create a series of comic books on safety and preventative maintenance for soldiers (Humphrey 76). This was among the first use of comics as an educational tool.

### **Uses of Graphic Novels, Manga, Comics and Comic Books**

#### *K-12 Classrooms*

Formal literacy training usually begins with children's picture books which are a happy marriage of prose and pictures that illustrate what is being said in the story. The use of comic books and graphic novels in K-12 classrooms as early developmental reading tools has been growing in popularity (Rapp 64). Teachers encourage children to retell the story by examining the pictures. This in turn enhances vocabulary and visual literacy skills, and improves comprehension and interpretation of themes and social issues. Comics and graphic novels were incorporated into Common Core State Standards and in 2010, when states began adopting the standards, the use of graphic novels in the classroom took off (Gavigan 39).

Educators use graphic novels to develop vocabulary, composition, and comprehension among students. They also incorporate multiple approaches when using graphic novels in the classroom. One cross-curricular approach pairs English with history or social studies and cultural classes. Some classes use titles such as the 1992 Pulitzer Prize winning graphic novel, *Maus*, by American cartoonist Art Spiegelman, to discuss political or social events. A second approach is the use of graphic novels to enhance comprehension and analysis of traditional texts (Downey 184). This is especially useful in teaching STEM subjects with which both English speaking students and English language learners traditionally struggle. Comic books and heavily illustrated trade books can help strengthen students' understanding of concepts and practices. Background knowledge and providing the motivation to ask questions and validate results that support scientific explorations can all result from the use of graphic novels in the classroom setting (Ardasheva 40). A third approach is called the "contact zone theory." Teachers and students are asked to look at current events and controversial topics from multiple viewpoints and belief systems and then discuss their views. Topics such as terrorism and September 11, or what constitutes a "family," in particular lend themselves to this method (Downey 184).

In middle schools, students who have trouble with unfamiliar academic vocabulary involved in scientific content may find graphic illustrations of unfamiliar scientific concepts particularly helpful. Side-by-side text and visual representations are also desirable (Ardasheva 40). Teenagers, a traditionally hard audience to engage, are also drawn to graphic

novels. By using them for education purposes, the teacher is assured of capturing the students' attention. Using graphic novels has been described by Kerry Ireland as having a kind of domino effect: teens get pleasure from reading comics and graphic novels which leads them to willingly continue reading. This is actually a practicing of their reading skills which in turn develops better literacy skills and leads to achievement in other areas (Ireland 18). At the high school level, teachers have used graphic novels to supplement lessons in literature, history, social awareness, and writing classes to further students' understanding of basic subject concepts (Williams 171). An example of an assignment that incorporates sequential art into the curriculum is an English class where the teacher assigned students to read an article that had comic elements. They were then asked to draw their own interpretation of the article using a comic format after they'd completed a unit on graphic novels (Schwaller 122).

### ***Higher Education***

During the last two decades, there has been a marked increase in the use of sequential art in the teaching of scientific curriculums in institutions of higher education. In 2011, University of Nevada - Las Vegas librarian Steven Hoover mapped comics-based activities to the ACRL Information Literacy Competence Standards and to ACRL's Image Resources Interest Group's standards. By mapping ACRL standards to comics-based activities, comics-based instruction was shown to be a valuable resource for information instruction and research (Hoover 179). The first comic to be published in the prestigious journal, *The Annals of Internal Medicine*, appeared in March, 2013. It was written by Michael J. Green, illustrated by Ray Rieck, and was titled "Missed It." Interestingly enough, the word "comic" was never used. Green alternately described his article as a "graphic novel," a "graphic article," or an "article in graphic format." This terminology was meant to elevate the article's cultural status to a piece that would appeal to academics who previously disapproved of the classroom use of the popular medium of "comics."

### ***English as Second Language and Non-Native Language Learners***

The use of comics was one of the leading ways for early twentieth century American immigrants to learn English (Matz 331). Comics use repetitive images and recognizable symbols to project the author's story and become vocabulary prompts for non-English speakers. When used again and again, they can be thought of as becoming their own language which the reader then interprets in an effort to understand the story. During this interpretative process, the reader's key critical thinking skills are honed during an analysis of the story's plot. This method has been referred to as decoding since this approach to the sequential art creates the language of the graphic novel. Learning how to decode involves developing an understanding of the graphic novels' conventions and becoming experienced at synthesizing the images and textual information of the story. The examination of print and pictures encourages the reader to look for new content whose diversity can suggest new meanings to readers (Hoover 178).

## ***Popular Culture, Movies and Television Script Sources***

Although graphic novels have been blamed for contributing to juvenile delinquency and attacked for their depictions of violence, the fact remains that they are a popular source of entertainment among young people and adults (Pinkley 5). As a literary medium, themes, styles, and stories abound that can be communicated through them. In 2002, Stephen Weiner published an article, “Beyond Superheroes: Comics Get Serious,” wherein he identified six graphic novel genres: the superhero story, manga, nonfiction, adaptations or spinoffs, human interest, and satire.

The superhero, arguably the most recognizable and popular genre, takes a recognized comic book hero and puts him in a stand-alone story. Action adventure graphics can be set in a variety of locations, time period, and worlds. They feature “everyman” type of characters who are put in exciting stories. Science fiction graphics, much like their counterpart novels, movies, and television shows, can take the reader to other worlds through time and space travel, with robots and aliens, to life on earth and to the future. The fantasy genre stories are set in magical places where the reader encounters dragons and other mystic creatures such as those found in Tolkien’s *Hobbit* series. Crime and mystery graphic novels explore criminal acts, the criminal underworld, or nonfiction true crime stories. The 2002 movie, *Road to Perdition*, was from a graphic novel of the same name by Max Collins. Horror graphic novels usual feature supernatural creatures such as vampires, ghosts, zombies, and other monsters. Popular television shows like “*Buffy the Vampire Slayer*” and “*Angel*” have been turned into graphic novels.

Even “classic” literature such as novels by Jane Austen, Mary Shelley’s “*Frankenstein*,” Homer’s *The Odyssey*,” and authors such as Arthur Conan Doyle, Charles Dickens, Edgar Rice Burroughs, and William Shakespeare, have had the works turned into graphic novels.

## **The Formal Study of Graphic Novels, Manga, Comics and Comic Books**

### ***Institutions of Higher Education***

For the serious student of sequential art, there are institutions of higher education such as Portland State University, the University of Oregon, and the University of Florida, who move beyond simply offering classes in comic books and the graphic novel. These institutions offer degrees and certificates and have concentrated curriculums of “Comics Studies,” and “Comics and Cartoon Studies.” Portland State University’s program <<http://www.pdx.edu/comics-studies/>> is interdisciplinary, and prepares students to work in the field of comics and cartoon art as writers, artists, and scholars. Its certification program is under the guidance of the College of Liberal Arts and Sciences, and draws faculty from the English Department and World Languages and Literatures. Adjunct faculty round out the teaching faculty: men and women who are actively engaged in the creation, printing and online publishing of comics. Internships at established graphic novel publishing houses are also available.

The “Comics & Cartoon Studies” program <<http://comics.uoregon.edu/>> at the University of Oregon has faculty who come from departments such as the “Department of English,” “Japanese & Comparative Film and Popular Culture,” and the “Arts Administration Program.” Their interdisciplinary Comics and Cartoon Studies minor was the first of its kind in the nation and according to the university’s website, presents students with an international, historical, and critical perspective on the art of comics from editorial cartoons to comic books to graphic novels. Students produce *Art Ducko*, a comics magazine which showcases their graphic arts and creative writing skills, and gives them creative teamwork experience while publishing their own original comics.

The University of Florida’s Department of English <<http://www.english.ufl.edu/comics/>> offers classes, hosts an annual conference on comics, produces the ImageText journal <<http://www.english.ufl.edu/comics/imagetext.shtml>> and sponsors the Comix-Scholars list-serve <<http://www.english.ufl.edu/comics/scholars/>>. Masters of Arts and PhD students can choose the Comics and Visual Rhetoric track when pursuing a degree. Participants in the program study comics, animation, and other forms of visual rhetoric in North America.

### ***Nonprofit and Commercial Organizations***

The Institute for Comic Studies <<http://www.comicstudies.com/>> is an organization that dedicates itself to the “promotion of the study, understanding, recognition and cultural legitimacy of comics.” Their website describes their activities, among them being conferences, symposia, and other forms of academic presentation and idea exchange, primarily at comic conventions as well as more traditional venues. They maintain contact with both American and international comics publishers, scholars, institutions, and organizations in order to serve as a source of communication and contact for comics. They introduce scholars, professionals, and others with similar interests to one another, and promote publications and other works focused on comics and the study of comics.

The Center for Cartoon Studies <<http://www.cartoonstudies.org/index.php/programs/>> is located in Vermont. It is approved to grant MFA degrees and One-and Two-Year Certificates by the State of Vermont Department of Education but it is not accredited by any governing body. It offers a Two-Year Master of Fine Arts degree or a Master of Fine Arts in Applied Cartooning, One-and Two-Year Certificates, and summer workshops. The Center also offers the option to complete the second year of the program in what is termed “low residency” which is characterized by online and correspondence courses. An academic year is nine months, and after completing the first year certificate program (30 credits, 9 classes), the second year program revolves around a yearlong thesis project which can be completed on location or by distance. All programs are full-time enrollment with no part-time status being available. The Center also doesn’t accept credits from outside institutions.

## **Acquisitions and Classification of Comics and Graphic Novels**

### ***Acquisitions***

“Do comic books belong in libraries?” was a question that was posed by Michael R. Lavin, in his 1998 article, "Comic Books and Graphic Novels for Libraries: What to Buy." This question was raised primarily in the public and school library context. But why include comic books in academic libraries? In the 1990 book, *Comics Librarianship: A Handbook*, author Randall Scott states, “Attitudes about comics within libraries and within the academic community are the second general problem confronting the library acquisitions program” (10).

As far back as the 70s, the question of comic books and graphic novels in libraries has been a perplexing one (Lavin). Do they belong in libraries or in collectors’ personal libraries? Should this genre be taken seriously as a form of literature? At Indiana State University (ISU) library, comic books and graphic novels were not taken very seriously until 2003-2004. At this time, an area of the browsing collection was dedicated to the comic books and graphic novels and a fund code was assigned specifically to the collection development for this genre. Once the change was made, it became apparent that series such as Hergé’s “Les aventures de Tintin” and Goscinny’s “Une Aventure d’Astérix,” (previously placed in the education and teaching materials area because they were used by future teachers of French) would be removed from that location and would be placed in the browsing collection. Another reason ISU library collects graphic novels is to satisfy our undergraduate audience’s recreational reading needs.

In their 2011 article, “Graphic Novels in Libraries Supporting Teacher Education and Librarianship Programs,” Williams and Peterson offer the observation that “[a]s librarians noticed that teenagers, traditionally a hard audience to reach, read graphic novels, the library literature began to feature lists of good graphic novels, tips on developing graphic novel collections, and anecdotes about teenagers’ insatiable demand for graphic novels” (166).

### *Cataloging*

When it comes down to cataloging the graphic novels collection, the struggle that catalogers face is not unique to the ISU library. What makes the situation complex is that the ISU library acquires (collects) at multiple levels—for adults and children. Collection development is done by two selectors or liaisons, one for the adult collection, with a focus on the department of language, literature and linguistics, and the other for the children’s collection, with emphasis on the education and teaching materials area. Because of local practices and decisions made years ago, these two collections are classified using Dewey Decimal Classification (DDC) and the Library of Congress Classification (LC). The ISU library uses multiple classification schemas. The DDC is used for all materials going into the education and teaching materials area. The LC is used for most materials going into the general stacks, the browsing area, or the reference collection. ISU library classes all comic books and graphic novels for the education and children materials in 741.59 or 741.5973. The catalogers have to pay extra attention to the subjects assigned to each item by the LC to make sure a correct call number is assigned. To assure that all comic books and graphic novels would go into the browsing collection area, catalogers decided to use LC PN6727. Catalogers continue to struggle when it comes to comic books and graphic novels because, at times, the rules are not as clear and they could be. Lists such as described in the article

“Sample title/DDC list: 741.5 Comic books, graphic novels, fotonovelas, cartoons, caricatures, comic strips,” by Julianne Beall, Assistant Editor, DDC, come in handy as a ready-to-use tool when cataloging materials in the education/teaching materials area. LC call numbers present another set of issues for the catalogers. The main rule of thumb is to pay extra attention to the subjects and at the same time try to follow local, in house rules.

### Summary

The use of graphic novels, manga, comics and comic books as a tool for education, building literacy skills, supporting reading comprehension, and enhancing the learning process of non-native English speakers has exploded in popularity, especially within the last couple of decades. The appeal of these formats to children and adults alike is well documented in the literature. They present a lot of programming opportunities for libraries and in the classroom by encouraging the reader to explore the high-quality comic books and graphic novels that exist for every reading level and every type of interest. In the popular field of manga, devoted readers of that comic art form are actually learning Japanese so they can read the newest manga straight off the press without having to wait for translations. In short, graphic novels, manga, comics and comic books have earned their place of prominence among educators who further the cause of information literacy and the audience whom they serve.

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# **Surviving the First Year in an Administrative Role: Challenges, Opportunities, and Lessons Learned**

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## **Abstract**

As the first year of working as a new library director at a Midwestern small university ends, the presenter reflects on the challenges, opportunities, and lessons learned in an engaging and participatory session. From negotiating with local recycling companies to take down 25 rows of shelving for free to meeting with donors for a potential multi-million \$ library renovation project to changing the “outdated library” perception (removing 10 card catalogs from the front of the library was a good step), the speaker will use humor and reflection techniques to describe her journey through the first year. How to adjust to a new organization’s culture (and even possibly transform it!), as well as techniques to increase staff engagement and expand library patron commitment will be discussed. Methods used to guide decision making and assess the impact of choices made will also be shared, drawing from ACRL’s (College Libraries Section) New Library Director’s Cohort - a yearlong mentor/mentee program that the speaker participated in during 2014/15. Participants will be encouraged and invited to share strategies for moving successfully into leadership roles, how to engage library staff when you are the new boss, and how to reach out to others in similar roles for support and mentoring. Participants will leave the session with a toolkit of strategies for engaging others: how to grow their own leadership skills by putting out fires or starting them, how to build commitment and support, and also how to find humor in all situations - such as when roaches crawl out of the sinks as 150 people walk into the library for an event.

# **Teaching to the Task: Authentic Assessment and Information Literacy**

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## **Abstract**

Authentic assessment gauges students' performance in real world situations and information literacy describes skills needed to find and use information, but what are the tasks students need to master to become informationally literate? Taken in its broadest sense, Information Management extends beyond the classroom to span the knowledgeable use of information in every aspect of one's life in the 21<sup>st</sup> century. Despite the breadth of applications, there is a common set of skills involved in locating, evaluating and incorporating information in the context of solving a problem. While we use information to answer many questions every day, entering into an academic conversation is especially problematic for students. This paper seeks to outline elements of authentically assessing information literacy through examining the tasks student face when using information in a variety of contexts, and highlighting the challenges students face when working with academic information.

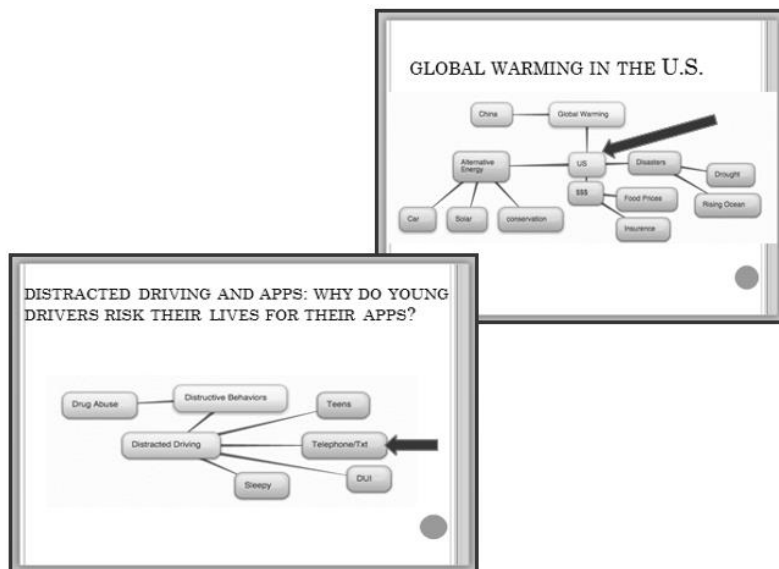
## **Introduction**

When information is ubiquitous, skillfully managing information becomes indispensable. A few words and a click begin a search that brings the world to your personal device. Credibly developing these skills requires doing so in a real world situation, which is the goal of authentic assessment. Authentic assessment provides meaningful measures of how well students demonstrate a skill in a realistic setting, and the ability to effectively use information to solve problems is crucial in the 21<sup>st</sup> century (Mueller). Managing Information [hereafter MI] involves recognizing what information is needed, the ability to locate it, the critical skills to validate it, and the familiarity with the context to meaningfully incorporate it in the task at hand (ACRL "Information Literacy in the Disciplines"). Although MI is generally recognized as a key competency (Bundy) students continue to demonstrate a poor mastery of these skills. With authentic assessment, teaching to the task engages students in a real-world setting, and moves beyond efficiently operating a database to encompass critical thinking skills in framing a question and evaluating sources in the context of solving a real-world problem. The most accurate evaluation of these skills takes place in an authentic context. The more applicable the assessment, the more transferrable the skill. This paper seeks to outline elements of authentically assessing information literacy through examining obstacles students encounter, assignments in various settings, and concludes by examining academic conversation in relation to others.

## **Obstacles Great and Small**

Students encounter a number of challenges when undertaking academic assignments. Their plight is captured in Badke's assessment: "For the average student, however, the knowledge

base of most disciplines is a mystery filled with strange literatures published on the basis of incomprehensible, often unwritten, rules.” Head and Eisenberg conducted perhaps the broadest surveys of college students, collating responses from almost 8500 students. Their study revealed that 84% of students reported problems just getting started with an academic assignment. More revealing is the types of problems they reported. Arranging the issues students reported into the types of search activities reveals an interesting perspective. Students experienced difficulties in defining the informational need, locating sources using databases, evaluating sources, and incorporating it into the assignment (Head and Eisenberg “Assessing Inquiry 42). Students described experiencing the following problems in defining an informational need; defining a topic [66%], narrowing a topic [61%], and creating search terms [31%]. Students reported the following problems in locating information; finding it in a library database [42%], and finding web resources [31%]. They identified the following complications in evaluating the results; determining credibility [41%], finding up-to-date sources [37%] and evaluating sources [26%]. The most problems were reported in aspects of incorporating sources in their assignment; reading materials [40%], integrating material from different sources 30%], writing about what is found [36%], knowing if the assignment is well done [46%], deciding if done [37%], knowing how to cite [41%] and when to cite [29%], and plagiarism [35%] (ibid, p. 25). In other words, students reported experiencing fewer problems driving the database than with tasks involving with beginning the search process, evaluating the results, and using the sources.



In instruction sessions, the author used a concept map<sup>1</sup> to illustrate relations between a question and related ideas (see fig. 1). Within this framework, students can see how key words can be used to focus on particular aspects of a larger argument, how ideas fit together, how specific articles can be evaluated in terms of relevance to the

(Fig. 1. Concept map from 2015 instruction sessions.)

assignment as well as to sections of the larger question, and how articles they discover can be integrated into the framework of the larger assignment.

The two examples in the figure above are taken from instruction sessions the author conducted in spring 2015 to examine how to frame question, and how to locate scholarly articles to address the assignment. The next section will discuss how to measure the student’s

ability to search for information. These examples illustrate a tool for framing the question and focusing the search for information.

