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Abstract

This paper highlights the works and initiatives of the university libraries' first Committee on Diversity and Inclusion (CODI), including the methodologies used to craft the libraries' diversity plan. The goal of the libraries' diversity plan is to foster an inclusive virtual and physical environment for all learners, researchers, and library staff and proactively provide spaces, services, programs, and resources that embrace and promote the transformative power of diversity. The primary focus of the paper is to share ideas and suggestions on how other libraries can create a unified voice/vision that may help advance ideas, projects, and initiatives that truly support and reflect the needs of its communities and constituents. Finally, the paper will highlight some future plans and reflect on some important lessons learned during the strategic planning process.

Introduction

Striving for diversity and inclusion in academic libraries has been a major focal point for decades. Libraries pride themselves on being spaces for all to visit and access information and services. However, in today's climate, there is a greater sense of urgency to move from good intentions to actions. Increasingly number of colleges and departments across universities, including academic libraries, recognize the need to be holistic in their efforts towards building a diverse and inclusive organization for users and staff. The University of Houston (UH) Libraries is no exception. Through its Committee on Diversity and Inclusion (CODI), UH Libraries is creating a work climate that is truly transformative: culturally competent, welcoming to all, and consistently applying a diversity and inclusion (D&I) framework to services, programming, and new initiatives.

Review of the Literature

Diversity and Inclusion in Academic Libraries

For decades, arguably since the beginning of libraries in the United States, librarians have strived to implement the ideals of democracy and equity in the services they provide and the spaces they oversee. At times this has taken the form of defending intellectual freedom, challenging censorship, and protecting users' right to privacy and confidentiality. Today, one of the major challenges librarianship confronts is delivering the highest level of service to increasingly diverse user populations while seeking to attract and retain a workforce representative of the users they serve. College campuses have steadily become more diverse but there has not been a parity of diversity in university library staff. "As the country becomes more diverse and there are fewer community institutions providing social support, the future of libraries and library professionals is inextricably linked with diversity and inclusion" (Jaeger, Sarin, & Peterson, 2015, p. 131).

After examining workforce statistics, the *2017 ALA Demographic Study* authored by Kathy Rosa and Kelsey Henke in the American Library Association's Office of Research and Statistics found that nearly 87% of its membership identified as white (2017). According to a report published by Ithaka S+R and the Mellon Foundation, "as positions become increasingly senior, they also become increasingly white"(Schonfield & Sweeney, 2017, p. 8). There also exists a substantial amount of research citing a lack of racial and ethnic diversity in library science graduate school programs and a scarcity of people of color in managerial positions (Schonfield & Sweeney, 2017, p. 11). In response to the lack of diversity in the workforce, libraries are more intentional and strategic in implementing practices and services at all levels.

Libraries on the individual, consortial, and professional organization level have responded with a variety of approaches. For example, the Association of Research Libraries (ARL) has led the way by commissioning and publishing reports examining the structural factors involved in the persistent hegemony of library staff demographics. As early as 1997, ARL openly stated its recognition of the need to embrace multiculturalism. Comprised of 125 research libraries at comprehensive, research institutions in Canada and the United States, ARL makes up a large portion of the academic and research library marketplace. In addition to offering institutional

resources to address D&I, ARL is engaging in "bottom up" outreach to communities of color. These efforts include creating fellowships, mentoring programs and institutes focused on identifying, recruiting, and developing diverse LIS professionals (Association of Research Libraries, Office of Management Services, 1997).

With ARL's statements and financial investment in D&I initiatives and strategies, many ARL member libraries, including UH Libraries, have begun to follow suit. Different institutions have taken different approaches at defining diversity and fostering inclusion, some focusing on staff, others on users, and some on both. More often than not, the first step towards beginning D&I dialogue is defining D&I. For example, Iowa State's Library Statement aligns with its University's position and reads, "A diverse community, steeped in openness and collegial respect, is essential to the success of academic libraries. The Iowa State University Library affirms the University's commitment to foster an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of all people" (Iowa State University). University of Denver's statement on the other hand moves beyond the appreciation of different cultures and identities, affirming D&I as "central to learning and knowledge creation, the University Libraries' services, collections, and hiring practices." Further they expand the definition of diversity to include "all ranges of race/ethnicity, sexual orientation, gender identity, gender expression, religion, nationality, age, disability, socioeconomic background, and other identity categories" (University of Denver).

The Purpose and Work of Diversity Committees

To create and ideally sustain a climate grounded in D&I, academic libraries must form structures to implement and cultivate a workforce invested in D&I objectives. The most widely used method of doing this is the implementation of diversity committees. With these library-based committees, there is a sense of responsibility and accountability within the organization to foster a diverse and inclusive environment. The literature is inundated with examples of libraries of all types forming diversity committees and how they have had positive impacts on their institutions. While diversity committees may begin by improving the internal climate, the improvements positively impact how those external to the library feel welcomed and included in the work and services of the library. Andrade and Rivera (2011) reinforce this in stating that "An organizational climate for diversity is necessary to ensure that all members within the library organization feel respected and supported as they strive to provide high-quality service in this rich and ever-more-complex information environment" (p. 710).

There are a variety of methods that diversity committees can utilize to improve cultural competence. The most common include staff diversity training and workshops, creating diversity programs, and strategic recruitment of librarians for D&I work. To ensure success in their endeavors, many academic libraries create diversity plans to guide the work. Julie Blando Edwards (2015) expresses that "A library-specific diversity plan will ideally: help guide library actions by creating a holistic framework with diversity as a foundation; serve as a codified statement of a library's commitment to diversity; illustrate the actionable steps the library will take to work towards diversity; and help bring the library in line with professional standards" (p. 2). Creating a diversity plan will encourage all library employees to own the responsibility of contributing to the organization's desire to improve the climate. Having a plan in place will not

only cultivate an inner diverse and inclusive environment, but doing so will inherently impact users and the external environment. “The creation of a diversity-specific plan in the library is one way to help advance diversity initiatives internally, and perhaps to help encourage the advancement of the initiatives externally as well” (Edwards, 2015, p. 1).

Institutional Context and Alignment with the UH Libraries’ Strategic Plan 2017–2021

Founded in 1927, UH is the third largest university in Texas with an enrollment of approximately 45,000 students. Consistently ranked as one of the top five most diverse campuses in the country by USA News, the 2017 UH’s student body was 19% Asian American, 26% Hispanic, 12% international, and approximately 14% of students identify as African American, multiracial, or other. Often referred to as a model of the future American city (increasingly racially and ethnically diverse and reflective of globalization) Houston and UH are seizing the opportunity to reimagine what applied diversity looks like (University of Houston Institutional Research, 2017). As stated in the UH D&I Statement*, “*Diversity enriches our university community and is a driving force instrumental to our institutional success and fulfillment of the university’s mission” (2018).

Information about D&I best practices in the field of academic libraries, UH’s institutional priorities, and UH Libraries Strategic Plan 2017-2021 set the foundation for the formation of CODI. In addition to responding to the needs of a diverse student body and off-campus community, CODI was founded to address the larger conversation happening at UH and at other universities across academia: Why do faculty and staff not reflect the populations libraries serve? For example, of UH’s 1,620 ranked faculty members, approximately 275 identify as non-white (University of Houston Institutional Research, 2017). UH Libraries had an informal practice of promoting diversity in its collections, workforce, and services. The library staff saw this raised awareness of diversity issues across campus as an opportune time to amplify and formalize UH Libraries diversity initiatives.

CODI - Formation, Learning Phase, Relationship Building, and Implementation of 1st year Initiatives.

In addition to the aforementioned rise of D&I awareness across librarianship and the diversity of the UH community, the formation of CODI is a logical outcome of UH Libraries’ values and culture of practice. In the fall of 2016, the Dean of Libraries appointed members to the committee. The nine members of the committee were chosen through a process of nomination and selection and representative of the diversity of librarians and staff working in the libraries. A member of UH Libraries Administrative Team served as an ex-officio member of CODI. Encouraged by the Dean of Libraries to embrace a broad interpretation of diversity, CODI was charged with increasing awareness and sensitivity to D&I topics among library employees. Initially this included identifying ways to connect with University diversity offices and student groups and assisting in the recruitment and retention of a diverse workforce.

CODI first convened October 2016. During the initial meetings, the committee established communication norms, decided on a gradient of agreement to assist in decision making when a consensus could not be reached, and agreed that meeting on a monthly basis was appropriate.

During meetings, the committee discussed how to improve its knowledge of D&I issues. The members concluded that the committee and its work would benefit from Shaundra Walker's workshop Cultural Competence: Conference on Inclusion and Diversity in Library and Information Science (http://libraryjuiceacademy.com/131-cultural-competence.php). The workshop provided opportunities for CODI members to research, discuss, and engage diversity issues as a group. The workshop also created openings to share personal experiences related to D&I. In addition to improving the committee's knowledge, the course served as a team-building exercise. A major takeaway from Walker's workshop that still applies is the need for library-wide training. As well as effective communication about D&I and the need to have a common vocabulary.

Collaborating with UH's Center for Diversity and Inclusion (CDI), CODI organized UH Libraries' first Diversity Day event. Members of CDI agreed to hold two, three hour workshops to inform library staff about diversity related topics and how each member of the staff plays a role in creating an inclusive environment. Two sessions were held to maximize library participation. Each session was divided into two 75 minute workshops: Diversity 101, an introduction to diversity and the multiple diversities that exist and Diversity 201, personal identity and intersectionality. (Descriptions of the courses can be found here: https://www.uh.edu/cdi/diversity_education/workshop_series.html.) Feedback for this event was positive. A follow-up event included DeEtta Jones facilitating a more in-depth workshop for library managers and supervisors: Cultural Proficiency for Library Leaders. The interactive, full-day workshop covered cross-cultural issues, the influence of culture on values and behavior, and the impact of unconscious bias. Attendees provided useful and positive feedback that informed subsequent CODI initiatives.

Training was only one aspect of the work accomplished by CODI during its first year. The UH Library Administration asked CODI members to create a diversity statement for UH Libraries, develop a set of D&I interview questions, and craft a D&I promotional statement as outward representations of the libraries' value of a diverse and inclusive organization. In addition to these accomplishments, the committee created a list of contacts, listservs, and websites where open library positions could be posted to allow for a diverse pool of applicants. CODI also reviewed a summary report of the UH Libraries' latest ClimateQUAL® results to determine if there were any outstanding D&I issues that might need to be considered in future plans. ClimateQUAL® is an online survey designed to help libraries understand the impact perceptions have on service quality in a library setting (https://www.climatequal.org/).

Process and Methodology for Plan Design

The development of the UH Libraries' D&I Plan is an evolving process. The education sessions and initiatives offered by CODI in the inaugural year enhanced library employees' knowledge, promoted awareness, and addressed issues on D&I. While planning for future directions, CODI discussed and determined potential areas for a library-wide one-year diversity plan. This plan included activities in recruitment and retention, barrier-free access, diversity training and education, and workplace climate. During the planning process, CODI realized the need to develop longer-term sustainable goals that provided guidance and directions for D&I initiatives and activities within the library.

CODI started the development of a four-year UH Libraries' Diversity Plan by engaging library stakeholders and conducting an environmental scan to collect input and data that would guide the building of the goals. CODI used the SWOT Analysis tool to facilitate sessions with library employees to assess strengths, weaknesses, opportunities, and threats regarding the libraries' D&I. Four SWOT sessions were held for library employees. Participants used post-it cards to write down ideas and thoughts on SWOT questions and then sorted and prioritized them into SWOT categories. CODI also composed a survey using the same questions for people who missed the SWOT sessions. For SWOT data analysis, CODI transcribed post-it note inputs and ideas as well as survey responses into a master SWOT data sheet. The data was further interpreted into different themes under internal strengths and weaknesses and external opportunities and threats. The rich data collected and analyzed helped CODI to understand strengths and gaps in the realm of UH Libraries D&I.

In addition to SWOT Analysis activities, CODI reviewed diversity plans from peer institutions and various demographic and assessment documents, such as UH Libraries Staff Demographics, UH Libraries' ClimateQUAL® Organizational Climate and Diversity Assessment, the Mellon-Ithaka S+R study on Inclusion, Diversity, and Equity: Members of the Association of Research Libraries, University of Houston Facts at a Glance (https://www.uh.edu/ir/reports/facts-at-a-glance/), and Demographics for the City of Houston and the United States. These data was informative to CODI in development of UH library D&I goals.

CODI members drafted UH Libraries' D&I Plan based on review and discussion of the data collected. Goals were built in areas of communication, recruitment and retention, training and development, and space. To solicit feedback on the draft version of the plan, CODI's chair presented the document to the UH Libraries' Leadership Advisory Council. CODI also conducted an open forum for library colleagues to ask questions and have discussions on the developed goals. CODI further edited and refined the D&I plan to incorporate inputs and suggestions from library colleagues.

Diversity Plan

CODI's plan had two primary and complementary aims. First, the document needed to be focused and easily understood. Second, the document needed to provide a broad vision for the entire UH Libraries' system. In order to achieve library-wide impact, the goal was for the document to be read and implemented by all library staff. For this reason, the plan was brief, deliberate, and organized.

The plan began with a focused and understandable vision. An introduction connected the formation of CODI and library diversity initiatives to the UH Libraries' Strategic Plan. After the introduction was a short statement of intent and purpose that summarized the objectives of the plan:

> To foster an inclusive virtual and physical environment that welcomes diverse learners, researchers, and library staff. To proactively develop spaces, services, programs, and resources that embrace and promote the transformative power of diversity.

Next, the plan described the implementation goal. While being general in nature, the goal was for plan to be carried out individually by employees and departmental units within UH Libraries as they embraced the plan's goal for D&I. The plan allowed for implementation with concrete, affective, or behavioral actions by individuals and departments within the larger organization.

Once CODI established the purpose and articulated the broad nature of the document, the committee outlined its vision and organized it into three primary goal areas:

1. Foster Commitment to D&I through Dialogue and Learning
2. Reflect D&I through our Recruitment and Retention Practices
3. Remove Access Barriers to Services, Resources, and Spaces

Within each of these goal areas, the committee identified objectives for achieving its vision. Each goal was designed to be clear and understandable but also flexible to the unique needs of each department. Instead of dictating action items, the plan sought to communicate a shared vision that individuals and teams can strive for. By outlining broad goals in organized subject areas, the plan achieved its primary objectives. The remainder of the plan consisted of relevant supporting data to highlight the need for diversity initiatives.

CODI's plan has developed and changed over time. The committee has met its defined objectives but development has been a fluid and evolutionary process. CODI has sought to broaden the impact of the plan with each successive version in response to outside input. CODI's current vision of a broadly-focused and brief document is the result of an adaptive and responsive drafting process. What began as a one-year internal plan evolved into a library-wide public document that seeks to provide guidance for all library staff.

Reflections

In recent months, CODI has been engaged in the development of a library wide D&I plan. The plan includes an overall vision for the Libraries with growth strategies to develop and fulfill them. As with most large scale organizational plans, the D&I plan took several months and it proved challenging to craft a unified vision for the university libraries and its constituents. As CODI navigates the final stages of the D&I planning process, it is important to share and reflect on some lessons learned.

The first lesson learned is to craft meaningful goals by involving stakeholders in the visioning process. CODI's greatest advantage was the diversity of the committee members; its members represent all levels of employees. By having nine appointed committee members from a variety of departments and positional leadership levels, CODI was able to leverage their networks and relationships to solicit input and feedback from staff members who are usually hesitant to share their perspectives.

Although the D&I plan is predominantly inward focused, CODI found it equally important to conduct a full environmental scan that is both internally and externally focused. The environmental scan was comprehensive as it examined multiple data sources. Internal data

sources examined included the UH Libraries ClimateQUAL® survey, conducted focus groups, open forum, and anonymous surveys. Externally, CODI examined the Mellon-Ithaka S+R study on inclusion, diversity, and equity in academic libraries and demographic data for the UH Libraries and its community. Collectively, these data points helped develop a unified vision which ultimately informed the committee's goals.

Secondly, intermediary deadlines and project management tools are important. The vision for the D&I plan was such that CODI wanted all employees to see themselves in the plan and invest in its implementation. To ensure this, the committee solicited frequent feedback which resulted in the need to take a more iterative design approach. This involved being open to changing directions, refocusing, and refining. It also proved difficult to maintain a commitment to transparency, inclusivity, and the objectives while also balancing the everyday realities of work schedules varying workloads and everyday duties. Halfway through the planning process, there was a noticeable decline in performance and productivity due to infrequent check-ins and communication. As a result, CODI decided to streamline the process by utilizing project management tools such as Basecamp and Google Docs. These tools helped manage milestones, share files, and edit documents simultaneously. When appropriate, the group divided the project into tasks and worked on them in small groups. Ultimately, the time tracking capability of project management tools prevented the committee from veering too far from its goals and deadlines.

Finally, the mission and value of the library is fundamental to planning. The UH Libraries' mission and values statements were critical beacons. Respectively they helped define the scope of CODI's D&I work and its alignment with the overall goals of UH Libraries. The D&I plan was inspired by the UH Libraries' value to "respect all aspects of diversity and create an inclusive virtual and physical environment, for all learners, researchers, and library staff. We are responsive in providing spaces, services, programs, and resources that promote and value diversity." Additionally, CODI was operationalized by a clear and concise charge which tasked the committee members to increase awareness and sensitivity among employees, connect with University diversity offices and student groups, and recruit and retain a diverse workforce in an inclusive environment" (Dean's charge to CODI upon formation).

Both the UH Libraries' value statement and committee charge were central to the development of the D&I plan. As the team worked through the strategic plan, they constantly reflected on those values as they sought reassurance as to why they are doing what they are doing. They constantly ask themselves, "Where are we today? Where do we want to be? And how should we plan to get there collectively?"

Conclusion

Encouraged by its inclusive approach to develop the D&I plan, CODI believes the final plan will have buy-in from every department and individual employee. The goal is that all librarians and staff take ownership of the plan and determine how they will apply D&I to their work. CODI plans to take a lead on implementing the D&I Plan by creating actionable items, projects, and initiatives to boost library-wide participation. The D&I Plan will be the foundation as the UH

Libraries strive to foster an inclusive virtual and physical environment that welcomes diverse learners, researchers, and library staff.

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Checking Out the LGBT+

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Abstract

The LGBT+ community is a rapidly developing community full of changes in language and orientations that even those within the community may not be familiar. How can a library support such a fast-paced community without providing dated information or providing it in an offensive way? Learn about how libraries can support the LGBT+ community by providing information and materials on all the orientation and issues concerning this community, including many orientations and LGBT+ issues that are not as pronounced in the mainstream. Gender identity, Pansexual, Asexual, Sexuality vs orientation--- there is a lot to cover! Since academic libraries are a safe space, it is important that we are able to provide information and support to all of our patrons.

Tailoring Library Instruction to Adult Students: Applying the Science and Methods of Andragogy to Modern Instructional and Reference Services

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Abstract

Adults learn differently than children due to life stage, social, cultural, and cognitive variables. Research has been available on andragogy, the application of teaching adults, since approximately 1966, and has grown in breadth and depth since that time. The actual application of instruction in higher education often times focuses on pedagogy which is traditionally targeted to the teaching of children. This presentation will inform on the literature involved in andragogy and apply that information specifically to efforts for enhancement of library instructional and reference services in the higher education environment.

The information will be presented through the lens of planning and preparation of instruction service enhancements at Lee Library, Crowder College. Applications will focus on an initial piloted library instruction class, servicing the discipline of Speech, which instructs students on advanced database searching. The class is scheduled for rollout in Fall 2019. Comparisons will be made between the traditional structure of the library instruction session and the andragogy driven method. Initial findings regarding success of instructional method shifts will also be presented.

Library-Faculty Collaboration for OER Promotion and Implementation

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Abstract

Open Educational Resources (OER) enhances student learning and participation by decreasing textbook costs and increasing accessibility. Open Educational Resources also provides faculty with flexible, extensible, modifiable course materials that can be tailored for the specific needs of the course. Still, OER usage saturation in higher education is estimated between 15-25 percent.

In response to student concerns about rising textbook costs, McKendree University has created a working group to explore the feasibility of OER and to encourage and assist faculty in adopting OER materials for their courses. The library is at the forefront of this change. The presenters discuss their journey to OER promotion on campus, including benefits and drawbacks of OER, creating a plan for campus promotion of OER, gaining buy-in from faculty and administration, and their plan for ongoing promotion of OER. The presentation includes discussion of successes and not-so-successes.

The Facts of Fiction:
Research for Creative Writers

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Abstract

Research enlivens story. This article will discuss how librarians can teach research to creative writers in a way that is effective and engaging. To do so, it is vital to demonstrate enthusiasm for the topic, to reframe research in a way that is appealing to creative audiences, and to connect research instruction directly to students' stories and innate curiosity. The author draws upon his own teaching experiences, his research and reading on the subject, and survey data collected from creative writers to inform this discussion.

Many librarians are not trained as teachers, let alone prepared to modify their instruction in a way that resonates with creative writers (Flanigan, 2017, para. 1). The author not only has experience as a creative writer himself, but also as a teacher of creative writers. In this article, the author aims to assist other teacher-librarians as they help creative writers with their research. Based on the author's own experiences in the classroom and data drawn from students, the discussed strategies lead to greater engagement in the classroom, higher level of interest in research, and more positive reactions to instruction.

This article discusses three primary ways that teacher-librarians can reframe their information literacy instruction to be more applicable for and more successful with creative writing students. Librarians should demonstrate enthusiasm for research, redefine research in a more creative light, and connect research to students' creative writing in specific ways.

Introduction

Librarians understand research. They know what it is, and they know how to do it. Yet, even librarians must resist the temptation to separate research from curiosity. Curiosity is, truly, the foundational pillar on which all research rests. The spark of research begins with curiosity; it begins with a longing to make the unknown known. Research is the process of satisfying this curiosity through purposeful, dynamic, all-encompassing discovery. The following paragraphs expound on this, representing how research can be taught in a way that is vivid and exciting to creative writing students.

Purposeful research requires planning and intentionality. Creating a research plan can be compared to putting together a map that leads to buried treasure. Researchers know the pieces of the treasure map they still need to find—i.e., the information required to write their work. These blank holes in their treasure maps make the researcher's gaps of knowledge blaringly obvious. Thus, discovering the missing pieces requires intentionality; it requires going through the process of figuring out where the pieces are, and then retrieving them. Once a researcher has discovered

every missing piece, she can then see her map in its completion. This map will then help her through the process of finding treasure—i.e., her essay or her story. Research helps the writer fully discover and enliven the work she is trying to create.

Research is also dynamic; it is fluid, not static. Throughout the research process, students will discover clues that lead them to unexpected places. One clue found in an archive may lead a student to a person, which may lead him to a book, which may lead him to an online search. Thus, though identifying missing pieces of information and developing a research plan is critical to research, it is equally important to be willing to change course as new clues reveal themselves. The goal is to discover the unknown, to unveil the mystery. And, often, mysteries are solved in unexpected ways.

Finally, research is all-encompassing. While research certainly involves navigating databases, power-searching Google, and perusing libraries, it also involves a great deal more. Research occurs whenever we intentionally seek information that we do not currently have. Thus, interviewing an aircraft pilot in order to better write about a similar character is research. Traveling to a new city to gain firsthand knowledge of its layout and culture is research. Going skydiving to be able to write about that experience with precise and unexpected detail is research. In short, research is a much broader act than is often taught.

Naturally, the way librarians teach should change depending on their audience. Thus, these vivid and exciting ways of describing research may not appeal to all students. However, based on the author's own experiences in the classroom, they do appeal to creative writers. Teachers want their students to be engaged in the classroom, retain the material, and respond positively to their instruction. For this to happen, teachers must meet the specific, unique needs of each group of students. This article proposes such a plan for teaching research to creative writers.

Literature Review

Many creative writers, particularly those who write speculative fiction and other genres not normally considered research-driven, do not see research as a vital part of their writing plan. However, research should be viewed as necessary for any form of creative writing. Research provides writers with knowledge outside of their own; it supplements an individual's very limited perspective, allowing him to write about the perspectives of others. Research cures writer's block by triggering inspiration through the influx of new information.

Through a thorough survey of the extant literature on the topic, the author realized that while significant literature is available regarding creative writing research, little exists on the topic of research for creative writing. This means that there is not a wide body of knowledge for creative writers to turn to regarding how research can enliven their stories.

One exception to this rule is *The Art of Creative Research* by Philip Gerard (2017). This book effectively reframes research as a creative endeavor, and it discusses the importance of research for creative writing in a way that caters to the minds of creative writers. Thus, this book can serve both as a framework for teaching research for creative writing and as inspiration for students to conduct research for their creative writing projects. The author has used this book to

inform sessions he has taught on research for creative writers and has recommended it to his creative writing students with much success. However, despite its efficacy in teaching creative writers how to conduct research for their work, this book does not provide specific guidance for teachers. Thus, this article seeks to fill a gap in the extant literature by providing intentional instruction for teachers of research for creative writing.

The author also drew from pedagogical literature to inform his strategies for teaching creative writers. Specifically, the author analyzed the teaching philosophies and strategies presented in *Learner-centered Pedagogy: Principles and Practice* by authors Klipfel and Cook (2017). A learner-centered pedagogy is one that requires shifting the focus of instruction from the teacher to student and instead uses methods that cater to the students' specific learning styles and needs. Often, this means facilitating student engagement through active-learning techniques and student involvement. For teachers, embodying a learning-centered pedagogy requires considering their own biases, educational philosophies, and learning styles—and then adjusting their instruction as needed to reach all types of learners. Additionally, a learner-centered pedagogy involves teaching the whole student—demonstrating care for students as unique individuals, which in turn allows opportunities for curiosity, self-expression, and creativity in the classroom. In the case of teaching creative writers, the author found the principles of learner-centered pedagogy to be especially important.

The author also surveyed the extant literature to learn specific recommended strategies for academic teaching librarians to improve their instruction in a way that would especially cater to a creative audience. The author found several articles discussing the importance of demonstrating enthusiasm and connecting with students—including "Becoming a Librarian BFF: Three Tips to Connect with Your Students" (England & Lo, 2017), "Teacher Enthusiasm and Student Learning" (Keller, Neumann, & Fischer, 2013), and "How to Make Your Instruction Suck Less" (Wellemeyer & Williams, 2017). The principles discussed in these articles were used by the author to directly inform the way he teaches research to creative writers.

Finally, the author used an article from ACRLog, "How Did You Learn to Teach" (Flanigan, 2017), and "Old English, Old Norse, Gothic: Sources of Inspiration and Creativity for J.R.R. Tolkien's The Hobbit and The Lord of the Rings" (Robbins, 2015) to back up his points.

Study

The author conducted a quantitative study by surveying creative writers from diverse backgrounds. The survey was sent to a representative sampling using random selection procedure. This survey asked seven questions regarding the students' perceptions of research, the value of research for their creative writing, the genres of writing they primarily engaged in, and if they received instruction on research for creative writing in the past.

The aim of this study was to determine the relationship between students' perceptions of research and their assessment of the value of research for their writing. This study was experimental in nature, meaning these many of these same students were surveyed again after they experienced research for creative writing instruction from the author.

Findings

With twenty-three students participating in the initial survey, the findings showed a strong connection between students' perceptions of research and their assessment of its value for their creative writing. Students who described research as "boring," "academic," and "a necessary evil" tended to disregard research's value for creative writing. On the other hand, students who described research as "exploration," "exciting," and "creative" tended to acknowledge the ways that research enlivens story.

Furthermore, the findings demonstrated a perceived connection between research and historical fiction, but an overall perceived disconnection between research and speculative fiction. In other words, while historical fiction writers tended to recognize the importance of researching historical data about the people, places, and situations they were writing about, most speculative writers stated that they rarely researched for their projects and did not see a need to do so.

These findings led the author to make three primary conclusions which have informed the way he teaches research to creative writers. First, teachers who seek to show that research is valuable to their creative writing students must display enthusiasm for the topic, thus demonstrating that research is exciting. Second, teachers should be intentional about redefining research in a way that shows how research enlivens all genres of story, including speculative fiction. Third, teachers should strive to connect research to creativity, curiosity, and adventure.

The results of the second survey, sent to creative writing students after they received such research instruction from the author, strengthen these conclusions. All surveyed creative writing students who received instruction from the author responded that the instruction positively impacted their perceptions of research and its usefulness to their work. The author also received many follow-up comments from students regarding their excitement to begin the process of conducting research for their stories.

If teacher-librarians are to fully engage their creative writing students and convince them that research is not only a useful endeavor but also a thrilling one, they need to be willing to reshape their instruction for this creative audience. The rest of this article is dedicated to describing how librarians and other teachers of research for creative writing can accomplish this by addressing the three conclusions made by the author.

Demonstrate Enthusiasm

Hopefully, librarians recognize the joys of research. Research is not always fun or easy, but it is consistently exciting exploration and discovery. To effectively engage students, it is necessary that instructors are also engaged. Personal enthusiasm goes a long way towards persuading creative writing students that the research journey is worth embarking on. In fact, enthusiasm for teaching is often described as one of the most critical factors towards being an effective teacher (Keller, Neumann, & Fischer, 2013, p. 247). Enthusiasm can be demonstrated in a variety of ways: through delivery, through engagement with the audience, and through appropriate humor and storytelling.