Framing the global warming question involves exploring facets within the larger concept so a manageable issue can be addressed. Once a manageable cluster of ideas is identified, scholarly articles can be evaluated by the extent to which the article provides information about that issue of the larger question. Once the frame was established, factual support from scholarly articles could be meaningfully integrated into the conversation. The introductory paragraph can provide a contextual frame that moves the reader through the narrowing process and introduces issues that scholarly perspective will inform. Framing the texting question involves exploring larger issues that could include texting. The phenomenon of texting may be too new to find a significant number of scholarly articles about the issue. However, framing the issue of texting within a larger context of distracted driving provides a framework within which scholarly articles can be identified and meaningfully integrated into the assignment. Again the introductory paragraph provides the contextual framework, which integrates specific academic sources to the assignment.

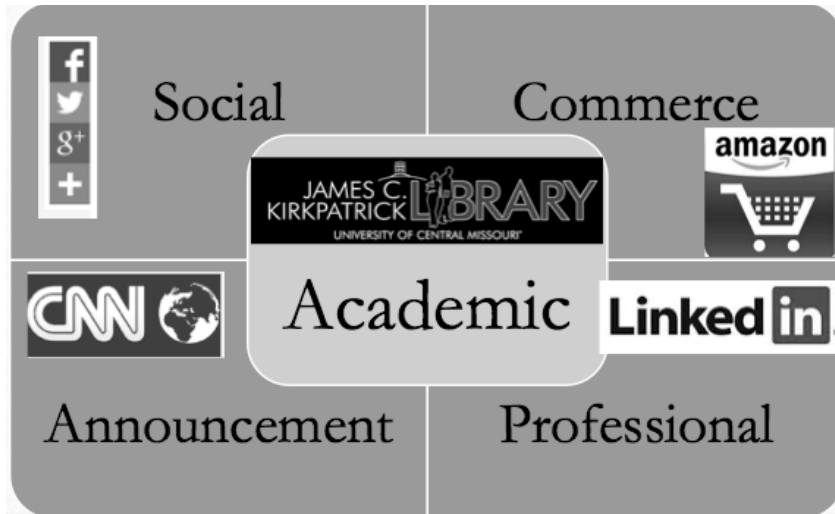
### **Joining the Conversation**

We use information constantly throughout the day as we participate in different conversations. MI involves effectively identifying when information is needed to fully participate in these conversations. This participation involves effectively searching for information and finding it, validating it, and integrating it in the solution of the problem. Whether figuring out if one needs to bring an umbrella, which candidate best reflects one's views, or which scholarly article supports a presentation on eco-friendly business practices; one needs to go through the process of critically thinking about what information is needed in relation to the context of the conversation, and effectively use it as a participant. Consequently, the focus on MI becomes setting the context and integrating sources within the framework of their conversation. While students may be familiar with the process of informing conversations in some aspects of their lives, using information in an academic setting is fundamentally different and poses unique challenges for students.

Meaningfully participating in a conversation requires participants to have an idea of the audience, the issues, the tone of conversation, and have something to add to the conversation. Students new to academics need to be mentored in communicating in the unfamiliar parlance of an academic conversation. Acquainting students with how information is used in an academic setting presents several challenges; their unfamiliarity with the discipline, the terms, and concepts complicates the search process because students are unsure of what they need or when they have found something usable.

The figure illustrates several different types of conversations that broadly span areas students will encounter during their college years. (see fig. 2). Each is unique with respect to the speed of publication, the editorial control of content, the scope of issues addressed, and how authors' focus their message. Yet commonalities are evident in the approach one takes to meaningfully participate in the conversation, the type of information used and the extent to which information is critically evaluated. Authentic assessment involves asking the student to

produce evidence of performing a real-life task that applies the skills being measured (Muller). Closely examining each conversation illustrates how MI principles can be developed, and examining the skills needed informs how their development can be authentically assessed.



(Fig. 2. Student conversations.)

Smart phones and accompanying apps provide a platform for continuously exchanging information. The resulting social conversations take place within a common context of interests, shared experiences, and use of language between participants. Over time, participants may develop unique words, phrases, and idioms. Publication is immediate, as soon as an individual post is sent, but there is an editorial pause. Norms set by participants include tone, issues, and sources; and there are consequences for breaking expectations. If one breaks the norms of the group, the result may range from reprimand to ostracism. The content is shaped by interests and experiences of the group, and their views may not be of interest beyond their community. Even here, MI principles can be developed through a closer reading of the issues discussed in the example below.

Recently Angelina Jolie announced that she decided to have her ovaries removed after learning that she was genetically predisposed to develop ovarian cancer. (Ryall) This would be the second time she undertook preventive surgery to avoid a potentially deadly disease. Although there is no external validation beyond peer pressure, individuals take responsibility for the content of their contribution. Knowledgeably participating in that conversation requires an awareness of the disease, the likelihood of contracting it, and treatments that are available. In other words, the social post served to begin an educational conversation about ovarian cancer.

An authentic assessment of student's MI skills in this conversation would assess if they were aware of the disease, the likelihood of contracting the disease, potential cures, and which course of action would be appropriate. Rather than exploring a topic, students are instructed to answer a question. Framing the topic as a question serves to direct their efforts by

structuring the search, provide a measure for evaluating the results by considering how well the source answers the question, or a portion of the question, and incorporating the results by placing the source next to the question it addresses. This example (see table 1) further illustrates problems students early in their career have to cope with when encountering the specialized vocabulary, sophisticated concepts and unfamiliar methodology of highly technical professional literature, such as scholarly medical journals.

Table 1  
Assignment Requiring Technical Professional Literature

<b>Assignment</b>	<p><b>Should Angelina Jolie have removed her ovaries?</b> After reading the attached announcement, consider the reasons Angelina Jolie gave for having her ovaries removed. Evaluate the appropriateness of this decision through finding three relevant sources that provide credible information about the disease, its treatment, and the diagnosis.</p>
Search	<p>Select keywords that describe information needed, and use them in CentralSearch [a library discovery tool]. Filter the results to magazine articles, and select three sources from reliable publications that address the questions you need to answer.</p>
Evaluate	<p>Consider the authority of each source by addressing the credibility of the author, the publication, and the timeliness of the information contained in the article.</p>
Integrate	<p>Identify one article that your search produced, but you found inappropriate to the question you needed to answer. In a paragraph, discuss the choice you would advise a friend in similar circumstances using the information you gathered. Use the information you gathered to support your advice, and identify the source of that information through using a citation so your friend can find additional information.</p>

Commercial discourse is dominated by advertisements. In an effort to sell goods and services, merchants discuss benefits of their products. Communications describe the item or service, how consumers would benefit from this purchase, and the value of this in comparison to alternatives. Their message is broadcast through as many mediums of communication as their target demographic would likely use. Their claims could be misleading, or even fraudulent. One need only see the number of disclaimers on advertisements to see how the publishers distances themselves from claims made in ads. There is little objective evaluation of these claims, although social media and reviews provide a method of commenting, bogus posts frequently infiltrate these outlets. An authentic assessment of students' MI skills in this conversation would examine if they could determine the products' efficacy, the reliability of the company, and what rights consumers have if the



product is not what they were led to believe they purchased. Examining the health benefits of fish oil serves as an example of examining ads (see table 2).

Table 2  
Examining Advertisements

<b>Assignment</b>	<b>What are the health benefits of fish oil?</b>
	Examine the attached ad for omega 3 oil and consider if the health claims are supported. Evaluate the appropriateness of this decision through finding three relevant sources that provide credible information about the supplement, its benefits, and any reported side effects from taking this supplement.
Search	Select keywords that describe information needed, and use them in CentralSearch [a library discovery tool]. Filter the results to magazine articles, and select three sources from reliable publications that address the questions you need to answer.
Evaluate	Consider the authority of each source by addressing the credibility of the author, the publication, and the timeliness of the information contained in the article.
Integrate	Identify one article that your search produced, but you found inappropriate to the question you needed to answer. In a paragraph, discuss if you would advise a friend to take the supplement using the information you gathered. Use the information you gathered to support your advice, and identify the source of that information through using a citation so your friend can find additional information.

The news of the day is generally broadcast as an announcement, a factual account of what happened. Such statements are often accompanied by an analysis of how this event impacts an important part of your life to add relevance to the news item. Content is edited by the news organization making the announcement, and falsely reporting events undermines the credibility of the organization. The scope may be organized by local, national or international events; sports, human interest, or cultural events; or commentaries, interviews, and investigative reporting. These stories are approved by editors and released within the news cycle of the organization. In recent years, however, a number of syndicated news sources have been criticized for a bias used when reporting on current events. An authentic assessment of students' MI skills in this conversation would examine if students could determine the accuracy of the story by locating corroborating reports, and relevance of the information used to analyze the impact of an event (see table 3).

Table 3  
Assignment Assessing Students' MI Skills

<b>Assignment</b>	<b>Bridges: how bad are they really?</b> Examine the attached story describing bridge repair work in Kansas City. This report cites statistics about the safety of bridges. Find three relevant sources that provide credible information about the fitness of bridges, efforts to repair them, and how often bridges fail.
Search	Select keywords that describe information needed, and use them in CentralSearch [a library discovery tool]. Filter the results to magazine articles and government documents. Select three sources that address the questions you need to answer.
Evaluate	Consider the authority of each source by addressing the credibility of the author, the publication, and the timeliness of the information contained in the article. Identify one article that your search produced, but you found inappropriate to the question you needed to answer.
Integrate	In a paragraph, evaluate the information used in the article about Kansas City bridges. Identify the main idea of the article and the facts used to support the conclusion. Use the information you identified to either support the views expressed in the article, or explain differences of opinion using the sources you discovered in your search. Identify the source of that information through using a citation so a friend can find additional information.

Professional conversations focus on the skills, interests, and professional responsibilities of a specific occupation. We may frequently think of doctors and lawyers, but there are professional associations for almost every vocation. The information associations provide include career opportunities and appropriate preparation for the profession in the form of certifications, education, and experience. An authentic assessment of students' MI skills in this conversation would examine if they could find information about a specific career, locate job postings, find association information, and see how the occupation uses information in a professional journal (see table 4).

Table 4  
Finding Information about a Profession

<b>Assignment</b>	<b>Discovering my profession!</b> Professionals develop a set of skills and abilities that are reflected in their education, experience, and aptitudes. What are the expectations of my chosen career and what is the outlook for the next decade? What professional associations are there that can help me find jobs and prepare me for a career? What professional journals are
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	available, and what topics do they discuss?
Search	Using the Occupational Outlook Handbook, find the entry for your career. Using Google, find a professional association for the career you've chosen. Using CentralSearch [a library discovery tool], find a professional journal used to inform professionals in your occupation about current developments in their field by filtering the results to journal articles.
Evaluate	Consider the authority of each source by addressing the credibility of the author, the publication, and the timeliness of the information contained in the article. Identify one article that your search produced, but you found inappropriate to the question you needed to answer.
Integrate	In a paragraph, discuss if key aspects of your career, including average pay, growth projections and recommended preparation. Use the information you gathered in your searches to discuss information contained on the web-site of a professional organization, and list one job listing that interests you. Discuss a professional journal for that occupation you discovered using CentralSearch, and summarize the types of articles you found in one issue. Please cite the source you discovered so your reader can find additional information.

An academic conversation uses information in a far different context. Just as conversations in social media is shaped through norming, academic conversation also exhibits a number of expected processes as it spans institutions, time, and continents in discussing ideas within the discipline. An academic conversation concerns ideas from the perspective of a particular field of study, and extends to everyone knowledgeable in that discipline through a process of peer review and professional journals. The editorial process provides an opportunity to assess the validity of information relevance of topic and reasonableness of conclusions on an article before it is released. Academic journals are written by professionals for people in that profession, and pose significant challenges to the novice with respect to the terms, concepts, methodologies students encounter.

Articles are released under the reputation of the publication, and join an ongoing conversation as one article enters the conversation through quotations in subsequent publications. Professional journals bring together interested academics in that field. However, students approach this conversation much differently than faculty, and these differences are discussed below. An authentic assessment of students' MI skills would examine the students' ability to find relevant credible sources, critically evaluate these sources through closely linking the content to the assignment as well as comparing the information they contain, and draw conclusions that meaningfully incorporate the sources they found (see table 5).

Table 5  
Management of Credible Sources

<b>Assignment</b>	<b>Genetic Cures in our Future?</b> Medicine used advances in genetic research to diagnose disease, target treatments, and even reprogram genetic mutations. Which area of genetic research do you find to be the most promising for healthcare?
Search	Select keywords that describe the area of genetic research in health care you want to investigate, and use them in CentralSearch [a library discovery tool]. Filter the results to magazine articles and select a source that provides background information. Filter the same search to journal articles, and select three sources that address the questions you need to answer.
Evaluate	Consider the authority of each source by addressing the credibility of the author, the publication, and the timeliness of the information contained in the article. Identify one scholarly article that your search identified, but you found inappropriate to the question you needed to answer.
Integrate	In a paragraph, discuss which areas of medicine you found to be most affected by genetic research. Use the sources you discovered to support your conclusion, and cite these articles so your reader can find additional information.

### Research: Pedagogical and Academic

There is a fundamental difference between the research faculty conduct and that encountered by students in assignments, and this is reflected in the analysis of their use of library resource. While faculty scan the breadth and depth of literature in their respective fields, students are assigned tasks to provide an opportunity to gain familiarity with a topic, reinforce key concepts, or explore an issue at a greater depth than the text or classroom provided. (Baker; Bodi; Warwick; Head and Eisenberg) This difference extends beyond the accumulated background knowledge. Badke suggests that “what we call ‘student research’ is inevitably an imitation of what professors do (9). However, the difference between the way that students and faculty use information is much more profound. Table 6 suggests that assignments provide students the context for a rather circumscribed activity, while professors are exploring the breadth and depth of the literature in their discipline.

Table 6  
Pedagogical and Academic Research

<b>Pedagogical Research</b>	<b>Academic Research</b>
Goal: gain a better understanding of a	Goal: Identify unique information within a

concept, theory or skill within a discipline.	discipline of study.
ACRL Standards: Information Needed -Answer to a question Accessing Information -Appropriate to answer question Critical Evaluation of Information -Does it answer the question  Incorporating Information -Address the question within the scope of the assignment Ethically use information -Cite sources -Avoid plagiarism	ACRL Standards: Information Needed -Representative Literature Accessing Information -Survey of relevant literature Critical Evaluation of Information -Adequately represent current literature conceptually, factually, and authoritatively Incorporating Information -Complete literature review  Ethically use information -Use information in manner consistent with discipline & IRB. - Cite sources -Avoid plagiarism
Strategic Satisficing	Strategic Satisficing
Meeting the requirements of the assignment	Identifying gaps in the scholarly literature of their discipline

While both journeys follow the same stages, there is a significant difference between the information needed by a student and that needed by a faculty member. Satisficing occurs at distinctly different points for the student and the professor. Faculty review representative literature in their research activities, students are generally working with sources in the context of a specific assignment. Whereas the professor may stop at a saturation point, when all the relevant information within her specialty is gathered; students are frequently given a saturation point: three academic articles, two books and no web sites. Etc. March observed that one's search for information is satisfied when enough has been found. (March 1997) Such 'thermostatic' satisficing means that when the student reaches the requirements of the assignment, the search is complete. Academic research is much more comprehensive. Students carefully calculate 'what the professor wants' in setting their thermostat, and students became adept at determining what was required to produce acceptable results. (Warwick et.al. 2009, p. 2409) In deciding which questions to prepare for an exam, students reported the following criteria:

- How long is the question?
- How many lectures notes did students have?
- Are the references given URLs or books?
- What is the topic of the question?
- How much information has to be memorized to answer the question – dates, etc?

In addition, students place a premium on convenience in the research process. (Connaway, Dickey, and Radford; Biddix, Chung, and Park). As a result, students adopt a pragmatic outlook, being "motivated largely by grades and... focus much time and energy trying to figure out what the professor wants" (Valentine 108).

## Conclusion

Students may have a familiarity with participating in a number of conversations, but developing expertise in an academic conversation requires them to develop a richer set of MI skills as well as the perseverance to untangle the professional literature of academic articles. Developing these skills involves focusing their research experience by explicitly leading them through elements of the process of finding and evaluating information in relation to the question they are addressing. Furthermore, students need mentoring through a process of using information to answer questions. Using authentic assessment in constructing research assignments can highlight critical thinking and cast the exercise in a practical light. Head and Eisenberg found that few of the almost 200 research assignments they evaluated indicated students internalized the research process, lacked information about which databases would contain beneficial information, and did not include contact information about the librarians that could help them (“Truth be Told”). They concluded “that students are challenged and often inexperienced with “finding context” –a requisite for conducting course related research and to a lesser extent, everyday life research” (“Truth be Told” 13). Placing such assignments in a real-world context of authentic assessment adds a level of engagement to the exercise, and focusing on critical thinking skills moves the experience from procedural, rote learning to actively participating in conversations in college and life.

## Note

1. The technique of looping can also be used to frame questions. Looping is a less visually based method of identifying key terms and relations between ideas. Looping involves describing the topic in a sentence or two, and circling key terms, which become search terms, see The Writing Center at Portland State University

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# **The Effect of Short-Term Loan Price Increases on Patron-Driven Acquisitions**

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## **Abstract**

The UMKC Libraries instituted a patron-driven acquisitions program in 2012. Using EBL as vendor, the program depended heavily on short-term loans to meet user needs, setting the purchase-trigger at seven in order to prioritize access over ownership. Publishers began to increase prices for short-term loans in 2014, and the library's original response had been to remove titles from those publishers in order to keep expenditures down. The effect of those withdrawals has been a drastic reduction in the number of titles available, undermining the original approach of allowing the patron the widest latitude in title selection. Data will be presented to show the effect of that reduction in coverage on usage and expenditures. Alternative approaches will be explored that will attempt to restore a wide range of materials to the program without unduly increasing expenditures.

# **All the Wrong Places: Looking for (and Finding) Information Literacy in the Undergraduate Curriculum**

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## **Abstract**

Creighton University's Reinert-Alumni Library has recently embraced a creative new model for teaching and assessing information literacy in the undergraduate core curriculum. The Reinert-Alumni Librarians were involved in discussions leading up to its adoption, thanks to a welcome partnership with faculty. Information literacy is now specifically addressed in two required components of the new core: a Critical Issues in Human Inquiry course taught by faculty across the arts and sciences (3 credits) and an Oral Communication co-requisite lab taught online (1 credit). The librarians play a significant role in both components, and this multi-disciplinary linked approach is unique and challenging. In its first full year, this innovative model for information literacy instruction has been embraced by the faculty and promises to be a strong and uniform foundation for all first-year students at Creighton.

## **Introduction**

Creighton University is a Jesuit, Catholic institution in Omaha, Nebraska. With nearly 4,000 undergraduates and 3,000 graduate students enrolled in the 2015-16 academic year, it is the largest private university in Omaha and the second-largest in Nebraska (Higher Learning Commission). Creighton has three libraries, with one—the Reinert-Alumni Library—specifically focused on students in the College of Arts and Sciences and the College of Business.

Creighton's student body is unusual for a liberal arts university in that fully one third of all first-year students have a declared pre-professional interest in medicine. An additional twelve percent of all incoming students have declared pre-professional interests in related fields such as dentistry, occupational therapy, physical therapy, and pharmacy (see fig. 1). Any core curriculum the University implements must necessarily incorporate elements of a Jesuit, Catholic liberal arts education, while leaving ample room for pre-medical coursework. This is no easy task. Information literacy has only recently found a place in the new core as a stated requirement.

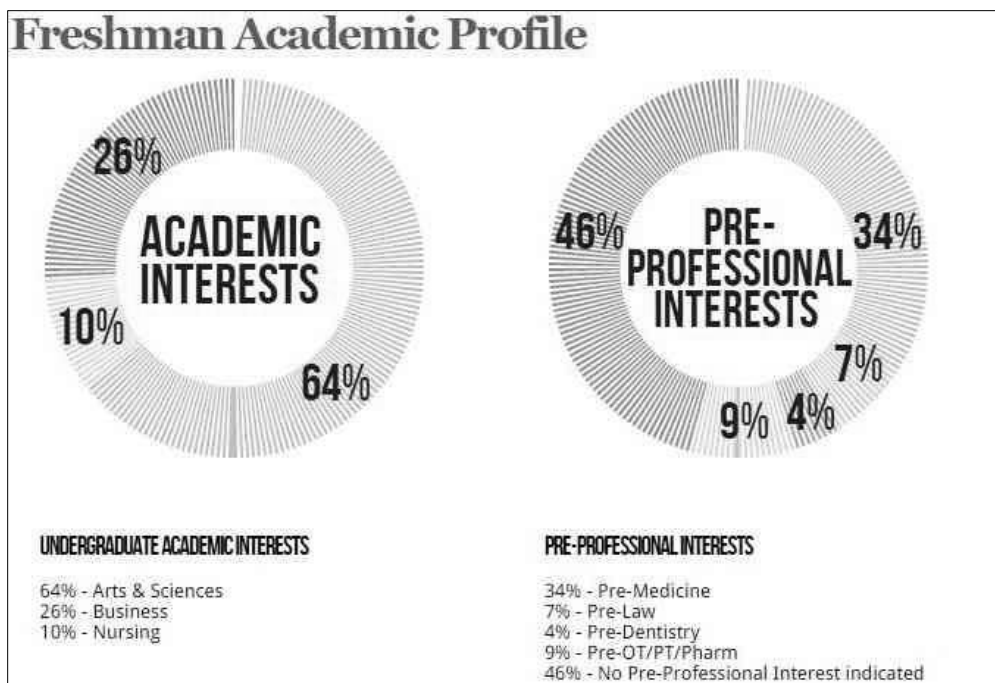


Fig. 1. Freshman academic profile

### Literature Review: How Creighton Compares

Information literacy is a multifaceted set of skills and behaviors with numerous sub-requirements. Defining the concept has been difficult. The 1989 final report of the Presidential Committee on Information Literacy defines information literate individuals as simply “those who have learned how to learn.” More recent definitions, such as those expounded by the ACRL’s Information Literacy Framework for Higher Education and the Big6 process model, list six standards (each with multiple associated performance indicators). Universities and the organizations they depend on for accreditation are increasingly aware of the importance of producing information literate students (Saunders). However, the complex and contentious nature of information literacy makes its integration into the overall mission of an academic institution difficult (Brasley) especially in a formalized core curriculum. Several competing formats exist for even teaching information literacy. Literature on the topic tends to classify such programs as “in-person,” “virtual,” or “blended” (Anderson and May; Kraemer, Lombardo, and Lepkowski). At many institutions, information literacy instruction remains confined to a single class period (or ‘library day’) and lacks any reinforcement (Zai).

Librarians at the Reinert-Alumni Library utilize both in-person and virtual instruction methods, making their information literacy program essentially a blended approach. In this case “blending” arose largely by accident, in a unique co-curricular collaboration between communication studies and first-year seminar courses. First-year students receive basic information literacy instruction online as part of a required oral communication course. Librarians deliver slightly more advanced, in-person sessions in most sections of a required first-year course. The fact that information literacy instruction is delivered at more than one place in the core curriculum puts Creighton’s program in a somewhat better position than

many universities. However, after freshman year the library's current approach to information literacy is neither explicitly scaffolded nor reinforced, both of which are critical to effective information literacy instruction (Johnson et al.). From this fortuitous position, the librarians hope to establish a multi-stage information literacy program that is scaffolded and directly impacts students in many different classes.

## **Creighton's Once and Future Core**

### ***The Previous Core Curriculum***

The previous Undergraduate Core Curriculum was implemented by the College of Arts & Sciences in 1993, and was in effect for two decades. There was no mention of information literacy or library skills as a learning objective. However, the 1993 Core did require ENG 150: Expository Writing. The master syllabus for this course stipulated a unit on library research methods, and the librarians were regularly invited to teach a classroom session for almost every section. The Core also required four courses certified as including a significant writing component. This emphasis on writing across the curriculum generated requests for a library session in many upper level courses as well. For first-year students, meanwhile, the librarians offered a game of Library Jeopardy in the co-curricular Freshman Seminar program. Creighton's Undergraduate Core Curriculum, at least at its inception in 1993, afforded the Library an effective framework for scaffolded information literacy instruction.

Unfortunately, this framework did not last. The number of ENG 150 instructors requesting a library session began to dwindle in the fall 2000 semester. The name of the course was changed from Expository Writing to Rhetoric and Composition, and the focus shifted from writing with sources to creative and reflective writing. At the same time the librarians experienced new demand for consultations through the Research Assistance Program (RAP), largely from Biology students, although a cause-and-effect relationship is not clear. In 2006, another major change occurred when Freshman Seminar was re-envisioned as a one-credit course called the Ratio Studiorum Program (RSP). The name derives from a Latin phrase for the Jesuit "plan of studies." With ENG 150 no longer a viable forum for information literacy instruction, the librarians began promoting either face-to-face instruction or an online tutorial in RSP, instead of a jeopardy game. Participation was optional, however, and the Library's information literacy program was reduced to scattershot classes.

### ***The New Magis Core***

Enter the Magis Core Curriculum (see table 1). After years of debate and compromise, the new Magis Core was approved by the College of Arts & Sciences in April, 2013 and was then launched in August the following year. If *magis* means "more," the new core is aptly named. It is not only imbued with Jesuit ideals, it also features 80 learning objectives assessed as Introduction, Reinforcement, and Proficiency, laid out under six broad, university-level outcomes. Fifty-nine of these objectives are common across all undergraduate programs, including Business and Nursing. The 80 objectives that form the undergraduate curriculum are arranged in three tiers—Foundations, Explorations, and Integration—comprised of 18 components and 35 credit hours. Information literacy is specifically addressed in the Foundations level as learning objective 2.I.1:

Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information. (*Creighton College Arts and Sciences*)

Learning objective 2.I.1 was drafted by the instructional services librarian, in collaboration with faculty. However, the unique way that information literacy was built into the curriculum came as a surprise. In the Magis Core, information literacy is addressed in a creative pairing of two foundational courses: Critical Issues in Human Inquiry (CIHI) and Oral Communication (COM 101), a one-credit, online lab. The librarians have taught a classroom session in a majority of Critical Issues courses since last fall, and a tutorial called Library Encounter Online (LEO) is “baked in” to the online COM 101 lab. At the invitation of the Core Curriculum director, the librarians have also participated in ongoing faculty discussion of how this paired model is working and are active participants in university-wide assessment. The Magis Core has ushered in a promising new era for information literacy instruction and assessment.

Table 1.  
The Magis Core Curriculum (*emphasis added*)

<b>Foundations</b> (6 components, 15 credit hours)
Contemporary Composition (First-Year Experience): 3 credit hours
<i>Critical Issues in Human Inquiry: 3 credit hours</i>
Mathematical Reasoning: 2 credit hours
<i>Oral Communication (First-Year Experience): 1 credit hour</i>
Philosophical Ideas (First-Year Experience): 3 credit hours
The Christian Tradition (First-Year Experience): 3 credit hours
<b>Explorations</b> (6 components, 17 credit hours)
Ethics: 3 credit hours
Global Perspectives in History: 3 credit hours
Literature: 3 credit hours
The Biblical Tradition: 3 credit hours
Understanding Natural Science: 2 credit hours
Understanding Social Science: 3 credit hours
Intersections: 3 credit hours
<b>Integration</b> (1 component, 3 credit hours)
Intersections: 3 credit hours
<b>Designated Courses</b> ( 5 designated courses, 0 additional credit hours)
Designated Ethics
Designated Oral Communication
Designated Statistical Reasoning
Designated Written Communication
Designated Technology

## **The Library Encounter Online (LEO)**

The Library Encounter Online (LEO) is a one-hour tutorial designed to introduce students to library research concepts, sources, and strategies. LEO originated in 2005, when it was created for Freshman Seminar. It has been reinvented or updated every year since. Although it was never widely used by first-year students, LEO has gained traction in online courses. The instructional services librarian built the current version in the University's learning management system (Canvas), which is branded as BlueLine. LEO's five interactive modules cover:

- Determining Your Information Need
- Accessing Information: The Search Process
- Accessing Information: Locating Resources
- Evaluating Information
- Using Information Ethically

When librarians and faculty met last August, the COM 101 instructors embraced LEO as a means to teach and assess information literacy in the online lab. It was an "aha" moment that came days before classes began. In response to feedback from the faculty, LEO has been consolidated into a single module in BlueLine for easier grading, and the quizzes for each module have been modified so that they can be repeated until answered correctly. Further improvements to LEO will address content. First, the librarians will replace the "information cycle" with an original construct dubbed the "information wheel," to explain different types of content sources. Second, the CRAAP Test for evaluating sources (currency, authority, accuracy, and purpose) will be replaced by the Five Ws, for easier recall (who, what, when, where, and why). With these changes, LEO has emerged as a solid introduction to information literacy in the Core that reaches every first-year student.

## **Critical Issues in Human Inquiry**

### ***Background***

Critical Issues in Human Inquiry (or CIHI) courses are designed to expose students to "significant questions in humanistic scholarship through a high-impact educational experience." (Creighton College of Arts and Sciences 2013, 28). The Magis Core Curriculum dictates that these courses be multi-disciplinary and emphasize creative and critical thinking. They tend to be arranged in a seminar format. CIHI courses address no less than eight separate learning objectives ranging from "self-knowledge," to practical "service learning," to developing basic information literacy skills (see table 2). CIHI instructors have adapted these requirements to a wide variety of courses which cover topics as diverse as friendship, art theft, and nineteenth-century maritime literature. These courses cover many academic disciplines, but the majority fall broadly into the humanities, with a few outliers in the fields of social work, communication studies, and modern languages (see table 3).

Within each course instructors have wide latitude to devise assignments demonstrating each learning outcome. To demonstrate an understanding of information literacy, for example, students might be asked to research and interpret primary source documents articulating

different philosophical visions of “liberty,” or compare how friendships are portrayed on television with how social scientists believe they operate in reality. Instructors are not required to involve the library in their class directly, but the information literacy learning outcome has prompted many (more than half in the first year of implementation) to reach out to librarians for a library session.

Table 2  
Critical Issues in Human Inquiry (CIHI) Learning Outcomes (*emphasis added*)

<b>Number</b>	<b>Objective</b>
2.I.1	<i>Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information.</i>
2.R.1	Students will demonstrate self-knowledge, including knowledge of their own biases and perspectives, and be able to evaluate the strengths and weaknesses of varying points of view.
3E.I.1	Students will explain the concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions.
3E.R.2	Students will explain how one or more disciplines identify social ideals and analyze actual societal conditions in terms of social justice.
6.I.1	Students will describe the range and types of human identities and cultures in contemporary or historical terms and identify what constitutes “difference” (or what has constituted “difference”) within the United States and throughout the global community.
6.I.2	Students will state the meaning of “human dignity” as articulated within the Catholic, Jesuit, and other intellectual traditions and how “human dignity” is influenced by systems of social differentiation and by relative power and privilege.
6.R.1	Students will identify their own social locations and analyze a controversial issue by articulating their own values and perspectives and those of an unfamiliar community.
6.R.2	Students will evaluate and critique ideologies of social differentiation and the way systems of relative power and privilege are (or have been) reinforced.

Table 3  
Critical Issues in Human Inquiry (CIHI) Courses

<b>Number</b>	<b>Course Name</b>
ARH 170	Cities and People: Urban Planning and Ethical Decisions
ARH 171	Art Crime
CNE 170	Love, Marriage and the Family in Classical Antiquity
CNE 171	War in Literature
CNE 172	Muhammad in Muslim Life and Thought
COM 170	Communication across Cultures
COM 171	Friendships and Our Changing Social World
COM 173	Health, Communication, and Media
EDU 170	Diversity and Justice in Education
ENG 172	Race and Identity



ENG 173	Anchors Aweigh! Transatlantic Travels in Literature
HIS 170	Liberation
HIS 176	Controversies in Science and Medicine (1900-1990)
SPN 170	Musical Perspectives: Hearing the Hispanic World
SWK 261	Social Welfare Needs of Vulnerable Populations

This presents an opportunity to move beyond the past scattershot approach. It also poses a challenge, as the specific information literacy skills required vary greatly from class to class.

### *Library Involvement in CIHI*

The librarians have approached CIHI courses as a way to reinforce and augment concepts first taught in LEO. The instructional services librarian devised a 12-point “pick three” checklist which doubled as an instructor request form. The checklist outlined concepts originally addressed in LEO which could be expanded in a classroom visit. Critical Issues faculty requesting an information literacy instruction session were encouraged to pick three options to emphasize in a classroom session (see table 4). During the first year of CIHI courses, this form has guided library instruction. Instruction sessions are customized to accommodate the unique nature of each CIHI course, and generally incorporate lectures, live demonstrations, class discussions, small group activities, and guided exercises.

Table 4  
“Pick Three” Information literacy Learning Outcomes

<b>Searching for Information</b>	
Keyword Formulation	Students will be able to generate a variety of keywords and phrases in order to retrieve relevant sources for their need.
Databases	Students will be able to compare and contrast the features of library and open source databases in order to use them effectively.
Topic Selection	Students will be able to develop a focused topic for their need in order to construct a research question and search strategy.
Source Selection	Students will be able to choose the most applicable type of source (e.g. book, article, etc.) for their need in order to provide appropriate evidence.
<b>Critical Evaluation</b>	
The CRAAP Test	Students will be able to evaluate a source based on its currency, relevance, authority, accuracy, and purpose.
Scholarly vs. Popular	Students will be able to identify whether a source is scholarly (peer-reviewed) and determine its contribution to the scholarly discourse.
The Information Cycle	Students will be able to describe how the information cycle flows for a given discipline and determine the types of sources available.
<b>Using and Citing Information</b>	
Primary vs. Secondary	Students will be able to determine what information is considered primary or secondary for a given discipline and select the most relevant databases.
Plagiarism	Students will be able to quote, paraphrase, and incorporate another person's work into their research in order to avoid plagiarism.

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Citation	Students will be able to create citations and references in order to accurately attribute information to its original author(s).
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The librarians have also taken advantage of newfound opportunities for direct assessment of information literacy. Within each CIHI class, learning artifacts are gathered from each instruction activity for informal summative assessment. This allows the librarians to gauge how well students are learning concepts the activity is designed to teach. The librarians have played an active role in the campus-wide formal assessment process of the Magis Core. This provides an unprecedented opportunity to assess actual work produced following librarian-supported information literacy instruction. Additionally librarians and faculty have collaborated closely in an attempt to devise assignments and information literacy instruction sessions that feel relevant to students and appropriately address the information literacy learning outcome in the Magis Core Curriculum.

Several problems have emerged in the first year of this partnership. Most critically, the Magis Core is only assessed at one point, following the first year of a student's coursework at Creighton. This leaves no formal opportunity to directly impact students at a later point in their academic careers, or assess how well they have retained information literacy concepts taught in CIHI courses. Additionally, the information literacy learning outcome present within each CIHI course currently jostles for space with seven other outcomes, and very little synergy seems to exist between them. The librarians are hopeful that both of these difficulties will be remedied through closer collaboration with faculty and through future improvements to the way the Magis Core is assessed.

### **Conclusion**

An undergraduate student's exposure to information literacy instruction is often "uncoordinated and serendipitous, and ... largely hinges on an individual classroom professor's willingness to designate class time for IL instruction," (Zai 6). However, this dependence on serendipity and the will of individual faculty members can still lead to productive relationships and effective information literacy instruction. The librarians believe that their position allows for the creation of a scaffolded and assessable information literacy instruction program that impacts every student during their first year and beyond. It is important to note that this arrangement did not arise merely by chance or top-down organization, but came about as the result of close collaboration among faculty, with librarians taking the initiative to supply expertise when ambiguities arose.

Moving forward, the librarians will take steps to firmly establish the new scaffolded nature of information literacy instruction at Creighton. This future program will begin with a brief introduction to the physical library and its resources using a reworked version of the first-year experience in RSP. It will progress to LEO, which introduces basic information literacy requirements that are expanded upon in face-to-face CIHI courses, and made directly applicable to projects students are working on as the class is taught. Each step on this course of studies will heavily promote the library's Research Assistance Program, an open-ended way for students to request help applying information literacy concepts at any point in their academic career. This "RAP session" will allow librarians to fortify information literacy skills at key points beyond freshman year. Information literacy instruction at Creighton

University requires improvement, and the librarians are in a position where such improvement is readily achievable.

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# Using a Murder Mystery to Teach Evaluation Skills

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## Abstract

As games enter the classroom to engage students, an online multimedia murder mystery encourages the playful application and exercise of evaluation skills. Building on gaming in the library trends, an online multimedia murder mystery created in Articulate Storyline challenges students to evaluate information to determine the culprit. Following an introduction to evaluation in an information literacy class or a one-shot library instruction session, students are often presented with preselected websites and other materials to review and evaluate in a static lesson. Alternately, the online multimedia murder mystery's student-paced, student-directed environment allows participants to gather and weigh visual and aural information, much the same as in the research process. A multimedia online murder mystery is a dynamic Information Literacy tutorial that can be tied into a learning management system and used as in-class activity or a homework assignment, completed individually or in pairs. This presentation walks the audience through the process of writing, creating, and casting an online multimedia murder mystery to reinforce evaluation and other Information Literacy skills.

# **Collaborating with Faculty: Getting the Students into the Library**

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## **Abstract**

How can librarians interact with students in an era of declining reference usage? By including librarians in an assignment, students must come to the library, reach out to a librarian, and learn about the needed resources on a one-on-one basis. Using a “personal librarian” approach, students learn that research can be more efficient by getting help rather than drowning in Google search results

## **Introduction**

Libraries across the nation have noted a dramatic decline in reference transactions. Because of this evolution, academic librarians are attempting to reverse this trend. While the author's library still has a traditionally staffed reference desk, other services have been added. These services include chat and text reference services, social media, and embedded Blackboard services, to name a few, to try to raise visibility and awareness.

How can librarians interact with students when they are not asking questions? By collaborating with a faculty member to incorporate the library into an assignment, students receive one-on-one library instruction, becoming a personal librarian, of sorts. One successful experiment at the University of Nebraska-Kearney involved a class of Speech 100 students meeting one-on-one with a reference librarian. This assignment requirement helped students discover that working with librarians can be a great place to *start* in order to refine a topic and main points.

By working with faculty and meeting the student at their point of need, librarians become more accessible and more personable. Research shows that attaching an assignment to library instruction increases the value of the library resources in the students’ eyes, as well as lending itself to the practice of lifelong learning. Expanding the librarian’s role, with the assistance of the teaching faculty, librarians can become a much more relevant resource to today’s students.

## **Review of Literature**

This literature review examines the “personal librarian” trend in academic libraries. Drexel University’s program initiated in the fall of 2010 and received a lot of fanfare in the library world; however, the idea of personal librarians is not as new as one might think. Boatwright Library, at the University of Richmond, initiated their program in the fall semester of 2000. According to an interview with Lucretia McCully, Director of Outreach Services, the idea came to her because she had a favorite personal banker at her bank and thought a personal librarian program might be a good way to make a personal connection with the students, much as her banker had made with her (Dillon 1). Mon and Harris discuss how natural it is to

want to go back to someone who knows you, such as a hairdresser, doctor, or auto mechanic (360). It does seem to be a natural step to want a personal librarian, as well.

Contact with the students can be made in different ways. Students at Boatwright Library receive a postcard from the librarian explaining the personal librarian concept and the librarian's contact information is attached (Dillon 3). At the Yale Medical School Library, students are contacted by the librarian at the beginning of their first semester at the school and then regularly afterwards (Nann 22). Garofalo reported a faculty member shared, "Calling a librarian our 'personal librarian' appealed to the students and they seemed more inclined to seek that person out for help" (23).

Much of the research addresses the very real issue of time. Boatwright Library has about 80 students per librarian (Varga 11). Drexel University Libraries reached out to a total of 2,800 freshmen. Some were concerned about the amount of time this would monopolize; however, that has not been the case. Drexel librarians spend less than an hour a month, with the aid of an assistant who writes the letters (Kilzer 295). One of the Yale librarians has more than 700 assigned students and feels okay with that (Nann 22). Yale has a personal librarian program coordinator who creates the message for the students. The personal librarians receive this message and personalize it before sending it out to the students (Nann 23). Overall, the research tends to show that the librarians are not overwhelmed.