Delivery involves a variety of facets. Vocal and physical delivery are important; it is much more likely that students will be enthusiastic if they pick up on the instructor's excitement through how he or she teaches. Active learning is another aspect of delivery. When teachers involve their students in the learning process – through games, through discussion, through physical motion – this increases students' engagement and helps them to better associate research with excitement. Whenever the author teaches research to creative writers, he always incorporates at least one research game into the session. This can be something simple, such as handing out prizes to students who most quickly identify information needs for their stories, or even conducting a research scavenger hunt. The author also often begins his sessions by having students write a paragraph story about a topic they know nothing about. This activity immediately engages students by allowing them to write and create stories; and, it provides an appropriate segue into research by facilitating conversation about what specific pieces of information would assist the students in writing these stories about unknown topics.

Demonstrating enthusiasm also requires connecting with students. To effectively generate enthusiasm, it is necessary to eliminate the invisible barrier that often exists between teachers and students. One part of this is taking the time to actually get to know students. Even beginning research instruction with something short and simple, such a sharing interests and hobbies, can help students open up and to be more comfortable engaging in the research session (England, 2017, para. 18–19). Students, perhaps especially highly creative students, do not want to simply be talked at; they want to be talked *to*. Furthermore, they want to be able to use their creative minds to engage in the discussion. Many times, students have something to add to the conversation that the teacher does not have. Likely, creative writing students will be much better versed in the process of writing stories than their librarian teacher. Thus, through allowing plenty of opportunities for student comments and feedback, the class can reach higher levels of engagement and deeper levels of conversation.

Finally, enthusiasm in delivery involves using humor and storytelling in appropriate ways. Though it may seem simplistic, using these devices in research instruction can go a long way towards making the topic more interesting and exciting for students. When teachers are willing to not take themselves too seriously, students will likely take them more seriously, and be more interested in what they have to say. Using informal language and making jokes can actually add to a teacher's credibility, rather than detract from it (Wellemeyer & Williams, 2015, p. 176). Telling stories in class and making jokes appropriately can also help to show that research can be fun. Not only that, these techniques can help students recognize that they can, in fact, be fully themselves even in the context of academia. Research should not be equated with boredom; and, academia should not be associated with self-suppression. Using humor and storytelling in the classroom can significantly help in lightening the mood and getting students more interested in engaging in research.

Redefine Research

Much of the reason for why creative writers view research in a negative light is due to their past experiences with the term in school and academia. Thus, the author took the critical step of redefining research for his creative audiences.

First and foremost, it is necessary to successfully create an intellectual landscape that resonates with creative writers. This can be accomplished by defining research in a new way. As previously mentioned, the author defines research as searching for truth through purposeful, dynamic, all-encompassing discovery. A new definition like this reframes research as something exciting and creative. It opens up the discussion by inviting creativity in instead of framing research as something many creative writers would consider boring or academic. Once creative writers feel welcomed into the discussion at hand, they are more likely to become excited about the prospect of conducting research for their projects.

Research, properly understood, is an art. Much like other artforms, research skills are developed and fine-tuned through experience. Furthermore, research is something that is unique according to the person doing the researching. While one writer may work best conducting research before he begins his work, another writer may prefer to conduct research all throughout the writing process. Even though two writers may be writing on the same topic, they will likely have very different questions that they want answered. All artists work differently and develop their own creative styles; the same applies to researchers.

Another important way to reframe research for creative audiences is to explain it as all-encompassing. While library research, archival research, and database research are all important, they are not, in fact, the only methods of conducting research. Research is, simply put, the process of seeking and taking in information in an intentional way, specific to one's information needs. Thus, research also includes talking to people, experiencing new things, and visiting places. This aspect of research is often overlooked, since the previously stated forms of research are more typically taught. However, these other types of research—all forms of active research—are also critically important for creative writers. As writers engage their senses, they add to their mental repository of creative description. As writers encounter new perspectives and the feelings of real people, they add to their ability to create work with broader emotional resonance. Thus, when creative writing students are taught that research is all-encompassing, it widens their perceptions of research and how it can enhance their stories.

Finally, to demonstrate the efficacy of research even for speculative fiction, it is helpful to provide specific examples. One example that the author likes to use is that of J.R.R. Tolkien and *The Lord of the Rings.* This story is high fantasy; yet, Tolkien imbues his work with knowledge derived from his studies of philology, Old Norse and Old English language, ancient northern European culture, and mythology (Robbins, 2015, p. 66). Providing specific examples like this helps demonstrate to all writers—even writers of speculative fiction—that they, too, can enliven their stories through research.

Make Connections

Research begins with curiosity. It involves an exploration into the unknown; an adventure without a set ending. However, many students do not equate research with curiosity. Thus, when teaching creative writing students, it is essential for librarians to demonstrate the truth that research and personal curiosity are intimately connected. It is also important that librarians connect what they teach directly to students' life and work. If creative writing students do not see the connection between research and writing their individual stories, it is unlikely they will be

fully engaged in information literacy instruction (Wellemeyer & Williams, 2015, p. 176).

Thus, teachers should be intentional about how they discuss developing research plans for students' stories. When teaching creative writers this essential research skill, the author always splits the information needs of students into three distinct categories. First, the author asks students to consider what aspects of their story they are personally curious about. If the writer wants to know more about a certain element related to her story, it is likely that the reader will also want to know more. Second, the author asks students to develop information needs according to what will help them to become unstuck in their writing. Often, becoming unstuck simply involves researching—i.e., taking in new information and new inspiration. Finally, the author encourages students to develop information needs related to their story's theme or their purpose for writing the story. This helps creative writing students to better develop this purpose, and to find the pieces of information that will help them best express it in their work.

All of this points back to the primary goal of research. Research for creative writing is done so that writers can more effectively tell their stories. This means, of course, that not all pieces of information a writer discovers will be useful or relevant to the story they are trying to tell. Thus, it is important that teacher-librarians discuss with their students how they can turn their research into writing. The author always tells students that they should simply imagine their stories and characters through the lens of their research. The research students do is meant to reshape their understanding of the stories, worlds, and characters they create. This research allows students to write believably about topics they previously knew nothing about with specificity and accuracy. When students see the purpose of research as something that directly enhances and enlivens their work, they are much more prone to view it in a positive light.

As a final note, it is important for teacher-librarians to conclude their research for creative writing sessions by sending their students out into their research. Students' time in the classroom is only the beginning of their research adventures. Thus, after students develop a research plan for their works in progress, they should be encouraged to go out into the world and explore. They now have an excuse to talk to fascinating people, go to incredible new places, and learn wonderful, unexpected things. Then, creative writing students can process all of this new information and turn it into creation. To facilitate student success, librarians should provide students with practical information to guide students in their research journey. The author always shares relevant LibGuides and resources lists, discusses Google power searching tips, and provides opportunity for additional one-on-one research instruction at a later date. Then, not only are students mentally prepared to embark on their research adventures, but they also are equipped with the research tools they need to succeed on the journey. Through the information discovered during the research process, students can know their stories so that they can better write their stories.

Conclusion

Both the author's personal experiences in the classroom and the result of the survey he conducted illustrate the importance of applying these three techniques—demonstrating enthusiasm, redefining research, and making connections—to research instruction for creative writing students. When each of these techniques is effectively applied in the classroom, students

show more receptiveness towards research instruction, more excitement about the research process, and more success in carrying out the research necessary for their work.

These three recommendations may, in fact, be beneficial for enhancing research instruction for other audiences. Most students benefit when their research instructors demonstrate enthusiasm in the classroom. Likewise, making connections between research and student work is a tried and tested technique for fostering student engagement (Wellemeyer & Williams, 2015, p. 176). Redefining research as a creative endeavor—as discovery and adventure—may also be beneficial for other audiences; however, more research needs to be done to determine how other audiences might respond to this kind of instruction.

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* Dedicated to the One Year Adventure Novel students

Location and the Collection Connection

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Abstract

The Marketing and Outreach Librarian, Amber Carr, and the Access Services Librarian, Kayla Reed, from Missouri Southern State University walk through the process of re-organizing several collections with no additional cost. Using pictures and layout diagrams, the presenters show the three-year progression of moving over seven different collections to different floors and around the third floor of the library. This presentation will show where the library started, how it moved and removed collections, how it moved again, and how this changed the library. Checkout statistics show great success in some moves and little to no change in others. However, other moves free up valuable study space for students, even if there is no benefit to the collection itself. Failures, lessons learned, and success stories will all be shared and discussed.

Gay for No Pay: How to Maintain an LGBTQ+ Collection with No Budget

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Abstract

Due to decreases in enrollment, state funding, and changes in attitudes toward research, academic libraries must endure flat or decreasing acquisitions budgets. The shrinking value of an acquisitions budget negatively impacts the breadth and currency of resources in all fields, LGBTQ+ resources in particular. Acquisitions librarians can employ a multitude of strategies to keep LGBTQ+ resources in their libraries up to date and in demand to continue to serve students, faculty, staff, and the community. Collaborative collection development, requests for donations, open resources, and Wikipedia engagement are only a few of these strategies. Last but not least, the presentation will end with a call to action for those librarians just beginning to engage in LGBT collection development or for those who must fight to maintain their LGBT collection.

Background

The St. Cloud State University Library provides the largest collection of LGBTQ+ books and media in Central Minnesota. The university's LGBT Resource Center and University Library have historically worked in tandem to "triage" student and faculty LGBTQ+ information requests, and have collaborated on an LGBTQ+ Studies subject guide and promoted LGBTQ+ library resources and services on the LGBT Resource Center home page. The Collection Management Librarian, who is also the LGBTQ+ Studies materials selector, allocates a portion of the monographs budget to LGBTQ+ Studies materials, which receives support from administration, faculty, staff, and students.

Due to decreases in enrollment and state funding, as well as increasing costs of continuing resources, the University Library has lost its ability to provide consistent funds for one-time purchases. This has affected the library's ability to acquire current LGBTQ+ books and media, particularly award-winning titles. After the Collection Management Librarian had gone through Kübler-Ross' five stages of grief (Kübler-Ross, 1969), she developed some new strategies for making new LGBTQ+ content accessible to the community that the University Library serves.

Review of Literature

Since the 1990s, the majority of North American higher education institutions have continued to cut their library expenditures (Davis, 2012; Davis, 2016; Kniffel, 2009; Koffel, 2009; Oder, 2009). Steadily decreasing library allocations and rising inflation have led to cuts in collection budgets (Davis, 2016; Kniffel, 2009; Koffel, 2009; Marcus, 2017; Oder, 2009; Rose, 2016). Public institutions—particularly regional comprehensive institutions—have received the most drastic cuts to their collections budgets (Ekoja, 1992; Koffel, 2009; Marcus, 2017; Strausheim,

2017). These cuts have resulted in the abandonment of big journal packages, increased developments in consortium partnerships for interlibrary loan, collaborative collection development, and the investigation, promotion, and creation of open access resources (Carroll, 2016; Currie & Greene, 2017; Kwakkel, 2013; Currie & Morris &, 2017; Nabe & Fowler, 2015; O'Brien, 2018; Stambaugh & Demas, 2016).

For the majority of academic libraries, cuts to collections budgets lead to cancellation of subscription resources such as journals and databases (Currie & Morris, 2017; New Mexico State University, 2017; Price, 2018; University of Missouri, 2018). These subscription cuts are traumatic for faculty, particularly in public research institutions, and it is not always so simple for librarians to replace core journals in academic disciplines. Library literature does not often discuss how library budget cuts impact spending on one-time purchases for books and media. Instead, much discussion takes place over cutting print book and physical media collections to make more space, or to use funds for digital resources (Barbosa-Jerez, Gabrio, & Johnson, 2016; Levine-Clark, 2014; Stambaugh & Demas, 2016).

Library literature does not usually address how library budget cuts impact collections that support diversity, equity, and inclusion. In general, cuts to collection budgets at public institutions have had negative impact on students from underrepresented and financially vulnerable students (Marcus, 2017). As academic libraries serve as retention centers, particularly for first generation, underrepresented, and financially vulnerable students, these cuts to collections budgets ultimately have a negative impact on retention of these students in greatest need of support (Marcus, 2017; Rose, 2016). Open access to library books, whether in print or electronic format, improve persistence and retention rates for first generation, underrepresented, and financially vulnerable students (Camp, 2007; Emmons & Wilkinson, 2011; Goodall, 2011; Haddow, 2013; Haddow & Joseph, 2010; Murray, Ireland, & Hackathorn, 2016; Soria, Fransen, & Nackerud, 2013; Soria, Fransen, & Nackerud, 2014; Soria, Fransen, & Nackerud, 2017; Stemmer & Mahan, 2016; Stone & Ramsden, 2013). LGBTQ+ students, in particular, search for information resources about themselves and the issues that they face (Mehra & Braquet, 2011; Schaller, 2011; Wexelbaum, 2015a, Wexelbaum, 2015b; Wexelbaum, 2017; Wexelbaum, 2018). If they know that the library has easily accessible LGBTQ+ resources, as well as accepting, friendly staff, they will be more likely to use their academic libraries (Mehra & Braquet, 2011; Schaller, 2011; Wexelbaum, 2015; Wexelbaum, 2016; Wexelbaum, 2018).

As student enrollment in particular academic programs shift, or as academic programs are merged together or dissolved, academic libraries will often allocate fewer dollars to those subject areas. This has a negative effect on humanities and social science disciplines that tend to be "book heavy". Subject areas such as LGBTQ+ Studies, however, are highly interdisciplinary, to the point where LGBTQ+ content can be acquired for all academic disciplines. In order to justify continued purchase of such resources to library administration, proof must exist that students, faculty, and the campus community as a whole want these resources and use them.

Strategic LGBTQ+ Collection Development

St. Cloud State University, as well as the University Library, have made a commitment to diversity, equity, and inclusion. We ensure that the resources in our collection meet the needs of

all of our patrons, and that they reflect the faces, realities, and curricular needs of our patrons as well. The University Library historically has had a strong LGBTQ+ collection that not only serves students and faculty, but teachers, mental health, and healthcare professionals in central Minnesota, as well as the broader statewide consortium. In 2018, the Womens Studies Department opened its Gender and Women's Studies bachelor degree program for enrollment, and more academic programs are including LGBTQ+ content. For these reasons, the University Library has an obligation to continue developing its LGBTQ+ resources, even if it has no funds. The strategies that the Collection Management Librarian uses to maintain and build the LGBTQ+ collection align with best practices in the field (Bothmann, Tompkins, & Wexelbaum, 2014; Ciszek, 2012; Currie & Morris, 2017; Mehra & Braquet, 2011; Schaller, 2011; Wexelbaum, 2017; Wexelbaum, Hootman, Leebaw, Bothmann, Hogan, & Tompkins, 2012).

Assessment of current collection and needs

Every year, the Collection Management Librarian assesses the existing LGBTQ+ collection. She reviews the holdings against core book and media lists in the field, and collects circulation statistics from these resources. The Collection Management Librarian also consults with the Circulation staff to find out if any faculty put LGBTQ+ books or media on course reserve, and takes note of what faculty and student requests she receives for LGBTQ+ books and media. The Collection Management Librarian often notices that award winning titles are not necessarily those titles most frequently used by library patrons. She keeps a list of faculty who teach LGBTQ+ content and communicates with them frequently about what LGBTQ+ information they may need to support their curricula and student assignments. The Collection Management Librarian also communicates with the LGBT Resource Center Director and students who frequent the center to determine what LGBTQ+ information they need and how the University Library can assist them in acquiring information resources. Last but not least, the Collection Management Librarian will go to local Pride events to talk with people about what type of LGBTQ+ information they seek. During all of these meetings she will promote the existing LGBTQ+ books and media, and develop a wish list of new titles.

Collaboration with public library system

St Cloud State University students and employees are eligible for public library cards from the Great River Regional Library System. The St. Cloud Public Library, within walking distance and a bus ride away from campus, acquires popular LGBTQ+ fiction, non-fiction, and films. For this reason, the St. Cloud State University Library will only acquire award winning fiction titles and academic non-fiction in this area that the public library does not collect, based on the curricular and co-curricular needs of our community.

Interlibrary loan

When the St. Cloud State University Library has no money for new books or media, it depends on the LGBTQ+ collection development of the other academic libraries in its consortia. Librarians make all faculty and students aware of interlibrary loan, which is most heavily used for scholarly journal articles.

Solicitation of Donations and Free Books

The Collection Management Librarian reviews books in LGBTQ+ Studies, and receives free copies of those books that she reviews. Those books that meet curricular and community needs she will add to the collection. Every year she reaches out to her local university presses, as well as the Lambda Literary Foundation and other review publishers, to request reviews of LGBTQ+ books. She will also ask for specific types of books during book donation drives.

Subject Guides and Open Access Resources

The Collection Management Librarian, as LGBTQ+ Studies materials selector, maintains the University Library LGBTQ+ Subject Guide. The guide provides links to multiple free and open LGBTQ+ resources, as well as instructions on how to locate LGBTQ+ books in the collection. Every year, the Collection Management Librarian will work with the LGBT Resource Center Director to review and update the subject guide, as well as provide a link to it on the LGBT Resource Center Website.

The Collection Management Librarian, with a team of librarians at her institution, initiated Open Access Week. This led to the creation of subject guides for all open resources, as well as the integration of open resources into all subject guides. More university presses are making LGBTQ+ publications available as open access EBooks. State, national, and international organizations also make open LGBTQ+ research reports and data available; the librarians add these resources to the catalog and link them to our subject guides.

The St. Cloud State University Library has an institutional repository which includes scholarly and creative works by faculty, students, and alumni. All LGBTQ+ related research, scholarship, and creative works that have been approved for degree requirements or are permissible to upload to the repository after publication are welcome. The repository makes locally generated LGBTQ+ content easily accessible and builds community among LGBTQ+ scholars and writers.

Wikipedia is also an open access resource. As of July 2018, English language Wikipedia has almost 21,000 articles on LGBTQ+ people and topics (WikiProject LGBT Studies, 2018). The number of articles increase every year due to the Wiki Loves Pride campaign that involves edit-a-thons to improve LGBTQ+ content on Wikipedia. Those librarians engaged with Art+Feminism, African-American History, and #1lib1ref campaigns also support the improvement of LGBTQ+ content on Wikipedia. The articles include bibliographies of authoritative sources in the field; Wikipedians do their best to cite as many open or freely available sources as possible. If they cite books, they will link to WorldCat to give researchers the opportunity to find out if the books are available in their nearest library.

Call to Action

Lack of funding, or lack of coverage in the curriculum, should not deter a library from acquiring LGBTQ+ resources for the collection. Odds are that a library already has access to LGBTQ+ resources in EBook collections, journal databases, streaming media collections, and government documents at the very least. The next step is to make those resources accessible in the catalog

and through subject guides, then to promote them to students, faculty, and other interested parties through campus email, social media, and face to face meetings. That will elicit comments and discussion about other types of information that people want, which will help the library build a plan for collection development. This is the call to action, and the first step on the journey of low cost / no cost LGBTQ+ collection development.

Summary and Future Research

While not ideal, it is possible to maintain and develop an LGBTQ+ collection in an academic library on a very limited budget. This requires librarians to expand their definition of "collection", from what the library actually owns to what the library can access. It also requires collaboration with the stakeholders on and off campus that seek out LGBTQ+ information resources and provide support to the LGBTQ+ community.

Academic libraries still do not have a strong grasp on how students, faculty, and other patrons seek out LGBTQ+ information, or how they use and perceive LGBTQ+ resources in their libraries. While an increasing number of people seek out LGBTQ+ ebooks and other online resources, print LGBTQ+ books are still in demand and remain the cheaper option for academic libraries. Younger generations also seek LGBTQ+ information from social media, and it requires constant communication with this population to identify those popular information sources. It is important to make all of these resources as easily accessible as possible for patrons, integrated in displays, promotional materials, and library programming. In this way, it will be easier to collect data on LGBTQ+ resource usage, which will build justification for continued funding for these resources.

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A Step Up: Piloting Integrated Information Literacy Instruction Throughout a Discipline

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Abstract

Many librarians have faced the failure of the one-shot instruction model in building long-term information literacy skills. However, for-credit courses and embedded library services are not always realistic for many academic libraries. In Spring 2017, Forsyth Library began development of an alternative model based on the scaffolding of information literacy concepts through the existing course framework of an academic discipline, mapped to the specific needs of that department. The authors will address necessary steps in establishing this collaborative approach and potential pitfalls librarians may encounter. The discussion will include the strengths and weaknesses of multiple modes of information literacy education, including the one shot and embedded librarian practices, the choice of the IDEA model for designing the program, and lessons learned from establishing relationships with various departments.

Introduction

Faced with repeated lackluster results from one shot library instruction and lack of buy-in for embedded librarian programs, the Teaching and Research Team of Forsyth Library sought to develop a new mode of embedded instruction, integrating Forsyth Library Learning Outcomes with those of unique academic disciplines.

In developing this approach, the authors sought to collaborate with department-level leadership to find key points across an entire program to introduce, broaden, and fulfill information literacy skills. The authors call the approach "scaffolding" because it allows student skills to rise up through the curriculum, step-by-step, tailored to the needs of that program and its students. Under this approach, students develop new and more complex information literacy skills at higher and higher levels of study.

Review of Literature

One Shot Instruction

For many smaller university libraries, it is not feasible to develop and implement for-credit courses in information literacy. For these universities, information literacy instruction must be a voluntary partnership between librarians and faculty. Usually, this comes in the form of one-

shots, or, in some cases, embedded librarian services. However, in order to pursue more efficient and effective instruction, it is necessary to understand the inherent drawbacks of these models.

One-shots have been traditionally popular because of their brevity and effectiveness as an introduction to the university library. According to Spievak and Hayes-Bohanan, "participants exposed to a librarian classroom visit reported that they would be significantly more likely to use library databases, to check out a book, and to ask a librarian for help" (2013, p. 488).

However, there is a growing amount of evidence that one-shot sessions will not accomplish the goal of building comprehensive information literacy skills in students. A 2008 study revealed that "students who had attended a [one shot] were proportionally just as likely to use academic and non-academic sources as those students who had not attended a library instruction session" (Martin, 2008, p. 10). A 2014 study found that students were more likely to use library resources after a one-shot instruction session, but that these sessions did not "increase the use of academic journals or the diversity of sources used" (Conway, 2015, p. 239).

In 2014, Walker and Pearce compared a traditional 50-minute one-shot lecture with one that employed an experimental, learner-centered approach. Students did not perform at a high level of information literacy competency after either instruction method, suggesting that, despite the preponderance of books, articles, essays, and studies focused around making the most of this method of instruction, the problem with the one-shot is inherent to its format. Walker and Pearce concluded that instruction could not have a lasting effect with just one 50-minute application.

Additionally, in their study, "Why one-shot information literacy sessions are not the future of instruction," researchers from University of Arizona and Western Kentucky University demonstrate that "IL skills are complex, cognitively challenging skills that need repeated application and practice" (Mery, Newby, & Peng, 2012, p. 373).

Embedded Librarianship

A common theme among examinations of the one-shot is the need for collaboration between the library and the outside faculty. The authors of *Maximizing the One-Shot: Connecting Library Instruction with the Curriculum* discuss a partnership with the English department to redesign their one-shots based around the methodology of the "Lesson Study" (2015). Together, they sought to create an approach so that all entry-level English students would have a more standard experience that drew upon the unique needs and experiences of their department. The groups identified a considerable list of student learning outcomes, but quickly realized it was too ambitious for a single instructional session. Once again, the compactness of the one-shot method made it less desirable for information literacy education.

Because of this, many libraries turn to embedded librarian roles. However, this model of engagement is notoriously difficult to implement on campus. Many librarians have written about the difficulty of integrating completely with a class in a way that is neither disruptive to the established curriculum nor overly time-consuming for the librarian. Olivares describes a situation where librarians face "partial" embedding, offering some services where possible and tactfully abstaining from offering others that were not well received (2010). This has been the consistent

experience at Fort Hays State University. Without department-wide requirements for this type of integration, few faculty engaged in this relationship.

Scaffolded Instruction

McGuinness argues against the traditional approach of working with individual faculty to integrate information literacy instruction into a curriculum, either in the one-shot model or in long-term embedded services (2007). He advocates instead for a top-down approach that aligns library information literacy priorities with institutional goals and strategic plans in order to make information literacy a "core value" of a discipline. This was the basic idea behind this pilot project at FHSU, a tiered form of embedded librarianship called "scaffolding." This approach shares its name with a method used by Radom and Gammons, who define the process as building on top of already-mastered knowledge and skills. They claim that this methodology "is an effective way to overcome some of the many limitations of one-shot library instruction--including time restrictions and an abundance of learning outcomes to address--by integrating library instruction into course-level instruction" (2014, p. 345).

This method has already seen effective use at other institutions. Bowles-Terry provides strong evidence for a scaffolded approach to information literacy instruction, demonstrating that students who receive library instruction in upper courses in addition to introductory one-shots have a significant difference in GPA from students who only receive instruction early on (2012). This study calls for more effort to develop non-repetitive information literacy instruction delivered at different levels in the university curriculum.

Dorner, Taylor, and Hodson-Carlton write about an information literacy instruction approach involving a tiered design that builds skills year-by-year (2001). Driven by faculty and librarian dissatisfaction with introductory one-shot instruction sessions given to generalized classes for all incoming students, they worked with department leadership to identify courses that were required for all students within a particular field which could serve as appropriate points for instruction. They integrated customized, non-repetitive information literacy instruction into each of these courses. A particular emphasis in this study was collaborative planning and building relationships within departments that previously had little involvement with the library, which the authors also hope to accomplish through the scaffolded approach.

Chibnall and Getty also demonstrate the advantages of strong collaboration between librarian and faculty members in designing a scaffolded approach to information literacy skills education (2013). The librarian, through collaborative planning with department leadership and faculty, integrated library visits, projects, and assignments into three semester-long English courses. Chibnall and Getty developed information literacy standards for the collaboration based in part on the ACRL Information Literacy Competency Standards, but with a focus on measurable learning outcomes.

IDEA Model

In searching for a model to base the information literacy scaffolding pilot on at FHSU, the authors chose to adapt Mullins' IDEA Model. First presented in *Good IDEA: Instructional*

Design Model for Integrating Information Literacy, (Mullins, 2014) introduced the model in order to incorporate information literacy instruction into academic courses. Mullins' model has a basis in both Wiggins and McTighe's (2008) backward design approach, and the ADDIE approach of Analysis, Design, Development, and Implementation. Both approaches start with the focus on the student outcomes desired by the instruction, and a variety of disciplines use them in instructional design. Despite the empirical success of the ADDIE formula, Mullins believed a less generic "high fidelity model that accurately represents the process for embedding information literacy instructional design within academic disciplines" (2014, p. 340) would be more valuable to academic librarians.

The IDEA model has four phases: Interview, Design, Embed, and Assess, with each phase allowing for re-evaluation and changes before moving on to the next phase.

- The Interview phase focuses on collecting broad data about the course, its students, and their information literacy needs. The academic librarian analyzes the course syllabus and interviews the course instructor.

- The Design phase uses the backward design approach to turn the information learned in the Interview phase into information literacy goals and objectives. These measurable objectives pair with assessment items later analyzed in the Assessment phase. The academic librarian identifies learning objects, resources, and instruction to support the information literacy objectives.

- The Embed phase focuses on strategies to integrate the information literacy instruction into the course, with minimal learning disruption for the students. By using sequencing and scaffolding techniques, the academic librarian can present information in a logical order while building up from simple techniques to ideas that are more complex. Included in this phase is implementing the instruction plan, modifying and adapting as needed during instruction.

- The Assess phase uses the assessment items created in the Design phase to judge the success of the information literacy instruction. Mullins suggests both formative and summative assessments in order to look at both student achievement as well as strategic goals and ends the phase by making modifications for future iterations of the instruction and reflecting on lessons learned for other academic librarian and faculty collaboration.

Mullins follows up the proposed IDEA model with a 2016 case study showing its implementation in three doctoral classes, titled " IDEA model from theory to practice: Integrating information literacy in academic courses". The study details the steps taken in each phase of the model. While Mullins' case study sample size is small and recommends that the model is best for collaboration with highly motivated faculty on frequently implemented courses, the authors felt it supplied a good framework to use when designing the information literacy scaffolding pilot for a major program at FHSU.

Political Science Information Literacy Pilot

In the Spring of 2017, Forsyth Librarians presented on how academic libraries contribute to student success and retention (Hartman, Nickerson, & Wade, 2017). Many FHSU administrators and departmental leadership attended this daylong conference, among them the Director of Liberal Education, who also served as the Chair of the Department of Political Science. The Chair was an enthusiastic champion of information literacy at FHSU and was eager to begin a collaboration with Forsyth Library.

Interview Phase- Spring 2017

The Political Science department at FHSU focuses on American and international politics, law, and policy. Several degrees are available, including on-campus and online Bachelor of Arts degrees, Graduate programs, a minor, and certificates.

In discussing information literacy concerns with the Chair, political science undergraduates often struggle with certain skills:

- Finding appropriate information resources and differentiating between primary and secondary sources, and popular and academic sources
- Evaluating information resources, especially with the idea of knowing what the facts are or what the truth is
- Identifying bias in the writer and the reader of the information, especially with the hot topic of "fake news" in today's political climate
- Knowing the reasons why citing and crediting the work of others is important, as well as how to cite in appropriate styles for the discipline

Further discussion revealed which courses would be most appropriate to target information literacy skills while reaching as many students as possible, both on campus and online. The authors analyzed the provided course syllabi, identifying activities and assignments that could easily incorporate information literacy skills with little disruption to the flow of the course. The authors then met again with the Chair and instructors to discuss the analysis and the proposed information literacy lessons. Unfortunately, only the Chair was able to attend this meeting, as the instructors slated to teach these courses were on leave for the semester or otherwise unavailable. The Chair represented the instructors to the best of their ability, and approved the proposed lessons:

- POLS 100 Orientation to Political Science
    - Information search activity, matched with a Beginning Evaluating Information lesson

    - An essay, analyzing an opinion piece, matched with a Types of Information lesson

    - An annotated bibliography, matched with Beginning Database Searching and Beginning APA Citing lesson

- POLS 280 Introduction to Public Policy

    - Class debates, matched with an Intermediate Evaluating Information lesson (focus on bias) and an Intermediate Database Searching (focus on Government Documents) lesson

    - A research paper with an annotated bibliography, matched with additional Intermediate Database Searching (focus on recent and popular sources) and Intermediate APA Citing (focus on legislative sources) lessons

- POLS 490 Senior Capstone

    - Senior thesis paper, matched with Advanced Information Searching (such as citation mining and original data sources) and Advanced APA Citing (focus on charts, figures, etc.)