Students have appreciated this personalized approach to reference. It is no secret that students seem reluctant to ask questions and the reference numbers have gone down. However, when students have that personal contact with a librarian, it can lead to further contact. Henry, Vardeman and Syma state the importance of making librarians more "personal, authentic, and real to students" (399). Student accounts echo this statement. One student reported, "Since my positive experience with him, I have not been intimidated to ask another librarian for help" (Pellegrino 276). Another stated, "It's a great privilege and resource to have a personal librarian, and if anything we underestimate the benefits of having a personal librarian" (Spak and Glover 24). For more information regarding student involvement, see Spak and Glover's evaluation results (18-24).

It is the author's perspective that personal librarians are a great way to connect students with the library. If it is not possible to do this as an institution, it would behoove librarians to find other ways to act as a personal librarian where possible, such as finding a faculty member to partner with in library reference assignments.

## **Connecting Librarians and Students**

### ***The Assignment***

One such partnership developed in 2010 with a professor in the Communication Department at the University of Nebraska at Kearney. Each semester, for one of their class assignments, students are given a librarian directory which includes contact information and subject specialty. They must make an appointment with a reference librarian of their choice to receive assistance locating credible sources on their anticipated career choice. During this appointment, the librarian ascertains the level of library instruction each student requires, and guides the student through the information retrieval process.

This project involved multiple points to consider (see table 1). Prior to coming to the library, the student was to complete a career assessment offered by the University’s Career Services office. This assessment was used as a tool to guide students to select their major and make informed career decisions. Several freshmen in this class were still declared undecided; others had already declared their major and were not surprised by the results.

Table 1  
Project Topic: Your Anticipated Career

Why you have chosen this career/why it interests you
What the job consists of, i.e., what you will do on a day-to-day basis, where you will work (example organizations), with whom you will work, etc.
The skills and interests you already possess that will allow you to succeed in this career
The skills you may need to develop to be successful
How this career aligns with your values
The path you will take to succeed in attaining this career goal (education, training, experience you will need ....) Will you start at the top, or will you work your way up?

During the meeting with the librarian, a minimum of four sources were to be located, including a current job posting. This author’s favorite consultation involved a student who loved baseball and longed to work, in some capacity, with a professional baseball team. Her career assessment agreed with her desire. She was a Red Sox fan and together she and the librarian located a current job posting with the Red Sox. Because the job qualifications were listed, she could see the path ahead of her. This student left the library with a renewed enthusiasm for her education and her career path.

While lab sessions are efficient and can help acclimate students to using library resources, the professor indicated in an e-mail dated June 3, 2015, that individual appointments are by far her preference (Messersmith). The author concurs. The librarian can help the student search specifically for an actual topic, rather than everything being hypothetical. The student walks away with credible sources, citation instruction, and has learned which databases and keywords to use. They have also hopefully met a person they will feel comfortable contacting for future assignments.

### *Librarian Goals*

Students come to the library with a wide variety of abilities. Some students have all their “ducks- in-a-row” and others do not know where to begin. This is the main way that the one-on-one sessions benefit the student. That said, the goals of this assignment span three main areas: helping the students obtain resources for their assignment; becoming acquainted with a librarian, and assisting the students in achieving information literacy skills. The first two goals have already been discussed. What follows briefly addresses information literacy skill acquisition.



Even though the students have grown up in the Internet age, many of them do not know how to effectively search. The Framework for Information Literacy for Higher Education notes that information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (1). While Google is an excellent tool, it is not the means to effectively retrieve the most trusted and scholarly information. By teaching students to evaluate web resources, information professionals are setting the students up to succeed, as these are skills that will increase "workforce preparedness (Johnson and Becker 31).

It has always been a struggle to find the best way to teach bibliographic instruction in a way that students will embrace. Librarians must continue to learn ways to make the lessons relevant. Manuel points out "materials must be made meaningful to learners in order to be comprehensible by them (209). Meeting one-on-one with students for a particular assignment has made the biggest impact for students in the author's career so far.

### **Recommendations**

If a professor would like to make this librarian appointment a requirement, there are some that help the process run as smoothly as possible. Remind the students that they are not a burden to librarians; rather, that the librarians are pleased to help them and are expecting their appointment requests. It has been the author's experience that the joy of a librarian's experience is to help students. The professor pointed out students repeatedly mentioned how surprised they were that the librarians were so excited to help. Many of the students ended up talking for much longer than expected, not only about the assignment, but also about other classes, areas of common interests, or getting to know one another.

Please talk to your liaison librarian to make sure the librarians have the time and willingness to work with the students on a one-on-one basis. Because certain times of the semester are busier than others, it is also helpful to ascertain that the assignment's time frame works well with the librarians' time frame. The initial assignment occurred during a time that nearly all the librarians were attending the state library conference. Students began e-mailing requesting appointment times. Due to this scheduling conflict, it was not possible to meet with the students in a timely fashion. Because the librarians had just received iPads, the professor was quickly notified to request an extension in the assignment and students were notified of the change. Subsequent semesters were planned with this regular conference in mind.

Share the complete assignment, rubric (see table 2) and library appointment documentation form (see table 3) with the librarians working with the students. By providing the librarians with this information, they will know the requirements and can guide the students accordingly. Some professors have specific resource requests, such as "print only" and sharing the assignment and its rubric can relieve a lot of heartache to all parties involved.

Table 2  
Rubric

**ASSIGNMENT THREE:** POINTS EARNED: \_\_\_\_/65

- Completed outline; outline contains required components:
  - o heading (1 pt)
  - o thesis (2 pts)
  - o purpose statement (2 pts)
- Outline is appropriate length—at least 2 pages (5 pts)
- Outline is in phrase format (5 pts)
- Outline uses parallel form in phrasing/ various levels of points (5 pts)
- Outline uses assigned indentation and outlining format (I, A, B, 1., 2., etc.) (5 pts)
- Outline contains quality, appropriately detailed, synthesized information (10 pts)
- Source Information on submitted materials (25 points)

Name of Source/ Author	Source Quality/ Credibility	Source Photocopy Provided (2 pts ea)	APA Reference Present	APA Citation Present
1) Focus-2				
2) Assignment website: _____				
3) Job posting: _____				
4)				
5)				

- Reference page utilizes accurate APA format (5 points)

Table 3  
Documentation Form

**Library Appointment Documentation Form  
Commemorative Speech—Fall 2014**

*(Student should complete this portion prior to appointment)*

Student Name: \_\_\_\_\_

Appointment date/time: \_\_\_\_\_

*(Librarian should complete this portion at the conclusion of the appointment)*

Today's date: \_\_\_\_\_ Student scheduled appointment in advance Y / N  
Student honored appointment time Y / N

Librarian name (printed): \_\_\_\_\_

Librarian signature: \_\_\_\_\_

Librarian's brief description of what was discussed during appointment: \_\_\_\_\_

\_\_\_\_\_

Any other comments/recommendations for this student: \_\_\_\_\_

\_\_\_\_\_

***☞ A BIG THANK YOU to our fantastic UNK Librarians for all of your help!***

Provide students with a list of librarians. Include their contact information and areas of focus or liaison responsibility. While any librarian can assist with this assignment, stress that this is a unique opportunity to establish a relationship with the librarian in one's academic area, as

the students will likely need assistance for other classes. In the end, the important thing is that they met with a librarian and hopefully were able to come away having had a positive experience.

Finally, consider giving the students a deadline for the library appointments that is at least a week or two prior to the assignment deadline. Invariably there will be students who wait until the last minute. The documentation form has the appointment date listed, so the professor will know this information.

### Conclusion

Research shows that attaching an assignment to library instruction increases the value of the library sources in the students' eyes, as well as lending itself to the practice of lifelong learning (Keyes 101). Via e-mail, the collaborating professor reported, "I am confident the quality of their sources was drastically improved by the librarian appointment requirement, and more than anything, I think the experience showed them that there are many people available and willing to help them in the library. They now know how to better research for upcoming assignments in other classes" (Messersmith). Pillai notes that collaborative relationships "provide an opportunity to demonstrate the...value of using additional help and guidance" (136). Tyckoson advises "reference services will continue to change as our sources and technologies change, but one-on-one personal assistance will remain its centerpiece" (63). By expanding the librarian's role, with the assistance of the teaching faculty, librarians can become a much more relevant resource to today's students.

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# **Quick & Pretty: Designing Marketing Materials without Being a Designer**

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## **Abstract**

We know that outreach and promotion of library resources and services is important, but many libraries don't have the luxury of full-time graphic designers on staff. Fortunately, many web-based tools exist to make the task of designing attractive marketing materials much easier for novices. The presenter will introduce a few tools, including Canva.com and Animoto.com, and discuss how they have been used to enhance outreach efforts at Saint Louis University.

# **Swimming with the MOOCs: Creating Active Learning Modules for Database Instruction**

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## **Abstract**

Four Reference / Education Librarians at McGoogan, University of Nebraska Medical Center (UNMC), set out to create learning modules following MOOC-style, in order to address three issues: 1) supplement one-shot library instruction events; 2) showcase the library on campus as a key player in supporting the growing focus on online instruction; and 3) provide an opportunity for instruction even when a librarian is not embedded in a course. Focusing on PubMed, a database that serves many professional students' information needs, the modules follow a search on blood clots in airline travel. The modules cover basic topics, including: development of a search strategy, advanced features of PubMed, and how to access full-text resources. McGoogan Library staff will discuss in detail the process involved in creating active learning modules, and share feedback from both students and the author librarians.

## **Reaching Faculty, Teaching Students**

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Washburn University

Elise Blas  
Instructional Design Librarian  
Washburn University

Kelley Weber  
Business Librarian  
Washburn University

### **Abstract**

A major challenge for academic librarians is reaching all students at the university (undergraduate and graduate, face-to-face and online). The authors show that by collaborating with faculty they have started to meet this challenge. In this paper, the authors describe their experiences in establishing relationships with faculty, the value of collaborating with faculty to customize one-shot library instruction sessions to a variety of topics and needs and how they've become an integral part of some classes. In addition, by working with faculty, they've been able to reach more face-to-face and online students.

Readers will leave with multiple strategies on how to establish and build relationships with faculty that can lead to collaboration on one-shot instruction sessions and longer partnerships. The paper also includes specific ways to customize face-to-face instruction sessions and resources for online courses. This includes tools for developing learning outcomes for the class, tailoring handouts to the topic at hand, sharing resources, and evaluating the student work.

### **Review of Literature**

Many academic librarians have started to develop relationships with faculty as a way to reach and teach students. Hsieh, McManimon, and Yang demonstrate that a librarian-faculty team makes a positive impact on the learning of their students (326). Cooperation with the faculty could be a key element in students' perception to librarians. Fagan surveyed students in a for-credit library research class, taught by a librarian, about how students view the librarians in general. This class was not affiliated with other faculty on campus. Students reported uncertainty about who was the librarian in the building and the educational background and expertise of the library professionals (Fagan 137). They also responded that librarians had a "positive role in assisting users with technology" (Fagan 139).

Meredith and Mussell describe their efforts in embedded librarianship at their small university. "Preliminary efforts at embedding were largely reactive with librarians primarily monitoring and posting to discussion forums during the literature search portion of research

methods courses (93). The authors explored how students perceived embedded librarians and their services through surveys. Students reported that they appreciated the librarians in their classes as a refresher and improved their ability to do research (Meredith and Mussell 97). A similar survey went out to the faculty teaching these online classes, who reported positive experiences regarding "... the librarians' ability to take the initiative in increasing student involvement, proactively posting helpful information, being approachable in all communications, and providing individual coaching" (Meredith and Mussell 101-102). In general, faculty were pleased with the embedded librarians.

Gonzales explains that as the formats of research materials are more often digital than not, "...librarians must provide information literacy instruction to an increasing number of students who are not physically in the library" (46). Librarians embedded in an online class must create digital learning objects as a way to teach students. Creating effective and efficient tutorials is imperative to demonstrating the value of the library and librarians to students.

Adebonojo outlines the important elements to consider when designing online library tutorials: audience, length of videos, student learning styles, student learning outcomes for videos, technical aspects, time allotment, and faculty feedback (109-111). Creating tutorials or using pre-made videos from vendors to place in the learning management system is one way to reach more students. Though Adebonojo's research was limited only to embedding videos and not a librarian providing help within the virtual classroom, pairing video tutorials with an embedded librarian who students can contact for clarification or individualized research assistance could lead to lasting relationships. The overall theme of the literature reflects the importance of collaboration between faculty and librarians to benefit students.

## **Collaborating with Faculty**

### ***Reaching Faculty***

The first step in collaborating with faculty is to create a relationship. By having the foundation of a relationship, collaborative efforts are a more natural development. There is no perfect strategy for reaching faculty to develop a collaborative relationship. One strategy that the authors found to be a great way to start building relationships with faculty is through participating in any professional development opportunities through the institution. Professional development events are a great place to meet faculty while sharpening teaching skills. For instance, a librarian could use the subject expertise from a second master's degree or other experience to team up with a fellow faculty member to lead a professional development seminar. This shows off the librarian's skill at teaching and connects the participating faculty to the librarian, offering a built-in topic for small talk at other events around campus. Faculty may recall this professional development seminar and the librarian's services when teaching other classes and invite the librarian to the classroom for a focused lesson.

Another place to network and build relationships is through university committees and social events. Committees made up of faculty and staff can provide librarians the chance to be seen as active campus community members who add to the educational experience for students.



Working on committee projects can lead to casual conversations that circle round to class projects. A librarian is then able to offer assistance by way of visiting the class as a guest speaker, being embedded in the class, or working with students outside of the classroom. It is also important to remember the value of attending department meetings, even if the librarian has to aggressively seek the invitation. The key when networking and building relationships with faculty is to take advantage of any opportunities to interact with faculty. Librarians should take steps to be seen around campus, not just in the library waiting for students and faculty to approach them.

### ***Reaching Students***

Historically, academic librarians reached students via the front desk of the library or during the library one-shot instruction. These are still effective methods. However, the authors know that these methods do not reach all students. Through collaborating with faculty, the librarians are able to reach students beyond traditional methods. One way the authors have collaborated with faculty is by participating in the first year experience for-credit course that is a university requirement for graduation. This initial contact of students observing librarians and faculty working together in a course illustrates to the students the librarians' valuable role in higher education. Students have the opportunity to connect with a librarian in this first year experience class and form a professional relationship that can last either that single semester, until the student gains entrance to a program on campus and connects with that subject librarian, or to graduation as a personal librarian or mentor.

Part of the first year experience teaching team is made up of peer educators, students who have gone through the high school to college transition and mentor first-year students. First-year students can see how the peer educators interact with librarians in the classroom as teaching assistants by passing out materials such as handouts or technology. The librarians demonstrate their respect for the peer educators, which can make an impact on the first-year students. If the first-year students see the librarians' respect for other students, they may feel more comfortable approaching the librarian with a question.

Having an established relationship with faculty who know how the academic librarians can assist students is another way to reach the students. When faculty refers a student to the librarian, the faculty demonstrates to the student the value and respect they have for the librarian. Once the librarian meets with the student, the librarian starts to establish a relationship with that student directly.

This direct relationship with students can also help librarians reach additional students. When students have a positive relationship with a librarian, they are likely to encourage their classmates to seek out the librarian for assistance with research. Word of mouth is free advertising that works in the librarian's favor.

## **Maximizing Library Instruction**

### ***Different Instruction Methods***

Librarians have the opportunity to teach in multiple settings, whether it is as the instructor of a for-credit course, a one-shot guest lecturer, or as an embedded librarian. No matter the setting, it is important that the librarian tries to enhance the experience for the students. This can be done by customizing the instruction methods for every course.

The key to enhancing the experience is to relate the instruction to life beyond the assignment. Discussing the specifics of the assignment and learning outcomes with the professor before visiting the classroom enables the librarian to tailor lessons and provide relevant examples to the class. Providing real life examples that use the day's lesson can help students internalize the instruction to use in their personal and academic lives. For example, in an Evidence-Based Practice nursing course, the librarian discussed the particulars of the assignment and then discussed how the students would apply the information in the clinical setting. In a speech class, the librarian shared evaluation skills and challenged students through a group discussion to evaluate the lesson, including identifying the librarian's biases and how that affects the material presented.

In the information literacy section of the first year experience course, the librarian incorporates multiple instruction methods. In addition to the aforementioned methods, students participate in the Amazing Library Race, a scavenger hunt introducing first-year students to the library and services offered. This active learning lesson can make students more comfortable in the library, encouraging them to return for research assistance at a later date.

Technology can also be used in the classroom for a hands-on experience. The librarian gives a short lesson on evaluating websites and information, then challenges students to review websites and share their findings with the class. Additional instruction methods are small groups, pair and share, and role playing.

When the librarian is embedded in an online class, the learning management system (LMS) becomes the vehicle for instruction. Through the LMS, the librarian can post tutorials, share direct links to resources, and participate in discussion boards to teach students. These interactions are effective instruction methods for the online student population. The librarian can also adapt in-person lessons to the online environment through multimedia resources created with various software. These online activities should be discussed with the faculty in advance.

When creating such videos for online classes, it is important to consider the time required to produce such tutorials. As Adebajo explains: "If a script or storyboard is developed before the video is created, it takes much less time to reach the stage where the video can be produced and uploaded..." (111). A storyboard not only guides the creation of the video, it can also guide the revision of videos when websites and database interfaces change. Keeping the videos updated to reflect current user interfaces is vital: students who see current sources will spend less time trying to connect new skills and outdated interfaces to the new layouts and will be less likely to give up. These multimedia resources allow for a more personalized interaction between the librarian and students by using the librarian's voice and a picture of the librarian, rather than silent screenshots of a website with no human touch.

## ***Role of Faculty***

The faculty's role is essential when customizing library instruction. Faculty invite the librarian to the classroom, be it in-person or online. By inviting the librarian into their course, faculty members demonstrate confidence in the librarian's value. An invitation shows the faculty member wants to work with the librarian in an instructional setting, which opens the door for the librarian to ask the professor specific questions that will help enhance the library instruction.

The professor helps the librarian know the details of the assignments such as research requirements and due dates. Although the librarian does not want only to discuss the assignment in class, it is an element the students expect from the library instruction. The librarian can connect research skills to the assignment, which helps students understand when they will use such information. Additionally, by collaborating with the faculty member regarding the course outcomes and class goals, the librarian gains a greater insight about how the outcomes of the course relate to life outside of the classroom and can help students make similar connections.

An additional critical role of the faculty is to provide support for the librarians when they are invited to class. Without faculty support, the students are likely to underestimate the value of the librarian. Faculty support also enhances the role of the library at the institution. If the faculty demonstrate that the library has value to the institution, then students are more likely to use the library as a resource. Faculty can show support in a variety of ways, from how they introduce the librarians in the classroom to when they refer students to librarians and/or the library. When faculty view librarians as part of the teaching team, students may extend the same courtesy and feel comfortable asking the librarian questions about the presented assignment.

## ***Value of Learning Outcomes***

Information literacy is becoming a more common student learning outcome in higher education, both at the course and institution level. Knowing the learning outcomes before designing research instruction for a course is a method called backward course design, a process made popular by L. Dee Fink's book *Creating Significant Learning Experiences*. Having clear learning outcomes in mind when creating a lesson or online tutorial helps the librarian include only what students need to know, keeping the lesson focused.

Clearly defined learning outcomes on the part of both the faculty and the librarian not only set the tone for the lesson but help set the level of respect between the faculty and librarian. The librarian is not just a guest speaker. Students can tell when librarians are a substitute teacher or when they are a value part of the teaching team.

Another value of establishing learning outcomes is the role of learning outcomes in assessment efforts. Without detailed learning outcomes, assessment is extremely difficult. The librarian should work with the faculty to identify the intended outcomes of the lesson and possible assessment tools.

## *Assessment*

Assessment is how librarians report the effectiveness of their instruction to administration. When using the learning outcomes to customize a lesson, the librarian should also know the type of assessment that will be used to evaluate students' understanding of the presented material. A common method for assessment is the pre- and post-test. When the librarian is not the instructor for the course, the only way to administer the pre- and post-test is with the faculty's collaboration. Another assessment tool is course evaluations. Even though the librarian is not the instructor, a section of the course evaluation can reflect the library instruction provided in the course. The one-minute paper is a quick way to find out students' perceptions of what they learned.

Assessment can also be built in to a classroom assignment. Collaboration with the professor in designing a research component in an assignment can clarify how the librarian's lesson fits into the class. The librarian should know the timeline and general details of this assignment: Has the teacher previously graded a research-related assignment and found students need assistance in a certain area? Will the skills the librarian teaches be part of a larger project? Including the details of the assignment in the instruction can increase students' attention in the classroom and help demonstrate the usefulness of the skills.

Additional assessment can be in the form of both faculty and student feedback. This feedback can be verbal or written, though written feedback is the easiest to track because the librarian will have it on record. The librarian can and should request feedback from both the professor and students. When the librarian requests feedback, it might be beneficial for the librarian and faculty member to meet. During this meeting, the librarian will be able to ask the professor questions and brainstorm ideas for changes to the library instruction in future classes. Feedback could be related to teaching activities, relevance of the material the librarian presented, or the tutorials and videos embedded in the LMS.

## *Reflection*

After designing the instruction and gathering the assessment, it is important for the librarian to think about and reflect on the library instruction across a semester. Questions for reflection are:

1. What worked well?
2. What did not go as planned?
3. Was any information missing from the instruction?

After answering these questions, re-evaluate for the next semester as it is never too early to plan changes for the next semester. If the librarian does not record the changes, then it is easy to forget before the next semester. Simple notes kept with the lesson plan that could be reused for future lessons help the librarian make necessary changes. In other cases, more detailed notes could be necessary, such as knowing when a major research project is assigned

each semester, how a faculty member approaches the research process, or how the final project should be laid out.

Reflection is also a great way to see how the librarian has grown as an instructor and professional. Looking over notes from previous lessons about what worked well and what didn't work well, or how a faculty member approaches a topic, helps the librarian adapt and grow as a professional.

No matter how the library instruction or embedded librarian experience went or how positive or supportive the faculty member was, it will still be up to the librarian to approach the faculty next semester and ask "So when shall I come to your class this semester?" Do not wait for the faculty's invitation.

### **Conclusion**

Librarians and faculty collaborating is not a new concept. There are many ways that collaborating with faculty can benefit students. The first step is to build a relationship which is the foundation for future collaboration. By collaborating with faculty, the librarians are able to customize library instruction to maximize the student learning experience. Getting out of the library and working with faculty in professional development seminars and committees helps librarians connect with the campus community.

The second step is to build relationships with students. Beginning with the first year experience class in the students' first semester at a university, students have the opportunity to meet with librarians in a variety of formats. When students feel comfortable approaching a librarian with a question, they can get research assistance and be more successful.

It is up to the librarian to continue to reach out even if a professional relationship has already been established. Collaborating with faculty, customizing and maximizing library instruction, and building relationships with students is a continuous process. The librarian has to keep the process going.

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## Scoring Library Points with Modern Board Games

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### Abstract

This presentation explores the ways in which a significant board game collection supports the mission of an academic library. It is not unusual for an academic library to hold a small collection of popular games to entertain students and a few educational games that would never be played outside of a classroom. In recent decades, however, board game design and production has undergone a global renaissance that can be traced back to post-WWII Germany. A far cry from *Monopoly*, *Sorry!*, or other mass-market titles, designer board games are intellectually challenging, thematically diverse, artistically engaging, and have become a growing hobby among adults. Designed for fun rather than education, these games nevertheless reinforce concepts learned in class, offer healthy brain stimulation, and rebuild social skills that have atrophied in our high-tech age.

Numerous resources exist to help librarians build appropriate board game collections. As with other library materials, two key methods to promote usage of the game collection are library events and engagement with faculty members. Board game events attract visitors to campus, a fact appreciated by administrators. Fun events also draw in students and give them opportunities to get to know the library staff in a non-threatening setting.

# **A Toolkit for Reframing Services for a Diverse Group: A Research Study of International Students at Illinois Institutions**

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## **Abstract**

Statistics show that increasing numbers of international students have arrived in the current decade and projected trends in global education reveal that more international students than ever before will be attending academic institutions in the United States. This study was undertaken to discover current services, staffing, and practices that Illinois academic libraries have developed to identify needs and expand services that meet the educational or research requirements of international students. Starting with an online survey, followed by face-to-face interviews with library and institutional staff who work with international students, the results clearly show institutions will be better suited to provide services if there is more research and specific information shared about this segment of the campus population. Using the knowledge generated about their cultural, educational, and social practices, university and library staff will understand that these students are not a homogeneous group, and they are deserving of targeted services and outreach. The research process the authors followed is described, findings are discussed, and the resulting recommendations can be used as a toolkit--one that contains tips and successful examples that will assist libraries in reframing current services for international students.

## **Introduction**

With the current and projected increases of international students arriving to study at academic institutions in the United States, there is an interest in understanding their unique needs. Librarians at academic institutions have adopted both accepted and uncommon paths to provide services, but in the past institutional staff treated the foreign-born as a single homogeneous group. In reality, the diversity of international students requires distinctive and varied programs and services. Today, a more global view is needed as library organizations confront the cultural and educational differences among these scholars, and changing existing services or adding new ones will aid the effort to meet the research needs of international students.

With anticipated increases in the international student population, this is an opportune time for librarians not only to educate students about research services and tools, but also to teach them about open access, collaborative and open collections, copyright, and intellectual rights and ownership. Developing lasting and cost-effective methods of scholarly communication in the pursuit of collaborative research efforts, and in support of education and research, is a challenge faced by all higher education institutions. Now, students from all over the world



can learn how to store their research and publications in repositories, making their ideas available to a wider audience, while building collections at the home institution.

Academic libraries can use the increase in international students at their institutions to transform themselves in the present information environment, while positioning themselves for the future. The authors recognize that a unique opportunity exists with these international scholars, who will one day return to their home countries armed with new knowledge and practices they learned during their time here. These practices will expand collaborative research, encourage preservation, and create new collections and partnerships.

In addition to learning opportunities, research possibilities, and cultural exchange, international students studying in the United States are also important economically to our academic and municipal communities. International students contributed more than \$21 billion to the U.S. economy in tuition, fees and living expenses; these numbers are not expected to plateau or decline in the near future (Lewin).

The authors serve an institution which has a high concentration of international students from more than 95 countries and they are currently conducting a research study focused on the institutional members of the Consortium of Academic and Research Libraries in Illinois (CARLI). The purpose of the study is to identify current services, staffing, and practices that Illinois academic libraries have developed to identify needs and expand services to meet the educational or research requirements of international students. They will share the methods and results of the research which includes examples of best practices; the types of assessment instruments used to identify the needs of international students; how services and programs were created or adapted; and the staffing necessary to serve foreign-born students. This study will assist libraries in assessing and reframing current services provided for international students.

## **Review of Literature**

A review of the literature shows that librarians have searched for best practices to meet and support international students' needs over the last two decades. Universities and academic libraries realize that the diversity of international students requires distinctive and varied programs and services. Their different cultural and educational backgrounds can affect their success of academic performance. Many of the research studies focus on discussing the language, cultural issues, and other difficulties that international students face in Western academic libraries. Researchers primarily use surveys to discover and learn more about the international students' library experience. The literature reviewed includes three surveys that focus on finding international students' information-seeking behaviors and challenges in using academic libraries, as well as advice to librarians on their approach to library instruction, outreach and other services for international students.

Baron and Strout-Dapaz, in their survey of 123 libraries and offices that support international programs in universities within a Texas library consortium, found that the major challenges international students face are language/communication problems, adjusting to a new educational/library system, and general culture adjustments (Baron and Strout-Dapaz 321). Based on their findings, they developed a sample for a skillset derived from the ACRL

Information Literacy Competency Standards and also a suggested list of pedagogical methods and services for international students (319).

In another significant study, Nicole Sackers and colleagues at La Trobe University Library used an in-depth survey to discover international students' preferences regarding library services and methods of communication (Sackers, Secomb, and Hulett 38). According to the survey results, online tutorials, in-class demonstrations, and hands-on workshops were highly-rated for learning about the library resources and tools (43). The survey also indicated that students want to know the basics about using the library resources by the third week of the semester (45). One recommendation is to have library orientation sessions sometime during the first three weeks of the semester to maximize student interest and involvement (47). In her study assessing incoming international students' library experiences in San Jose State University, Jackson also found students repeatedly note the need for more orientation and introduction to the library (Jackson 205). Recommendations from the study include:

- Increase library orientation and outreach efforts for international students
- Create an online tutorial and web pages for international students
- Collaborate with campus ESL institutes
- Plan a professional development seminar for library staff

### **Methodology**

In 2014 the authors were awarded a CARLI Research Subsidy to assist in their study of international students. They designed a multi-question survey to discover current services, positions and practices that Illinois academic libraries use to identify needs and expand services for international students (Han and Piotrowski). The expectation was that the survey results would not only illustrate best practices, but would also establish if there is a shifting focus in how libraries reach out and engage the international population. The authors anticipated the survey results would include the types of assessment instruments used, whether new services were created or adapted from previous services, if new positions were developed to serve the needs of foreign-born students, and if members of the international community were routinely integrated into services or treated as a separate segment. The authors believed that the information documented in the survey would be useful to institutions seeking to develop or expand their own services and programming.

For purposes of the study, the definition of an International Student was pulled from the Common Data Set initiative: "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and who is enrolled for credit at an accredited higher education institution in the U.S" ("Common Data Set, 2014-2015"). Note that the survey questions did not apply to domestic students in international study abroad programs.

The survey was distributed to 139 CARLI institutions in fall 2014 and was available for five weeks. There were forty-two initial responses, with six institutions agreeing to be interviewed with follow-up questions. After analyzing the initial survey data, the authors began face-to-face interviews in the spring of 2015 with the institutions that had indicated their willingness to participate. All six libraries provide services for international students,

and they represent various types of institutions, including an independent undergraduate liberal arts college, two public universities in Illinois, a private Ph.D.-granting research university, a small private college, and an accredited independent school of art and design. Those interviews were recorded, transcribed, and the findings were used to strengthen earlier survey results or add new and meaningful information prior results.

## **Results**

The results were collected from the online survey data, and examples/best practices shared by librarians during the interviews. They are presented below in three sections: Background, Services, and Activities and Outreach.

### ***Background: International Students on Your Campus***

According to the open door report from the Institute of International Education, over the last 60 years there was a steady 1% annual increase in the total number of students until the early 1990s when the annual increase shot to 3%, where it has stayed ever since. In the last 5 years, research universities have seen the highest percentage change in total enrollment with annual increases of 8% (“International Students: Enrollment Trends”).

The survey asked if their institutions have international students and what percentage of international students makes up their user population. Ninety percent of respondents indicated that they have international students in their institutions, with the largest number of respondents, more than two-thirds, in the 1-10% range and about one-fifth with 11-25% international students. The authors’ institution reports that 48% of the student population is international (see fig. 1). Of note is that one of the institutions in the survey reported their population as 1-10%, but when interviewed, it was discovered they actually have more than 30%. This is one example of why securing and using institutional data to inform your decision making is an important step.

### ***Services for International Students***

A separate section of the survey focused on the services provided to international students. Results show that 40% of those replying provide services, resources, or tools specifically for international students. When they were asked to give the primary reason for services, more than three-quarters chose anticipating the unique needs of international students. In another question, respondents indicated the method used to identify service and resource needs. The results show more than half of the libraries use guidance from outside of the library, followed by advice from liaisons or assigned library personnel, and then information gleaned from discussion groups (see fig. 2). Campus offices offering guidance include the international student center, office of cultural affairs, diversity initiatives, and the admissions office.

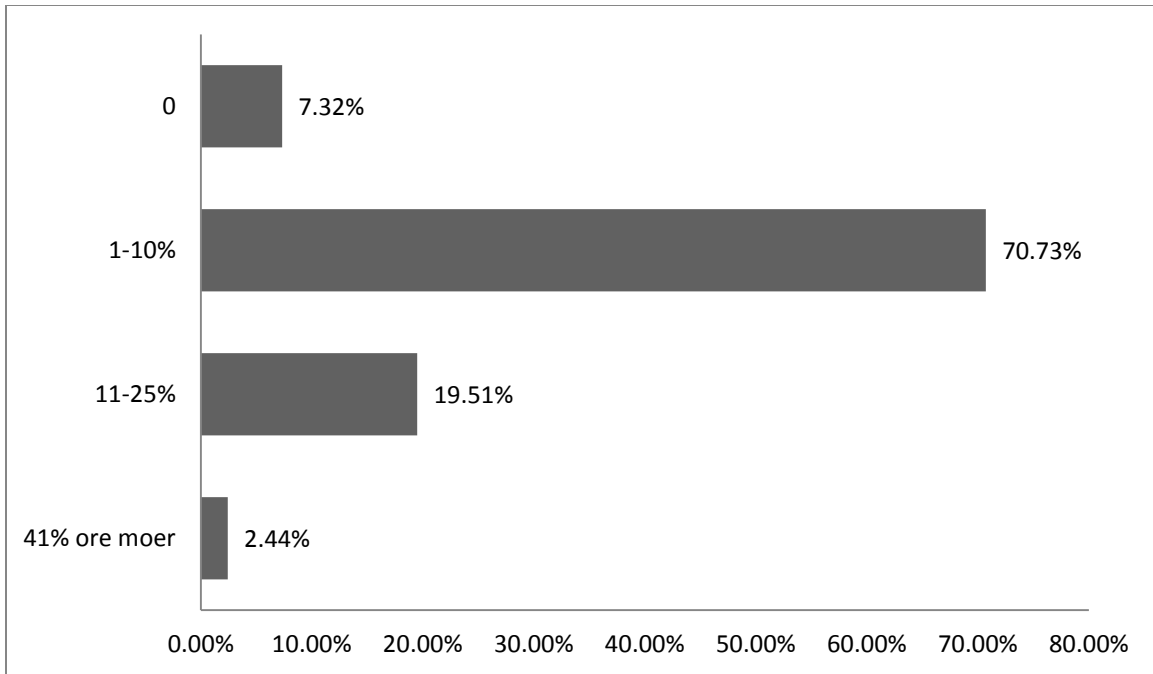


Fig. 1. Survey Question: International students make up what percentage of your user population?

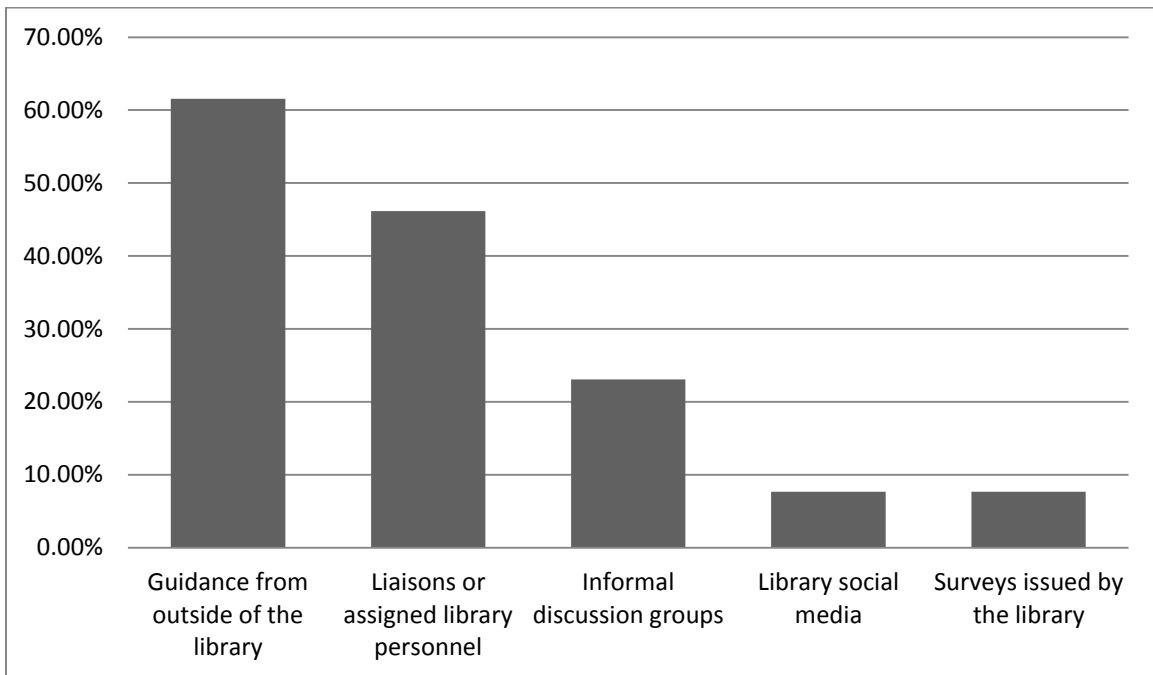


Fig. 2. Survey Question: How do you identify service and resource needs for your international students?

Respondents were also asked to list the services they provide to international students. Results indicate orientation/tours, research assistance, study/research skills, writing/citing

service, and research guides/pathfinders are the top services that most libraries offer (see fig. 3).

More than half of the institutions provide orientation and tours for international students. Some of them shared their successful practices in the survey, while others gave more details during the interview. One library uses pre-written questions for attendees to read at each station during the library tour. This helps students to know it's OK to ask questions, and to provide them with the type of answers they should be seeking. In some libraries, both orientation sessions and tours are offered by bilingual staff, and are usually very well attended.

40% of responses are related to the development of the students' education and research skills. Providing research assistance and scheduling information literacy instruction sessions assist in the development of these skills. In order to reach as many international students as possible, some libraries offer instruction sessions focused on writing courses being taken by non-native speakers and ESL students, and programs that feature high numbers of enrolled international students.

Offering writing and citing support is the third top used service that libraries presented for international students. Multiple institutions partner with the writing center on campus to cooperate on workshops, or they have writing center staff offer "office hours" using a table or a study room in the library to meet with students.

Some libraries choose to use research guides or pathfinders to share information with international students. Here are a few examples of online guides received from the survey:

- <http://guides.library.iit.edu/internationalstudents>
- <http://libguides.uis.edu/international>
- <http://libguides.harpercollege.edu/ESL>
- <http://rolfing.tiu.libguides.com/esl>
- <http://library.usml.edu/FeehanLibrary/writing>

### *Activities and Outreach*

Results in this survey section demonstrate that 23% of respondents plan events and activities targeted to international students. Respondents were asked to briefly describe an activity, program, or event. One activity shared was an international film exhibit and the library purchases movies in subtitled, foreign languages. Another library shared their story of holding a tea party for international students that was co-hosted by the international student center. Several libraries addressed partnering with non-academic departments, or placing a library liaison in those departments, as a great way to cooperate on organizing an event or activity, as well as to market and promote library services.