Design Phase- Summer 2017

The authors began the Design phase in the Summer of 2017, after writing Forsyth Library Information Literacy Objectives, based on the ACRL Framework for Information Literacy for Higher Education, and the information literacy tenants of Gather, Evaluate, and Use:

1. Gather

    a. Students will prioritize areas of interest within a discipline in order to articulate a research topic

    b. Students will articulate key elements in their research questions in order to develop and execute a search strategy

    c. Students will think critically in order to adapt search strategies

2. Evaluate

    a. Students will refine search results in order to choose appropriate types of information resources

    b. Students will consider sources from diverse worldviews in order to expand their personal knowledge and frame of reference

    c. Students will critically analyze the context of information sources in order to find relevant, authoritative sources

3. Use

    a. Students will share ideas thoughtfully in order to uphold their responsibility as knowledge creators

    b. Students will follow copyright and citation conventions in order to use information legally and with academic integrity

For more information on how the authors aligned the Forsyth Library Information Literacy Objectives to the ACRL Framework and other standards, see Appendix A.

The authors then wrote information literacy outcomes for the Political Science program that aligned with the Forsyth Library Information Literacy Objectives:

1. Students will compare information from a variety of sources. (2b)

2. Students will differentiate between opinion-based information and fact-based information. (2c)

3. Students will identify primary and secondary sources. (2a)

4. Students will create a search plan for an annotated bibliography. (1b, 1c)

5. Students will cite their sources correctly for an annotated bibliography in APA format. (3b)

Based on these outcomes the authors began developing learning objects for the first course scheduled for Fall of 2017: POLS 100 Orientation to Political Science. At this point, however, several problems obstructed the collaboration between Forsyth Library and the Political Science Department.

Embed Phase- Fall 2017

First, the only contact the authors had with Political Science faculty was through the Chair and sporadic email communications when instructors shared their syllabi. This cast doubt on the faculty buy-in and participation. While the Chair was supportive, the authors wanted to make sure that the other instructors were highly motivated as well, as recommended by Mullins (2014).

Next, the Chair of the Department of Political Science resigned the position for another post at a different university. The College of Arts, Humanities, and Social Sciences appointed a new Chair, and the authors presented the pilot program to them and decided to continue the collaboration.

Then, as the Fall 2017 semester began, the authors were unable to contact the POLS 100 Orientation to Political Science instructor. Communication was essential to embed the planned

information literacy lessons. The authors then learned, after contacting the new Political Science Chair, that a change in faculty occurred unexpectedly, and that a new adjunct faculty member was now teaching the course. The Chair and the authors then decided to put the pilot program on hold, until the department could stabilize after several faculty changes in a short period. The authors then searched for a new FHSU program to collaborate with for the pilot, approaching the Chair of the Communication Studies Department. The authors presented on this experience with the Political Science Department at the Kansas Library Association's annual conference in October 2017.

Communication Studies Information Literacy Pilot

Interview phase- Fall 2017-Spring 2018

The Department of Communication Studies offers a variety of degree programs that focus on human communication behaviors in the areas of advertising and public relations, organizational communication, and general communication. Several degrees are available, including on-campus Bachelor of Arts degrees, Graduate programs, and several minors.

In discussing information literacy concerns with the Chair, communication undergraduates often struggle with certain skills:

- Supporting ideas with evidence
- Identifying good sources, including peer-reviewed, primary, and secondary
- Reading scholarly research
- Focusing on the scope of a search
- Summarizing resources for Annotated Bibliographies

Further discussion focused on which concentration program to focus the pilot on, determining that the Public Relations and Advertising undergraduate degree was the most appropriate. Three courses would integrate the Forsyth Library Information Literacy Objectives. The authors analyzed the provided course syllabi, identifying activities and assignments that could easily incorporate information literacy skills with little disruption to the flow of the course.

- COMM 128 Media & Society
    - Critical Thinking activity
    - Newspapers and Magazines in Forsyth Library activity
    - Group Research Project
- COMM 349 Strategic Writing and Ethics

    - Group Integrated Advertising Project

- COMM 414 Business and Professional Speaking
    - Unusual Audience Description
    - Group Poster Project
    - Keynote Speeches

The authors then met with the entire Communication Studies faculty to present the pilot program to them, answer any questions, and facilitate faculty buy-in. They explained the goal of targeting three courses in the Public Relations and Advertising concentration with at least three information literacy lessons per class, with clear assessable objectives, and tied to Forsyth Library Information Literacy Learning Objectives. Ideally, Librarians would be present in the class once per semester, with two other lessons delivered by video or online tutorial, and tied directly into existing assignments. Communication Studies faculty expressed support and excitement to collaborate with Forsyth Library on this pilot.

Design Phase- Spring 2018

After meeting with the Communications Studies faculty, the authors turned to the Design phase, and created the student assessment, aligned to Forsyth Library Information Literacy Learning Objectives. This assessment consists of 16 multiple-choice questions, two for each Information Literacy Outcome. A 25-question assessment tool created at California Polytechnic State University inspired FHSU's assessment format, and measured information literacy competency of Freshman and Senior students simultaneously (Blank et al., 2016). As with Hristova and Miree (2013), however, the ultimate goal of this project is longitudinal analysis, measuring improvement (or lack thereof) over time. Librarians will administer the exam at the beginning and end of each course. As the three courses are all required for the Public Relations emphasis, this allows repeated access to the same test group, without the need to record personal data. The authors submitted an IRB application stating these parameters and the board ruled the assessment exempt from human subject research approval. See Appendix B for the assessment tool.

In order to avoid some of the problems discovered with the Political Science Pilot, the authors decided to separate the Design phase for each course. This would allow both Librarians and instructors to focus on one course at a time. Instructors would also be more involved in the Design and Embed phases, incorporating some ideas originally in Mullins' Interview phase throughout. This also allowed the authors to adjust their approach to writing programmatic outcomes for the pilot. All lessons, activities, and assessments align to the overall assessment and Forsyth Library Learning Objectives at Introducing, Broadening, or Fulfilling levels, with individual outcomes created with the instructor for each lesson.

For COMM 128 Media and Society, the Design phase involved multiple collaborative meetings in which the instructor and the authors discussed assignments, objectives, and learning objects.

Since this is the first course in the pilot program, all objectives would be at the introducing level, demonstrated in Table 1, with broadening and fulfilling skills applied in the subsequent courses.

Table 1.

Forsyth Library Learning Objective levels mapped to COMM 128 assignments

	Critical Thinking activity	**Newspapers and Magazines in Forsyth Library activity**	**Group Research Project**
Gather (1a)		Introducing	Introducing continued
Gather (1b)			Introducing
Gather (1c)			Introducing
Evaluate (2a)			Introducing
Evaluate (2b)		Introducing	
Evaluate (2c)	Introducing		Introducing continued
Use (1a)	Introducing		
Use (1b)			Introducing

Embed- Summer 2018

In creating the information literacy lessons, it was determined early on that in the interest of minimizing class disruption, the librarians would only have limited face-to-face interaction with students over the course of the semester. Additional interaction would take place through online modules and supplemental materials. As of this writing, the authors are in the midst of the Embed phase, working with the course instructor on creating the learning objects and their individual outcomes for COMM 128: Media and Society.

The first interaction students will have with the pilot will be taking the pretest assessment early in the semester, prior to their critical thinking assignment. This assignment requests that students describe, analyze, interpret, evaluate, and engage with one of four media topics. An online information literacy module, likely a video tutorial, will introduce the ideas that they need to

analyze information sources critically, how their creators use them, and how, as knowledge creators themselves, they can use the information learned to share ideas.

The second information literacy lesson comes from a pair of assignments in which students locate historical and current articles from the New York Times and popular magazines. Library integration will include an in-person library visit, coupled with an online module displaying how to use Forsyth Library digital media collections, such as the NewsBank collection and the Women's Magazine Archive, in order to gather diverse resources.

The final instruction opportunity connects to the final project of the course, which requires an annotated bibliography. Students will interact with two online modules, one focusing on information resources that could be valuable to their research, and the other focusing on APA style and bibliographic tools like Zotero or Mendely. These modules with be followed by an independent work session in the library, and then the post-test assessment.

Conclusion

The Embed phase for COMM 128 will continue into Fall 2018, and at the same time the authors will begin the Design phase for COMM 349: Strategic Writing and Ethics. Spring 2018 will have the Embed phase of Comm 349, and the Design phase of COMM 414: Business and Professional Speaking.

The Assessment phase will begin in Fall 2018. The authors will assess the effectiveness of the COMM 128 pilot through the results of the pre and post-tests, particularly looking for development across the information literacy outcomes highlighted in Table 1. Future assessment will follow a similar pattern in the following two pilot courses, concluding in Spring 2019.

The overall goal in this pilot is to see all eight information literacy outcomes broadened and fulfilled by the completion of the final course, COMM 414: Business and Professional Speaking. Through repeated application and practice provided by the unique “scaffolded” model, Communication students will develop skills in a way that would be impossible with traditional one-shot instruction alone.

If this initial pilot is judged a success, this model can then be modified and scaled to apply to a wide range of disciplines, developing high level information skills that can be applied directly to students’ unique information needs.

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Appendix

Appendix A: Forsyth Library Information Literacy Objectives
https://drive.google.com/file/d/1_nXJFmsmvVhBnKVDJHKRhgDkg_k2aPLn/view?usp=sharing

Appendix B: Communication Studies Information Literacy Scaffolding Pilot Program Assessment
https://drive.google.com/file/d/1cF1aWPuiiGtf1JuycvwWDtJL62VEKLxY/view?usp=sharing

Not Just a Collection: The Emergence and Evolution of Our Contemporary Collection

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Abstract

In line with academic library collection development, the George A. Spiva Library at Missouri Southern State University (MSSU) established the Contemporary Collection in 2013 in efforts to serve diverse library users and to expand its resources. Several unique and Just-In-Time collections have been incorporated into the library general collections to serve the MSSU community. The authors focused on the joint efforts made by two departments for the creation and maintenance of the Contemporary Collection. They introduce how the Access Services Department initiates a new collection and proceeds with selecting items, arranging the collection, and promoting practices, etc. The authors also discuss the practice of the Technical Services Department in cataloging and processing a contemporary collection, running its maintenance, and the eventual dismantlement of the collection. They conclude with the benefits of the library's growing collections and patronage, as well as the lessons learned.

Introduction

The Missouri Southern State University (MSSU) is an expanding four-year state university in Joplin, Missouri. Having four schools with nearly 140 academic programs for undergraduate and graduate degrees, the university has an enrollment of nearly 6,000 students. George A. Spiva Library is a medium-sized academic library and has been a MOBIUS Consortium member for years. The library houses over 360,000 items in various formats including books, periodicals, microforms, and multimedia. With subscriptions to more than 500 databases, 400,000 e-books, and thousands of e-journals with full-text access, the library provides comprehensive online resources for students, faculty, and staff.

Review of the Literature

In general, collection development is a complex process of gathering and maintaining information resources for libraries. According to Holden (2017), library collections provide local resources and other content with broader scopes. He then defines collection development as a "formal, professional function of developing the collection -- that is, using subject expertise and knowledge of the library's user community to select content available for users" (p. 6). Sandler (2014) describes collection development as an intentional and goal-driven process aiming at fulfilling certain needs or purposes for any libraries (p. 13).

Likewise, Lee (2000) elaborates that library collection building is "an accumulation of information resources developed by information professionals intended for a user community or a set of communities" (p. 1106). She further proposes an expanded concept for library collections and asserts, "It would be beneficial to broaden the concept of collection to reflect the continuity and interconnectivity characteristic of the information world" (p. 1111). In discussing the practice of library collection development, Anderson (2006) brings up a concept of just-in-time collection that meets library user needs. In 2011, he predicted that patron-driven acquisition (PDA) model will proliferate and be refined over time because it considers users' perception of collection and allows users to interact with library collection development (p. 212).

Background of the Contemporary Collection

In 2013, the George A. Spiva Library received extra funds for purchasing new materials. The library director invested the funds on materials that were reviewed on two popular shows at the time: *The Daily Show* and *The Colbert Report*. The purpose was to appeal to more patrons who followed the shows as well as providing additional recreational materials for the library. Using the two shows' booklists (2010-2015), the library purchased over 580 items, including books, accompanying DVDs, and audio CDs. Two waist-height bookshelves were set up to exhibit the new and unique collections of *The Daily Show* and *The Colbert Report* on the third floor, near the main entrance of the library building. With the end of *The Colbert Report* and the host change of *The Daily Show*, the library staff dismantled two collections in May 2017. After the items were displayed on their own bookshelves for four years, the items purchased for *The Daily Show* and *The Colbert Report* were relocated to the main collection and other appropriate collections within the library.

The practice of two distinctive collections initiated the idea of the Contemporary Collection to the Access Services Librarian who worked with the Technical Services Librarian to define the concept as "a collection that is built or initiated for materials or subjects that are abreast of current wants or needs of the library patrons that may not fit in any other existing collections at the time of its development." As such, a contemporary collection could be a standing collection but can be replaced later on as necessary. This definition helps to bring about "Just-In-Time" additions to the library resources versus the traditional just-in-case model of standard academic acquisitions.

Under the umbrella of the Contemporary Collection, the Access Services Librarian and the Technical Services Librarian reviewed and reorganized some of the existing collections, and decided on the following categories that fall into Contemporary Collection:

- Audiobooks collection
- Feature Films collection
- Graphic Novels collection
- New Bookshelf

- Non-Fiction DVD collection
- Themed Semester Bookshelf

New additions to the Contemporary Collection

With the emerging concept of Contemporary Collection, the library has expanded its resources by adding new collections. As an example, for the fall of 2017, the librarians built a collaborative collection with a specific topic that was inspired by the student body. The first topic chosen was for LGBT+ resources to fulfill a previous request made by the MSSU Gay-Straight Alliance to the library in 2015. Forty-three new items pertaining to LGBT+ groups and written by LGBT+ authors were selected and purchased. Twenty-one items relevant to the topic were pulled from the existing library collections. A bookshelf with signage was set up on the third floor near the main entrance to present this new collection that included fiction and non-fiction books and DVDs. In the spring of 2018, the student body voted on the second subject for the collaborative collection. Three options, Women's Issues, African American Issues, and Poverty and Class, were marked on a whiteboard near the main circulation desk so that the students could cast their votes. The topic of Poverty and Class received the most votes, and it became the second collaborative collection. As with the LGBT+, related materials were purchased and existing items were selected to make the collection. In addition, the library staff decided to shelve the first and second collaborative collections side by side to highlight these unique resources.

What Matters With the Contemporary Collections?

From the initial setup of *The Colbert Report* and *The Daily Show* collections in 2013 to the currently increasing Contemporary Collections, a standing component of library resources, two librarians from two departments have learned a few points that need to be taken into consideration when it comes to initiating a contemporary collection.

Cataloging and Processing Contemporary Collections

Cataloging and processing the Contemporary Collection items is a learning process. When *The Colbert Report* and *The Daily Show* collections were initially created in 2013, respective location codes for each collection were created in the library's ILS with the assistance of MOBIUS staff. Accordingly, updates to the parameters for the Loan Rule were necessary to incorporate two new collections into the MOBIUS circulating items. The application of local cataloging parameters, including internal notes, public notes, and message notes, were mandatory for each item. In addition, the Marketing and Outreach Librarian designed two sets of vibrant stickers and the Technical Services staff attached one to each item to indicate its location. A review and relocation to permanent locations was conducted for all the collection items when dismantled in May 2017. Due to the relocating, updates were necessary to the associated internal notes to record the history of each collection. Removing or updating the public notes and message notes to indicate the items' new physical locations were essential. The attached graphic stickers remained on the items after they were shelved in the library collection. Additionally, the location codes used for the two collections were removed from the Loan Rule parameters to specify the end of the collections and avoid any circulating confusion.

As multiple, diverse contemporary collections are available in the library, a generic main collection location code is used instead of creating a new one for the one-year Contemporary Collection, e.g. LGBT+ collection. If a specific location code is used, it involves the work of MOBIUS and Innovative Inc. and would add time to get the new code available. In addition, the location code becomes obsolete when the collection is dismantled, as was the case for *The Colbert Report* and *The Daily Show* collections. Moreover, the main collection seems to be the permanent home for most of the Contemporary Collection items which made its location code the best choice. As to other Contemporary Collections, different cataloging practices are applied as needed. For example, the ITYPE code used for the New Bookshelf items limits the circulation scope and only includes MSSU students, faculty, and staff for the first six months after acquirement. For the Feature Films collection, a MARC field 912 is added to indicate the genre category, and a genre note is added at the end of the public note so patrons could easily browse it in the library catalog. Additionally, utilizing vivid stickers is a good way to identify specific collections among the housed library materials. Either purchased or homemade, varieties of stickers for the existing collections are attached to individual items to make them noticeable.

Maintenance of Various Contemporary Collections

The maintenance of various Contemporary Collections within the library building is important and time-sensitive. Since most of the Contemporary Collections are updated on a regular basis, annual or semi-annual, documenting their lifespan is necessary as part of the library collection development activity. The Technical Services Department makes use of an internal Wiki site to record the history of each collection as well as specific cataloging and processing practices. The creation of a corresponding wiki page allows the library to track the collection construction and development, such as the establishment of a new Contemporary Collection in the library. The Technical Services Librarian updates the wiki page in a timely manner to reflect any changes that happen to the collection, such as the relocating of the items, the changed codes, etcetera. Visual aids (e.g. examples of item records and images of graphic stickers) are included in the wiki page. In addition, updates to the related records data in ILS are conducted as appropriate and necessary whenever a change may happen to the physical location or the circulating parameters. Furthermore, if a Contemporary Collection item is damaged or lost, a replacement copy is requested immediately by the Technical Services Department and purchased to keep the collection intact. Moreover, statistic reports of the Contemporary Collections are generated periodically to keep the library director and other library staff informed of the usage data.

Discovery of Various Contemporary Collections

Having easy access to various Contemporary Collections is equally important. Implementation of two discovery tools assists library patrons in finding the Contemporary Collections, Featured List and LibGuides. The Featured List is an option in the WebPAC from Innovative Inc. At the library's request, the MOBIUS staff creates multiple featured lists for Contemporary Collections on the cluster-shared catalog (SWAN) so that the list of collection titles are displayed in a group to the public. The Technical Services Librarian updates the featured lists monthly to show the newly acquired items for the Contemporary Collections. As to the other standing featured lists, such as the Audiobooks collection, the Nonfiction DVDs collection, the Feature Films collection,

the Technical Services Librarian updates them from time to time to keep the patrons informed of the most current collections.

LibGuides act as another way to present the Contemporary Collections in the library. To exhibit newly acquired items for different subject areas, the Technical Services Librarian updates a New Bookshelf LibGuide on a monthly basis. Two separate LibGuides were created for *The Colbert Report* and *The Daily Show* collections in 2013 to introduce the collection resources and both were suppressed in May 2017 as the collections ended. Likewise, the Access Services Librarian and the Library Director created a LibGuide titled "LGBT+ Resources" for that collection. In addition, a LibGuide for the themed semester is produced each fall to correspond to the campus-wide events, and the LibGuide includes the newly purchased library items for the focused country/region as well as other relevant library resources.

Promotion of the Contemporary Collections

Promoting the variety of Contemporary Collections is vital in attracting more patrons and raising awareness of available library resources. The Access Services Librarian uses different promotional approaches to convey the availability and value of Contemporary Collections and found online recognition as the most efficient way to spread information. As suggested, the Contemporary Collections are a part of the updated informational section on the library's homepage which provides a direct link between the library and its specific users. This acts as a channel for communication. The Access Services Librarian also makes use of social media, such as Facebook, Twitter, and Instagram, to publicize the specific collections. Print materials, ranging from flyers, posters, and bookmarks, are regular giveaways to library patrons to draw their attention. The Access Services Librarian also sets up a whiteboard next to the main collection desk so that library events, services, and new materials are shared.

In addition, rearranging the physical shelving and locations of Contemporary Collections is helpful in gaining more attention and increasing these items' checkouts. After consulting with the Marketing and Outreach Librarian, the Access Services Librarian worked with student employees on resetting several Contemporary Collections in early 2017. The New Bookshelf collection, for example, was moved to the main pathway and signage was put on the top of the bookshelf to create more visibility. Similarly, the Graphic Novel collection was placed on the other side of the pathway with 3-D signage and a cardboard cartoon figure nearby to accentuate its location. A visual media center comprising of the Feature Film DVDs and the Non-fiction DVDs was put across from the sitting area. The efforts of the new arrangement made specific collections stand out on the third floor, the main entrance of the library building.

Benefits of Having the Contemporary Collections

Spiva Library has seen many benefits by adding Contemporary Collections to standing library practices. First, more patrons come to the library, and not only students, but also more staff and faculty. Students from neighboring institutions also visit the library to look at a specific Contemporary Collections. Secondly, Contemporary Collections enable the library to connect on current issues and review existing materials. Two present collaborative collections have exemplified the need to add new materials to specific subject areas. Thirdly, Contemporary

Collections allow flexibility in supplying content and diversifying library materials. Academic libraries can be limited to developing their collections through the academic departments on campus. However, it is important to address recreational wants and needs of patrons. Additionally, these seemingly non-academic materials may end up meeting research purposes. For example, the Social Work program and other departments use the LGBT+ collection as supplementary materials for research.

Contemporary collections also benefit library patrons. Most of the time, the library relies on faculty and academic departments to select materials that support teaching and research activities; however, that does not leave much room for students to make recommendations. Getting the student body involved in the collaborative collection opens a door for the library to try PDA, a model that may better meet library user needs. This also allows the student body to voice their wants. In addition, Contemporary Collections provide the library a chance to purchase recreational materials for the library community. Although focusing on academia, the library staff still sees the need for recreation on campus and a modest amount of such resources need included if the budget permits. Moreover, as patrons on campus and from the community are more aware of Contemporary Collections, the circulation of these resources has become increasingly active. Three of the Contemporary Collections including DVDs, graphic novels, and new books have a substantial increase in checkouts from 2015 to 2017. In looking at total checkouts, the Contemporary Collections made up 8% of total checkout from January 2016 to January 2017. The percentage increased to 13% from February 2017 to February 2018.

Conclusion

The practice of contemporary collections in Spiva library has proved to be successful in several aspects. Contemporary collections should spark interest for patrons, whether it addresses social or educational issues or is for entertainment. A number of factors need considered for the future development of library collections. The first starts with how and who identifies the content: Who are the targeted end users? The next factor is format of the content: Should multi-media and online resources be included? If so, how about access and workability to library patrons? The way to acquire appropriate items for a chosen topic is also another factor: What are the reliable resources to make new acquisitions? Are the donations from outside acceptable? The size of a contemporary collection is factor to think about as well: What is a sufficient number for a new collection to draw patron's attention among other library collections? Another factor is the physical location for a new contemporary collection: Where is the best fit for the collection within the library building? How should the collection be displayed to the library patrons? The last factor is the lifetime of a contemporary collection: Is it a long-term or short-term collection? How long should it sit aside from other library resources? In a way, all of the questions center on the library mission, that is, to serve diverse library users and to expand library resources.

The Spiva Library has increased checkouts, patron interest in the library, and diversity of materials using the contemporary collection model. By connecting with patrons and maintaining Just-in-Time collections, the library will continue to develop the blossoming connections to the university and local community patrons.

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Flipster: How One Community College Library Supports Faculty and Student Academic Needs with *Flipster* Digital Magazines

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Abstract

How best to support the scholarly research needs of both faculty and students in a time of declining budgets but increased costs, declining print periodical usage coupled with the need for more library space? How best to support and prepare students for self-sustaining careers or transfer to four-year colleges and universities across the country? With an innovative library instructional lab furnished with tablets, how best for the NHTI Library to deliver digital periodical resources across a spectrum of devices with an ability to measure usage?

This paper examines the goals, principles, hopes and needs that galvanized the NHTI Library to envision and select *Flipster* Digital Magazines as an electronic academic resource in a time when students and faculty are clamoring for articles and journals for the curriculum while print periodicals are in decline. The author discusses student, faculty, and staff responses to the addition of *Flipster* as an academic resource, including outcomes, budgeting, statistics, space usage, and where the library reasonably anticipates going in the future.

Introduction

The *Flipster* Concept

In basic terms *Flipster* is reading a periodical -- but only online. The days of simply picking up a print journal have been eclipsed and forever changed by technology. Show a person to a waiting area where they can use electronic devices and there are print journals within an arm's reach and more often than not - based on personal observation - that person will look at their cell phone rather than pick up a magazine.

Are print journals dead? The better question to ask is, are journals dead? Based on observation, while periodicals may appear to be on life-support, they are not dead; how one reads, or in today's parlance, it is how one accesses them. For the reasons presented, *Flipster* is the resource that best meets the academic needs of NHTI faculty, students, and patrons.

Literature Review

Placed within the context of studies showing continued low use of print periodicals (Vandale & Minchew, 2014, p. 204) electronic journal and magazine subscriptions make fiscal sense. Electronic periodical subscriptions provide 24/7 availability for both campus and distance students, and offer convenient entry when linked within learning management systems. In addition, a faculty member interviewed by Daly reported a difference in student work when resources were embedded within the course site. (2010, p. 210). Online library resources and

services continue to be an important factor in student academic achievement, along with other online student support from tutoring, writing, and technology centers (Bailey & Brown, 2016, p. 455).

Launched in late 2014, *Flipster* is a relatively new entry in the area of digital magazines, originally seen as a way to enhance the casual periodical reading experience (Scardilli, 2015, p. 22), referencing EBSCO's Tracey Paine. Literature reviews discussing and assessing the performance and adaptability of *Flipster*, such as *Look How Far We've Come! Flipster Digital Magazines Celebrates Three Amazing Years Serving Libraries* by Katie Sullivan are more the exception than the rule. That's not to say that *Flipster* has gone unrecognized, advancing from winning the Modern Library Award Gold Award in 2017 to receiving the Platinum Award in 2018 ("From Gold to Platinum," 2018, para. 1).

Why *Flipster*?

NHTI, Concord's Community College is located in New Hampshire's capital city, on the banks of the historic Merrimack River, about equidistant – a little over an hour – from Boston, the White Mountains, Vermont, Maine, and the ocean. Since the NHTI Library first started looking at *Flipster* in 2016, the College still offers more than 80 academic programs including associate degrees and professional certificates in accounting, business, liberal arts, education, nursing, criminal justice, general studies, dental hygiene and assisting, architectural engineering, visual arts and more. With a current enrollment of over 5,000 students – or around 3,000 FTE's – NHTI aims to prepare students for careers or for transfer to four-year colleges and universities.

Anticipating the growing trend toward digital use and resources, the library in 2013 constructed an innovative Instructional Lab based on Biophilic Design, collaborative learning and tablet technology. To enhance the user experience and to increase research opportunities the library went wireless and began to circulate tablets thereby enhancing flexibility and creating the illusion of expanded space within the building. The NHTI Library was also one of the first academic libraries in the State of New Hampshire to embrace EDS (EBSCO Discovery Service) and take advantage of implementing RTA (Real Time Availability) in conjunction with the TLC (The Library Corporation) ILS.

In a time of decreasing budgets and declining use of increasingly more costly print periodicals the library had to take a hard look at the purposes served and the costs of print periodicals. Factored into those calculations were the costs of processing print subscriptions as well as the cost of space dedicated to maintaining back issues. Additionally, there was less than satisfactory experience with eJournals- including reliability and costs - especially as some publishers required that both the print and electronic versions both be purchased. Further, the Library wanted an electronic periodical that looked like the print periodical but also had interactive features. The question became: how best to build on the success of the innovative Instructional Lab as well as support and integrate scholarly, quality research based on the library's existing resources – both on campus as well as to the college's online and distance learners - all within the above parameters?

Beer Connoisseur

The journal *Beer Connoisseur* helped bring the NHTI Library to *Flipster*. One of the chemistry courses offered at NHTI in the Sustainability Program is built on the science of making beer and the rich New Hampshire tradition of microbreweries. The professor wanted a trade journal like *Beer Connoisseur* that all of her students could access as part of their studies and research. Not that she didn't want the journal in print, but she preferred it be available online and easily accessible.

Looking at increasing costs, reduced budgets, and reduced periodical use the library was already considering online alternatives, including eJournals. The library's experience with eJournals had already proven to be less than reliable and were costly with some publishers requiring purchase of both the print and electronic version of the periodical.

When the Library's EBSCO representative visited the NHTI campus in 2016, *Flipster* was introduced as a new product that public libraries were taking an interest in – perhaps *Flipster* might be of interest to NHTI? The concept of adapting *Flipster* as an academic online application clicked immediately. Periodical titles in *Flipster* were easy to access, titles could be accessed simultaneously (most are an unlimited number of simultaneous users) by a variety of devices, demonstrated usage statistics were available, back issues were included, and costs were a fraction of the print periodical version. There was no requirement to purchase the print version and faculty could include *Flipster* journals in their syllabi. *Flipster* integrated with EDS search results, and *Flipster* had a carousel – a visual kiosk featuring a moving slideshow of periodical titles that fit easily on the library homepage, just below the NHTI Library EDS search box. Moreover, a *Flipster* periodical looked like the print version and also had interactive capabilities. The NHTI Library became one of the first academic libraries to utilize *Flipster*.