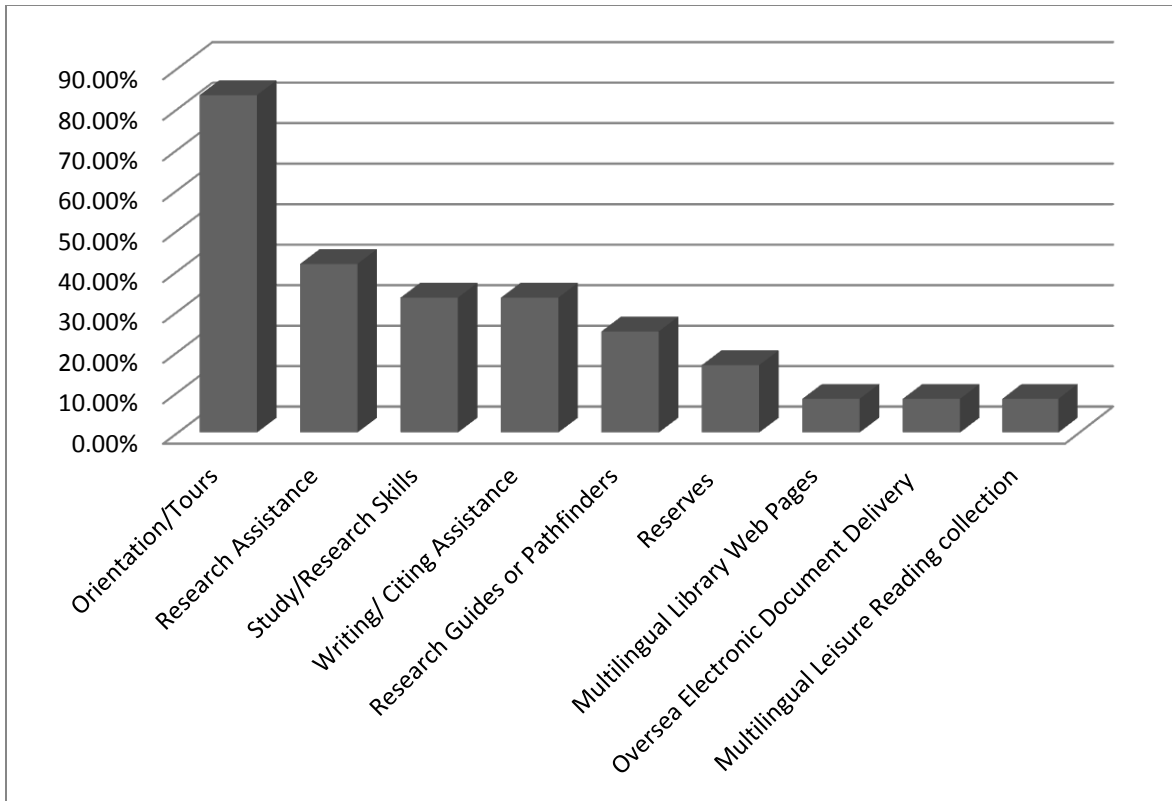


Fig. 3. Survey Question: Which of these services do you provide targeted specifically to international students?

### **Toolkit: Best Practices in Providing Services, Outreach and Staffing for International Students**

The authors analyzed the responses to the survey, incorporated information gleaned from the interviews, and added in their own experience to formulate a list of best practices, or a toolkit of tips for providing library services, designing outreach, and coordinating staffing to international students. What follows is a list of recommendations from the authors.

#### ***Recommendation 1***

**Assess your current services.** That’s right, look at what you’re already doing. The most interesting reaction in the face-to-face interviews was that staff at each and every institution visited said “We aren’t doing anything special. We won’t have anything of interest to share.” Of course that wasn’t true once the interview started and responses were collected. So assessing what you are already doing is an important first step. That’s because services to students already exist, and services targeted to international students don’t need to be created, just modified from existing services.

Also, make your library visible by reframing your services and outreach to be more engaging to international students. Recognize international holidays, or have a table or booth at student resource fairs targeted to international students. Even having simple signs welcoming them in

their own language can be effective. Remember: Don't try to change behavior. Identify it and then design for it.

### ***Recommendation 2***

**Update your own knowledge.** International students have different academic perspectives based on geography, and what they learn as educational concepts vary from those in the United States. Remember that some educational concepts that are accepted and common in the United States may not be common at all for international students. It is important for librarians to be aware of the differences in student learning behavior and use teaching opportunities to properly explain concepts.

Start by talking and interacting with international students. Hold events that will create opportunities to engage. Make sure to hire international students to work in the library. They will be happy to educate you about their culture and their home countries. Learn more about your international students by conducting surveys, having focus groups, and arranging “talk tables” for sharing stories and experiences. Exchange stories with staff on campus who work with international students (faculty, departments, campus units, etc.). Seek out campus workshops on international students, attend library conferences, and read articles in professional journals to better understand the international student perspective.

### ***Recommendation 3***

**Partner on campus with those in the know.** Why duplicate work marketing, engaging, and providing services to international students when there are already units on campus tasked with assisting in their success? Possible partners on campus include the International Student Center, Admissions Office, Student Affairs, Student Employment, Teaching/Learning Centers, and Student Organizations.

When you partner with any of these groups on events such as welcome receptions, coordinate activities such as captioned film viewings or cultural recognitions such as Chinese New Year, then the hours necessary for library staff to be successful in outreach or programming can be decreased.

Working with other departments will also assist library staff in understanding some of the challenges that international students face in such areas as financial aid and employment acculturation. Many of the units mentioned attend workshops or have access to webinars focused on the needs of international students, and sharing information with these departments can increase the engagement and enjoyment of everyone.

### ***Recommendation 4***

**Redesign and create a separate orientation for international students.** Most libraries hold orientation sessions or informational tours, but there is definite success in holding separate sessions focused on the learning needs and educational transition of studying in a foreign country. One important function of separate sessions is to provide an opportunity to have library staff recognized as approachable and friendly. Staff can slow down and speak clearly in sessions, providing handouts when necessary to explain library policies and services, but

still take time to indicate that the library is an open and welcoming space for all on campus. This encourages staff to build early relationships with students who want to learn and know as much as they can about their new and strange surroundings. Separate sessions create opportunities not just to speak, but also to listen. Librarians can initiate questions about their native countries, as students may like to talk about their experiences.

### ***Recommendation 5***

**Create information literacy opportunities.** The experiences of librarians and institutional staff interviewed uncovered that international students have a real fear of missing out (FOMO) and want to attend instruction sessions. FOMO is real for international students. They question what American students know about the campus, the community and coursework that they don't. Librarians can assist with FOMO by working with faculty in basic level courses, by creating specific instruction sessions for upper level or graduate courses that have high international student enrollment (such as business or engineering).

Offering open workshops on topics ranging from the basics of library services (such as interlibrary loan) to more specific topics (such as patent searching) are useful. Reach out to faculty and work together to create course content targeted to specific topics with which a class may be struggling.

Other potential partnering units on campus for offering informational sessions include the Writing Center, Tutoring Services, and Career Services. Especially popular are Career Services sessions as students are interested in job opportunities, resume writing and how to best present themselves. The library can assist in teaching them industry or company research so they are fully prepared when they go on interviews.

### ***Recommendation 6***

**Additional recommendations.** Collections and resources should be considered for your international students. Do you already offer foreign language learning programs? Make sure to provide upper level English resources through these types of providers, a resource that will not only assist your international students but also remedial learners. Do you collect or provide popular fiction? Try to include multilingual resources in your collection. Copies of Harry Potter or The Hunger Games, in foreign languages from Spanish to Chinese to Polish will not only expose international students to cultural norms, but American students will also read them to increase their language fluency.

Hiring international students in the library is a huge benefit for all. It provides a student staff that more closely resembles the campus population, library employees learn more about cultural and social norms, and international student employees can assist in your efforts to serve international students. In some libraries, student employees have assisted in creating signage or online resources such as research guides with bilingual or multilingual aspects. For example, one library posts welcome signs in appropriate languages throughout the library for that year's incoming group.

Outreach targeted to international students is challenging, but in the survey, the top four recommended marketing tools to reach international students were:



- a. Posters or flyers. These students try to read everything they can, remember FOMO? Target areas where they gather: dorms, dining hall, or study space.
- b. Library website. If you've held sessions for them, then you've also told them to find news in the banner, breaking news feed or elsewhere on your web site.
- c. Partners outside of the library. Many libraries did not have email blast capability, but partners on campus such as the International Student Center, Admissions or Campus Affairs probably do, and they also probably have a newsletter or monthly email they distribute. Ask them to help market your event, program or session.
- d. Library social media sites: blog, Facebook, Twitter, etc. One very important thing to remember is that many of the international students may not be using Google, Facebook, etc. when they first land on your campus due to restrictions in their native countries or internet access issues. Don't rely on social media until you have built its use among your students. One good way to do that is to work through the student organizations that provide social opportunities on campus.

The last recommendation concerns staffing. In this research the authors have not uncovered anyone with as specific a job title as one of the authors, International Student Library Services Liaison. Her efforts on campus both within the library, and external to the library, have increased the engagement and level of services offered. However, that uniqueness in her title is deliberate because of the 48% population of international students on campus.

What the survey and interviews uncovered is that whether a specific person is assigned or if it is a shared staff duty, services to international students should not be left to chance or overlooked.

### **Conclusions**

This study provided a valuable learning experience for the authors. The findings have helped them to assess and update their current services to international students. They also hope this study can offer varied perspectives, ideas, strategies and examples for academic libraries to reform or enhance their services for this segment of the student population. Further research is called for and the authors intend to continue to study the impact of international students on services, staffing and outreach in academic libraries, and to also continue promoting and encouraging the adoption of best practices for meeting the needs of international students.

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## **Managing the Waves of Change: What It Took to Unify a Library's Operation with Its New Mission**

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### **Abstract**

Recently, the Lexington Theological Seminary (LTS) changed to a completely online academic program. In response, the LTS Library underwent major changes, not only with its physical space and collection, but with its online presence and services. Sometimes change comes like big waves. We can choose either to ride the waves, fight against them, or perhaps do some of both. This session will provide some insight into the waves of change that your library may experience, or perhaps has already experienced, all the while working to better serve your users. The presenters will discuss how the LTS Library managed the waves of change, as well as candidly address instances of fighting those waves. The discussion will focus around two concepts: (1) Reduction of the Library's collection, space and budget, and (2) Expansion of the Library's online presence with more electronic resources, web-based transactions and services to better support its new community of all-online users. In summary, the Library's print collection was reduced to a solid core that supports the curriculum while leveraging new, cloud-based technology to expand its online collection and services.

## **Academic Literacies: Integrating Research and Writing into a Workshop Series**

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### **Abstract**

Western Washington University's Learning Commons consists of eight program partners, including Research Consultation, the Writing Center, and Writing Instruction Support, all focused on advancing their role in developing students' academic literacy. The program partners are co-located within Western Libraries. The academic library is an ideal location for establishing and promoting student-centered spaces that influence collaboration and innovation; however, there are obstacles that come into play when several programs within a learning commons and library work together to meet the needs of students and faculty.

To better integrate the teaching and learning efforts across the Western Libraries and Learning Commons, program partners Research Consultation, the Writing Center, and Writing Instruction Support began offering a series of research and writing workshops to writing-intensive courses. These strategy-based workshops address key dimensions of the research-based writing process and demonstrate to students how they are interrelated. The three workshops--Getting Started, Finding & Using Sources, and Revising & Editing--are set in an intentional order to encourage faculty to stage their assignments to enhance the research and writing process.

Over the last two years, the number of requests for workshop series has increased. Twenty-four workshops were offered during the first quarter the series was offered, fall 2013, and the numbers began to increase greatly the following quarter. By the end of the 2013-14 academic year, more than 1200 students had taken at least one of the workshops. The number of workshops offered increased to fifty-one in fall 2014 and fifty-three during the winter 2015 quarter. While there is no doubt the series is successful, the benefits from the workshops have been both internal and external. Participation in the workshop series has opened up a dialogue between librarians, learning commons facilitators, and teaching faculty focused on the development and revision of research-based curriculum and writing assignments. Additionally, the workshops have led to a better understanding between Learning Commons' partners and have helped facilitate the integration of Research Consultation and the Writing Center as they move into their new Research and Writing Studio.

This presentation will outline the development of the workshop series, review student and faculty feedback, as well as some of the changes faculty made to their curriculum and assignments after they saw the benefits of the workshops. We will also discuss how it has helped staff from different Learning Commons partners better understand how they can collaborate together to contribute to and support teaching and learning across campus.

## **Active Learning Exercises for Teaching Visual Literacy**

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### **Abstract**

Visual literacy is becoming more and more important in information literacy instruction, but what is it and how do I teach my students to be visually savvy information consumers? What is worth 1000 words and how I can use it to teach visual literacy? In this session you will learn how to teach your students about photo manipulation, even if you know very little about it yourself. Additionally you will learn how to discuss the basics of digital photography as it relates to visual literacy and how to demonstrate perspective and its effect on the presentation of visual information. Many social issues intersect with visual literacy, including the inherent weakness of film in representing persons of color. These issues will be touched on in this session. We will also touch on how to include students with disabilities when discussing visual literacy. Participants will leave with several exercises and points to use in teaching visual literacy.

# **Undergraduate and Graduate Services: Opposite Sides of the Same Coin?**

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## **Abstract**

Undergraduate and graduate students use many of the same facilities and services provided by their library. There are similarities in their use, but how and why they use the facilities and services differ greatly due to several factors that should be considered when determining how best to meet their needs. This paper will explore the similarities and differences among the two student bodies and will provide suggestions for meeting their varying needs.

## **Introduction**

Academic librarians know all too well that we are in a time of both rapid growth of information and information delivery methods, as well as a time of changing information needs. Academic libraries must stay on top of the rapid changes in information, information needs, and technologies in order to remain relevant to students. Librarians, and libraries, have long understood that they must be prepared to effectively meet the divergent needs of various user groups. “Understanding student demographics is essential to identifying topics that should be included in an orientation program” (Polson 61), and this applies to all workshops held throughout the year. Two library user groups that have typically been combined are graduate and undergraduate students, or at least it was felt that graduate students’ needs were not much different from those of the undergraduate. Students have been expected to use many of the same facilities and services provided by their academic library in much the same way. Although there are many similarities in their use of the library, how and why graduate and undergraduate students use the facilities and services can differ greatly. Their expectations, information needs, and information-seeking behaviors can be completely different. There are numerous factors that will determine what and how a student envisions the library as a place to seek and use information. Factors such as program of study, expectations from faculty, living arrangements of the students (on or off campus), as well as other factors need to be considered when planning and implementing instructional and service programs, as well as building renovations, to best meet the needs of these two groups.

## **Student Similarities**

### *Use of Library Space*

Many university libraries are a Third Place (Walton and Matthews) for both undergraduate and graduate students. Libraries are unique in that many can offer a wide variety of spaces for students. Some libraries offer quiet floors where students who need a quiet place can find

one. Many libraries now usually provide either group study rooms or group areas where students can meet, collaborate, and work on group projects together. In focus groups of undergraduates at Missouri State University (MSU), it was found that how specific spaces are used in the library not only depends on the student but also on the unique need that student may have at that particular moment. For example, some students could have multiple hours in between class sessions and may come to the library simply as a place to spend time between classes. Some students said they chose different areas of the library depending on what they were working on. One student said that she would find a comfortable couch or lounge chair to curl up in when she had a book chapter to read for class, but if she was working on Math, she preferred a table where she could spread her materials out. According to Kinsley et al., graduate students “pay attention to the atmosphere of a space and their surroundings. They desire a welcoming space, with comfortable seating” (2). This desire was echoed by graduates in focus groups at Oklahoma State University (OSU), although many teaching graduate students mentioned an unwillingness to use the library if a private study room was not available. The sentiment was that if they were out in the open areas, their students would find them and ask them about class or ask for assistance. A commonly noted barrier for graduate students are limited library hours (Kinsley et al. 2), which seems to be a universal complaint at many university and college libraries that are not open 24 hours. This complaint would seem to emphasize the importance of the library as a Third Place, since most libraries now have electronic library resources available 24/7.

### *Literacy Skills*

A commonly held belief is that undergraduate students are entering school with only a basic, if any, knowledge of information seeking skills. On the other hand, it is commonly believed that graduate students have already attained a degree and therefore have a better understanding of information literacy. But, in a paper on graduate students’ views of research tools, Khoo, Massam and Jones (1) noted that the proliferation of discovery services has blurred the lines between academic library resources and internet search engines. This blurred view leads to graduate students describing and viewing the discovery service no differently from Google, Google Scholar, or Wikipedia--sources most incoming freshmen have used, or at least heard of. Often, library instruction sessions targeted towards undergraduate students will highlight the difference between library online resources and internet search engines, with little success.

Many undergraduate students are provided with “one-shot” library instruction sessions. During these sessions, focus is on teaching undergraduates those skills needed “to locate, retrieve, and evaluate needed information from suitable sources” (Rosenblatt 51). At MSU and OSU, librarians have collaborated with First Year Programs in order to introduce information literacy competencies and outcomes to students, but increasingly instructors believe they can teach the information literacy skills themselves, much in the same way that faculty will “teach” graduate students how to do research. Faculty then not only may overestimate their own information seeking skills, but may overrate the skills of their students. In faculty focus sessions at MSU, professors of senior level and graduate level courses stated they fully believe that those students should already have solid information literacy skills and the knowledge to conduct research effectively, efficiently and be able to



write well-researched works. However, in focus sessions with students both at MSU and OSU, many students mentioned either not ever having an information literacy session or having one long before their need for research. Also, many of the students attended a session in their freshman year but could not remember what they had learned in that session. A few of the graduate students that were in the MSU focus sessions stated they had taken undergraduate courses elsewhere and either did not attend an information literacy session or the library website at MSU was too different from that of their previous institution.

### *Access Preferences*

A stereotype of the undergraduate student is that they want and will settle for the quickest and easiest answer rather than the best or correct answer. Research has shown that many graduate students also follow this pattern:

“Graduate students prefer information that is easily accessible even if it may be unreliable; they prefer electronic access; and they are unaware of many library resources and services such as interlibrary loan. These characteristics of student information seekers, whether graduate or undergraduate, are often shared throughout the disciplines” (Catalano “Using ACRL Standards” 23).

A survey conducted at the University of Notre Dame discovered “graduate students will modify their topic or ignore relevant bodies of information if the source is not electronic, and ask for help only as a last resort” (Kayongo and Helm 348), mimicking perceived undergraduate behavior. In reality, favoring the easiest and quickest answer is not only a student behavior, but could be used to describe most researchers’ desires.

### **Student Differences**

#### *Information Needs*

Just as there are many similarities between undergraduate and graduate students there are just as many, if not more, differences between the two groups, one of which are the information needs of undergraduate versus graduate students. This is best simply stated by Kinsley et al.: “The needs of students taking courses differ from those of students working on a thesis or dissertation” (2). Graduate students normally will be focused on preparing either seminar papers, theses or even dissertations and many with the aim of getting a work published. Large papers are often worked on throughout the graduate student's time at the university and require a large amount of time, energy, and also a great deal of resources. The information needs and behaviors of graduate students “change significantly over the course of their graduate school careers” (Kinsley et al. 2) and “adult learners evolve throughout the course of their studies, not only in the knowledge of their discipline but their approach to research and the way they think about themselves as learners” (Catalano “Patterns” 269).

Graduate students tend to focus on one research area, working towards their thesis/dissertation, while most undergraduate students are more focused on completing an assignment (i.e., annotated bibliography, essay paper). Each assignment is likely on a

different topic, and “research shows that undergraduate students struggle with the initial stage of the research process, mainly identifying and defining a topic” (Lundstrom and Shrode 23).

### *Information Seeking Behavior*

At the basic level, “graduate students are far better at evaluating information sources than they may be given credit for” (Catalano “Using ACRL Standards” 31). This may partially be due to the fact that they are often researching within a singular subject area and want to find all the information available on that topic. Undergraduates, on the other hand, typically are researching a topic for only a single paper/project and only need enough resources to meet a minimum requirement. So, unlike a graduate student who will tend to seek out library resources, according to Prescott and Veldof , undergraduates are different:

[W]ith so much information available online, this generation of undergraduates often does not use the academic libraries for research. Studies indicate that the majority of teenage students use the Internet rather than library resources for their coursework, usually without the information literacy skills needed to utilize sources effectively. (30)

The type of sources needed for undergraduate and graduate students are very different depending on the type of work or assignment. In fact, faculty may drive the information seeking behavior of students. They typically require thoroughness from graduate students, but may not require as much from the undergraduate. It is not uncommon for students to inform a librarian that many professors simply require resources dealing with their topic, including magazines or newspaper articles. When this is the case, it only makes sense for undergraduates to go with whatever resources may be easier and faster for them to use, without even debating on whether their source is of college-level (Fain 109). According to Fain, first year college students do not carefully analyze their search results from a search engine like Google and instead rely only on the rankings of that search engine (109).