Starting with a modest 35 titles for the 2016 – 2017 academic year -- including *Beer Connoisseur* -- the NHTI Library now subscribes to almost 60 *Flipster* titles including *Creative Nonfiction, Art in America, RasPi, The New Yorker, American Cinematographer* and more. *Beer Connoisseur* has, unfortunately, been withdrawn by the publisher from *Flipster*. However, as a title with almost 5 years of back issues, *Beer Connoisseur* is, and will remain, accessible to NHTI Library patrons.

Promoting *Flipster*

With a "game changing" resource, apart from one-on-one conversations, what is the best way to promote *Flipster* to the NHTI community;?. Clearly, the chemistry professor who incorporated *Flipster* and *Beer Connoisseur* into her course on the science of making beer was onboard, as were her students. In addition to annual meetings with departments to review library resources such as books, periodicals, databases, et al, library staff are active across the campus in any number of activities, events and programs affording the library the opportunity to discuss and promote *Flipster*. Also, word of mouth advertising counts for a lot.

Additionally, the library unveiled *Flipster* at the college's mandatory faculty meeting held at the beginning of the 2016–2017 academic year. The response was extremely enthusiastic, not only

as a tool where periodicals available through *Flipster* could be incorporated into face-to-face and online courses, but also as a convenient way for the NHTI community to access periodicals across a variety of platforms.

The library's promotion of *Flipster* also included adding slides about *Flipster* to the library's traveling Raspberry Pi electronic kiosk which visits buildings across campus, as well as table tents and other displays. Adding the *Flipster* carousel to the Library's homepage – a moving carousel that not only displays the periodicals available through *Flipster* but also allows NHTI patrons to access the titles simply by clicking on them – provides both a highly visible promotion with ease of access.

Conclusion

For the NHTI community the response to *Flipster* has been nothing short of outstanding. Behind the scenes measurable, increasing usage statistics have helped in the library's budgeting process, allowing the library to better allocate resources. For example, if a title on *Flipster* is not performing, during the review process it can be easily replaced with titles that are responsive to the needs and interests of the NHTI community. Further, *Flipster* has the flexibility to add a title at any time. Time spent on serials processing has been reduced and deaccessioning some back issues has helped to make valuable space available in the library. The support and service from and working with EBSCO has been excellent, from title management to technical support, such as creating the *Flipster* carousel for the Library's homepage.

Interestingly, and it is early in its measurements, the library is starting to see some increased use of print periodicals as *Flipster* usage increases. While a title in *Flipster* integrates with the Library's EDS and is interactive, including access to back issues,one feature the Library has been requesting is permalinks within *Flipster* periodicals. I would be much easier for students and faculty to have permalinks to *Flipster* periodical articles.

The user experience – from faculty incorporating *Flipster* into curricula (for both face-to-face as well as online instruction) to the casual reader - has been excellent. The library has and is planning on adding more titles to *Flipster*. While usage statistics show much, it's the anecdotal information that reveals how *Flipster* is both perceived and utilized. *Flipster* titles are important resources but the fact that *Flipster* delivers so much more in user experience is brilliant.

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Three Ring Circus: A Model for Understanding and Teaching Students about Bias

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Abstract

In today's information landscape, there is an ever increasing tribal conflict over truth and opinion. Teaching students to function effectively and think critically in the current climate is an extremely difficult challenge. The presenter seeks to explain three different levels at which students can be challenged to understand biases of varying types: Level 1) the agendas and aims of various external information sources (the ever shifting commercial and political information landscape), Level 2) the skewing effect of social media algorithms and browser histories (and their resulting troublesome filter bubbles that limit exposure to new ideas), and Level 3) personal internal biases (the subconscious human tendency to automatically categorize people and ideas in certain ways). Each of these levels can be viewed as a ring in a concentric circular model with Level 1 being the outermost ring and Level 3 as the innermost ring. This instructional model posits that the most effective way to educate users to be open-minded, flexible, inquisitive, and independent thinkers in an increasingly contentious world is to teach from the outside inward. First the presenter teaches the outer ring of understanding of how and why information is generated in the world. Then moves inward one level to teach the second ring that includes awareness of how software algorithms, browser histories, and device platforms that influence what specific sources and "facts" are displayed. Finally is the innermost ring where stubborn, potentially toxic internal biases are confronted, which are by far the most difficult to overcome. While this may seem a task beyond the scope of librarians teaching one shots, there are opportunities to introduce these ideas and partner with teachers to scaffold them into courses and programs with the end goal of producing higher order habits of mind. The presenter provides sample teaching techniques and lesson planning tools as well as a reading list for additional ideas and information about dealing with these issues in an educational setting.

Demystifying DH: How to Get Started with Digital Humanities

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Abstract

Music encoding, data visualization, mapping, 3-D modeling, textual analysis, performance simulation, e-literature . . . the plethora of concepts and methods of quantitative analysis in humanities fields can be overwhelming. The number of digital tools available for examining texts continues to multiply. How should librarians prepare themselves to support digital humanities scholarship? Where should they start and how can they approach DH from a critical perspective? The Performing Arts and Humanities Librarian and the Literatures and Humanities Librarian at the University of Kansas undertook a survey of digital humanities initiatives in order to gain familiarity, establish connections, acquire skills, and publicize service in support of digital humanities projects. This presentation provides an introduction and method for systematically approaching the broad digital humanities landscape.

Academic Libraries Embracing Technology with a Purpose

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Abstract

Academic libraries are experiencing a shift in being no longer just places to house books and provide a quiet place to study. Library users and supporters view them as anchors, centers for academic life, research and cherished spaces. Technology is changing the services within libraries and the expectations about how to find and use information. They now provide information and computer literacy training, technology workshops, and 24/7 virtual access to digital materials. The learning environment is further affected by the increase in online programs and the explosion of online resources to support library instruction and student learning. Because libraries are experiencing so many changes, they are seeking new ways to enhance services and provide needed resources. Students are increasingly expected to have literacy skills upon graduation. This presentation summarizes academic libraries journey to increase student engagement with information literacy and technology and how libraries accomplished this goal by repurposing library spaces, adding collaborative centers, and using mobile, smart technologies.

Introduction

Technological innovations remain the catalyst that drives profound and significant developments in library services. From offering information literacy and technology workshops and 24/7 virtual access to e-Books and digital materials, libraries are transforming their campuses. With the continued migration to digital resources, library patrons anticipate 24/7 access to library resources (Saunders, 2015). Also, the ever-changing landscape of digital content and the ease of access to unstructured and unevaluated information readily available via the Internet, information literacy continues to be a pertinent component of library services. Libraries are confronting significant difficulties because of reduced or flat budgets along with increased demands for accountability and transparency. Taking into consideration these conditions, librarians must think about technology strategically and examine potential ways they can develop more invigorating solutions that address these difficulties. The use of technology gives librarians the opportunity to measure achievement, design and support quality instruction, innovate and adapt library services to impact the needs of their university strategic priorities. Librarians play a crucial part in providing seamless digital access to users of quality information sources and online research services. Specific technologies integrated into the library environment includes laptops for checkout, collaborative video conference learning centers, 3-D printers, and multimedia production studios. The author will examine how academic libraries utilize these technologies to improve and deliver their resources and services.

Background Information

Academic libraries have a long tradition of preserving, organizing, and making information accessible. Academic libraries continue to preserve this role as this support role is still essential for higher education's research mission. In recent decades as higher education evolves, academic libraries have sought more effective and innovative ways to serve students and faculty. Not only have libraries provided training and leadership to help revamp the academic enterprise, but they have also been early adopters of digital technologies. At the beginning of the twenty-first century, institutions of higher education realized the need to modernize the methods used to support students and faculty in teaching and research. Today, academic libraries are being tested continuously by the introduction of new technologies. Libraries and librarians have an opportunity to approach this changing environment in creative and engaging ways. As technology and other innovations continue to change the university landscape, libraries have become adept at assessing the diverse needs of their users and using this knowledge to evolve their approaches to providing innovative services and resources. Technological changes remain a catalyst for profound and significant developments in libraries services. From offering information literacy and technology workshops and 24/7 virtual access to e-Books and digital materials, libraries are helping to transform their campuses. With the continued migration to digital resources, library patrons anticipate 24/7 access to library resources (Saunders, 2015). Libraries are confronting significant difficulties because of significant cuts in their operating budgets and increased demands for accountability and transparency. Taking into consideration these conditions, librarians must think about technology strategically and examine potential ways that they can develop more robust solutions to address these deficits. The use of technology allows librarians to measure achievement, to support quality instruction, adapt library services to align with university strategic objectives.

Review of Literature

Traditionally, libraries assumed the role of caretaker of print resources. In response to current needs and expectations, libraries have progressively adopted electronic resource delivery and often have become a focal point for collaborative learning at their respective institutions (Shapiro, 2016). For libraries to remain vital partners to their various academic stakeholders, they must seek new ways to contribute to the learning and research mission at their universities (Saunders, 2015). Wexelbaum defines this emerging change as digital scholarship which is trending across disciplines especially STEM disciplines, humanities, and the social sciences (2016). Wexelbaum found emerging media requires teaching a new form of research that emphasizes visualization of data (2016). By providing makerspaces, multimedia studios, and other collaborative learning spaces, libraries can continue to support interdisciplinary and experiential learning. Librarians need to study current trends and capabilities to properly assist students as they explore new forms of research and rhetoric and employ data carpentry and text encoding to build online collections and exhibits, especially in STEM related disciplines (Wexelbaum, 2016). Hopkins, Hare, Donaghey, and Abbott advocate using digital technologies that include smartphones, tablets, and specific functions such as geo-location, video, web technologies, and audio (2015). Hopkins et al. identified that these tools allow patrons to access Wi-Fi, create and share content, with libraries adopting this technology to engage patrons in a variety of methods (2015). Hopkins et al. introduces the "concept of digital convergence" and

further examines how libraries are implementing social networks and media applications (2015). According to these authors, the development of the converged media applications allows for increased discoverability of the library resources and provide an opportunity to enhance their relationship with the community and establish significant online community participation. Converged media applications include multi-function mobile devices (smartphones and tablets), digital technologies (photo, video, audio technologies), mobile apps, location and communication technologies (GPS, Geo-tagging, Instagram) (Hopkins et al. 2015). Hopkins et al. concluded that libraries are more than willing to move to converged media environment using an assortment of media applications to increase visibility and discoverability of collections and publicize the library's identity (2015). ACRL identified the top ten trends related to academic libraries are communicating value, data curation, digital preservation, information technology, mobile environments, patron-driven e-book acquisition, scholarly communication, staffing, and discovering user behavior and expectations (2012). Libraries face multiple challenges with open content, social networks, and new publishing platforms forcing them to transform how scholarship is supported and curated. Other technologies embraced by libraries include vendor machines for loaning hand-held equipment, discovery systems, and community-source library management systems (ACRL, 2012). ACRL concluded that for libraries to meet user expectations in a technologically advancing environment, their information, services and resources must be available for immediate and seamless access (2012).

In examining digital publishing and its effect on technical services, Hunter finds that the methods for dissemination of scholarly communications changed fundamentally due to Internet-based publishing (2012). A diminished request for printed books fueled quick and inexpensive distribution methods. Hunter also found that digital publishing eliminates financial barriers, making it a viable alternative for academic libraries in developing digital library materials, open access content, and institutional repositories (2015). Hunter concluded that the adoption of digital publishing by libraries was a response to the advancements in scholarly communication, the changing expectation of information-seekers, and unsustainable journal pricing models (2015). Saunders (2015) ascertained that in response to changes in scholarly communication, rapid advancement of technology, and new demands for library instruction, libraries need to develop new services, repurpose library spaces, and add resources. He further points out that even if libraries are not able to respond to all emerging demands, they may be able to focus their priorities on essential services and resources by using the strategic planning.

Repurposing Library Space

More space dedicated for collaborative study groups and computer use leaves less space for print collections and individual study space (Saharkhiz, Valizadeh, & Hengameh, 2016). The advancements in technological innovations and expectations for 24/7 access to services and resources have led to the need of repurposing library space to accommodate end-users (Saharkhiz, Valizadeh, & Hengamsh, 2016). Libraries are using satellite technology, digital learning commons, and makerspaces to accommodate the growing user population who expect to use these tools. In this process, libraries are repurposing interior library space that once held print collections. The creation of makerspaces and digital learning commons for student use help support the requirements of new forms and research and research products. Wexelbuam reports that research conducted in academic libraries today demand the creation of creativity labs, digital

scholarship centers, makerspaces, digital media studios, collaborative working spaces, and other physical spaces (2016). However, when making such changes it important to have staff member buy in and support from library administrators. In doing so, other librarians, support staff, and users buy into the vision believe that are a part of changing academic environment. The goal of repurposing library spaces is to enhance the user experience. The repurposed space also affords libraries the opportunity to add new services, technology, and work spaces.

Academic Libraries Technology Practices

Over the past two decades as the academic library has continued to shift dramatically and the expectations of library users have also changed, libraries have begun to restructure themselves. This restructuring aligns with the ACRL's list of ten current and future trends that likely impact academic libraries (2012). The first trend states that growth in academic library collections is driven by patron demand and will include new resource types. Due to such changes as users' desire for electronic resources, budget reductions, space limitations many academic libraries are to migrate patron driven acquisition. According to the Hopkins, et al. this advancement is allowing libraries to utilize new models of participation and engagement that encourage collaboration, conversation, and a sense of community (2015), Resulting in many libraries to utilize technology to automate most of their services and operations including technical processing, acquisition, databases, administrative, and networks to provide better services to their users (Rasul & Sahu, 2011). Rasul and Sahu, believe that libraries have benefited from the changes in materials acquisition and delivery methods that include automated circulation, acquisition, and serials management (2011). Many academic libraries are experimenting with more option for equipment checkout and networked services such as laptops for student checkout, loaning collaborative conferencing equipment, and wireless printing services. Another trend that continues to gain momentum in libraries is the use of a wide range of Web 2.0 tools and applications and social media applications (Tella & Soluoku, 2016). More specifically, Twitter and Facebook have become useful tools for publicizing events, announcing the availability of additions to online collections, provide links to articles and streaming media (Philips, 2011). These changed dovetail with the ACRL top ten trends list (2012).

Technological Advancements and Implementations

Many libraries strategically review current technology trends and library services and select technology that has the potential to improve library services the most. Gaining user buy-in is important. To achieve this libraries solicit feedback to interested stakeholders, including library staff feedback and feedback from the library committee members and student representatives. With budget restraints libraries are forced to look for other revenue streams. Grant writing has been one of the catalysts for obtaining one-time funding for improvements and innovation. Other examples of innovations fueled by grant funding are Tabler TV Interactive Systems with onboard iStick computers. The Tabler TV Interactive System is an all-in-one interactive display board, preloaded with software and apps. This tool allows patrons within an information literacy session or other library event to log in with their mobile devices and participate in hands-on activities to promote skill acquisitions and critical thinking.

Conclusion

The changes that libraries face are concurrent with a decline in face-to-face reference services. This decline may be a direct consequence of the increased emphasis in online course offerings and online mediated courses. The advancement of sophisticated technological tools also change the nature of services libraries provide and often require staff training. New developments in scholarly communication which highlight connecting through remote digital networks are contributing to changes in the necessity for library technical services to create metadata for digital content. Hunter points out that libraries are a key partner for digital publishing (2013).

The top ten trends identified by the ACRL in 2010 lists library collection growth which is dictated by patron demand. Patrons are requesting 24/7 availability and access to library services and resources. Many libraries are adjusting hours of operation and adding new and innovative resources deliver content to their patrons. Also, many libraries have completed or are undergoing various small-scale, low-cost approaches to repurpose spaces. These repurposed area are often promotes as makerspaces (ALA, 2015). Most libraries have experienced budget cuts or flat budgets for years, forcing them to become more creative in transforming their current services and resources. Within the digital resources, environment librarians are working with reallocated funds to transform library services, programs, collections, space, and staff. Overall libraries can be seen as catalysts a university's successful adoption of trending technology.

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(A)ffective Management: A People First Management Approach

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Abstract

The management of others is a daunting task even for the seasoned professional. Many times librarians find themselves thrust into management with little to no preparation or training. These individuals must think on their feet and learn on the job in order to be successful. A manager is not only in charge of making sure that a department or library is operating at peak capacity and efficiency, but must also effectively communicate, inspire, and motivate an ever diversifying set of employees with varied life histories and life circumstances. This presentation discusses strategies that are applicable for novice or seasoned managers to effectively motivate and manage employees. The presenter discusses some of the varied experiences he has faced in management, both in and out of the library setting and with employees ranging from students to faculty. Attendees are encouraged to share their experiences and discuss the topics, research, and strategies presented during the session.

Plugged & Unplugged Active Learning Strategies for One Shots

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Abstract

Are you new to active learning or are you tired of the same old activities? Do you want to be inspired by something new?

During this session, the presenters will introduce activities they use with the students at Butler Community College, including:

- Dot voting
- Keyword sandwich
- Mind mapping
- Speed dating
- Plickers

Active learning and teaching with short activities encourages students to participate and keeps them engaged in the experience and learning. Students become intensely involved in the learning process. Additionally, these activities are easy and adaptable, allowing library instructors to deliver content, test prior knowledge, or conduct an assessment at the end of an instruction session. The change in students' comprehension is amazing as they make connections with other students, the librarian, and the research content.

Giving a Booster Shot to Your One-Shot: Incorporating Engaging Activities into Library Instruction

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Abstract

Creating a library instruction lesson that excites students can be difficult. A common problem for librarians is that students tend to disengage when a guest instructor visits the course. By customizing the lesson to the specific course, students become more invested in the lesson objectives. Utilizing innovative instruction methods in information literacy sessions allows students new ways to process the content. The authors will discuss several tactics to develop creative lessons that will grab the students' attention.

Introduction

Library instruction in the university setting is mainly in the form of the library one-shot. A one-shot library instruction session is a limited opportunity for a librarian to share as much content as possible in a short time period. This is a challenge for librarians because they have a limited amount of time to engage with students. The librarian needs to develop a lesson plan with activities that grab and hold the students' attention. In many universities, a student's library related instruction is commonly in a single 50-minute class session incorporated in a research methods class or English class. As a matter of necessity, the librarian must utilize the most effective methods of conveying information during this single contact session. Active learning is a strategy that is effective when used in library instruction. Another method is to customize the instruction to the individual course. The theory behind these ideas is that the student becomes more invested in the library session therefore will retain more information.

Literature Review

The library world has spent a significant amount of time considering the value of the library one-shot over the past few years. Many studies, reports, and defenses are published on the issue. Markgraf, Hinnant, Jennings, and Kischel (2015) advocate for systematically changing the one-shot rather than scrapping it altogether. A. Shannon and V. Shannon (2016) believe the one-shot

as most effective when transformed into collaborative instruction and offers more opportunity for librarian-student contact throughout the semester.

Pierce (2018) analyzes appropriate placement of one-shot instruction in community colleges and concluded that one-shots, in the way they are often taught, are not effective. Several studies advocate for altering one-shot instruction (Markgraf et al., 2015; Pierce, 2018). An alternative is targeted library instruction outreach to specific general education courses (Pierce, 2018). Bowles-Terry and Donovan (2016) agree that the one-shot needs adjustments to be more effective and offer tactics for customizing instruction.

Barkley (2009) explores the pedagogical foundation of active learning and provides various techniques for faculty to build into lesson plans. Active learning techniques are shown to be more effective in facilitating student retention of information. Barkley (2009) describes this as a situation in which "we (and often our students) would like to think that we as teachers can simply transfer knowledge into learners' brains [but] it is just not possible. Students need to do the work required to learn" (p. 23). Active learning is a useful pedagogical technique to encourage students to do that work.

Active Learning

Active learning is "any instructional method that engages students in the learning process" (Prince, 2004, p. 1) which is intentionally a broad and inclusive category. According to Bonwell and Eison (1991), active learning is more than passive listening to an instructor and it is learning in which students "are involved in dialog, debate, writing, and problem solving, as well as higher-order thinking, e.g., analysis, synthesis, evaluation." Active learning is purposeful, engaging, and practical work in the classroom in which instructors create conditions that allow "students [to] do the work, actively make connections and organize learning into meaningful concepts" (Barkley, 2009, p. 26).

One common obstacle to the learning process is students' attention span. Studies show that attention span during a lecture-style class is roughly fifteen minutes which differs greatly from the typical one-hour class session (Prince, 2004). Active learning instruction, however, expands the limits of students' attention span by breaking instruction into more manageable periods of focus. When students are engaged in the learning process through active learning, information recall is increased, regardless of subject matter (Prince, 2004).

Active learning includes collaborative learning where "students work in small groups toward a common goal" (Prince, 2004, p. 1). Pausing instruction periodically and giving students time to compare notes is an active learning technique that is easy to incorporate. Ultimately, instruction sessions that include active learning promote student involvement in the immediate session or course and involvement in the broader university experience. Recent studies suggest that "student involvement is one of the most important predictors of success in college" (Prince, 2004, p. 4); therefore it is worth the time and effort for librarians to incorporate active learning into their library instruction and information literacy one-shot sessions.

Another difficulty with building in active learning instruction is the culture of the class. Historically, classes do not promote and reward in-class participation. For example, many university classes rely on a lecture style format where students are not encouraged to engage in the class. As a result, during a one-shot instruction session, students are asked to alter their participation, leading to confusion and stress which negatively affect the students' ability to synthesize new information.

Instructors have created a variety of techniques and methods that qualify as active learning. The following suggestions are a brief introduction to activities that bring active learning into the one-shot.

- The Jigsaw Technique consists of separating students into groups and assigning a portion of the content for the group to become experts in the topic. After each group studies their content, they are asked to share the information with the rest of the class. This type of active learning activity can be implemented both as a combination of a pre-class assignment (assigned reading before the class session) and in-class sharing of information or entirely within a class session (Lorenzen, 2001).

- Think-Pair-Share is a popular activity where students are first asked to reflect on a concept or question. Next, they compare their answer with a partner and then share their work with the rest of the class. This technique is easily implemented within lecture and database demonstrations (Moss, 2018).

- The Flipped Classroom method involves students watching lecture videos before class so they are prepared to practice the concepts in the class session. This is a very popular method as it allows the instructor to both share important information (before the class session) and allows students to actively demonstrate their understanding of the content (during the class session) (Moss, 2018). This method is difficult to implement in library one-shots as it requires the students to consume information before the class session. However with the buy-in of the faculty instructor, this is a productive means of providing library instruction.

- The Cephalonian Method generates student participation in classes that tend to not ask questions spontaneously. The instructor prepares questions that relate to the class material on index cards and are distributed to students at the beginning of class. When content related to each question is introduced, the student with the corresponding index card is asked to read their question to the class (Moss, 2018).

- Utilizing case studies is an established active learning method that can be altered for library instruction. Instructors have students analyze a specific website and answer a common reference question or create a plan for a research assignment. Once students find the best solution, they report their findings to the class (University of Texas Libraries, 2018).

- Another active learning method that engages students is creating a Concept Map. In this process, students document their ideas and narrow a research topic or visualize a large

and complicated process. For example, the students are asked to "draw the internet." This process allows them to actively think about how parts of a concept make up a whole, or vice-versa (University of Texas Libraries, 2018). Bubbl.us is an example of a program that can be used to create a concept map (Penn State University Libraries, 2017).

These active learning methods engage students during library instruction. Once the instructor chooses an active learning technique that is appropriate for the class and subject matter, the next step is to develop a customized lesson plan that grabs students' attention by incorporating active learning activities.

Customizing Lessons Process

In order to make an engaging library one-shot, a librarian relates the session to a specific course or assignment. The process of adapting a traditional library one-shot requires multiple steps. By customizing the library one-shot, the librarian is able to better target the lesson to engage a broad range of students. The first step is to collaborate with the faculty. The second step is to create the lesson to the specific research assignment or overall course topic. Assessment and reflection are the last two steps to effectively develop a customized lesson plan.

In the first step, the librarian needs to collaborate directly with the faculty of each individual course. The faculty member's role is vital when tailoring the library instruction. It is the faculty member who invites the librarian to the classroom, both the in-person and online environment. The professor helps the librarian understand the details of the assignment, such as research requirements and due dates. Even though the librarian does not want to only discuss the assignment, it is an element that the students are the most interested in and expect from the library instruction. Also by collaborating with the faculty member, the librarian is able to learn more about the course outcomes and class goals. With this greater insight, the librarian incorporates activities and/or examples that relate to life outside the classroom.

After establishing a connection with the faculty member, the librarian develops a lesson plan incorporating the specific research assignment and overall course outcomes and goals. Part of producing the lesson plan is detailing learning outcomes that guide the activities and assessment. These learning outcomes are shared with faculty to encourage their buy-in to the library instruction session. During this developmental process, the librarian needs to determine which activities best fit the course. Factors to consider when choosing the active learning activity are the type of students, the research-based assignment, subject related real-life examples, and overall learning outcomes for the library instruction session.

Assessment is a critical step in the process because it is how librarians report the effectiveness of their instruction to administration. By establishing learning outcomes for the specific library one-shot, the librarian is able to evaluate the students' understanding of the presented material. The assessment can done in multiple formats: within the course evaluation, a one-minute paper at the end of the lesson, or within the course assignment. Additional assessment can be in the form of both faculty and student verbal or written feedback. Written feedback is the easiest to track and record.

The last step in customizing a library one-shot is reflection. This step happens after the class session and the assessment data is gathered. The librarian needs to reflect on the library instruction across a semester. Questions for reflection include the following: what worked well, was any information missing from the instruction, and what did not go as planned? In order for the reflection process to be most efficient and effective, librarians need to keep specific notes with the lesson plan. These notes prompt the librarian's memory and are used when adapting the lesson for future semesters.

Implementing Changes

Thinking about changing a tried-and-true lesson plan in the middle of a busy semester seems unfathomable to an overworked librarian. Librarians create instruction session lesson plans that are thorough and ambitious. The aptly named one-shot often feels like the only chance to transform students into information literate individuals. This is valiant, yet impossible, as Markgraf et al. (2015) has noted. Instead, the suggestion is narrowing the lesson plan to focus on one aspect of information literacy so there is more time for active learning (Markgraf et al., 2015).

Librarians may restructure lesson plans to re-energize the library one-shot. Every librarian has at least one story of a disengaged student acting out or protesting via apathy because they have been subjected to similar lessons for years. Altering a lesson plan grabs the attention of both new and returning students. A revitalized one-shot lesson plan creates the opportunity for students to learn skills they need to complete their assignment. The lesson also embeds more robust information literacy skills. These small changes, such as dropping canned search topics in favor of spontaneity, boost authenticity and demonstrate to students a more realistic research example. Moreover, the students have the beneficial opportunity to see an expert work through potential research roadblocks. These students walk away from the one-shot with both the ability to search that specific database as well as strategies for refining the search and working through a failed search without becoming disheartened. A tiny alteration impacts the one-shot in the short-term.

Other times there may be a need to scrap and rebuild a one-shot lesson plan. Lesson plans inevitably become stale, activities lose their luster, and it is important to embrace the opportunity for change. This makes a bigger impact on the students. Learning outcomes are a great place to start when approaching a total rebuild. Using the steps to customize lesson plans assist in refining the session's learning outcomes to only two or three essential skills or concepts. This helps to create a more realistic and less stressful session for the students and librarian alike. Librarians work around faulty assignments by building activities that help the students gain skills to sufficiently complete the assigned work, as well as acquire higher level information literacy skills. The lesson also provide a chance to focus on active learning activities that let students practice what the librarian teaches.

When approaching large-scale changes, the changes need assessed as they are being implemented. Librarians are quite good at assessment, but they often do not provide themselves with ample time to consider the results (Chen et al., 2016). The reflection time is important to include so instructors feel secure in the changes they have applied. Moreover, assessment data is used to create buy-in for changes to library instruction across academic units. Ideally, librarians

would be able to collect data multiple times throughout the semester, for example through the often-used tool of a pre-test and post-test. It is also valuable for librarians to view the student's work, understand what skills, tools, and concepts stuck, and point out places that instruction can be strengthened.

Conclusion

With thoughtful planning, library instruction sessions can be developed that engage students at an intellectual level. Active learning techniques are essential to include because students learn best through personal experience and engaging their mind, not passively listening to a lecture. Creating a customized lesson plan that is specific to an individual course is another established method to encourage student participation. The suggested four-step process of creating customized lesson plans helps guide librarians in developing a lesson that encourages deeper student investment. Students, courses, and resources change, and it is crucial that the library instruction session evolves. The degree of modification varies depending on the course, subject area, students, and librarian. At times, the change is a small part of the lesson, and other times the entire lesson is redone. Looking to the future, librarians must embrace new strategies of engaging students and not be afraid of trial and error to determine which pedagogical techniques meet the students' needs.

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Adventures with Omeka.net: Metadata, Workflows, and Exhibit-based Storytelling at UNO Libraries

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Abstract

The University of Nebraska at Omaha (UNO) Libraries have been using Omeka.net both for online exhibits and as a portal for access to selected special collections, including Omaha Histories and the Queer Omaha Archives. This presentation highlights the best practices for metadata, workflows, and exhibit-based storytelling using the hosted Omeka.net service. UNO Libraries Archives & Special Collections has created metadata best practices for the Dublin Core metadata in Omeka.net, including a guide for community partners who might be willing to create their own descriptive metadata. The presenters have experimented with batch loading metadata into Omeka.net using the CSV Import plugin and conducted an ambiguously successful pilot of transferring metadata from Omeka.net into ArchivesSpace. Carefully planned and tested workflows have allowed them to improve the productivity and efficiency of their digitization process. The presenters have established workflows to request and complete the digitization and cataloging of digital objects, to align metadata between items in Omeka and their related catalog records and finding aids, to perform digitization quality control, and to track progress by the student assistants. Using an online exhibit platform to showcase items from a huge archival collection, as they have done with the U.S. Senator Chuck Hagel Archives, is a challenge. The difficulty is in selecting just a few dozen items from hundreds of thousands of pages, but this same difficulty exists in selecting items for a physical exhibit. It comes down to one question: "What story can be told with these items?" At the Hagel Archives, UNO Libraries Archives & Special Collections has tried our hand at storytelling through five Omeka.net exhibits so far. Omeka.net has proven itself a valuable tool for collections and outreach efforts at UNO Libraries Archives & Special Collections.

Online Badge Classes for High School Students

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Abstract

Wichita State University (WSU) Libraries has offered two online badge classes since fall 2017, LASI 170BA Library Research Badge: Introduction and LASI 170BB Library Research Badge: Resource Use, Citations, and Plagiarism. University officials actively promoted these badge classes to high school students in August and September 2017, which unexpectedly resulted in over 200 students enrolled.

University Libraries administration and the WSU Office of Workforce, Professional & Community Education were very supportive of efforts to provide these students with a good experience. Five librarians shared the instruction load and a graduate assistant was hired.

In addition to the rewards of working with bright young adults eager to learn skills for college, there were also a few challenges. Technical problems associated with quickly enrolling a large number of students, students inexperienced with online learning, and students unprepared for a college prep class were all issues encountered. Some of these problems were resolved by collaborating with other University departments. A debriefing meeting at the end of the semester offered ideas for improving student performance in the future.

Curriculum

LASI 170BA Library Research Badge: Introduction and LASI 170BB Library Research Badge: Resource Use, Citations, and Plagiarism are badge classes offered by Wichita State University Libraries through the Office of Workforce, Professional & Community Education (WPCE). Curriculum is based on LASI 170 Introduction to Library Research, a regular, 1-credit college class initially created and taught by the author since fall 2006.

As such, the curriculum for LASI 170 classes is based on the Association of College and Research Libraries (ACRL) *Information Literacy Competency Standards for Higher Education*. More recently, the ACRL *Framework for Information Literacy in Higher Education*'s knowledge practices and dispositions are being incorporated, some more than others. Digital badge classes are worth 0.5 credits, and these two library badge classes taken together are the equivalent of LASI 170.

Badge classes provide pre-college students with an experience using library resources to locate information and prepare them to write college-level research papers. Four lessons in each class include readings, tutorials, searching in library databases, written assignments, and quizzes. LASI 170BA covers background information and research practice (see Table 1) while LASI

170BB (see Table 2) includes developing a more complex search query, citing sources in MLA style, and introduces plagiarism (Paul & Crane, 2017; Paul, 2017).

Table 1.

Background Information and Research Practice

LASI 170BA LESSONS	OBJECTIVES
1. Introduction to Information Literacy	Identify the steps of the research process and apply these steps to his/her own research
2. Developing a Topic	Students will develop a topic and write a thesis statement or research question in order to make decisions about evaluating sources
3. Locating Sources	Students will locate appropriate and relevant sources in his/her school library or with a Kansas Library eCard and also at the University Libraries using general/interdisciplinary and subject-specific library databases
4. Evaluating Sources	Students will create a research log describing a search, locating an article relevant to his/her research question, and defending his/her article selection

Table 2.

Complex Search Query, MLA Style Citation, and Academic Honesty

LASI 170BB LESSONS	OBJECTIVES
1. Evaluating Sources	Students will identify various types of sources, locate scholarly sources, and evaluate relevance to his/her topic
2. Using Sources	Students will create an outline for a 3-5 page paper
3. Citing Sources	Compile a list of resources in MLA 8th edition style that is relevant to the outline and summarize each resource in a short, annotated bibliography
4. Plagiarism	Understand the ethical and legal issues of using various information sources and determine how plagiarism could have been avoided in stories found in the news

Discussion board writing assignments are 40% of a student's grade. These formative assessments allow instructors to check for understanding of basic research concepts. Table 3 below shows the number of individuals who participated in at least one graded discussion board (not the extra credit self-introduction forum). It is interesting to note that participation was not a good indicator of a passing grade for students who have in-person classmates, such as the Advancement via Individual Determination (AVID) and Advanced Placement (AP) groups.

Table 3.

Discussion Board Participation

COURSE/CRN	CLASS	DISCUSSION BOARD PARTICIPATION	PASSED
LASI 170BA/16282	Open Enrollment	38	33
- - 16667	AVID	80	48
- - 16677	AP	18	7
LASI 170BB/16283	Open Enrollment	34	27

However, it was a good indicator of a passing grade for the open enrollment groups, who worked without the benefit of belonging to an in-person cohort. One theory is that students who may otherwise feel isolated are more engaged and likely to complete online classes if they participate in the discussions. Several studies indicate that students who are engaged fare better in online classes (Figlio, Rush, &Yin 2013; Bowen, Chingos, Lack, & Nygren, 2014; Joyce, Crockett, Jaeger, Altindag, & O'Connell, 2015).

Six discussion forums were worth either 5 or 10 points out of 100 points for the class. Some topics allowed students time for self-discovery, while others required students to do research or report on information learned in a lesson. Instructor feedback in the discussion board guides students at all levels of experience to expand on their prior knowledge. Forums utilize constructivist instructional design, which allows students to construct their own knowledge and meaning through active learning. Instructional design considerations are important when planning all types of instruction (Rimland & Raish, 2017).

Badge Classes

In September 2010, the Kansas Board of Regents approved a 10-year strategic agenda for the state's public higher education system. Entitled "Foresight 2020," the plan sets long-range achievement goals that are measurable, reportable, and ensures the state's higher education system meets Kansans' expectations (Planning and Accountability, 2014).

University Libraries badge classes are part of this initiative to increase higher education opportunities for high school students and help students prepare for college. These badge classes

also support the WSU Strategic Enrollment Management (SEM) plan for growth's goal five: Increasing Non-Degree for Credit Enrollment (WSU Office of Academic Affairs, 2018).

The Office of Workforce, Professional & Community Education (WPCE) is the campus clearinghouse for badge classes. Library research badge classes are listed as Education and General Workforce Skills badges in the badge catalog (Workforce, 2018, Badge Catalog). Badges are included on a WSU transcript as BG (badge earned) or NBG (no badge earned) and do not affect GPA (WSU Strategic Communications, 2017). No textbooks are required for badge classes. WPCE prefers badges to be open enrollment throughout the semester with self-paced coursework. Facebook, Twitter, and LinkedIn have the ability to post and share badges to allow others to recognize this achievement at WSU (Workforce, 2018, Frequently Asked).

Enrollment

University officials embraced this opportunity to meet the terms of the Kansas Board of Regent's Foresight 2020 strategic plan. The Office of Admissions actively promoted the University Libraries' badge classes to high school students during school visits in August and September 2017. In addition, WPCE offered scholarships for tuition and fees in fall 2017 (WSU Strategic Communications, 2017). These strategies allowed 250 students to enroll in LASI 170BA and LASI 170BB (Office of Planning, 2018).

Initially, one course reference number (CRN) each was set up for LASI 170BA (CRN 16282) and LASI 170BB (16283). These CRNs were "open enrollment," which means students could enroll at any time throughout the semester. Students enrolled from eleven different states, including Wisconsin, Nebraska, and Illinois (Office of Planning, 2018), which are outside our "Shocker City Partnership" tuition discount region (Undergraduate Admissions, 2018). Promotion and scholarship incentives helped spur interest among not only newly admitted students (pre-enrollment) students, but also local high schools.

The first major group of students came from an AVID group at a Wichita area school. Since these 87 students were all from the same school, a separate CRN (16667) for LASI 170BA was created. Grades sophomores through seniors are included in this group. An AP class at a different Wichita area school enrolled 23 juniors and seniors a few days later. Separate CRNs allowed these students and classroom instructors a closed environment. Issues unique to these groups were easier to identify (see Table 4).

Naturally, there were growing pains getting such a large number of students enrolled in a short time. Four additional librarians were paid stipends to teach these classes and a graduate student was hired for support. The author acted as a supervisor to all LASI 170BA classes and was the primary instructor for LASI 170BB.

Table 4.

Enrollment by Course

COURSE/CRN	TOTAL ENROLLMENT	ENROLLMENT AFTER WITHDRAWALS
LASI 170BA/16282	71	58
- - 16667	87	86
- - 16677	23	23
LASI 170BB/16283	69	56
TOTALS	250	223

Enrollment Challenges

Some technical issues arose as large numbers of students enrolled all at once, and it was apparent that not all AVID and AP students were accessing Blackboard. Admissions, the Registrar, and Information Technology Services all helped to resolve this issue. Table 5 shows when students enrolled throughout the semester.

Table 5.

Course Dates of Enrollment from Office of Planning & Analysis Data

CRN	Enroll_Date	Headcount	%_of_Total
Total		71	100%
16282	9/6/2017	2	2.8%
	9/7/2017	1	1.4%
	9/12/2017	51	71.8%
	9/14/2017	1	1.4%
	9/15/2017	1	1.4%
	10/5/2017	2	2.8%
	11/17/2017	1	1.4%
	11/28/2017	1	1.4%
	11/29/2017	1	1.4%
	11/30/2017	1	1.4%
	12/1/2017	1	1.4%
	12/3/2017	1	1.4%
	12/5/2017	1	1.4%
	12/13/2017	1	1.4%
	12/14/2017	5	7.0%

CRN	Enroll_Date	Headcount	%_of_Total
Total		87	100%
16667	9/12/2017	81	93.1%
	9/14/2017	2	2.3%
	10/27/2017	1	1.1%
	11/1/2017	2	2.3%
	11/30/2017	1	1.1%

CRN	Enroll_Date	Headcount	%_of_Total
Total		69	100%
16283	9/6/2017	1	1.4%
	9/7/2017	1	1.4%
	9/12/2017	1	1.4%
	9/13/2017	50	72.5%
	9/14/2017	1	1.4%
	9/15/2017	1	1.4%
	10/5/2017	1	1.4%
	11/17/2017	1	1.4%
	11/28/2017	1	1.4%
	11/29/2017	1	1.4%
	11/30/2017	1	1.4%
	12/1/2017	1	1.4%
	12/3/2017	1	1.4%
	12/5/2017	1	1.4%
	12/14/2017	6	8.7%

CRN	Enroll_Date	Headcount	%_of_Total
Total		23	100%
16677	9/14/2017	20	87.0%
	9/15/2017	2	8.7%
	10/30/2017	1	4.3%

It is difficult to know why individuals in the open enrollment sections enrolled throughout the semester. The lead instructor was aware of a few students with technical problems in those classes, but it is not clear at this time how many students might have had access issues due to enrollment glitches because of processing a large number of students.

Some enrollment challenges were caused because students did not check their WSU email account. New students receive a letter from Admissions to the email provided on their application. This letter informs students how to locate their myWSU ID, set up a password, and check on admission status. However, by late August, it was apparent that many students were not accessing Blackboard.

On special request, the Registrar sent out letters in September and again in October to the email provided on student applications to specific students identified by the lead instructor as enrolled in a badge class but not using Blackboard. This letter included information about setting up the *myWSU* password and logging into student email and Blackboard. Several students in the open enrollment classes were inspired to start coursework because of this communication.

Site visits to the AVID and AP classes in early November were especially helpful. Staff from Information Technology Services accompanied the librarians to one of the AVID classes to help this group complete the enrollment process and complete their *myWSU* set up to access email and Blackboard. This particular teacher had been out on medical leave, so few students in this class had been concerned up to this point about participating in the badge class.

The AP class also benefited from a site visit later in November. The librarian, acting as the main instructor, for the AP class presented a lesson about accessing email and Blackboard and explained how to navigate through the lessons. The LASI 170 lead and other badge instructors provided assistance while students logged in to email and Blackboard, some for the first time (see Table 6).

Table 6.

Enrollment Comparisons

COURSE/CRN	LOGGED INTO CLASS	ENROLLMENT
LASI 170BA/16282	50	58
- - 16667	84	86
- - 16677	23	23
LASI 170BB/16283	47	56
TOTALS	204	223

Other Challenges

Some student comments were helpful and allowed the lead instructor to recommend improvements to enrollment restrictions, site visits, and revisions to assignments in future course offerings (student grammar, spelling and other mistakes remain intact):

> Make sure everyone knows that to get to this course you have to go to blackboard. I was never instructed this and took about an hour to figure it out. [16282]
>
> I don't think this course should be given to sophomores in high school because all it does is stress then more than they already are and it's not on there level. [16667]
>
> The students who had ACTs had to take a month off to do ACT prep so we were really behind. At school we only had 2 class hours per week to do the class. Some students do not own computers to work at home so it was hard. [16667]
>
> The class as a whole spent several weeks attempting to log in, without success or guidance from a WSU representative. It was not until my class instructor contacted the University directly to solve the issue. Once the issue was solved, not much time was left until the course deadline limiting the time we had to thoroughly go through the modules. [16677]
>
> I suggest to have a WSU representative go to the schools that are participating in the course to, introduce the course and have a tutorial on blackboard. [16677]
>
> Blackboard was somewhat confusing to operate, but the course offered efficient skills in learning about research databases and topics. [16283]

Many student comments indicated they were satisfied with the course layout in Blackboard, the variety and complexity of assignments, and instructor engagement. Other students were obviously frustrated, however, and instructors could tell when assignment instructions were confusing. A list of recommendations was created by the lead instructor and presented in a report to Admissions, WPCE, and University Libraries administration (Paul, 2018).

Recommendations

1. Instructions about setting up myWSU password, WSU email, and logging into Blackboard should be sent to each student upon registration. Library guides have been created with a "Getting Started" box to assist Workforce and Admissions with delivering these instructions.

2. Site visits are strongly recommended for all groups of students. Many problems with the Wichita school sites could have been prevented if the library instructors had arranged to visit each class in September or October. Online classes are new to this age group, and working independently may be difficult for some developmentally.

3. Some students in 16667 were sophomores and felt they might not have been ready for this level of coursework. Course materials were designed for high school seniors. Although assignments were created with high school seniors' abilities and skills in mind, additional modifications to assignments might help students succeed.

4. The LASI 170BA final assignment and instructions/outcomes in at least two of the discussion board forums need to be edited to remove some choices that were confusing and hard to grade. Specifically:

    a. Students were allowed to use databases found at his/her high school, the State Library of Kansas, as well those at WSU. This forum will now allow students to use only WSU databases.

    b. Another forum had students compare three different reference books, but only two will be used.

5. Evaluate location of screenshots within the lessons.

6. Simplify number of steps in final project.

7. Verify that all links within the instructions are working.

8. Relocate glossary to improve visibility. Possibly place glossary words associated with each assignment within the assignment.

9. Investigate options for implementing deadlines for when a student can start assignments. Several students started too late in the semester to allow the instructor time to grade and provide feedback on assignments before the last day of class. Not all assignments require feedback before the next assignment can be started, but it is important for some assignments. For example, a research question should be approved before the student locates an article about his/her topic. When a student is working with a topic that does not require evaluating information from multiple sources, s/he will not be able to create a complex search or locate a scholarly/academic article, which are subsequent assignments.

10. Investigate steps needed for students to complete each lesson sequentially. In the future, sections such as AVID and AP could have a slightly different structure than the open enrollment section so that discussion boards and lessons are not all open at once, but opened sequentially with a logical time span between opening each lesson. This would allow for instructor feedback before students proceed to the next lesson. This may be possible only when students all start at the same time, such as with the AP and AVID classes.

11. For “open enrollment” sections where students can start at any time in the semester, highlighting parts of the instructions in a different font color might help to encourage more students to receive approval on one assignment before starting another.

12. Perhaps provide more direct communication with students, although this need was not apparent in student comments. Timeliness was most important to them, although library instructors did their best.

Rewards

Based on surveys completed by students at the beginning and end of the course, students in all classes reported they felt more confident overall with their ability to do research after completing LASI 170BA and LASI 170BB (see Table 7). Most student comments also indicated they had a positive experience and felt more confident in their ability to do college research.

Table 7.

Pre and Post Survey Results

	Introductory Survey			Post Course Survey		
CRN	Very Unconfident or Unconfident	Neutral	Confident or very confident	Not confident	Neutral	Confident or very confident
LASI 170BA/ 16282	14.71%	44.12%	41.17%	0%	6.9%	93.11%
- - 16667	15.59%	40.26%	44.15%	15.71%	24.29%	60%
- - 16677	13.04%	52.17%	34.78%	0%	20%	80%
LASI 170BB/ 16283	3.13%	21.88%	75.01%	0%	0%	100%

Student comments, writing mistakes intact:

> I thought this was a very useful course. It reinforced many of my known skills and improved on prior knowledge of sources, databases, etc. I also learned new ways to access and evaluate news things. [16282]

> Every discussion board, at least one of the instructors always gave feedback and ways to improve. [16282]

> The quizzes, readings, and activities within the unit helped me understand the material. The discussions helped me understand the material because I could look and compare my answers to other peers' answers, allowing me to understand their points of view along with mine. [16282]

I had a great time with the first part of this course. It was challenging and definitely opened my eyes to what college life will probably be like next year. The course helped me understand how to set myself up to write a good essay or paper in the future and now I just need a bit more practice. I feel more confident for college next year because of this class. I'm glad I took it. [16282]

Thank you for offering this course before I go to college. It helped me get a head start on how to use the library database system. [16282]

It was a great way to learn more and will benefit me whenever I have a research project! Thank you! [16667]

Overall I felt that this course was helpful and fun. It was challenging but not to difficult. [16667]

It was a interesting experience. I have managed to take some things out of it so thank you for the help. It is a great research class for beginners to take. [16667]

I liked this course and i managed to learn a thing or two. [16667]

Definitely interactive and quite enjoyable. There was also a nice range in assignment types. [16667]

I felt like using the Discussion Board has help me because I could see others and it help me see what I could need for my work. [16677]

I loved the course. It was a good learning experience! [16677]

I enjoyed the course a lot. It was interesting and very informative. The instructors were very timely about helping me when I was having issues in the class. [16283]

I really enjoyed taking this course and I believe it helped me a lot to prepare for college-level research. [16283]

The course was very well organized and it was easy to get the hang of blackboard after a little messing around with it. Overall this course definitely helped me. [16283]

Conclusions

The proposed changes to the curriculum should help student success. However, enrollment in spring 2018 was too low to evaluate how these changes could affect student outcomes. Fall 2018 recruitment might bring better numbers and allow better assessment of the changes.

Promotion by Admissions was obviously important to enrollment. Without any promotion, the spring 2018 semester had one student enrolled in LASI 170BA and three in LASI 170BB. Students with a positive first experience with WSU will have more of an incentive to attend full time. It will be interesting to see how many students from the pilot semester enroll in fall 2018.

Students in AVID and AP groups had a much greater participation rate, but still struggled to complete enough assignments to earn a passing grade. Site visits early in the semester will help students in local classes get started in the coursework in a timely manner and prevent a minor technical problem from becoming a bigger obstacle.

The most significant lesson is that students were not aware of the importance of checking their WSU email account. Although the admissions process includes multiple in-person and electronic communications about the importance of checking student email, the instructorss will have to find other ways to encourage students to check their WSU email.

The lead instructor is encouraged about the changes made to the curriculum and would like to see how these changes affect student outcomes. The badge classes should be an important tool for recruitment and University Libraries is proud to be involved.

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Fake News: The Fun, the Fear, and the Future of Resource Evaluation

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Abstract

Student exposure to social media news bubbles, along with their uncritical use of Google for answers, provide librarians with a culturally relevant and engaging platform to discuss resource evaluation. Why should students, patrons, and other individuals care about the sources they use to decide on a movie, when to make a doctor appointment, or to complete an assignment? Using advertising secrets, parody news, real news, fake news, study methodologies, and publication bias, this presentation discusses current trends, concerning outcomes, and the opportunity for librarians to engage users in a discussion of critical evaluation. Particularly to the ACRL Frame, authority is constructed and contextual. This session combines resource lists, examples, discussion, and a personal challenge to help librarians step back and take stock of the current atmosphere of news literacy. The session focuses on current examples while providing historical context from the field of journalism. News literacy is at the forefront of political discussion, but there has always been a need for careful, critical, and thoughtful digestion of our personal news diet. The amount of information in our modern world can be overwhelming, but librarians have support and a role to play.

Making Outreach the Library's Mission

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Abstract

University and community outreach is an important part of library services, which fosters cohesiveness while involving adequate community support. This paper examines how outreach has become an important part of the library's mission. Many outreach examples include the partnering of libraries with university departments, offices, and organizations. Other examples include university libraries partnering with community groups, museums, and non-profits. Currently outreach projects are carried out across all libraries, however, this paper will focus on the recent outreach accomplished at Southwestern Oklahoma State University Libraries.

Introduction

Oxford English Dictionary (Outreach, 2018) defines "outreach" as: "The activity of an organization in making contact and fostering relations with people unconnected with it, esp. for the purpose of support or education and for increasing awareness of the organization's aims or message." Most libraries conduct some method of outreach without fully recognizing it has already been implemented. Outreach is a vital part of the library, not only for retaining current users but also for reaching new ones. Outreach when performed correctly, helps the library stay relevant while remaining active in the campus and community. Creating a variety of outreach projects results in bringing attention to library collections and increasing usage by showcasing library collections (Harris & Weller, 2012). Beware of making assumptions. Focus on the user's known needs and be careful that any means of graphic communication used should be of high quality (Munro, 2017). There are several different partners the library can take advantage of to reach new users, and keep current users returning.

Review of Literature

There is a wide range of literature regarding outreach and the library. For academic libraries trying to stay applicable in a time with increasing technology, Google and Wikipedia, and a downturn in library circulation, libraries need to take their services to their users (Shapiro, 2016). Libraries must be willing to adapt to the changing times. By hosting more social type events the library can create a stress-free area, make students more comfortable, and make students more aware of library services and librarians (Seeholzer, 2011). Reaching out to users in multiple ways is important, and relying on flyers or a single Facebook post is not the way to bring in a large number of people. Expanding the reach of communication with multiple pathways catches the attention of the university's busy populace (Munro, 2017). What better way to remain relevant than to partner with members of the university and the community? Partnering with the local public library greatly expands the university library's reach, and creates relationships that can further promote both the library and the university (Broek & Rodgers, 2015). Those who read for

pleasure, hone skills that increase academic learning. University libraries can learn from public library counterparts about the path to build an ethos of reading (Mahaffy, 2009). Universities need to be pivotal in the literary and scholarly life of their community (Hillery & Henkel, 2010).

Faculty, staff, and students are the main focus of academic libraries. If librarians develop the mindset of including the surrounding community in their focus, amazing things can happen (Barry, Lowe, & Twill, 2017). Rethinking outreach as one of part of the library's mission is a way to be proactive for both the library and the university (Arrieta, Brunnick, & Plocharczyk, 2015). Many positive outcomes can occur with outreach programming. Librarians can use knowledge and technology to preserve the history of the local area, its people and their experiences. These methods of outreach can put the library in the role of the institutional memory for the university community and the community at large (Cho, 2011). Outreach has the ability to expand the library's presence on campus and the community, inspire donations, and increase usage while increasing services (Harris & Weller, 2012).

Outreach as a Part of the Library's Mission

It is typical for academic libraries' mission statements to focus on supporting the students and faculty in their education and research, but many libraries are actively casting a wider net to include community outreach (Harris & Weller, 2012). Libraries need to be intuitive and develop relationships between the local community and university, only marketing collections and services are no longer enough to stay current. Libraries should not solely promote their institutions but should include the faculty, students, alumni, and staff (Shapiro, 2016). Kent State University Library lists serving the broader community after students and faculty (Seeholzer, 2011). The University of Michigan (U-M) Library works to serve the community outside the restrictions of academic scholarship and research (Broek & Rodgers, 2015). New Mexico State University Library feels as a land-grant university that outreach events promoting a culture of reading are necessary (Mahaffy, 2009). Florida Atlantic University's John D. MacArthur Campus library magnified its mission by deepening students experience with research and scholarship while increasing engagement in the community (Arrieta, Brunnick, & Plocharczyk, 2015).

Partnering with Departments, Offices, and Organizations on Campus

Many libraries unknowingly perform outreach currently by working with departments on campus. Even if the library actively works with a few departments, there are always more available. Fostering a good working relationship with University departments, offices, and organizations are imperative to quality outreach. Working with faculty may come naturally to librarians, but they should not forget about offices and organizations across campus. The Office of Sponsored Programs, the Office of Research and Economic Development, the Grant Office and the IT Center all make great partners for the library (Mannheimer, 2014). Connections made now may lead to partnerships the library never dreamed of possible later. As an example, at the University of Illinois at Chicago (UIC) a faculty member was able to collaborate with many colleagues by using outreach exclusively. This faculty member worked closely with UIC's history, political science, African American studies, English faculty, and Humanities Institute to host an exhibit and symposium (Harris & Weller, 2012). Kent State University Libraries saw

positive outcomes of from hosting a variety of social events. Students commented how much they enjoyed the social events as it gave them a chance to peruse the stacks without worrying about an assignment, and many felt more comfortable asking the librarians for assistance after meeting them in an informal environment (Seeholzer, 2011). The Rohrback Library of Kutztown University regularly hosts art exhibits circling around a variety of themes and plans different activities to create interest (Shapiro, 2016). To encourage reading and improve literacy many libraries host book clubs, campus-wide reads, book discussions and even participate in the National Endowment of Arts Big Read (Hillery & Henkel, 2010). Southwestern Oklahoma State University (SWOSU) Libraries work in conjunction with the Office of Sponsored Programs to give faculty the opportunity to submit items, such as articles and posters to be added to the Institutional Repository. As part of the Institutional Repository, SWOSU Libraries began digitizing multiple documents and files to preserve the University's history. Yearbooks, newspapers, course catalogs and more are all searchable and accessible for anyone to view through the digital commons. SWOSU Libraries have also partnered with the Art Department to showcase exhibits in the library. Residence Life and SWOSU Libraries arranged ten-minute massages to be given in the library during finals in conjunction with the library's De-Stress Fest. On SWOSU's branch campus, the library works with the language arts department to create an event for area high school juniors every spring. While the students write a timed research paper, the librarian and language arts faculty offer continuing education to the visiting teachers. In a blind review, SWOSU faculty score the student's research papers, and the top three are awarded small scholarships. Each fall the Library and Language Arts Department co-host a Literary Festival. The day-long festival consists of talks from area authors, journalists, photographers and those in the field of humanities. This event is open to students, faculty, area high schools, and the public. Students submit work, such as short stories, poetry, and photography, to be published in the student anthology handed out on the day of the festival. The anthologies are also added to the Institutional Repository.

Partnering with the Public Library

Programming is a common component in both public and academic libraries. It is a natural step then for public and academic libraries to work together. SWOSU Libraries is partnering with our area public library system to host an author this fall. There will be a ticketed dinner held on campus for guests to have a more intimate meeting with the author. The author will be doing area school visits, as well as a talk that will be open to the public. This will be the first of many prospective co-sponsored programs between SWOSU Libraries and the Western Plains Library System. Other universities are partnering with their local public libraries forming relationships by sharing resources, and access to one another's patrons through promotion. University of Michigan wanted to try a joint program and contacted the Ann Arbor District Library (AADL) with the possibility of a pop-up library in Ann Arbor. As a result, Library on the Lawn was born. AADL and UM Libraries have collaborated on many different projects suggesting partnerships foster relationships. This relationship created educational opportunities across the district and for university populations and established a bond which benefits both parties (Broek & Rodgers, 2015). Academic and public libraries can share database resources to ease the financial burden for both constituents. Another idea of partnering with the public library is providing reciprocal cards for patrons to use at both public and academic libraries.

Partnering with Community Groups, Museums, and Non-Profits

Many academic libraries support their university's plan for being an active member of the community. Libraries have a distinct advantage with special collections, programming, and knowledge available (Barry, Lowe, & Twill, 2017). Taking an active role in library groups locally is another resource to aid in outreach and form alliances. The Chicago Collection Consortium is made up of libraries, museums, and other institutions with archives of Chicago-related collections regarding its history and culture (Chicago Collections, 2018). Some of the members include UIC, Northwestern University, Chicago Public Library, Art Institute Chicago, Chicago History Museum, and The Newberry Library. By joining together each member's archives are preserved and available for free with open access to all (Chicago Collections, 2018). When universities showcase their special collections, through partnerships like the consortium, they are exposed to a whole new group of users that might not otherwise be aware of the collection or the library. This is also a way for libraries to show their value to the university. Churches, synagogues, cultural organizations and other libraries all make great partners (Shapiro, 2016).

Occasionally the opportunity to partner on a project is funded by the government. The Community Historical Recognition Program, funded by the Canadian government, gave the University of British Columbia (UBC) a chance to work on a three-year civic-based research project titled, *Chinese Canadian Stories: Uncommon Histories from a Common Past*. This project helped to rescue the history of the Chinese Canadian immigrants and stories of individuals before they were lost forever. The UBC had many partners on this project to make it a success. Partners included the Vancouver Public Library, Chinese Canadian Historical Society of BC, and City of Vancouver Archives to name a few. Gee How Oak Tin Benevolent Association, one of the first Vancouver Chinatown clan associations, also aided the UBC librarians in this project. Working with partners to collect and create this special collection, the library is linking both faculty and community with research, functioning as an institutional memory for the Chinese Canadian people (Cho, 2011).