### *Access to the Library*

One of the greatest barriers for graduate students according to Kinsley et al. (10), “is the lack of convenient parking.” Most undergraduate students live on campus, with some schools requiring undergraduates to live in dorms, or near campus and can walk to the library. In contrast, a large number of graduate students live off campus, and often have work and/or family responsibilities that require them to commute to and from campus. “Graduate students can find it especially difficult to find a work-life balance because they find themselves filling multiple roles” (Kinsley et al. 2). Polson note “[g]raduate students often juggle the demands of adulthood (including parenting, full-time employment, and elder care) with those imposed by seeking an advanced degree” (63). Those factors may become a significant challenge to the graduate student; learning about a citation tool or new software can seem time consuming even though it may end up saving time in the long run if they use it (Kinsley et al. 2). In addition to the work/life responsibilities limiting graduate students access to the physical library, increasingly graduate students are working on degrees online or in cohort groups that rarely visit the campus.

## Addressing the Differences

### *Tailored Services*

Although not a difference, something that may need to be addressed at many institutions is the belief that graduate students already know how to do research or that their advisors and faculty will teach them what they need to know. Like undergraduates, graduate students need an introduction to the library and the available resources and services. At OSU, basic how-to-do research workshops targeting graduate students have been offered for the last four years. Designed on the concept that the graduate student has no more knowledge of doing research at OSU than does the undergraduate student, they have been well received. Often a session will end with the statement, “Why didn’t anyone tell me about all this when I started my program?” Because of the belief that graduate students have many work/life hurdles to overcome, these sessions have been offered at various times and through various media. As stated by Polson, “it is important that institutions not only provide support to offset the external resistance these graduate students may be experiencing, but also refrain from adding to this source of stress” (63). At one time registration was required for these sessions and attendance was tracked in order for the instructor to know who, if anyone was going to be there since these sessions were often held at night, on the weekend, or in-between semesters when undergraduate students are not around. Registration and attendance is no longer required in order to ease the burden and stress on the graduate student.

### *Student Focus*

To address the different needs between and within the student body, different levels of workshops designed for different information needs are required. No longer does a one-size-fits-all model work. Since discovery services are growing in popularity, special effort and attention may need to be made to instruct graduate students how to differentiate between library discovery tools and general internet search tools. Although discovery services serve the needs of a large number of undergraduate students who just need to find sources for one paper, discovery services, often customized at each institution, may cause a problem for graduate students and future graduate students who may become dependent on a discovery service they will more than likely not have access to as they graduate and continue researching.

Professors expect their graduate “students to use research-based practices in their teaching as well as research, therefore it is essential that students know how to find and evaluate relevant sources” (Catalano “Patterns” 22). Although some undergraduate classes, and students, may need some instruction on information seeking strategies, graduate students “need advanced bibliographic search skills and strategies that are often not addressed in traditional “one-shot” library instruction sessions” (Catalano “Patterns” 31). Catalano also suggests that “multiple sessions may be necessary throughout a student’s graduate career, as information needs develop and change” (“Patterns” 31). Just as the graduate student may need different levels of research instruction throughout their careers, so do needs of undergraduate students change as they go from underclassmen to junior and senior level courses in their major.

### *Library Spaces*

In recent years there has been an abundance of library renovations and redesigns to provide more learning, social, and teaching spaces in libraries. Often these projects are designed to provide greater access to group study spaces, social areas, quiet zones, and adaptable spaces which is appropriate. “It is a mistake to think of the library only as a place where services such as reference, instruction, and computer use are provided” (Applegate 345). At MSU the library has several private study rooms for graduate students with a key issued for the semester, providing a consistent graduate only space. In contrast, OSU has no graduate specific areas, and although there are 12 group study rooms which can be reserved, graduate students must compete with undergraduates for them. Participants comment in many OSU graduate library focus group meetings that although the group study rooms are nice and that there are ample places for graduate students to study in the library, teaching graduate students will often avoid these spaces because their students often find and bother them in the library. Some college departments will provide space for their graduate students but others do not, so it seems important for those students without departmental space to have some place in the library in which they can call their own. Kinsley et al. point out that there is a “greater reliance on the library to meet those needs” (3).

### *Communication*

Library services that could help students, both undergraduate and graduate, often go unused because students simply do not know about them. For undergraduate students the problem often stems from the overwhelming experience of leaving home for the first time, having access to so many social and academic activities, and general unfamiliarity with academic libraries. For graduate students it may be as Kayongo and Helm hypothesize that graduate students’ low use of library services available to them could be attributed to the fact that “91.1 percent of the graduate students attained their bachelor’s degrees elsewhere, or to a lack of awareness of the role of librarians in library searches” (348).

Undergraduate students “have high expectations for academic services, desire for customized experiences, comfort with technology, and experience with new communication tools” (Prescott and Veldof 30). In an effort to address this desire, libraries hold special events at the beginning of each academic year in order to reach undergraduates. At MSU and OSU, each Fall the libraries host open house parties for freshmen to introduce new students to the library. MSU librarians are also present brief information about the library during the week before school starts for SOAR (Student Orientation, Advisement and Registration), a required student orientation for incoming students. At OSU, librarians have attended browse sessions for incoming freshman throughout the summer. Increasing efforts at both MSU and OSU provide a strong marketing presence through social media (i.e., Facebook, Twitter, and YouTube). Although undergraduate and graduate students may be similarly unaware of resources available through the library, using social media to communicate the availability of resources will differ. In a comparative study of Chinese students’ attitudes towards digital resources, Liu and Luo state that for undergraduate students it is important “to demonstrate the tangible benefits and value of using the service,” and to make the use entertaining,

whereas it is more about providing “awareness of available digital resources to increase the usability of digital libraries” for graduate students (235).

### ***Conclusion***

With schools across the country admitting record numbers of undergraduate and graduate students in order to overcome budget decreases, it is increasingly important for academic libraries, also facing budget decreases, to make sure they demonstrate their worth by addressing the needs of specific student populations. To do this, a closer look should be taken at how resources, services, spaces and communication with these populations is being conducted. In this way, libraries can be sure they are meeting the needs of the students, and doing so in a way that is conducive to that population. As the old saying goes, we are here for the students, not the other way around.

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# **Hacked! How We Avoided a Search Engine Ranking Disaster**

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## **Abstract**

On January 5th 2015 the UMKC School of Law launched its newly designed website. Two weeks later we received an email from Google informing us that the website has been hacked and that Google's search results may label the site's pages as hacked! The web site fell victim to an SEO URL Injection hack.

The purpose of this presentation is to share our experience with this type of hacking, to describe its scope, to suggest how to avoid it; and if you fall victim to it, how to clean-up the mess it leaves behind in your server and in search engines.

# **Ghost Town Resurrected: Exposing Diverse Archival and Educational Materials through Electronic Publishing**

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## **Introduction**

Many libraries, archives, and museums have begun to explore self-publishing models to promote local collections. Advances in electronic book publishing have allowed individuals and organizations to easily create and disseminate resources to the public. Members of the University of Northern Colorado (UNC) Archival Services Department, in collaboration with digital initiatives and technical services personnel, decided to explore the electronic book format as an option for making a selection of its primary source collections available. Collections of local area interest were selected for the goal of creating electronic books at an appropriate level for regional K-12 educational use.

The UNC Libraries makes digital copies of archival materials, as well as faculty and student research, available through the online repository Digital UNC. Much of this material is related to university and local history, including a collection of items pertaining to the ghost town of Dearfield, located approximately thirty miles away from the UNC campus on the eastern plains of Colorado. Dearfield, an African-American settlement that flourished from around 1910 until the Great Depression, is a site of local interest that has been researched by UNC faculty and students and is the subject of a yearly conference held in northern Colorado. It has also been studied by elementary school children from locations around the state.

Recently, an iBook showcasing a collection of Civil War-era letters held by the University, along with additional digital resources from various external sources, was created to be used as a curricular tool for area secondary schools. Inspired by this project, librarians at the UNC Libraries endeavored to create a similar multimedia iBook about Dearfield. The book features correspondence and other manuscript materials from the UNC Libraries archives, as well as images and various other materials from sources such as the Greeley (Colorado) History Museum, the Denver Public Library, and the Black American West Museum and Heritage Center in Denver. The book seeks to bring these materials to life with the addition of features such as maps, timelines, audio, video, and biographies of Dearfield residents.



Photos of the town during its heyday are interspersed with images of the few falling-down buildings that remain today.

The Dearfield iBook is an experiment in using unique digitized primary source materials to create a free, interactive curricular tool for Colorado teachers. It is our hope that the book will prove useful for instructors of Colorado and African-American history at the K-12 levels. As work has progressed on the project, it has become clear that there is a much wider audience for the materials. The Dearfield iBook can also hopefully serve the needs of the general public, providing them with an informative resource that delivers a broad introduction to the Dearfield colony and serves as a starting point for further research on this fascinating piece of Western and African-American history.

### **Review of Literature**

Education literature has well documented the recent explosion in the use of iPads and similar electronic devices to aid student learning. According to Comiskey, McCartan and Nicholl, students favor the interactive iBook format over traditional learning tools such as PowerPoint and textbooks (89). They conducted a study of undergraduate students in an architectural technology program at the University of Ulster. Results of the survey indicated that students found this form of open educational resource (OER) “more dynamic and engaging due to the range of technologies which could be incorporated in a single resource” (90). Similarly, Baena-Extremera and Granero-Gallegos conducted a study of Spanish secondary school physical education students and teachers who used iBooks in the study of anatomy and found that the students in particular found working with iBooks to be novel, interesting, and effective. Payne, Goodson, Tahim, Wharrad and Fan found the iBook format to be “a valuable tool to the modern teacher in medical education,” (162) but it does suffer from a few drawbacks including the obvious need for the students to own Apple products.

Mathematics educators have effectively used iBooks to deliver content that students often find difficult in traditional teaching tools. Parrott and Holvig detail a project in which each student chose some aspect of their cultural heritage to explore mathematically. Each student then created one chapter of an iBook which was then shared with the class. This was a retooling of an existing assignment and according to the authors, “this new version turned out to be successful beyond [their] greatest expectations” (267). Zakrzewski describes how she created an iBook to teach her students the difficult concepts of fractions, decimals, and percentages. She used the built-in gallery widget to demonstrate step-by-step problems solving, recorded lectures, and created self-tests using the review widget. While students enjoyed the interactive tool and found it beneficial for learning the material, the author feels that “some direct instruction, without the aid of technology, is still necessary” (436).

Librarians and educators have also collaborated on the use of iBooks for teaching literacy to English as a Foreign Language (EFL) learners. Brodsky and Vahab outline a learning plan for teaching literacy through iBooks and podcasts in seventh grade EFL History and Social Studies. Students conducted research on geographical or political features of a chosen country and presented the results of their investigations as an iBook. The curriculum involves classroom teachers and school librarians collaboratively planning and implementing the unit,

and the authors note that “presentation of the subject content as *iBooks*...makes the project engaging” (52). In a case study from the United Arab Emirates, Johnston and Marsh describe how librarians and college-level English faculty used *iBooks* to embed information literacy into the curriculum of a foundations course for ELF students. Faculty feedback indicated that the hands-on nature of this activity “contributed to student engagement” (51).

Educators are discovering the value of having students themselves create the *iBooks* using digital resources. The work done by the Pioneer Publishers and Digital Storytellers Guild at Oregon State University demonstrates undergraduate student involvement in the creation of a wide variety of *iBooks* ranging from a walking tour of Fort Hoskins to an exploration of the archival records of the Milagro Theatre group in Oregon. Working with high school students, Mularski and her fellow teacher Jennifer Kordek developed an entire unit allowing their students to create an *iBook* about World War One. Through the project, students learned to research both primary and secondary sources, locate public domain resources and create a narrative about the war that would engage their peers.

### **Dearfield History**

It is clear that the *iBook* format is a valuable tool to increase the accessibility of digital resources. The growth and collapse of the African-American community of Dearfield, Colorado is a fascinating story that lends itself well to the format. Dearfield was one of the last examples of an exclusively African-American agricultural community established on the high plains. These towns represented efforts by African-Americans to create self-governed communities free from the racial violence and intolerance endemic to much of the country.

Inspired by Booker T. Washington’s dream for the advancement of African-Americans through entrepreneurship and the ownership of property, Oliver Toussaint Jackson envisioned an African-American farming community along the front range of Colorado. Jackson, an African-American entrepreneur whose varied professional activities included serving as a messenger for Colorado’s governors, running a laundry service and establishing restaurants, worked with his wife Minerva for several years to secure minimal funding and land to support their vision. In 1910, with the support of Colorado’s governor John Shafroth, the Jacksons secured a site for their colony and filed a desert claim on 320 acres of land in the dry plains of Weld County, Colorado. Under Jackson’s leadership, the first seven homesteaders began constructing the town and planting crops, initially living in tents and dugouts on the wind-swept plains.

Although the first few years were difficult, especially during the winters, by 1915 the town had grown to include twenty-seven families, forty-four wood cabins, a dance pavilion, restaurant, grocery store, and a boarding house. Dearfield experienced a considerable boom during the late teens due to increased demand for agricultural products and a favorable climate. During these boom years, the community’s population grew to over 700 people with two churches, a school and its own post office (see fig. 1). However, the boom was short lived and postwar America experienced a dramatic drop in the agricultural market. Dramatically declining food prices, coupled with terrible droughts and the beginnings of the Dust Bowl, spelled the end for Dearfield, as it had done for so many other western dryland

farming communities. By 1940, only 12 people still lived in the community. Jackson worked tirelessly to prop up his dream, but he was unable to revive interest in Dearfield. He lived there until his death in 1948.

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# THE TOWN OF DEARFIELD

## WELD COUNTY



DEARFIELD LODGE

*A  
Valley  
Resort*



DEARFIELD LUNCH ROOM

*N*OW that we have the best of accommodations here, the next thing is  
 "Where shall we go for a little recreation and a good country lunch or dinner?"





FILLING STATION



**DEARFIELD IS THE PLACE!**

**L**OCATED about 70 miles east of Denver on the Lincoln Highway 38, paved road all the way, this beautiful little town is an ideal spot for a summer outing. A beautiful 2-hour drive from Denver through many interesting towns and the finest farming section of Colorado. You can order your dinner in advance by phoning Weldona 68-R-5, and it will be ready when you arrive. After a splendid dinner you can —

**FISH**



BARN PAVILLION

*DANCE*  
at the  
**BARN PAVILLION**  
*GOOD MUSIC*

**GAME**



GAS, OIL and AUTO SERVICE

**I**f you care to fish or hunt in season, you will find this territory well adapted to these sports. If you care for a swim, there are many lakes and canals close at hand. If you are on your vacation you can find no better place to stop. FREE camp grounds, camp cottages for rent; and everything to make your outing enjoyable. Fine drives on every hand—through beautiful farming communities and the famous Eastern Colorado Oil Fields.

*Soft Drinks  
Sandwiches  
Ice Cream*



DENVER BRANCH SERVICE STATION, 728 E. 26th AVE.

*Cigars  
Cigarettes  
Candy*

DEARFIELD is just an old-fashioned country visiting place of interest in Colorado.  
 Don't miss a trip to Dearfield. You'll find a true western welcome awaiting you here!

**O. T. JACKSON and MINERVA J. JACKSON, Proprietors**  
 Postoffice Address: Dearfield, Masters, Colorado Phone Weldona 68-R-5

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Fig. 1. Dearfield promotional poster, ca. 1925. University of Northern Colorado Special Collections.

After the death of Jackson, the community was effectively abandoned with many of the structures collapsing. Renewed interest in the community's history sparked its inclusion on

Colorado's list of most endangered places in 1999. Led by the efforts of the Denver-based Black American West Museum and Heritage Center, work began to preserve and stabilize the remaining buildings, including O. T. Jackson's home. Additionally, historical archeologists from UNC and Colorado State University began efforts to survey and analyze the town site. All of these activities have increased public awareness of the town, raising interest in resources telling the unique story of the Dearfield community.

### **Dearfield Research and Building Partnerships**

One of the primary goals of the Dearfield iBook project is to increase the accessibility of the many historic letters, oral histories, photographs and other documents that still exist related to the town. These resources documenting the experiences of Dearfield settlers are scattered in numerous cultural heritage institutions throughout Colorado's Front Range, including the UNC archives, the Blair-Caldwell African-American Research Library, History Colorado, the Denver Public Library and the Greeley (Colorado) History Museum. Additionally, artifacts uncovered by teams of historical archeologists are providing a new source of information about the lives at Dearfield, but are completely inaccessible. Only portions of the collections are available online and for many of the resources, researchers would need to travel throughout the state for access. It was important to locate all institutions that housed these materials, in order to provide a centralized point of access. The authors have traveled to the various sites proposing to use the Dearfield iBook as that unified source of discovery.

One area for building partnerships that needs further development is with education specialists. Working closely with teachers or faculty within the Education Department at UNC would have greatly strengthened the iBook. It would have ensured that the iBook was written to fulfill specific standards applicable to K-12 teachers. Colorado history is introduced at the fourth grade level, so the authors contemplated focusing on this reading level, but work on the iBook had progressed too far and existing content was written at a level more appropriate for a middle or high school audience. Therefore, collaboration with education specialists is an area that will be further explored as the iBook project grows and develops.

### **iBook Outline**

The Dearfield iBook is intended to be a complete introduction to the Dearfield settlement, past and present. The first sections of the book focus on the establishment of the settlement and touch briefly on the overall situation of African-Americans in Colorado at the time. Chapters are devoted to the formation of the colony, to the people who shaped it and lived there (see fig. 2), to the heyday and prosperity of the WWI years, and to the decline and eventual abandonment of the town following the Dust Bowl and Great Depression of the 1920s and 1930s.

# The People of Dearfield

## Oliver Toussaint Jackson (1862-1948)

Born in Oxford, Ohio, O.T. Jackson became a prominent businessman and entrepreneur in the Denver, Colorado, area. He served as messenger to several early Colorado governors. In 1910, O.T. purchased land, recruited homesteaders, and formed the Dearfield community in Weld County, Colorado. He and his wife, Minerva, would spend the rest of their lives working to make Dearfield a success.



## Doctor Joseph P. Westbrook

Doctor Joseph Westbrook was a founding member of the Dearfield community. Dr. Westbrook is also credited with naming the community when he noted that the new town would be "dear to us." Westbrook was a prominent physician serving the African-American community in Denver before entering the endeavor to make Dearfield a success. Like many of the Dearfield men, he



continued to work at his job in Denver during the week and traveled "home" to Dearfield on the weekends. Westbrook was also important to the community as a Klan informant. His pale complexion allowed him to infiltrate Klan meetings and report back to the Dearfield community, providing valuable information for the security of the residents.

## Erma Downey Ingram

Erma Downey Ingram and her family moved to Dearfield in 1918, when Erma was five years old. They relocated at the invitation of Erma's father's sister, who had purchased land at Dearfield and needed help running her farm. The family grew various crops including corn, pinto beans, potatoes, and sugar beets. Erma and her mother and brother would take care of the crops while Erma's father worked for the Union Pacific Railroad. The family also had horses and cows and raised chickens, turkeys and hogs to eat. Many things about life in Dearfield were very different than they are today. People used horses and wagons for transportation, and the nearest doctor was fourteen miles away. Erma and her siblings attended a one-room school house that only went up to the 8th grade. Some of Erma's favorite memories are of her father playing guitar at the dancehall, and of cowboys coming through town once a year on cattle drives. In 1925, when Erma was twelve, her family left Dearfield due to drought and settled in Denver.



Fig. 2. Sample page of text in iBooks Author.

For later sections of the iBook focusing on the decline of Dearfield and current research being conducted at the abandoned settlement, it was desirable to consult with experts in pertinent fields. The authors worked with an African-American studies scholar to learn more about Dearfield's past and the efforts underway to help save this valuable piece of Western African-American history. The authors also worked with a retired archaeology professor who has conducted extensive research on the present Dearfield site. By utilizing the knowledge of these scholars, the authors were able to provide a much more comprehensive background and to provide a more accurate interpretation of remaining structures.