As an example of partnering with a foundation, Florida Atlantic University (FAU) Libraries joined Taras Oceanographic Foundation in an experimental outreach program. Taras wanted to work with the library for a few reasons. FAU Library has access to a population of students. Although the students may not know about Taras, they could benefit from a partnership. Students who participate in the program acquire knowledge in the field of conservation ecology and marine biology and can use their volunteer-time for Taras in their future studies or careers. The first program was such a success, FAU Library and Taras worked together on a second program, *The Palm Beach Dolphin Project*. This program added internships, information management and grant-writing experience, and community relations building as transferable skill for students to add to their resumes. With these programs, the library built a strong partnership with Taras increasing the library's research and teaching portfolio (Arrieta, Brunnick, & Plocharczyk, 2015).

In 2016, SWOSU Libraries and the university's Art Department joined forces to host a one-day workshop featuring Cheyenne artist, George Levi. Prior to the workshop, a display was opened in the library of artwork created by Cheyenne artists. Due to the popularity of the event and the

participants' request for longer sessions at the workshop, Dr. Siriporn Peters, Assistant Professor of Graphic Design and one of the event coordinators, decided to apply for grants to fund an expanded workshop event. Then in 2017, SWOSU Libraries and the Art Department convened a four-part workshop hosted at the Washita Battlefield National Historic Site. The workshop was titled *Make Your Own Moccasins with Southern Cheyenne Artists George Levi and Creg Lee Hart*. Due to Dr. Peters' hard work, a grant was received from the Oklahoma Arts Council to pay for the majority of the supplies needed for attendees to make their own moccasins. This workshop was offered at three locations: Al Harris Library on the Weatherford campus of SWOSU; Administration Building Meeting Room on the Sayre campus of SWOSU, and the Washita Battlefield National Historic Site in Cheyenne. The four workshops were held over the period of time between November 2017 and April 2018. Each session covered a different process in the making of moccasins, which resulted in the participants having a completed pair of moccasins by the end of the workshop. In addition to the workshop, SWOSU Libraries has partnered with the Washita Battlefield National Historic Site to commemorate the 150th anniversary of the Battle of the Washita. In this partnership, SWOSU Libraries has developed a special collection in our digital repository to house various photos, videos and other items of events held during the anniversary year. Examples of events included in the repository are *Owa Chita Sunday: A History Cooking Class*; *Reading Ranger Storytime*; *Moccasin Marathon*; *Make Your Own Moccasins workshop*, and many others.

Final Thoughts

In these ever-changing times, libraries must be creative, work collaboratively with faculty, students, and the community to form partnerships where all jointly benefit. Libraries should take advantage of what makes them unique, whether that consists in special collections, technology housed in the library, or staff expertise. Libraries that take into account the needs and interests of their surrounding communities can look for creative partnership to meet those needs (Broek & Rodgers, 2015). Academic libraries can offer inventive programming and support which can benefit local events like area festivals, museums shows, or public library initiatives. Outreach is important and academic libraries should endeavor to make connections both on and off campus.

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Active Learning for Metaliteracies: Digital Modules from the New Literacies Alliance

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Abstract

The New Literacies Alliance (NLA) is a consortial project lead by the University of Kansas Medical Center (KUMC) and Kansas State University that includes several higher educational institutions across the country. The NLA has created numerous open digital modules based on the six thresholds of the Association of College & Research Libraries' *Framework for Information Literacy in Higher Education.* In this paper, the authors share their experiences and challenges in implementing the digital modules and addressing the threshold concepts, or gateways to understanding. The NLA digital modules are excellent resources for flipped classroom content and active learning sessions. Based on the framework, the tutorials are platform neutral, developed for the common curriculum, and incorporated into different disciplines. The authors will discuss the operation of the consortium, the process of creating the digital modules, and their experiences in integrating the tutorials in KUMC's health sciences curriculum. They will explain how they used the digital modules to engage students in high-level critical thinking and to prepare them to be lifelong learners capable of navigating up-to-date evidence for patient care and research.

Introduction

The New Literacies Alliance (NLA), a multi-institutional collaboration, creates interactive digital modules for information literacy (IL) instruction. NLA has developed the digital modules using metaliteracies as a guiding principle to enable students to navigate various online environments and to become creators, as well as consumers, of information. IL instruction employing new literacies and metaliteracies will allow students to develop the affective and cognitive elements of learning to ensure the transfer of concepts required for life-long learning.

The NLA digital modules can also be defined as 'digital learning objects' since they are concise and reusable digital learning and instructional materials (Pitts, Kearns, & Collins, 2017, p. 11). The digital modules are lessons created for the use of anyone who needs to acquire or improve their basic information literacy competencies. Based on the Association of College & Research

Libraries' (ACRL) *Framework for Information Literacy for Higher Education* (ACRL, 2016), the lessons are developed for the common curriculum, are platform neutral, and can be incorporated into various disciplines. In addition, the lessons are creative-commons licensed content (Creative Commons Attribution-Non-Commercial-ShareAlike license (CC BY-NC-SA) (Pitts et al., 2017).

Literature Review

Metaliteracy

To be successful, the NLA project requires a common philosophy for information literacy instruction, a strong commitment of respect and collaborative work, and the agreement of the end goal of developing effective learning digital modules.

NLA has embraced metaliteracy as their guiding model for IL instruction. Mackey and Jacobson have published frequently on reframing IL as metaliteracy and state that

> metaliteracy is an overarching and self-referential framework that integrates emerging technologies and unifies multiple literacy types. This redefinition of information literacy expands the scope of generally understood information competencies and places a particular emphasis on producing and sharing information in participatory digital environments. (Mackey & Jacobson, 2011, p. 6)

Metaliteracy includes four learning domains: cognitive, behavioral, affective, and metcognitive. The cognitive domain determines the extent of information needed, and the behavioral domain demonstrates the ability to access the needed information. These domains have been two of the previous standards for IL (ACRL, 2000.) Although not specifically stated in the final version, the other two domains are more reflective of the new ACRL Framework (2016).The affective domain recognizes that how an individual feels or reacts to information plays an important role in their learning experience. The affective dimension in metaliteracy, metacognition, refers to critical self-reflection or thinking about one's own thinking (Fulkerson, Ariew, & Jacobson, 2017). Students who are functional in all these domains will be more successful in their professional and personal lives. NLA's goal of delivering metaliteracy instruction online to as many students as possible acts as a leveling platform for students facing socioeconomic, cultural, experiential, or academic disadvantages (Pitts et al., 2017).

Learning Objects & Instructional Design

Much has been researched about instructional design and online learning concepts to support students in becoming information literate. Literature shows that choosing an instructional design model for developing online learning modules is challenging (Jonassen & Rohrer-Murphy, 1999). However, evidence of educators developing and experimenting with various instructional design models are available throughout the literature. The proliferation of research in instruction design technology has resulted in a paradigm shift, creating a new, reusable digital resource – the 'learning objects (LOs)' to support digital learning (Wiley, 2000). Wiley reinforces that the purpose of the LOs are to break educational content into small, reusable chunks for various

learning environments, in the spirit of object-oriented programming. In addition**,** Recker, Dorward, and Nelson conducted a study in 2004 describing the characteristics of LOs from the instructors' perspective, addressing how teachers adapt digital learning objects, their perceived barriers in using them, selection criteria, using them inside or outside of the classroom, and the functionalities wanted (Recker, Dorward, & Nelson, 2004).

In a nutshell, the purpose of LOs from an instructional designer perspective is to think and design a more focused mind-set in a reusable format so designers can rapidly create courses based on existing LOs (Nichani, 2001). Designers formulate LOs as self-contained instructional chunks used in multiple contexts to allow instructors to provide just-enough learning and a customized personal learning experience. This is the type of LOs that NLA strives to achieve.

Collaboration

Collaboration in the design of the interactive digital modules is beneficial to streamlining the process. This working environment helps maximize the available time and resources needed to create meaningful experiences for the user. Streamlined collaboration brings unique talents and ideas to the table (Pitts et al., 2017). The NLA collaboration broadens the spectrum of topics covered and reduces having to re-create the wheel. Librarians are wired to collaborate and help people learn about information. Cross-institutional collaboration is a growing trend and an area of great promise for librarians and IL. When it comes to IL, the intersection of multiple perspectives and expertise increases the visibility and credibility of the end product (Hope & Peterson, 2002).

Background of New Literacies Alliance

NLA was officially formed in 2012 by Kansas State University Libraries (K-State) and The University of Kansas Medical Center (KUMC). NLA developed from a suggestion of the Council of Deans and Directors of Libraries (CODDL, a group of library directors for the Kansas Board of Regents schools) to create a multi-university collaboration to support information literacy (IL) instruction. NLA's project goal is to design IL instructional activities using a common curriculum that would be useful to any type of institution. The collaboration has grown to include four states and nine different institutions and is currently lead by K-State, Oklahoma State University, and Vanderbilt University. There are sixteen lessons (digital modules) that have been developed, covering a variety of IL topics.

In the initial project planning, NLA decided that the creation of IL activities was important and usable in a variety of teaching methods, including in-class instruction, via a learning management system, and remote education. They wanted the digital learning objects they created to use active learning as opposed to the traditional passive model of education. Evidence has supported the benefits of active learning in all disciplines, including IL instruction (Detlor, Booker, Serenko, & Julien, 2012). Various activities engaged the students within the digital modules, including matching activities, quizzes, create your own adventure options, and more. NLA included instructional designers as well as librarians on the project teams, ensuring that the lessons followed expert instructional design principles, allowing the librarians to focus on content creation. The SoftChalk program was used to create the digital lessons.

Since the lessons are based on the framework, each completed lesson corresponds to one of the six frames and focuses on a specific knowledge practice or disposition (except for five lessons on digital literacy that were created before the framework was published). Example lessons include activities and exercises on formulating a focused research question, how access or a lack of access to information shapes people's lives, evaluating and applying critical thinking skills, using the information learned in a meaningful way, how authority is related to the purpose of research, and more. Currently, there are 11 ready-to-use lessons based on the framework. Each lesson takes approximately eight to fifteen minutes for a student to complete. All available lessons are accessible through the NLA website.

The backward design curriculum-planning model used in creating content for the lessons focuses on outcomes and how students demonstrate competency (McTighe & Wiggins, 2012). Backward design has three stages: identify desired results, determine assessment evidence, and plan learning experiences and instruction. It is not in the scope of this proceedings to describe the process in full, but a detailed description of how NLA applied this approach in developing content from the framework can be found in the book *Creating and Sharing Online Library Instruction* (Pitts et. al, 2012, pp. 21-32). Rapid prototyping (Tripp & Bichelmeyer, 1990) is another design process used in developing the digital modules. Rapid prototyping uses the targeted audience (students) to work through the digital modules, while specific data is recorded. NLA captured screen movements and answers to quizzes/tests within the modules, as well as receiving student feedback on specific questions. The prototyping was usually done at more than one institution to get a broader range of results. Feedback from the prototyping tests were often incorporated into the module design.

Implementation

Since the creation of NLA, the modules have been used in various class settings in the United States and worldwide, including the United Kingdom. NLA has gathered data internally on the usage of the website and the modules. Internal data shared in this proceedings is from summer 2016 to spring 2018. The statistics show that the modules have been used by approximately 5,423 students in total. This includes undergraduate and graduate students in various disciplines. Out of the total modules used during this statistical period, the top three most commonly used are "Searching Strategies," "Types of Information," and "Ask the Right Question."

At KUMC, 863 students used the digital modules. These students were from all three of the Schools: Nursing, Medicine, and the Health Professions. Each of the KUMC liaison librarians have reached out to the faculty in their corresponding schools to integrate the modules into their curriculum. Most of the digital module topics are on general IL concepts, but the librarians have been able to show the connection to the healthcare field. This can also be done with other disciplines. Some of the modules used at KUMC include:

- "Asking the Right Question", which helps the student identify the scope of their topic and to formulate a focused research question. This applies to all areas of research and can easily be incorporated into any curriculum.

- "Search Strategies", which illustrates, in an interactive way, how to acquire the best information. This module leads the student through an exercise of converting a research topic into keywords and/or controlled vocabularies for executing the search in a research database. A "choose-your-own-adventure" type exercise allows students to see the search results from selecting different terms and options.

- "Access Matters", which discusses the privilege of access to information and the ramifications of lack of access to information and how both affect one's life. In healthcare, access to information is crucial, since it plays a vital role in decision-making. Lack of access to health information by patients may also affect communication between the healthcare provider and the patient and may result in adverse results, such as non-compliance.

- "Evidence-based Practice: Choosing Your Evidence", which aligns with research activities as the students learn about levels of evidence and which types of studies are appropriate for clinical decision making.

KUMC liaison librarians have been including the NLA lessons as flipped content in their standard IL instruction sessions with great success (Figure 1). Among the various materials they created for use in the classroom, (PowerPoint slides, class handouts, active learning exercises, and more) the NLA lessons, proved to be used more often than any of the others, and were used 24.16% of the time during FY 2016 to FY 2017.

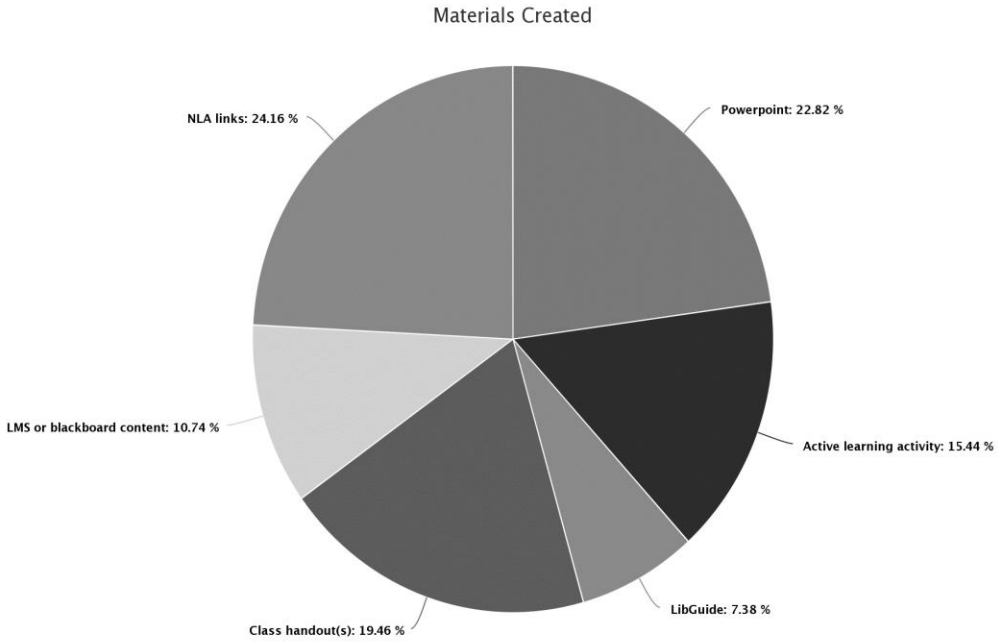

Figure 1. NLA links usage statistics retrieved through KUMC Research & Learning data analysis.

Lessons Learned

As with all projects, there were challenges encountered when creating the lessons and implementing them at various institutions. Some of the challenges observed include:

- Marketing and Implementation: Faculty see the benefits of the digital modules and the active learning approach that helps students with critical thinking, but it can be a challenge to find time in their tight class schedule to incorporate the digital modules. Librarians will need to actively market and promote the NLA lessons with faculty. To assist in these activities, the NLA website has included an Elevator Pitch for promoting the lessons to stakeholders and an Instructor Primer document to "communicate about the pedagogical approach and logistics of choosing and using lesson" (NLA Instructor Primer). The Instructor Primer illustrates the critical role of the librarian in marketing and implementing the lessons in a curriculum. NLA suggests librarians communicate with the faculty while drafting the syllabus so they can collaborate on the selection of the lessons. Students learn IL concepts best when they are related to assignments or research projects. NLA recommends that students "complete the lessons after the associated project has been explained but before the project is due" (NLA Instructor Primer). This enables the students to use what they learned and reinforces the learning process.

- Customization: Since the lessons were created using a general subject approach, faculty occasionally tend to request customization for their disciplines. They have expressed a preference for subject specific lessons, assuming this will increase student interest while using the lessons. Many of these requests have come from medical and allied health professions faculties. Although lessons can be divided to use only specific parts, it is not possible to customize the lessons as has been requested.

- Scaffolding: Currently available lessons are one-time standalone topics, which makes it difficult to build upon and follow-up on previously learned IL concepts. However, the NLA website does include a list of popular sequences for the strategic order of using the lessons. This is especially beneficial if there can be a series of IL instruction sessions.

- Scoring and Assessment: The lessons are used in many courses as standalone or integrated models in online learning platforms such as Blackboard and Sakai, through course research guides, or in face-to-face courses. Including the lesson scores in the overall course-scoring rubric is often seen by some faculty as an additional task. It is also difficult for librarians to incorporate traditional library assessment tools such as classroom response systems, think-pair-share, index cards, and others.

Using the NLA modules to teach IL concepts also provides many benefits, including:

- Student-centered active learning: The modules are created for a student centered, self-paced learning environment rather than the traditional lecture model. This improves retention of the content learned and helps the students to achieve the metacognitive skills of a lifelong learner.

- Learning Management System Integration: The lessons may be integrated in online learning management systems (LMS) for delivery to students, to obtain scores, or to use for self-assessment. Lessons can be used scored or unscored, via the Learning Tool Interoperability (LTI) links or via the SoftChalk Cloud hosted Score Center links (New Literacies Alliance, 2018). Instructors can also create a graded assignment by using the LTI links to connect with their LMS gradebook. The scoring is graded automatically and is incorporated into the grade book when the student completes the lesson.

- Mobile friendly open-source environment: Since the lessons are created as platform-agnostic with a creative commons license, they are open and available for use by anyone. The interactive elements used work in any environment and may include multiple-choice questions, videos and self-assessment tools.

- Flipped Content: The lessons are well-suited to be used as a flipped content model in preparation for an in-class activity. Since the students come to the classroom having experienced the lessons, follow-up activities can be used to actively engage the students. Flipping is especially helpful in teaching literature searching. During the face-to-face session, students can implement what they learned by identifying keywords and formulating search strategy together.

Summary

The development, maintenance, and delivery of the digital modules need intense commitment, long distance coordination, and collaborative skills from all project members. Executing a multi-institutional project requires a vision and strong leaders (Pitts et al., 2016). The resulting lessons have been quite successful in providing unique, self-paced learning experiences for students to acquire the foundations of information literacy. Three of the NLA lessons appear in the Peer-Reviewed Instructional Materials Online (PRIMO) database (https://acrl.ala.org/IS/instruction-tools-resources-2/pedagogy/primo-peer-reviewed-instruction-materials-online): Scholarly Conversations, Search Strategies, and Evidence-Based Practice. The NLA lessons have also been included as IL tutorials in the Community of Online Research Assignments (CORA). In 2016, NLA was honored to receive the Association of College & Research Libraries (ACRL) Instruction Section (IS) Innovation Award. The annual award recognizes a project that demonstrates creative, innovative, or unique approaches to information literacy instruction or programming. Anyone that is interested in becoming a member of NLA, can find contact information for steering committee members on the NLA website.

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Calculating Return on Investment in Libraries

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Abstract

The presenter will discuss issues regarding the calculation of Return on Investment (ROI) for libraries. Institutions of higher education are increasingly eager to demonstrate value to their communities and to their governing bodies. The desire to demonstrate value has also come to include the library, long thought of as a pillar of the education community. Current electronic tools allow administrators to generate spreadsheets of cost per use of items which show the return on investment. While this might appear tempting for librarians to partake in, the process is fraught with the possibility of relegating the academic library as merely a line on a balance sheet rather than a foundational aspect of education. The presenter will encourage attendees to consider how benefits of calculating ROI measure up to the potential costs.

Crossing Borders: Expanding Digitization Efforts Across Library Departments

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Abstract

In recent years, the University of Northern Colorado (UNC) Libraries have shifted from a centralized model of digitization, in which digitization activities occurred primarily within the Archives department, to a decentralized one that now includes library technicians in Technical Services and Access Services. This expansion has resulted in marked efficiencies in scanning, metadata creation, and file upload, and has enabled the Libraries' digital repositories to grow at a much faster rate than before. In this session, UNC librarians discuss the process involved in creating interdepartmental workflows, training existing library staff for digitization work, managing and tracking projects, and involving staff in mass digitization projects. Attendees will leave with strategies for implementing an interdepartmental digitization program at their own institutions.

From Silos to Collaboration

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Abstract

In many academic libraries, because of the nature of the specificity of some of the tasks that need to be accomplished, library employees end up working in silos. It takes intention and big picture thinking to help employees move toward working collaboratively with one another. The presenter came from a library that had embraced team management but always felt like it was imposed rather than implemented organically. As a new director, she wanted to utilize team management principles, but didn't want team management to, ironically, be implemented in a top down manner. Instead, the presenter used public relations/marketing as a vehicle to help bring people out of their silos and begin to view the library as a whole. Meldrem also used individual goal setting, procedures manuals, sharing components at staff meetings, search committees, employee turnover, and a strategic plan to loosen some long-standing territorialism.

The change management guru, John Kotter, is someone that the presenter learned about in graduate school and have incorporated bits and pieces of his insight into a number of the things she has tried. "Leading Change" by Kotter provides eight stages for managing change. As a director who hasn't followed the stages exactly, they still provide an understanding of how people react to change and what can be done to help them along. The presenter showcases how the changes made positively affect personnel, the library as an entity, and the view of the library on campus. Meldrem also discusses efforts that have worked and those that weren't as successful.

Key Performance Indicator Tracking Using Google Forms

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Missouri State University

Abstract

The Missouri State University Libraries administration tracks specific trends to monitor the health of the organization. The trends are composed of data from many software systems and collected by many people. In order to make a continual process more manageable, librarians at MSU use twelve Google Forms and more than twelve Google Spreadsheets linked together to create one central compilation spreadsheet that automatically updates as people submit form data. The compilation page contains automatically updating tables and charts for each indicator. The presenter will provide guidance on how to define indicators when planning such a project. He will also explain and give examples of Google Form and Google Spreadsheet methods and processes. Finally, he will provide tips to get institutional buy-in and participation.

Bridging the Gap: Providing Equal Access of Library Resources and Services to Distance Learners

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Abstract

During the spring of 2016, Spiva Library's faculty and staff devised a three-year assessment plan. One goal of that plan was to provide the same level of service and access to resources for distance students as offered to those on-campus. A survey was created and administered during spring 2017 with collaboration from the university's Office of Institutional Effectiveness to determine the level of awareness and use of online library resources and services by distance learners.

This survey was the first step in the library's efforts to bridge the gap between the resources and services the library offers to on-campus and distance students. Library staff discovered that they had to take many more steps to bridge this gap including designing a second survey as the data mined from the first survey, although interesting, was inadequate for their purposes.

The second survey was administered during early spring 2018. During the spring and summer 2018 new online strategies were implemented based partially on the second survey findings in an attempt to bring our distance learners the same level of instruction and service that campus students received in the library.

Some of the initiatives the library undertook to accomplish this task included creating a series of streaming instructional videos, developing a library organization within the content management system, Blackboard, and utilizing the newly acquired Blackboard Collaborate feature to provide a virtual, Book a Librarian, consultation service.

The presenters will share both survey instruments, their results and the issues they faced from the design flaws, how they overcame those flaws and moved forward with the strategies established to accomplish their goal of closing the loop between face-to-face offerings and online offerings. The session will also include analysis of the initiatives – why they chose which ones they did, how well the initiatives worked or didn't work and which will become permanent services.

Coming to the Plains: Latino/a Stories in Nebraska

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Abstract

The University of Nebraska Kearney Archives & Special Collections has historically failed to fully document the diversity of both the campus and the surrounding communities. Recently, central Nebraska has seen a growth in immigration from Spanish-speaking countries, yet there are no archival collections that directly document these communities. As part of a broader strategy to remedy this omission, the Archives partnered with faculty in the departments of Modern Languages and Communications to launch an oral history initiative. The project captures stories from Latin@ (Latino/a) immigrants and their children. The use of broad, open-ended questions lets participants shape the narrative to highlight what is most important to them. The authors want this ongoing project to have a positive impact on the participants' lives by providing a forum to share their stories and by underlining the importance of those stories and people as threads woven into the fabric of central Nebraska communities. The authors also believe that the project will facilitate understanding of Latin@ culture(s) among non-Latin@ populations in central Nebraska through the medium of exhibits, discussions, and transmedia documentary projects.

Introduction

The *Coming to the Plains: Latin@ Stories in Nebraska* project is an oral history project with three principal objectives: fill an archival silence, build ties with the local Latin@ community, and involve students in the research experience. It originated as a collaboration between University Archivist Laurinda Weisse, University of Nebraska at Kearney (UNK) Archives & Special Collections, and Dr. Michelle Warren, Modern Languages, with Jacob Rosdail from Communications joining the project early on.

UNK is a master's level institution with a student population of 6,900, primarily undergraduates. The university's student population is roughly 10% Hispanic/Latin@, and several surrounding communities are even higher. UNK began as a normal school and still trains a large percentage of the state's educators and school personnel. It focuses heavily on undergraduate education,

emphasizing small class sizes and undergraduate research opportunities. The Archives collection generally reflects this focus.

In addition to university history, the collecting scope includes the history of education and the heritage of central and western Nebraska. In her role as archivist, Weisse identified a number of gaps in the Archives collection. With an increasing percentage of Hispanic/Latin@ students, there are almost no Archives content documents the local Latin@ communities. Additionally, formal documentation that did exist was unlikely to capture the full experience of the communities and necessitated an active collecting strategy.

Warren regularly invited a few of her students' parents to share their immigration stories in her Spanish classes to help provide background information on a number of periods in Latin American history. Warren found personal stories had a strong impact on her students. She wanted to expand the reach of those stories and let more people share their narratives.

Together, Weisse and Warren chose oral history interviews as the most appropriate medium for the project, identified communities of greatest interest, and applied for a campus diversity grant. After receiving the grant, Rosdail, who has experience making documentaries, joined the project to enable video oral histories.

Literature Review

Since the early-2000's, a number of scholars have examined archival silences. In *Of Things Said and Unsaid: Power, Archival Silences, and Power in Silence*, Carter writes, "By examining the gaps, those 'blank void regions' that are never looked at, archivists can begin to address past injustices and fill the archives with a polyphony of voices" (2006, p. 233), which is a key goal of this project. Manoff, probing the intersection of digital humanities and archives, asserts that "Sources, original or not, in any format that cannot be viewed, read or listened to, are by definition silent. A full accounting of these silences requires attention to the intersection of multiple material and socio-cultural factors" (2016, p. 65).

Immigrant oral histories are not a new phenomenon. Traditionally, historians conducted them as means of exploring specific topics. As such, it is rare to find a detailed discussion of methodology or to have access to full transcripts. Marilyn P. Davis's *Mexican Voices/American Dreams* uses oral history to contextualize waves of Mexican immigration in the 20th century. Nearly the entire volume is devoted to transcripts of oral histories, letting her sources speak for themselves.

Oral histories (OH) are also an established pedagogical tool. Olmedo discussed the benefits of having students conduct an oral history. She found that oral histories reinforced the idea of history as contextual and constructed, particularly when students have to grapple with conflicting narratives (1997, pp. 565-567). OH taught important skills while reinforcing the importance of their ethnic community (Olmedo, 1997, pp. 569-570). Burgo deployed oral history in a Spanish course for heritage language learners and noted many of the same benefits (Burgo, 2016). Lyons used OH as a part of community college history classes. He found that OH increased student engagement in the classroom and forged new relationships between the college and students'

families (2007, p. 481). While *Coming to the Plains* is not directly tied to one class at UNK, the format of student engagement is similar enough to confer the same benefits to student workers.

A number of organizations and universities have well established immigrant oral history programs. University of Minnesota's Immigration History Research Center runs an Immigrant Stories project (https://cla.umn.edu/ihrc/immigrant-stories), which encourages people to create and submit their own stories. A sampling of projects collecting Latin@ oral histories includes the Archive of Immigrant Voices (https://archiveofimmigrantvoices.omeka.net/), the New Roots/Nuevas Raíces at the Institute for the Study of the Americas (http://isa.unc.edu/oral-histories/), the Dartmouth Latino Oral History Project (https://journeys.dartmouth.edu/dlohp/), and the Oral Narratives of Latin@s in Ohio by the Ohio State Center for Folklore Studies (https://cfs.osu.edu/archives/collections/ONLO). These are only a few of the many excellent projects working in this area.

Why Oral History?

Oral history lets participants tell their own stories, using their own words. Anyone can participate. There are no barriers for those with limited literacy or who do not have the type of documents (pictures, official records, and written correspondence) that might otherwise form an archival collection. This project explicitly draws on the feminist oral history tradition, particularly in encouraging a relationship between interviewer and interviewee and in carefully examining, and, where possible, eliminating power differentials between interviewer and interviewee.

Project Design

Locations

Table 1.

Cities Participating in Coming to the Plains Project

CITY	POPULATION	% HISPANIC OR LATINO
Grand Island	48,520	26.7
Hastings	24,907	9.8
Kearney	30,787	4.1
Lexington	10,230	60.4

Factoring in both logistics and concentration of Latin@ populations in central Nebraska, three local communities, plus the authors' base of Kearney, were selected. Each community is about an hour from Kearney and has a substantial Latin@ population (see *Table 1*). The initial project goal was to conduct interviews with a minimum of six people each from Grand Island, Hastings, and Lexington. The bulk of the interviewees resided in these four cities, though several from smaller towns also participated.