## Software Used

The Dearfield iBook was created using the freely available iBooks Author application. This "app" provides several built-in templates to choose from, but the authors elected to begin the Dearfield project using a "blank" template. Another template could be selected later if desired with little change to the basic elements already created. The iBooks Author app allows the creator to add multimedia, including movies, photo galleries, and 3-D imagery. Various means of help exist to aid one in learning to use the app, including extensive instructions available in the help menus. The authors also found online support very useful, especially the myriad of YouTube videos containing instruction on various aspects of the app and the publishing process.

Since the intent of this book was primarily for K-12 education, interactive material, to the extent possible, was added to make the information more engaging. The authors used widgets for rotating photo galleries containing historic images from the heyday of the community as well as recent images of the abandoned community and its remaining structures. Videos were inserted containing oral histories from one-time residents as well as a recent recording that convey the current ambiance of the location.

The authors also looked at using external tools that could be embedded in the iBook. For example, it was desirable to include an interactive timeline. Since there was no pre-built widget specifically for this purpose, the authors examined infographic sites, including Piktochart and Easel.ly. Upon further examination of the app, iBooks Author does allow embedding of some external content, such as YouTube videos, but special coding is required to do so. At this time, there is no external site content used in the Dearfield iBook, but the authors may revisit this in the future. An adequate timeline page was built using the scrolling sidebar widget that is available within the app.

Once the iBook is ready for viewing, the iBooks Author app can publish it. This process requires an iTunes account with access to iTunes Connect enabled. It also requires that the author download the iTunes Producer from the Apple App Store. iTunes Producer provides simple steps for completing the publication process, including options for digital rights management. It also enables easy creation of a sample book so users of the iBooks store will be able to preview the content. When all of the publication steps are complete, the iBook is submitted to Apple for approval. This approval step can take as little as a day but that is not guaranteed, so it is important to plan accordingly.

Once all the publishing steps outlined above are completed and the iBook has been approved by Apple, it can be freely downloaded from the iBook store. Even after publication, the author can continue to make edits, updates, and additions to the iBook and republish the new version easily. Each update or revision will require a new version number, so this process should be done sparingly so the versioning does not reach an off-putting number.

### **Future Work and Conclusions**

The Dearfield iBook is a work in progress. Since it is desirable that the content reach as many readers as possible, the authors plan to explore other methods of publishing the electronic book. Currently, users need access to an Apple computer or mobile device to be able to read and fully interact with the Dearfield material. The creators of the iBooks Author app restrict reuse of the content if a fee is charged, but since this publication is free, it should be possible to distribute the content in alternate formats. The app, in fact, facilitates this by allowing the content to be downloaded in PDF and rich text formats. The authors plan to identify ways to promote the iBook as widely as possible to local schools and researchers.

Since the iBook allows one to widely disseminate unique local and archival materials, the authors plan to select additional special collections that may be appropriate for similar treatment. As universities and libraries struggle to remain relevant, it is the unique collections that really stand out for researchers. The authors believe that the iBook format is an excellent

method of exhibiting these unique collections in an informative and interesting way, so they will work to apply this tool to the further benefit of the institution's resources.

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# **How to Make Your Instruction Suck Less: Proven Strategies for the Teaching Librarian**

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## **Abstract**

This is a story about librarians who teach. The moral of this story is that all teachers have something to learn, whether it be how to create more meaningful learning activities, how to relate to students, how to make things beautiful and usable, or how to tell stories to improve student learning. The beginning of this story tells of how the authors came to write, and the big, fat middle of the story tells how to execute each strategy. The end of the story is all about the why.

This article is for librarians teaching both online and face-to-face classes who are interested in simple strategies for improving their teaching. The strategic areas include: connecting to students through shared culture, designing meaningful and relevant activities, employing storytelling and humor to build relationships with students, relying on real world examples to help students connect course content to their own lives and work, the flipped classroom, and DIY graphic design and the importance of good design for teaching and learning. These techniques are situated in the context of real classroom experiences, based on a foundation of pedagogical theory, and explained as methods that librarians can apply to their own teaching

## **Introduction**

Confirming what public services librarians have long suspected, research shows that students who receive information literacy instruction directly from a librarian achieve more academic success (Bowles-Terry). Information literacy skills are foundational to the academic research and writing that college students need to perform and the more effectively a teaching librarian can transmit those concepts to students, the more clearly student work will demonstrate the benefits of library instruction.

While it can sometimes seem that teaching comes naturally to certain individuals and not to others, teachers and teaching librarians all have room to improve. When librarians gain confidence in their teaching abilities and connect with students in productive ways, student learning has the opportunity to improve as well.

This paper identifies six strategies that can be used to more effectively engage students both inside and outside the library instruction classroom, leveraging these teaching tactics to improve the reach of librarian expertise. Evaluation of instructor performance, reflection on



teaching experiences, and formal assessment of student learning supports these strategic categories as areas in which librarians can improve their teaching: connecting to student culture, designing meaningful activities, employing storytelling and humor, relying on real world examples, as well as flipped classrooms and graphic design considerations.

### **Literature Review**

The majority of academic teaching librarians end up standing in front of a college class by happenstance. A small number have degrees in education and some others have teaching experience acquired through various channels; fewer still have educational backgrounds that include formal pedagogical instruction. Numerous surveys have revealed that library schools provide little, if any, “formal preparation for professional librarians doing instructional work” (Julien, 210 & Walter, 56). And yet, providing library instruction sessions and teaching information literacy classes and courses have become one of the major roles filled by librarians in academic libraries of all kinds and sizes.

The authors are no exception. When information literacy was integrated into their university’s General Education curriculum, the authors found themselves primarily responsible for creating curriculum, instructional design for online content, and classroom teaching. Having only a fair amount of teaching experience between the two of them, the teaching load for their five person department increased by 114% in one year, from 35 sessions per semester to 75 sessions per semester.

This increase caused the authors to adopt what Walter calls the “centrality of teaching” (61). All other professional roles and duties – service at the reference desk, faculty relations, committee work, and collection development – were approached through the lens of teaching and *being* a teacher. Together, and through leading their departmental team, the authors set out to improve through self-education, trial and error, risk-taking, and affirmation of natural abilities.

### **Speaking the Language**

This strategic area is one that may come more naturally to some teachers than to others. However, the impact and importance of connecting with students in this way warrants emphasizing this strategy. College students vary in age, race, country of origin, socioeconomic background, educational level, cultural background, language ability, and a host of other factors, based on both the course and the university setting. Regardless, teaching librarians know enough about the student population at their institutions to tailor their approach based on these considerations. No matter the median age of the student group, librarians can make an effort to find ways to communicate an understanding of the general culture of the class. Identifying ways to show this understanding and to make instruction relevant to the lives students lead is a powerful shortcut to building relationships during a very limited time frame. Librarians often provide instruction in one class period – a few hours is a luxury – and this tactic allows them to make fast connections so that students will return later for further assistance, or ideally, become regular library users. Getting to know

students personally would fulfill this same function of making connections but librarians very rarely have time for that when allowed just 50 minutes with 25 students.

Concrete strategies for speaking the cultural language of a group of students require librarians to know what's going on in the world of current events and popular culture. What do your students care about? Luckily, social media tools like Twitter's Trends feature and the proximity focus of Yik Yak can perform this research for you. Librarians have the inclination to collect evidence to inform method and the skills to investigate the proclivities of a social group. Turn those skills to this task and reap the benefits. Students early for class? Take advantage of the down time and the captive audience to ask students about their taste in music or YouTube videos. Yet another captive audience – and often an untapped resource – comprises the student workers at your library. A combined service point that positions the reference desk at or near the circulation desk provides a particularly rich opportunity to chat with members of the student body about, well, whatever it is they want to talk about.

Don't be too concerned about losing credibility at the cost of making connections. Sometimes a terribly planned joke that contains a pop culture reference can have the effect of revealing the teacher's knowledge of the cultural phenomenon, even if it doesn't result in any laughs from the audience. Informal language, in the form of slang or socially-acceptable mild cursing, is a cue to students who may be experiencing library or classroom anxiety (Mellon) that the teaching librarian is understanding and approachable. Drop some knowledge on your students. And then drop a culturally relevant and timely celebrity gossip tidbit as well. Unsure about the most current slang? Again, take to the social media channel where your student body is active. They'll tell you without being asked. After all, they've posted their language preferences all over the Internet in the form of 140 character updates.

Spending an entire class session chatting with students about movies will clearly not do anyone any good, but it is possible to strike a balance between casualness and approachability and authority and expertise. Being friendly and relatable is not mutually exclusive to providing excellent research guidance.

### **Meaningful Activities**

While on one hand students seem to want easy points toward their grade, nothing loses the attention of a class faster than work that seems irrelevant or disconnected from the student experience. Librarians can easily ensure that students are engaged with the work they are doing during information literacy instruction by tying every in-class activity directly to the research assignment that students must complete for the class.

Some instructors request library research instruction for classes that don't have a research assignment - or request instruction at a point in the semester when they don't have one currently assigned. A simple way to avoid disposable activities during instruction for such a class is not to teach it. That may seem unaccommodating, but both experience and research show that "library instruction best facilitates student learning when it aligns with specific research goals" (Bean and Thomas 237). Students recognize the difference between work that has been designed to keep them busy and instructional content that has been created with

their best success in mind. Additionally, librarians are increasingly focusing on both just-in-time resource delivery and point-of-need assistance. Has your library implemented a virtual reference service to provide chat help to users when they're stuck using your website? Apply the same concept to offering information literacy or other types of instruction. Students won't be forced to think about the concepts the librarian is presenting in the abstract – how they might be applicable later in the semester or in the college experience – if they can apply them right away to their own topics for a research assignment. Craft policy and procedures for accepting library instruction requests that encourage instructors to insert the library at strategic points in the semester. The weeks preceding an annotated bibliography due date are a perfect place to introduce library research.

When planning for instruction sessions, examine the class's research assignment and avoid the classic mistake of trying to teach the entire library system in 50 minutes. (And conversely, follow where the students take the conversation, even if it seems like sidetracking; if students ask questions in class it's for a reason.) Instead, focus on the most valuable skills you can transmit to the students in the allotted amount of time, realizing that full comprehension may require spending time on activities that allow students to apply the new knowledge they're acquiring. Individual, group, and whole class activities are time-consuming and it is easy to skip them in favor of spending time demonstrating a few more database interfaces. However, if you've spent the time working with the instructor to find an ideal time to provide instruction and crafting a session that ties in with the assignment the students are working on, take the final step of giving your pupils the opportunity to translate what they've learned from you into productive work. Time is of the essence, so don't be afraid to include low-tech activities. Students may love their cell phones, but if an activity involving a new app isn't the most effective conclusion to your instruction, favor classic activities – worksheets or small group discussions – over using technology simply for the impact factor.

### **The Real World**

This tactic combines the ideas of cultural relevance and classroom work that is meaningful to students and then takes it one step further, out into the real, future lives of students as employees and citizens. When you encounter a class that doesn't have a research assignment, use anything besides a hypothetical research essay as an example. Structure your demonstrations and content delivery choices around a different imagined scenario. Tell students that they're going to find information relevant to applying for a job: they found a posting for a job that sounds like exactly what they want to do, but it's in an unfamiliar (to them) industry. The instruction session can then focus on search strategies related to finding similar jobs in the geographic area, researching market potential, looking up salary ranges, finding statistical data for the size of the job field, doing historical research about the origins of the profession, and finding information sources about the industry can help them prepare to apply and interview for the job.

If the class needs to focus more on the humanities, present the scenario that they are a musician with a gig playing a wedding, and the couple has requested a very specific arrangement of a piece for string quartet. The musician may need to research the quartet, the

composer, or the publisher of the arrangement, and may even need to navigate a library or interlibrary loan system to get their hands on it.

These are jobs your students could really have or situations they might actually encounter in which research skills provide a competitive edge. Perhaps a music example seems too specific to a small subset of students, so think of another job that could require historical or literature research. What matters most is demonstrating that library research and information literacy skills are transferable to the real world of careers. Framing research skills in terms of real world scenarios is a technique found in Problem-Based Learning. Research in this area reveals that the Problem-Based Learning model can be “successful because their projects [are] grounded in the real world and focused on meaningful student learning outcomes. Students [seem] to be most engaged when their learning outcomes [are] dependent on meeting a community partner’s needs” (Lee 8).

In the real world, sometimes Google is actually the best option. There are few subject areas or assignment parameters that have absolutely no room to include Google as a search tool. Students will need to use search engines and the open web for their research for school as well as in their real lives, and you can teach them to use it better. This is another area in which library research skills are transferable. Discuss the applicability of keyword searching, phrase searching, Boolean operators, faceted searching and limiters to the library catalog, database, Google searching, and shopping sites. The same basic architecture underlies many of the places your students will find themselves needing to mine for information. Equip them to do so by showing that not only can they search library electronic resources more effectively, but that a smart Googler will apply the same search strategy and techniques.

### **Storytelling and Humor**

Similar to engaging in student culture and using real world examples, using storytelling and humor in the classroom is a method that will quickly improve students’ ability to relate to the librarian, invest in the learning activities, and leave with new knowledge and skills that stick. Though many librarians are intimidated by casual conversations with students, simply talking with students goes a long way when creating a comfortable environment. Daring to ask questions demonstrates that an instructor is genuinely invested in the students and their personhood; it also gives students indirect permission to ask questions themselves.

Students will take their research assignment (and therefore their time in the library classroom) more seriously if they feel that their topic can be connected to their own interests or passions. But most students struggle with developing a topic for academic research, let alone identifying one that is connected in this way. Storytelling is particularly effective in this situation because it can illuminate possibilities. Teaching librarians can present a sample research topic and make it personal, telling a *real* story that demonstrates a motive for doing research, lending depth to the research process. The goal is to help students think about their endgame – a career or degree goal – and then to see the possibility to turn every school assignment into something they care about instead of just something they have to do.

The field of narrative criticism provides us with an explanation for why stories are such a good way to connect with audiences. Fisher's narrative paradigm claims that stories are a building block for human communication because they provide a structure around which we can build meaning for our human experience and because they provide common understandings for communities. Telling stories places a librarian in a space where students are equal as narrators. Moreover, studies show that storytelling increases student learning: "People remember stories because they involve visualizing those involved and what happened to them. Scientists say our memories work best when attached to images. Translating that into a classroom environment, students will remember a story and then remember the lesson it seeks to teach" (Christian 27-28). And in the case of librarian instruction, it is also highly likely that if students remember the story, they'll also remember the librarian... and be more willing to seek advice or assistance from that librarian in the future.

While this skill comes more naturally to certain personality types, all teaching librarians should find comfort in knowing that storytelling is one area in which people don't need training, just practice. Everyone, arguably, has a sense of humor that manifests in an individual way and letting that show through in the classroom may speak to students with similar sensibilities. Whether they're funny or not, stories can be drawn from a well of personal experience that already exists: embarrassing moments, personal triumphs, frustrating problems, life lessons, revelatory experiences, or anything else a librarian is willing to share can be a starting point for the relationship that needs to be built with a class, no matter how short the timeframe.

### **Outside the Classroom**

Many libraries have embraced the flipped classroom as a way to stretch that short time that instructors are able to allot to library instruction. The basic benefits are clear: less lecturing in class means more time that students spend actively learning, and the online format of the flipped classroom allows for more creative content delivery.

This paper is based on experience the authors have with providing multi-session information literacy instruction that is integrated into general education courses. The curriculum relies heavily on flipped classroom material for both content delivery and assessment of student learning. Student feedback, discussions with instructors, and the assessment data itself shows that the most important and productive part of the curriculum is research time, when students spend time in the library classroom conducting research on their individual topics under the supervision of the teaching librarian. Bean and Thompson found similar value in "including the combination of visual demonstrations of research techniques with guided practice. They have further shown that more time should be allotted for active learning by the students themselves" (248). The significant time allotted to individual research during class would never be possible without using flipped instruction.

Discussion of the flipped classroom can portray it as a sophisticated pedagogical tool employing fancy tutorial creation software, but (don't tell students this) it's simply a better, updated, more compelling version of the classic syllabus setup of assigning readings to be

completed before class and then lecturing over the material. Librarians are capable of creating flipped content to meet the particular needs of the classes they provide instruction for and then taking advantage of the flexibility to structure face-to-face time in the most productive way possible.

Hybrid and online-only classes are being scheduled in increasing numbers at universities around the world, and libraries are responding as quickly as possible with resources tailored for online students. Information literacy instruction has been slightly slower at moving online, but online students have no less need of guidance in this area than students on campus. A simple way to speed up the process of supporting online education with information literacy and library instruction is to repurpose content, materials, and activities that have previously been used for in-person instruction. Flipped classroom lectures or tutorials are perfect for distance students. The resources that are offered to faculty who need to convert their courses to online formats are available to librarians, too. Your campus may have staff that specializes in assisting instructors through the process of reimagining in-class activities for the online learning environment. Librarians have long been adapting mainstream educational practices for the particular needs of the embedded, integrated, and guest instruction they provide to semester long courses. This is a new area where those methods can result in essential tools and support for student learning.

### **Make it Beautiful**

Establishing robust content for learning outside of the classroom compounds a practical challenge for librarians: making materials look good. The prevailing culture in many libraries does not place value on graphic design. Whether this is intentional or not – budgets, time, and generally limited resources are a constant challenge – this oversight can be damaging to student learning.

Presentations, worksheets, tutorials, videos, quizzes, and even the library's website become not just teaching tools, but also representative artifacts which either add to or detract from the credibility of both the teaching librarian and the content itself. When evaluating this phenomenon in the virtual world, David and Glore point out that “[d]esign and aesthetics have a profound impact on how users perceive information, learn, judge credibility and usability, and ultimately assign value to a product. To dismiss design as merely visual is to make a fundamental mistake. Style does not replace substance, but style and substance in balance work much better.” Indeed, good design adds to credibility...and clip art kills it.

This principle is exemplified in the way audiences perceive a speaker based on their use of slides or visual aids. Masterful use of PowerPoint or other presentation software boosts the speaker's credibility; a person who knows their way around a slide deck clearly possesses technical proficiency, experience giving presentations, and the creative tendencies audiences appreciate when sitting through a series of potentially boring talks. Less than adequate proficiency with visual aids is also readily apparent to audiences and both distract listeners and detract from the speaker's credibility, like typos in a resume. Good design can also be like good punctuation: when it's done well the reader doesn't even notice it's there because it's not interrupting the reading, or, in this case, the learning.

Teaching librarians don't have to have a degree in graphic design to improve slides, learning activities, or library signage; apps and free web tools make it easy to follow good design examples. Piktochart is an inexpensive web application that enables users to create infographics and presentations alike. Even more versatile is Canva.com. Canva empowers even the non-artistically inclined to design beautiful and contemporary graphics with an easy to use interface and templates; both this tool and Canva's Design School – which includes a blog, tutorials, and teaching materials – are provided free of cost. With these tools available, there's no reason for libraries to produce content that students will have difficulty relating to because it looks different – in a bad way – than what they're used to seeing. American college students are surrounded with good, clean design and user friendly technology as they tote their laptops or MacBooks to class, keep their notes in Evernote, and check their Gmail. Academic content can easily be just as nice to look at.

### **Conclusion**

The information literacy curriculum taught by librarians at the authors' institution is formally assessed through a variety of proven techniques and all pedagogical changes are made based on the assessment evidence collected through those feedback channels. Student learning is measured using a combination of scoring data, self-evaluation and written reflections, and in-classroom assessments based on observation by the instructor. The interpersonal teaching strategies discussed here, in contrast, have been developed primarily based on thousands of hours of classroom experience. They began with trial, error, happenstance, and hunches. Since then, they've been validated with educational research and proven effective based on the results of student learning assessment over a number of semesters.

Librarians don't usually have the opportunity to spend time with students over an entire semester but they still have to stand in front of a group of learners, communicate information to them, develop their skills, and do so in a way that gets them coming back for more. The techniques shared here are shortcuts to building relationships with students in a hurry so that they become library customers for life.

Experimenting with these strategies can be a way for librarians to become better teachers who value student learning above all else. If these simple methods for sharing more during teaching and considering students carefully during instructional design can result in students gaining more from their interactions with librarians, that's a success story. And in the end, it is the stories of student success that make all the drafting, reflecting, and revising of teacher-stories (this one included) worth it.

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