Student Involvement

Because of UNK's strong focus on undergraduate research and due to practical considerations and limited time on the parts of the authors, student participation was a crucial component of the project. Grant funding enabled the project to pay students for most tasks; in the instances where payment was not possible, students generally received college credit. Each author recruited student collaborators from their respective discipline. Many of the students were involved in the planning phase of the project. Students also served as recruiters, interviewers, videographers, transcribers, and translators. All students who conducted interviews self-identified as part of the Latin@ community. Because of their community ties and language competency, many of the Latin@ students worked on multiple project stages: they recruited family members to participate, interviewed them, and transcribed the resulting interview(s).

Choosing Questions

Although there were many potential avenues of inquiry, the authors chose to focus questions around migration. However, they viewed "the physical passage of migration from one place to another as only one event within a migratory experience which spans old and new worlds and which continues throughout the life of the migrant and into subsequent generations" (Thomson, 1999, p. 24); this informed their choice of questions. The authors crafted fairly broad, open-ended questions to give the interviewees the freedom to choose what to share. The questions were grouped into three categories: questions related to country of origin, questions specifically about immigration, and questions about life in the United States. Other questions asked had participants make comparisons and to reflect on their experiences. The final list included ten main questions with a lengthier list of follow-up questions available for those interviewees who might benefit from additional structure. The full question list is available at https://guides.library.unk.edu/cttp. These questions were designed specifically for use with first generation immigrants, those who immigrated when they were old enough to remember the process of getting to Nebraska. While the authors used some of the same questions when talking with one-and-a-half or second generation Latin@s, they intended to develop a separate set of questions tailored to that population.

The student interviewers were invaluable at the review stage of question crafting. They raised concerns about the verbiage around one of the questions, reminding the authors that potential interviewees might make the association between words like immigration/migration and 'La Migra' (Immigration & Customs Enforcement), a particularly important connotation to avoid in the current geo-political climate. That feedback informed the final wording throughout the project.

Informed Consent and IRB

Designing appropriate informed consent forms was initially a challenging part of the project. While informed consent is a standard part of oral history and other interview-based disciplines, much of the existing literature failed to capture the challenges of *Coming to the Plains*' population. Potential interviewees varied in their immigration status, a concern particularly in the current political climate. Because of the nature of the project, video oral histories about issues

related to immigration and meant for public display makes it possible for participants to divulge information damaging to themselves.

The authors chose to provide four separate options for the participants – full identification, partial identification (first name and location; pseudonym and location) and full anonymity. If participants chose anonymity, only audio was recorded. The authors felt it was important that interviewees were informed of the risks and got to choose the identification option with which they were most comfortable. Davis made the same choice when working on *Mexican Voices/American Dreams*, noting that one of the safeguards that protected her participants' privacy and the integrity of their words was the fact that they "spoke under names of their own choice" (1990, xiv). Universal anonymity is highly problematic because (a) the aims of the project is to help white Nebraskans identify with the people telling their stories and is easier to do when participants are named and (b) anonymity as a researcher choice itself reduces participant agency and partly erases them from the narrative.

Recruiting Participants

For the initial phase of *Coming to the Plains*, an eligible participant was someone age 19 or older who had moved to Nebraska from a Spanish-speaking country. The second, ongoing phase expands the scope to include adult children of someone who moved from a Spanish-speaking country. In recruiting, the authors strove for a diversity of participants, in sex, age, country of origin, and current situation.

As part of the initial project design, Weisse and Warren created recruitment scripts. These scripts ensured that each potential participant received the same information. They also helped protect participants by ensuring each participant was (a) fully informed of the purpose of the project, (b) understood potential risks, and (c) recruited without coercion. Freely given consent was particularly important at the initial contact stage because contact was often through a family member or close friend.

Initial recruitment occurred through personal contacts. Each of the students who worked with the project as an interviewer created a list of people they knew who might be interested in participating. Warren used her ties to the regional Spanish-speaking community to recruit participants. Additionally, once interviews began, snowball sampling occurred: interviewers asked participants whom else might be interested in participating in the project. As the project continues and personal contacts are exhausted, the team anticipates expanding recruitment to include advertising in organizations and businesses in each of the participating communities.

Training

Participants, both faculty and students, received training based on their role(s) in the project and existing experience. Rosdail taught the basics of videography. Weisse instructed on oral history interview techniques and on transcription. Warren and other Modern Languages faculty trained participants on translation. Training focused on the practical details necessary to perform the specific project tasks. Training primarily occurred face-to-face with supplementary handouts available digitally.

Interviews

Interviews took place wherever interviewees were most comfortable. For the majority of the participants, this was their home or workplace. By conducting interviews in these settings, videographers captured an interviewee's chosen surroundings. They also had access to objects important to the interviewee, so capture family photos and other items could be captured during filming. Besides adding visual interest, the added visual component helped tell the participant's story.

Building rapport is a vital part of a good interview. While the main interviewer was generally acquainted with the interviewee before the interview took place, conversation, and food in many instances, before the main interview strengthened ties and helped everyone relax. After the interview, interviewers reaffirmed consent and gave the participants their compensation for participating, a $50 gift card.

Warren and Rosdail have conducted the bulk of the interviews. As of July 1, 2018, 17 interviews have been completed, with a number of potential interviewees in the wings. Although the project is still in the data-collection phase, themes that occurred across multiple interviews include the importance of faith, hardship as a reason for leaving home country, and the difficulties the lack of fluency in English created.

Processing

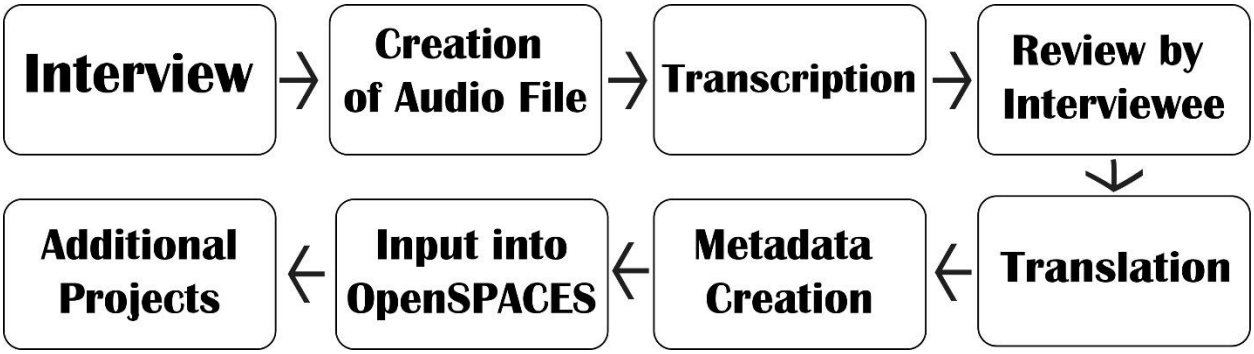

Figure 1. Work flow for processing interview data.

The interviews are only the first stage in data creation. Figure 1 shows additional labor necessary to create usable, shareable finished products.

File Processing

The videographers recorded the interviews in high quality video formats, suitable for numerous reuse cases. Transcription required an audio-only file for use with the transcription software. The audio layer was extracted from the video file using VSDC video editor (http://www.videosoftdev.com/free-video-editor), freely available software for simple format transformations as well as more detailed editing. WAV, currently recommended preservation format for audio (https://www.loc.gov/preservation/resources/rfs/) and compatible with most software, was the type of audio file chosen for this project.

Transcription

Transcription is a key means of maximizing access to the interviews. Transcripts are searchable and accessible to those using adaptive technologies, facilitate quick access to specific portions of interviews, and easier to preserve over time. Transcription also facilitates other portions of the project, such as translation.

The authors transcribe interviews staying as close to the interviewee's language use as possible. An interviewee's vocal mannerisms and word choice contributes to their message. Additionally, excessive grammar correction and standardization gives the message that academics are judging how an individual speaks. Thus, the only omissions from transcripts are filler words, when not indicative of the interviewee struggling with a topic, and partial sentences, when an interviewee restarted a phrase.

Currently, students do all transcription manually. Audio files are loaded into Express Scribe Transcription Software (http://www.nch.com.au/scribe/index.html) then they type the transcript in Word. While the transcription software is not essential, it does allow use of a foot pedal, which increases transcription speed. Time codes are added when the subject changes or every few minutes, whichever is shorter in duration. Weisse is exploring a number of automated transcription tools, so the authors will revisit transcription methods if a relatively reliable, inexpensive solution is found.

Translation

To maximize the accessibility and potential uses of the interview data, one of the project objectives is to provide all materials in a fully bilingual format. Additionally, not every person working with the data speaks Spanish, so translation facilitates access for those who do not speak Spanish. For the administrative documents, such as informed consent forms, question sets, and recruitment materials, Warren and Cecilia Perales, a graduate assistant, handled translation.

The translation of interviews occur after transcription in the original language is complete. To involve a greater number of students, an ongoing aim of the project, the authors are working with the Seminar in Translation class. The instructor finds that the students benefit from translating examples of less formal speech. The authors anticipate the primary challenge of having college classes translate interviews to be the varying quality of student work. To mitigate this, authors plan to work with the professor teaching Seminar in Translation to establish specific rubrics for translations. Warren, Weisse, or one of the project's student workers will review all translations before adding them to the collection.

Metadata Creation

The archivist creates the bilingual metadata, a necessary part of providing access to the project materials. She asked transcribers to note the main topics of discussion in each interview. Using that information and the transcripts, she identifies the main themes of each interview, craft an appropriate description, and choose subject terms. As much as possible, Library of Congress Subject Headings are used. Lcsh-es.org allows translation of LCSH into Spanish and is the

primary source for Spanish-language subject terms. If needed, Weisse will create an index of local terms and formats for internal consistency.

Digital Preservation and Dissemination

OpenSPACES, UNK's institutional repository (IR), hosts all portions of the interview – the actual interview recording, the transcript, and the translation – as well as project documentation and any related materials. For ease of use, IR copies can be downsampled use copies. This allows for smaller file sizes which generally work better for patrons. The Archives also maintains full quality archival copies of all files.

Additional Projects

The recorded interviews provide material for a number of additional projects. Broad dissemination of the interviews is a key aim of the project. To fulfill this goal, the authors plan to create exhibits for display in each participating community, a podcast, a YouTube channel, and a digital exhibit. They want others to explore and reuse the data for additional scholarly and creative projects.

Conclusion

Active documentation strategies, like the one used here, increase the possibilities for collecting diversity in an inclusive manner. Partnerships are key to extending the Archives' limited resources and allowing connection with a broader constituency. Strong input from and genuine collaboration with community participants is vital to building the strong relationships that lead to sensitive, relevant archival collections. *Coming to the Plains* is the beginning of an ongoing initiative to engage productively with diverse groups across the region.

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Five Keys to #SocialMediaSuccess in Academic Libraries

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Abstract

There are five key pieces to building a successful social media following as an academic library. In this presentation, you will learn how to keep your social media profiles current, relevant, and hip by interacting closely with students in-person and on the platforms. You will also learn how important it is to curate and create native content for each platform (and how to do that without going crazy and without building an enormous centralized calendar!). You will hear tactical tips and tricks for each platform, and how to gain and engage followers, including the keys to producing your own viral video content. Finally, you will learn the importance of posting strategies and the daily discipline required to keep your social media presence visible to students at your institution.

Easy Information Literacy Assessments for Small Academic Libraries

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Abstract

Small academic libraries employ professional best practices with fewer faculty and small budgets. Efficiencies gained by using free technological tools pay big benefits in allowing a single librarian to manage assessment data collection and analysis. Information literacy instruction planning tied to the university mission and learning outcomes starts with selecting information literacy learning outcomes and proceeds with instruction planning. An integral part of this process is assessment of learning outcomes achievement to inform teaching. Many librarians feel overwhelmed by the data collected. Choosing to automate this collection frees the librarian and allows them to concentrate on analysis and improvement strategies.

Traversing the Path: A Library Director's Guide to the Higher Learning Commission's Open Pathway for Accreditation

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Abstract

The accreditation process can be a very stressful time for many colleges and universities. However, without a stamp of approval from the institution's accrediting body, courses at your institution will not transfer, degrees are considered lower quality, and the institution will not receive federal student loan funding. As one of the most substantial accrediting bodies in the United States, the Higher Learning Commission (HLC) is the accrediting body for 19 Midwestern and North Central states. HLC offers three pathways for reaffirmation of accreditation. My institution chose the Open Pathway, a 10-year cycle that focuses on quality assurance and institutional improvement.

Librarians are often asked to play a role in the accreditation process. Working at a smaller institution allowed me to participate in nearly every aspect of the accreditation process, from the on-site visit to writing for the Assurance Review and attending the HLC Conference in Chicago. As a librarian and the division chair for our academic support team, I was tasked with injecting information literacy, library resources, and academic support services throughout our Assurance Argument.
The purpose of this session is to help other librarians see how seamlessly our services fit into HLC's Criteria for High Education. Infusing Information Literacy and highlighting library resources in several areas of the Assurance Argument helped administrators understand how valuable the library is to students and instructors. In addition, it enabled the library director to work collaboratively with areas of the college that were unfamiliar with the library and information literacy.

Introduction

Throughout the 2017–2018 school year, the library and its staff played an integral role both in the development of the Assurance Argument and in preparing for the on-site visit from HLC. This paper gives background about the institution and the accreditation process, reviews the role of academic libraries during the accreditation process, and discusses how we included information literacy and library services in the institution's Assurance Argument.

Background

The institution under review for reaffirmation of accreditation, is a rural community college in southeast Kansas. With around 5,000 students per year and less than 1,000 of those students taking classes on one of two physical campus, 52% of its credit hours are generated through online learning. The second largest population of students comes from working with high school students across the state. Of the two physical campus, the main campus, in Iola, KS is a

residential campus with a high proportion of student-athletes. The other physical campus, the satellite campus, is close to Topeka, Kansas, a larger metropolitan area. In 2011–2012, Allen was reaffirmed under the Academic Quality Improvement Program (AQIP), another pathway through HLC that requires reaffirmation every eight years. The college underwent the process successfully and did not require any follow-up visits or special monitoring.

Institutions in the United States pursue accreditation in two ways: one for the entire institution and one for specialized programs, such as pharmacy, nursing, librarianship, and for other programs that require specialized accrediting bodies. There are two types of institutional accreditation. The first is regional accreditation, in which seven accrediting bodies, recognized by the United States Department of Education, use similar standards to evaluate institutions in their regions. The second is national accreditors, which focus on trade, technical, or religious institutions. As a public institution with very few specialized programs, we sought accreditation through our regional accreditor, HLC, and were evaluated by meeting threshold standards, engaging in continuous improvement, filing an annual institutional update, submitting financial and non-financial indicators, and undergoing a peer review process (Higher Learning Commission, 2012).

College and university libraries have played a role in the accreditation process for quite some time. According to Oswald Ratteray (2002), the Middle States Commission, another regional accreditor, began issuing standards that address inputs in higher education, such as library resources, as early as 1953. Since 1994, the Middle States Commission included information literary in its standards (Ratteray, 2002, p. 369). Using an early definition from the American Library Association, found in the first paragraph of the standards document, as a guide, their standards indicated that students should have "the ability to locate, evaluate, and use information to become independent learners" (American Library Association, 1989). Currently, all seven regional accreditors mention libraries and language related to information literacy in their standards.

Writing for the Criteria

Inserting Information Literacy and Library Services into HLC's Criteria for Accreditation was our primary task in the college library. It was essential for me to educate our Accreditation Committee on the Framework for Information Literacy (American Library Association) and to address the areas in our Assurance Argument where the framework aligned with HLC's Criteria for Higher Education. On page one of HLC's New Criteria for Accreditation, accreditation criteria is defined as "the standards of quality by which the commission determines whether an institution merits accreditation or reaffirmation of accreditation" (HLC, 2012 https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). An institution's inability to meet these standards may find it on probation; in some cases, it will lose reaffirmation of accreditation. During this process, library contributors wrote as much as possible in all areas where the library and its service fit, with the expectation that, due to word count stipulations, much of the content would be edited out of the final document. This process enabled us to gain an in-depth understanding of the criteria and to reflect on how librarians serve students.

During this process, our committee reviewed all five Criteria for Accreditation and determined which areas the library supported. The first criterion is 1.C., "The Institution understands the relationship between its mission and the diversity of society" The second criterion, found in C.1.A., "The institution addresses its role in a multicultural society" (HLC, 2012, https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). For this component, we reviewed the Collection Development Policy and the library's commitment to collecting materials that reflect the diverse population of our student body. While attending the HLC Conference in fall 2017, the process of linking everything back to the institution's mission statement was expressed throughout the conference. This particular criterion was essential to us, as it perfectly aligned with our mission to "foster diversity within the student body, administration, and faculty" (Allen Community College, 2017).

Using both the college's mission statement and the criteria set forth by HLC, we drafted several sentences on how the library values diversity and the strategies used in collection development to demonstrate those values. In *Reviewing the Academic Library*, Debra Gilchrist, vice president for Learning and Student Success at Pierce College, notes that this component is a great way to educate students on how to incorporate diversified voices in research (2015, p. 44). With this in mind, the best way to encourage students to diversify their resources is to ensure that resources with varying perspectives are readily available to them.

Criteria 1.D. and 1.D.3 state that "the institution's mission demonstrates commitment to the public good" and "the institution engages with its identified external constituencies and communities of interest and responds as its mission and capacity allows" (HLC, 2012, https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). Although not mentioned in other library literature on accreditation, we included several sentences on how the library is both involved with our community and responses to its constituencies. As a member of our local library system and a heavy user of the state interlibrary loan program, the library continuously works with external constituencies and communities of interest. Librarians routinely work with community members who utilize our space and resources, as well as local public schools whose students are shared.

The next set of criteria lend themselves directly to information literacy instruction, library resources, and academic support. The entirety of Criterion Two can easily apply to libraries. The first of these statements, noted on 5 of the document is that "The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly" (HLC, 2012, https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). This statement connects the Academic and College Research Libraries; Framework for Information Literacy seamlessly. It specifically relates to the Research as Inquiry, Searching as Strategic Exploration, and Information has Value frames listed below:

> Research as Inquiry: Research is iterative and depends upon asking increasingly complex or new questions whose answers, in turn, develop additional problems or lines of inquiry in any field. (American Library Association, 2018, p. 7).
>
> Searching as Strategic Exploration: Searching for information is often iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue

> alternate avenues as new understanding develops (American Library Association, 2018, p. 9).
>
> Information has Value: Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means to negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination (American Library Association, 2018, p. 6).

During information literacy instruction, instructional staff use all of these frames to teach students that resources are not created equal, that good searching is as much about the question as the answer, and how to ethically use other people's words, thoughts, and ideas. While writing for the Assurance Argument, learning objectives are used to demonstrate how information literacy skills are incorporated into one-shot instruction sessions. The language of this criterion discussed the use of the Association of College and Research Libraries Framework and linked to an evidence file of all the electronic resources available to our students.

Following the central statement of this criterion are two additional ones that relate to information literacy and library resources. The first states "The Institution provides effective oversight and support services to ensure the integrity or research and scholarly practice conducted by its faculty, staff, and students" (HLC, 2012, https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). The second states that "Students are offered guidance in the ethical use of information resources" (HLC, 2012, https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb).

At our institution, the library director is also the academic support division chair and works collaboratively with the entire Academic Support Division. The Academic Support Division at the college includes our Writing Center, Math Center, as well as retention and student support technicians. The college's guiding principle to "Support Student retention and success through effective advisement and other support services" is the primary focus of our division (Allen Community College, 2017, para. 3). While working on our Assurance Argument, writers made sure to highlight our writing center coordinator under this set of criteria because of the coordinator's role in student, faculty, and staff research and the coordinator's guidance in helping students ethically use information. Further work on this criterion is supported by our retention specialist, who is also a part of the Academic Support Division. While writing for this criterion, the efforts made by our retention specialists to work with students on persistence and completion were of particular importance.

Criterion 3.D, "Teaching, and Learning: Quality," resources and support is arguably the most significant area for both information literacy and library services in HLC's New Criteria for Accreditation. The first of these components that a librarian may offer guidance on is criterion 3.B.3, which states that "Every degree program offered by the institution engages students in collecting analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills is adaptable to changing environments" (HLC, 2012, https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). According to Gilchrist, this standard is an opportunity for libraries to demonstrate the value of incorporating

information literacy instruction into course outcomes (2015, p. 44). While working on our Assurance Argument, committee members discussed how the library works with academic divisions during their program review process to consider how instructors incorporate library resources and information literacy into their courses.

Additional core components in Criterion Three mention libraries and academic support directly while others touch on areas such as student support services, program quality, and the need for qualified faculty and staff. Criterion 3.D states that "the institution provides support for student learning and effective teaching," "provide[s] student support services suited to the needs of its student population," and "provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings)" (HLC, 2012, https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb).

Due to its scope and its direct mention of the college library, this criterion involved a lengthy response. Below is the first draft of our response:

> The Allen College Library holds a diverse and robust collection of materials. Our collection development policy focuses on our primary goal of meeting student's academic needs. To accomplish these goals acquisitions are made to compliment learning objectives detailed in our common course outlines. Although materials of an academic nature are the cornerstone of our collection, the Allen College Library has a recreational reading collection, which includes both young and adult fiction, board games, and DVDs. These recreational materials are meant to enhance the personal curiosities of our students, as well as provide entertainment to our community.
>
> Library materials are selected, using the following criteria: professional reviews, faculty and staff recommendations, recommended subjects list, and suggestions by students and other library users. Once selected, materials are evaluated on several fronts. Does the item support curriculum as defined by our Common Course Outlines? Does the resource meet demand or deficiency in the collection? Will the new item help diversify our collection, by adding a unique voice or perspective? If the item belongs in the non-fiction section of the library, is it academic, have an authoritative author, and are released by a reputable publisher. (Moore, 2018)

While attending the HLC Conference in Chicago, conference attendees learned that Criterion Four was an area where many schools were struggling. Although there is no direct mention of libraries, academic support, or information literacy, this criterion is responsible for the library's most significant outputs for accreditation. In spring 2018, our college initiated a new program review process for nonacademic departments. Academic Support, the division under the charge of the Library Director, was given the option to complete the new Institutional Effectiveness Program Review or the Academic Division Program Review. After careful consideration, the division opted for the Institutional Effectiveness Program and for the first time completed a formal review of the newly formed Academic Support Division.

Criteria Four states that "The Institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continued improvement" (HLC, 2012 https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). Our division and area program reviews are a direct result of this criterion. Division members work collaboratively with both the vice president of Academic Affairs and the vice president of Student Affairs to create a holistic program review that demonstrates our support of student learning, retention, persistence, and completion. This vocabulary is sprinkled throughout Criterion Four and was a significant focus point while drafting our Assurance Argument.

The final criterion states that "The Institution's resources, structures, and process are sufficient to fulfill its mission, improve and quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future" (HLC, 2012, https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). Gilchrist (2015, p. 44) finds that library services fit into two of the criterion's components. The first of these is Criterion 5.C.5, which states that "Instructional planning anticipates emerging factors, such as technology, demographic shifts, and globalization" (HLC, 2012, https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). Gilchrist (2015, p. 44) explains that as early adopters of technology, librarians can provide leadership and evidence on the benefits of integrating technology into programs.

Criterion 5.D. is an all-encompassing statement for institutions to show continuous improvement, stating that "The institution works systematically to improve its performance," that "the institution develops and documents evidence of performance in its operations," and that "the institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its parts" (HLC, 2012 https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). Here, Gilchrist (2015, p.44) notes that libraries, like every area of an institution, should always have robust assessment and continuous improvement processes. She goes on to describe how important it is for libraries to align their process with both their institution and their accrediting bodies. This criterion is an excellent summation of the entire accreditation process. For libraries to stay relevant, they must meet the unique needs of their communities and focus on continuous improvement.

Conclusion

Each of the Criteria for Accreditation is designed to seek continual improvement and ask institutions to aspire to more than merely meeting the criteria (HLC, 2012 https://www.hlcommission.org/Policies/criteria-and-core-components.htmlb). This focus on contentious improvement is seen throughout our accreditation process. Many librarians have noticed both small and substantial upgrades to their libraries during or after the accreditation visit. Fortunately, our college already invests heavily in its library and librarians. Last year, after the retirement of a long time paraprofessional, the administration added another Master in Library Science credentialed librarian and has devoted a significant amount of college resources

to our electronic resource collection. This process encouraged us to engage with administrators and faculty in new ways and to further develop our plans for continuous improvement.

During the 2017–2018 academic year, the library staff wrote the library's section of the Assurance Argument, attended the HLC Conference in Chicago, and aided in planning the peer review on-site visit. Having the opportunity to work on accreditation at a smaller institution was an excellent way to familiarize the library staff with the accreditation process. Playing such a significant role on our accreditation committee helped the library staff to acquire a more holistic understanding of academia and of the expectations of academic libraries held by college administrators.

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Drawing Magic: Visualizing the Internet to Introduce Information Literacy

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Abstract

Students often have a difficult time understanding the difference between Google and library databases. This activity is a great conversation starter because it makes students think critically about how Google works. It also provides an opportunity to discuss the difference between the surface web and the deep web. It is possible to better translate search tactics and skills from Google to databases by introducing questions such as: Does Google have everything? How do you create a query in Google? How does a search engine work? Opening an information literacy lesson with this activity provides an early opportunity for students to talk to each other and collaborate. This helps create a climate of sharing that makes the class more enjoyable and ultimately more effective. Through this activity, students are able to recognize the similarities and differences between Google and databases, and they are able to better visualize how search engines work. This activity is versatile and can take as much or as little time as necessary and can be customized for in-person or online classes.

Chatspeak for Librarians: Best Practices for Chat Reference

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Abstract

Most current library and information science literature on online chat reference in college and university libraries quantifies how much and how effectively the service is used. Much less literature discusses the finer, sometimes awkward details of chat reference—details that can mean the difference between the user deeming the interaction a success or a failure. Such details include everything from a casual-while-professional tone and jargon-free language to knowing when to provide fast food answers over pushing active-learning instruction. These details make the library's chat more human, creating a more positive user experience. This exploration draws on existing LIS literature as well as the business and retail industries to give librarians advice for beginning and ending the chat interaction, for researching the user's question and providing answers, and for overarching best practices. These suggestions help academic library staff who manage the library's chat reference service (chat moderators) establish and maintain more efficient, effective, and human chat interactions for library patrons while improving the staffers' own confidence and skill with "chatspeak."

Introduction

Users of academic libraries' reference services do not deem a reference interaction successful solely based on whether they found the article they sought or got the "right" answer to their question. Much more often, users judge the success of an interaction based on customer-service-oriented elements, such as the tone and friendliness of the person answering their question (the chat moderator). These finer, sometimes more awkward details make the chat service feel more human and can mean the difference between a satisfied and unsatisfied patron. This phenomena has been seen in studies of in-person library reference interactions as well as online chat reference interactions, both in academic libraries and the business and retail industries. The added challenge of online chat lies in the missed opportunities for non-verbal communication, such as posture or facial expressions. Tone easily can be misinterpreted via chat, and the user can quickly feel neglected if the chat moderator does not answer or reply quickly enough to suit this instantaneous messenger format (Jerez, 2017). Essentially, chat reference eliminates a large portion of the human element of communication that is so essential to a user's judgement of the interaction's success and the overall usefulness of the chat service.

Despite the wide presence of chat reference in academic libraries, every library manages their chat services differently. Even the individual chat staffers moderating the chat system bring different communication styles to each chat interaction. Although too much conformity can make a chat feel robotic, some general guidelines such as those outlined in this discussion can help chat reference staff feel more confident with the finer details of chatspeak and focus more on the reference or research question with which the user needs assistance. These suggestions,

including overarching best practices and tips for every stage of the interaction, make the chat feel more human and, ultimately, make the interaction more successful in the eyes of the user.

Review of the Literature

Existing library literature on chat reference services in academic libraries has one of two purposes: to offer general advice and guidelines or to explore the effectiveness of the service at a particular library or consortium. The Reference and User Services Association's (RUSA) *Guidelines for Implementing and Maintaining Virtual Reference Services* (2017) demonstrates this first purpose. The introduction to the *Guidelines* clearly states that they aim to "provide direction, without being overly prescriptive" (p. 8). In other words, they hope to give libraries and consortia a flexible framework to build upon and a model to follow instead of giving specific examples or advice. Similarly, other works attempt to build upon these guidelines to discuss the theoretical frameworks behind them (Pomerantz, 2005, p. 2). These such works seek to discuss the theory behind the best practices and to promote future discussions of chat reference applications rather than give any specific advice on their implementation.

The other type of existing library literature features case studies of chat reference services' effectiveness. Such literature questions who uses the service, how often the service is used, the types of questions asked by users, and the quality of the answers given. In a University of Washington Libraries' study, the library assessed chat transcripts to learn more about how and when students use the service and to identify optimal staffing models and models for future chat assessment (Belanger et al., 2016). Similar research was done at Queensland University to explore staffing and training and analyses methods for evaluating the service and to compare independent and collaborative approaches (Shaw & Spink, 2009, p. 192). This type of literature is rather widespread among academic libraries. Most literature of this type shares this commonality: any recommendations given generally avoid specifics, opting for broad guidelines and principals intended for any library to take away and implement in their own environment.

General guidelines and quantitative and qualitative studies provide valuable information for any academic library chat service. However, one could read every piece of literature out there on chat best practices and good customer service and still provide users with a poor experience. Sometimes chat moderators need more guidance and more examples of what to say or how to act in a chat reference interaction. One may know that they should greet the user, but they may not know how exactly to go about greeting them. Does "hello" sound friendly enough, or does it come across as cold or distant? Is an exclamation mark or smiling emoji friendly, or just overeager? Those seemingly small details of chatspeak can feel awkward for a chat moderator, and they also can play a major role in the effectiveness of the interaction.

Overarching Best Practices

An academic library looking to implement chatspeak best practices need not make drastic, overhauling changes right away. The library can start by following and promoting a few overarching guidelines. First, the library department in charge of the chat reference should discuss their own styles and what basic language and style considerations and guidelines they all can follow. The library faculty and staff providing chat reference services should collectively

decide on the level of formality of the chat's language and style. This discussion may include how they will refer to themselves or the library in the chat (as "we," "I," or "the library"), how much slang and abbreviations could be used, and whether using expressive punctuation or emojis is permissible. Basic English with as little slang (including internet shorthand like "lol" or "btw") or jargon should be used, especially if the library works with populations for whom English is not a primary or the most comfortable language (Mullen, 2015). Any jargon that absolutely must be used should be briefly explained (i.e. ILL as an abbreviation for interlibrary loan).

These initial discussions among chat staffers also should establish a criteria by which chat interactions will be conducted and rated. Different libraries may decide on different criteria, but the criteria should aim to meet five requirements: reliability, responsiveness, assurance, empathy, and tangibles (Stambough, 2016, p. 34).

All chat reference staff should be trained on what these criteria mean, what successful completion of each criteria looks like, and how they can successfully achieve them. For this purpose, the library should keep examples of exemplary chat interactions to show chat moderators, particularly during initial training. A "knowledge base" of answers to frequently asked questions—whether in the form of a series of blog posts, video tutorials, or how-to manuals—will prove a useful accompanying resource as well, while ensuring efficiency and consistency in the library's chat service (Hasler, 2016). Libraries should keep in mind that the fulfillment of these criteria may not look the same for every chat reference staff or every patron chat user and keep their criteria flexible to accommodate this diversity.

While the minutia of the interactions may differ, chat moderators should aim for those five criteria (reliability, responsiveness, assurance, empathy, and tangibles) and keep in mind one overall tone: human (Table 1). Chat moderators cannot correctly answer every inquiry that comes their way, but they can aim for being friendly, helpful, positive, and courteous while answering every question. If the user comes away from a chat interaction thinking the person that helped them was nice, patient, and helpful, they more likely will come away from the interaction satisfied, even if they did not get the exact answer they sought. To facilitate this human quality, chat moderators should try to show a glimpse of their personality and build a rapport with the user. Showing one's personality makes sure the user knows the moderator is a human being and not an automated machine (Olin, 2012). Building a rapport helps make the user more comfortable and improves the user's overall satisfaction with the library's service. Building rapport can mean being a little casual—whether done through an occasional smiling emoji, using contractions or shorter sentences sent in rapid succession. A rapport also may include matching the user's tone as much as the moderator is comfortable doing so. However, moderators should be careful not to cross the line into too casual by remaining mindful of their grammar, spelling, and other mechanics to maintain the library's credibility and professionalism.

Table 1.

Dimensions of Service Quality (Servqual Or Rater) (Elmorshidy 2013)

Reliability	Ability to perform the promised service dependably and accurately
Responsiveness	Willingness to help customers and provide prompt service
Assurance	Knowledge and courtesy of employees and their ability to convey trust and confidence
Empathy	Caring, individualized attention the firm provides its customers
Tangibles	Appearance of physical facilities, equipment, personnel, and communication materials

Embodying a human-like tone involves being polite, courteous, empathetic, and positive—even if the user is not. The chat moderator should use an affirming and energetic vocabulary (i.e. "Great!" or "Those are great search terms to start with" or "Good choice") to encourage the user while actively instructing them through a research inquiry. The moderator should avoid intensely negative vocabulary, using all capital letters, making short remarks, and cutting the user off while the user types a response. A user may interpret these actions negatively, potentially jeopardizing the success of an interaction (Valentine & Moss, 2017, p. 71). Overall, these suggestions for criteria and tone will help guide moderators through all parts of a chat interaction from beginning to end, while meeting the library's chat reference criteria.

Beginning the Interaction

The beginning of the chat conversation sets the tone of the rest of the interaction, so the importance of chat moderators coming across as human and friendly cannot be overstated. Individual libraries may decide amongst themselves the exact phrasing to use for their greetings, and individual chat moderators may personalize the greeting to fit their own style. The following general greeting format could be used and easily adapted with modifications and/or personalization as desired:

_____! Thank you _____. My name is _____. _____.

Word of welcome	For what ("For using the Chat Reference service," "For your question," etc.)	First name *optional*	Initiation of rapport ("What can I help you with?" or "I would be happy to help you with that."

The moderator's greeting should welcome the user to the chat and make them feel comfortable asking their question. A word of welcome such as "hello" or "hi" offers a simple yet friendly place to start. The type of punctuation after the word of welcome—and at any point in the greeting—depends on the library and moderators' styles, but one exclamation in the greeting may feel more inviting than a period. After welcoming the user, the chat moderator should thank them, either for using the chat service—being sure to use the service's specific name if it has one—or for their question/inquiry. A thank you could be included at the end of the interaction instead. Many libraries also forgo introducing the moderator by name, but retail customer service chat services make it a common, regular practice. Giving the moderator's name not only makes the moderator feel a little more human (and less like an automated robot message), but it can be useful for tracking and assessment purposes as well. Lastly, the greeting should initiate the rapport between the moderator and user. If the user initiates the chat by saying "hi" or using

another simple greeting, the moderator could respond by asking "What can I help you with?" instead. If the user asks a question or asked for help with something, the moderator may reply with an acknowledgement of the question/request and express their happiness to help.

Another key to the beginning of an interaction includes not keeping the user waiting too long. In this instant messaging environment, "too long" is quite a short amount of time—any longer than two minutes, and the user may think the chat service did not properly process their message or that they are being ignored. Canned messages can help send speedier initial messages while reducing the amount of grammatical or spelling errors that might occur in the rush to answer a chat quickly. In the event of a moderator's inability to answer right away and the absence of other available moderators, a staffer still should answer the chat quickly at least to thank the user for their question or for using the service and inform them that someone will be with them shortly. This message at least reassures the user that they are being heard and will get help soon.

During the Interaction

While the beginning and end of the interaction can make or break an interaction's success, the bulk of the interaction takes place in between these parts. Therefore, chat moderators should consider the following chatspeak tips while researching an inquiry for a user, providing answers, and handling unsavory or inappropriate behavior.

While Researching

Chat interactions often have moments in which a chat moderator must look for an answer to the user's question and, therefore, not be typing to the user. In these moments, users may get antsy or impatient. During this stage, the chat moderator should be walking the user through the research process as much as possible to avoid some of these awkward silences—unless the question can quickly and easily be answered, such as circulation or library operations questions. Moderators should begin a walkthrough by asking the user clarifying questions to determine what kind of searching—if any—needs to be done and where the user already has tried (Stambough, 2016, p. 30). While making suggestions of search terms or databases, the moderator can involve the user in the process by encouraging them to contribute their own ideas and suggestions for searches. Other clarifying questions may be needed to ensure the moderator understands the user's inquiry. Such clarification can include asking the user to rephrase or summarize their inquiry (i.e. "Just to clarify, you're looking for X, not Y and Z?"). As opposed to offending or putting the user on the defensive by asking them "Don't you mean X?", this more polite and positive form of a clarifying question helps the user feel understood and heard while also improving the results of the search.

If the moderator does need to research the question on their own for a bit before guiding the user, the moderator should keep the user in the loop of the search. Politely inform the user that searching may take some time or that the moderator must simultaneously help other students (Valentine & Moss, 2017, p. 71). While searching, the chat moderator should be realistic about the amount of time a search may take and should also be aware of how long a user has been waiting in between each message (Jerez, 2017). These steps will help the moderator avoid

boxing themselves into a corner by making assurances they cannot fulfill and ultimately upsetting the user.

Another way to fill the researching silence and keep the user informed and engaged involves narrating the search process as one goes. For example, the moderator could tell the user that they are searching X database using Y and Z search terms and suggest the user do the same on their end. Not only do these actions keep the user engaged, but they also give the user practice using library tools and resources for research and prepares them for the next time they attempt a search on their own.

While Providing Answers

Once the research stage of the interaction has occurred, the moderator must offer the user some kind of answer to their question or inquiry. This stage requires more finesse than simply typing out a "yes" or "no" response. A chat moderator should be able to tell when a user's question and time restrictions allow for persistent instruction or require a "fast food" answer (Valentine & Moss, 2017, p. 72). A fast food answer is quick and simple. Such an answer may, for example, mean giving a user the link to an article in the library's catalog rather than walking the user through the steps needed to find and access that article. If a user's inquiry seems more complex and in-depth or if the user does not express an urgent, immediate need for the answer, the moderator may choose to work through the inquiry with the user step by step, checking the user's progress throughout (i.e. through requests such as "tell me when you're there").

While giving answers, particularly those fast food answers, a moderator should avoid answering in the negative as much as possible. For example, instead of telling a user that the library does not have a certain book, the moderator can tell the user that the user can request the book through ILL and offer to show the user how to do so (Gao, 2017). Moderators should answer questions with thorough, clear, and concise answers. They should also break up lengthy responses into more digestible chunks. If a user needs more guidance than the chat platform or time restraints allow, moderators should be able to tell when to offer a follow up email or referral (such as to a subject specialist). Lastly, a bank or list of commonly asked questions and noted missed teachable moments could be generated to facilitate these fast-food inquiries. Although this resource initially means a considerable amount of work for the library, it will help chat moderators greatly, particularly ones that are new to the library and its chat service.

Handling Unsavory Behavior/Questions

Chat moderators may encounter and have to field inappropriate questions or rude behavior. The particulars of handling such instances differs and varies depending on individual libraries' policies. However, some general suggestions should be considered. The library should not only establish policies regarding chat reference, but they should also craft official documents detailing these policies so chat moderators have this documentation to refer to when needed. This policy may require the moderator inform the user of the inappropriateness of their behavior or inquiry or warn them that the behavior's continuance will result in a termination of the chat. If the behavior continues, the policy may dictate terminating the interaction or reporting and/or

banning the user from future chat interactions. Regardless of the action taken, the chat staffer and library should have documentation to fall back on if unsavory behavior does occur.

Ending the Interaction

Just as the beginning of an interaction sets the tone for the remainder, the last moments can color the user's memory of the experience. If the interaction ends badly, if the chat moderator is rude, or the moderator ends the chat too abruptly, the user could leave the chat dissatisfied, lose confidence in the service, or even dissuade others from using the service. The end of an interaction should continue the friendly, human tone and should not make the user feel like the chat staffer is aloof or unsympathetic. The user should not feel rushed off or as if they are an annoyance or keeping the moderator from something more important. After answering the user's initial question, the user always have the opportunity to ask more questions before the chat ends. Even if they do not have more questions, the user should receive an invitation to use the chat service again if they do need more help. The exact wording of the ending can vary depending on the rapport built during the interaction, but it should always end with the user being thanked for their question and for using the service, wishing them well by telling them good luck on their research, or telling them to have a good day/afternoon/night.

Conclusion

Chat interactions vary in academic library institutes, but following general guidelines helps ensure the success of most, if not every, interaction. Such guidelines make chat reference staff more confident with those finer, often more awkward, but still crucial details such as their tone or even emoji usage, allowing them to focus more on the reference inquiry with which the user needs assistance. Each library can and should decide on the best guidelines for their own library, staff, and patrons to follow to ensure consistency while remaining flexible enough to accommodate a diversity of chatspeak styles. The suggested overall best practices and recommendations for every stage of the interaction offered here can help make a library's chat more human to the user and, therefore, more successful for the user and library alike.

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The Creative Learning Spiral: A Python Learner in the Library

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Abstract

While it is increasingly apparent that there are many applications for programming and automation in the library, learning a programming language from scratch can seem like a task of heroic proportions. This lightning talk touches on the impetus for learning and applying Python to various evaluation tasks at the University of Kansas Libraries. The presenter's journey is also described from complete beginner to practicing Python user. Within the framework of Mitchel Resnik's Creative Learning Spiral, the presenter discusses how learning Python is an iterative process that requires collaboration and imagination. While the resources mentioned are specific to Python, the same approach can be applied to learning various tools for automating library data exploration tasks.

The Poet's Papers: Literary Research in the Small College Archives

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Abstract

Nebraska Wesleyan's Cochrane-Woods Library holds the personal papers and library of Nebraska State poet and Professor Emeritus of English William Kloefkorn, who taught at Nebraska Wesleyan University from 1962 to 2002. This is by far the largest and most significant collection ever donated to the library. It comprises not only the author's manuscripts, correspondence, and teaching materials, but the author's copies of his own books (many with annotations and research material inserted), his library of books by others, and personal effects and artifacts. It is a treasure trove that offers unique opportunities for research, rivalling literary manuscript collections at many larger special collections libraries. Come and learn how a small library – one with limited staff and resources – has sought creative ways to connect users with a unique collection.

Giving Students an Edge: Enhancing Resumes with a Digital Information Research Certificate

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Abstract

The newly adopted ACE (Active, Competency-based, Excellence Driven) curriculum at the University of Kansas School of Medicine (KUMC) features nine-week blocks with one week devoted to Scholarship, Enrichment, or Remediation (SER) activities. The SER week features a three and a half day intensive course providing the medical students a break from normal studies and the opportunity to explore special interests in-depth. The library offers a SER week on Digital Information Research and those students completing all requirements, including a final individual research project, receive a *Digital Information Research Certificate*, which may be included in their education portfolio and resume.

Introduction

The University of Kansas School of Medicine underwent a major curriculum change beginning with the class of 2017. Part of this change included a new schedule of nine-week blocks, with the ninth week set aside for scholarship, enrichment, and remediation activities (SER). The School of Medicine (SOM) faculty and departments submitted proposals for these activities. This presented an excellent opportunity for the SOM Librarian Liaison to offer additional in-depth information literacy instruction and two proposals submitted by the librarian were accepted. The Digital Information Research Certificate SER week activity is the focus of this lighting round proceedings paper. Although designed for medical students, the activities and information literacy concepts are not discipline specific. Since many of the instructional activities are based on the threshold concepts of the ACRL's Framework for Information Literacy for Higher Education (Association of College & Research Libraries, 2016), they pertain to all disciplines.

The SER "week" is actually three and a half days of intense instruction. This gives the medical students a more relaxed week of specialized learning without any out-of-class work or studying time required. All education experiences take place between 8 a.m. to 5 p.m. Monday through Wednesday, with Thursday ending at noon. The students spend Thursday afternoon with their Learning Communities (a regularly scheduled activity) and have Friday as vacation day. The next nine-week block begins on the following Monday. Medical students have very little time off from classes, and this week not only provides them with unique learning opportunities, but it gives them a small break from normal studies. It is possible to incorporate this same type of brief class in other universities during semester breaks or special workshops.

Literature Review

Curriculum Change

Curriculum redesign has been a major trend in medical schools over the last several years. Primarily, the curriculum change has focused on the investigation and adoption of instructional techniques (active learning, longitudinal curriculum, early clinical experiences, etc.) to substitute for traditional didactic instruction, the mainstay of the first two years of medical school. Nationally respected medical schools are revamping their curriculum in this manner and many have become a part of the National Transformation Network, a national initiative to transform medical education sponsored by the Kern Institute (Vanderbilt University Medical Center, 2017). Along with the Vanderbilt University School of Medicine, this Network of medical schools include the Dartmouth Geisel School of Medicine, the Mayo Clinic School of Medicine, the University of California, San Francisco School of Medicine, the University of Texas at Austin Dell Medical School, and the University of Wisconsin School of Medicine and Public Health. Other medical schools that have gone through a major curriculum redesign include Harvard University, the Duke University School of Medicine, and Columbia's College of Physicians and Surgeons (Smith, 2017). Harvard adopted a curriculum based on active, adult learning through problem-based, faculty-facilitated small-group tutorials (Dienstag, 2011). Competency-based education and team-based learning were also included in most of the curriculum changes (DeWaay, Clyburn, Brady, & Wong, 2016).

The newly adopted ACE curriculum at the University of Kansas School of Medicine (KUMC) embraced most of these elements, including competency-based education, active learning, problem-based learning (PBL), and case-based collaborative learning (CBCL) (University of Kansas School of Medicine, 2017). The curriculum is student-centered and has been limited to only five hours per week of didactic lectures.

Active Learning

Active learning, derived from constructivist learning, means that the acquisition of the concept follows the action (Cooperstein & Kocevar-Weidinger, 2004). Students engage in activities from which they learn the desired concepts. Reviews of the literature (Freeman et al., 2014), (Prince, 2004), (Michael, 2006) have shown extensive empirical support for the effectiveness of active learning. Students have shown increased content knowledge, critical thinking, and problem-solving abilities (Anderson, Mitchell, & Osgood, 2005). Skills such as creative thinking, adaptability, and communication have also shown noted improvement (Kember & Leung, 2005).

Instruction using active learning techniques is applicable to any discipline and Cooperstein & Kocevar-Weidinger (2004) describe how these techniques are applicable to information literacy instruction. An introduction to microbiology class using AL techniques showed improvement in student knowledge, course evaluations, and student success rates (Hoffman, 2001). Active learning also helps reduce high exit rates from STEM majors, as it has enabled the students to identify as scientists as they participate in scientific thinking and discussion with their peers (Graham, Frederick, Byars-Winston, Hunter, & Handelsman, 2013).

Course Content

The content focuses on universal information literacy concepts, despite its design for medical school curriculum. The activities help the students relate the concepts to medicine and are applicable to any discipline. The course encourages students to think critically about information and its usage, especially within the health sciences environment and scholarly medical research. The class covers all types of digital research, from using basic internet search engines to designing complex search strategies in research databases. The topics included the evaluation of web sites and the exploration of ethical issues such as access, privacy, and security, viewed through the context of the medical profession. Like the ACE curriculum, the course uses active learning techniques such as flipped classroom content and problem-based learning. Since there is no work outside the class hours, assignments and activities such as short readings, videos, and online modules take place in class. Course materials, delivered through a learning management system, allow the students to input their work and provide documentation to the instructor. Grades are unnecessary since the course is pass/fail, but both the students and the instructor evaluate the course after completion. The students also must keep a daily notebook documenting their experiences during the SER week.

Many educators have assumed millennials are digital natives, but studies have shown this is actually a myth (Kirschner & De Bruyckere, 2017). Since they are knowledgeable about and use numerous technologies, many educators also assume that they have gained the ability to multitask. Along with this assumed ability, perhaps millennials may possess different learning styles and require a new model of instruction, which is not visible in the classroom. Today's students may be more comfortable using technology, but they still have difficulty navigating through a discipline-specific information landscape (Margaryan, Littlejohn, & Vojt, 2011). Since information is so accessible, it is imperative that students learn to make the best use of digital information.

Students must also be able to asses and evaluate information as it continues to expand. By 1950, it took 50 years for medical knowledge to double. By 1970, it had decreased to seven years. By 2010, it was down to three and a half years, and by 2020, estimates expect it to double in only 73 days (Densen, 2011). It is impossible for students to memorize the required medical knowledge for clinical practice, as was the custom in the early 20th century (Schumann, 2015). They must be able to research, evaluate, and synthesize current medical information to provide the best care and treatment. This course aimed to develop those competencies.

Based on the ACRL's Framework for Information Literacy for Higher Education (Association of College & Research Libraries, 2016), the framework thresholds were mapped to the new ACE Curriculum (University of Kansas School of Medicine) and to the AAMC's Core Entrustable Professional Activities (EPAs) for Entering Residency (Aschenbrener & Englander, 2014). One goal of the course was to introduce the framework thresholds to medical students in order to enable them to think critically about information and be aware of how they use it and how it affects them as clinical and research professionals. Many of the learning modules from the New Literacies Alliance (New Literancies Alliance, 2010) engage the students with the threshold concepts. Activities connect the threshold concepts to students' current educational experiences and to their future professional responsibilities. One activity involved the students in creating a

case scenario that would require them to apply the concepts from the Access Matters NLA lesson. The length of the class limited the number of framework concepts that could be included, but the concepts selected provided an opportunity for students to explore new and different ideas regarding information and the ramifications of its use.

The students used metaliteracies while researching and evaluating online information sources such as personal blogs, corporate websites, industry white papers, and scholarly output. Along with learning methods for conducting basic and sophisticated research, the students examined different types of databases and compared results to Google and Google Scholar. They utilized critical reading skills and analyzed research, but time did not permit in-depth instruction or learning. These research activities enabled the students to create a deliverable to enter the scholarly discourse and communicate research findings to their peers.

Because of the short class time, students select the topic for their final project on the first day with approval from the instructor. Final projects can be a literature review, a short slide presentation, a poster, or an infographic. Students often complete their final project as a group but must individually submit the research (i.e., an EndNote Library, a search strategy, evaluation of a resource) and/or actively demonstrate the work during class. The students also submit individual assignments through Blackboard and explore information literacy concepts through in-class activities. Even though these projects are not graded, the instructor does write an evaluation of each student. This SER week class takes place in a classroom setting and includes assigned activities, but most of the other SER week experiences are clinical. The students who complete all assignments, including the final project, receive a Digital Information Research Certificate of Competency. By adding the certificate to their portfolio or listing it on their resume, students can demonstrate special achievement outside of their regular studies.

Summary

At the end of the course, students were able to articulate the value of information and its role in the practice of medicine. They could use basic and sophisticated search engines, evaluate the quality of news and web sites, formulate complex search strategies, interpret and analyze the results, and integrate information literacy knowledge practices and dispositions into their research and educational activities. Emerging data from the students' journals and class evaluations suggest students perceive the content as engaging and useful.

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Where Did You Get that eBook? Comparison of Student/Faculty Use of eBooks, Library Space, and Citation Management Programs

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Abstract

In recent years, many college and university libraries have seen a marked change in usage patterns. Students are flooding back into the library but they tend to be using the library's *space* and not its resources. Another important technology shift is a growing preference for material in electronic format. In theory, purchasing eBooks instead of print books allows access to a greater number of people because the students and faculty do not have to come to the library to check out the books. With online classes and satellite campuses, a significant number of students never come on campus. A campus survey exploring the technology use of students and faculty also asked what activities brought them to the library. The survey explored their use of citation managers, eBooks, and library services.

Introduction

It has always been important for libraries to understand their user population but in a time with many colleges and universities facing budget cuts affecting employees, services, and materials, it is more critical than ever. A technology use survey was distributed to students and faculty in November 2017 at the University of Central Missouri. One section of the survey focused on how the university population utilized the library building and its services. This article covers responses related to eBooks, citation management programs, the use of library programs and the physical library space.

Review of the Literature

Citation Managers

According to Childress (2011, p. 144), a citation management tool is "any resource, program or service that supports citation management, or, the understanding, gathering, organization, and use of citations in research and information literacy." These tools can benefit students who have a poor understanding of how to create a proper citation. This skill is crucial for the student to ethically handle information.

Salem & Fehrmann (2013) utilized a focus group at Kent State University to discover how students develop bibliographies and how familiar they were with two citation managers: RefWorks and Easybib. The researchers discovered most of them created their own citations because they did not trust the accuracy of the citation management programs. Instructors also did not always encourage the students to take advantage of these tools.

At the University of Illinois, Emanuel (2013, p. 647) identified EndNote (38%) as the most popular citation management tool followed by RefWorks (19%), Mendeley (13%) and Zotero (8%). A comparison of faculty and graduate students (p. 650) revealed that faculty were more likely to use Endnote (47.9%) compared to 30.5% of students. Students used the other programs more than faculty: Mendeley (student 15.9% / faculty 12.5%), Refworks (18.3% / 10.4%), and Zotero (9.8 / 8.3%).

Respondents (p. 648) most commonly used the programs to cite sources for papers, theses, and/or manuscripts (84%), collect and organize citations (82%), followed by collect and organize PDFs of articles (55%). Other uses included to publish bibliographies and/or lists of readings (33%), annotate archived documents (19%), share citations with others (26%), create public or private groups for project collaboration (9%), and view citations from others (4%).

EBooks

In a time when many libraries are facing budget issues, decisions must be made regarding expenditures on all resources and materials. As libraries dedicate a growing portion of their materials budget to eBooks, it is important to understand patron behavior regarding both print and e-resources.

Format preference: Print vs. eBook

Surveys indicate the preferred format of a resource can be influenced by the type of reading the individual is doing. At the University of Northern Iowa (Rod-Welch, Weeg, Casell, and Kessler, 2013, p. 288-289), survey respondents put a high value on print for leisure reading (76% print / 24% electronic). For a book for class or research, the number preferring print dropped to 53.9% while eBook preference increased to 46.1%.

The 2018 Library Journal study (p. 4) also discovered format preference could be influenced by use. EBooks (45%) were the preferred format for research with 35% choosing print and 20% selecting other. Print was the dominant choice for both “assigned narrative reading” (68%) and “pleasure reading” (74%). The preferences for those categories for eBooks were 23% and 12%, respectively.

Yearly surveys at the University of Maryland (Carroll, Corlett-Rivera, Hackman, & Zou, 2016, p. 137-138) showed increases in eBook use for “academic purposes” for 2012, 2013, and 2014 with 32.5% reporting daily or weekly use by 2014. Undergraduates (38.6%) were the most frequent users of eBooks for “academic purposes” with graduate students not far behind (37.2%) and faculty trailing at only 16.2%. They also found that respondents in the STEM fields used the eBooks more (38%) than those in non-STEM fields (31.3%).

Device Preference

EBooks can be opened or downloaded on multiple electronic devices including desktop and laptop computers, dedicated e-readers such as Kindles, tablets such as iPads and smartphones.

Each device has inherent strengths and weaknesses for the task. The smaller devices have an advantage of portability but the smallness of phone screen can be harder to read.

Several surveys have asked respondents their preferred device for eBooks and results have not been consistent (see Table 1). Mizrachi (2015) and Library Journal (2018) split the "computer" response into desktop and laptop with "laptop" being the dominant device across all demographic categories rating 90% or more. The three other studies used a broader "computer" category to refer to either a desktop or laptop computer. The 2018 Library Journal study appears to show a trend in the increasing use of the smartphone (48%) for reading eBooks. Overall, e-readers are the least popular device. Perhaps it is more limited because this is a dedicated device for that purpose while the others are multi-purpose devices.

Table 1.

Comparison of eBooks Use by Device.

	Desktop	Laptop	Smartphone	e-reader	i-Pad/ Tablet
Mizrachi, 2015	16%*	90%	28%	6%*	26.4%
Library Journal, 2018 (always/often responses)	22%	96%	48%	--	12%
Library Journal, 2016 (always/often responses)	75%		20%	25%	40%
Carroll et al., 2016	72.5%		36.7%	25.6% (Kindle)	37.9%
Waters et al., 2014	60%		--	22%	

* The specific numbers were not included in the text on desktops and e-readers but approximations were determined from the bar chart.

The University of Kansas study revealed an interesting correlation with the users of eBook readers and tablets (Waters , Roach, Emde, McEathron, & Russell, 2014) Compared to those who read eBooks on a desktop, laptop, or phone, the tablet and eBook reader users felt more positive about eBooks and used them more. They were more likely to read daily (29% vs. 14% non-tablet/eBook readers), more likely to read the entire book (26% vs 4%) and more likely to prefer eBooks to print (53% vs 41%).

Where do they get their eBooks?

The survey at the University of Maryland (Carroll et al., 2016, p. 139) queried respondents on their primary sources for eBook access. The most popular choice was "commercial site" (35.9%). "Free websites" and "University of Maryland Libraries website" were very close at 26.8% and 26.2%. "Public library website" rated 8.4% and "other" 2.7%. When broken down by demographics, undergraduate students ranked the "University of Maryland Libraries website" as their top choice (29.5%), while faculty rated "Commercial Site" highest (45.2%) and graduate students preferred "Free website" (30.1%).

Library Space

At one time libraries focused on books and quiet study but today's library now covers many other types of spaces and activities. While trends have shown a drop in circulation, there has been an accompanying rise in gate counts (Adeyemi, 2017, p. 4). Libraries have also become home to classrooms, learning commons, writing centers, and computer labs, as well as the traditional stacks, study rooms and study spaces. It is always hoped that if students and faculty come into the library building for one of the "non-traditional" services, they may stay to browse the shelves, check out a book, or seek help from a librarian.

A 2015 survey by Hall and Kappa (p. 12) asked respondents at Concordia University their reasons for visiting the library. Although the majority of the questions related to typical library services, they also included "meet up with friends" but did not specify if they were meeting friends to study or to "hang out." Coffee shops are a popular feature in today's libraries and 71% indicated it would be a highly desirable addition (p. 21). Theoretically, this type of service may 1) keep students in the building to study and 2) may attract others to come in to get a cup of coffee thereby increasing the gate count but not necessarily affecting the traditional library services.

Carroll et al. (2016, p. 137) also points out that with all of the electronic resources available, students can access the material without stepping foot into the building. They discovered 70% of faculty and graduate students who used online resources daily or weekly also indicated they utilized the online resources more frequently than they went to the library building. Undergraduates accessed the online sources less than faculty and graduates (41.3% daily/weekly use) but 70.5% visited the library building at least weekly.

Survey Results

This survey was created and analyzed using SurveyMonkey. It was distributed electronically through the student and faculty email systems at the beginning of November 2017 and remained open throughout the month. Students were offered the incentive of winning a $300 Amazon gift certificate for completing the survey. Two email reminders were sent during the month resulting in returned surveys from 430 students and 244 faculty.

The survey covered a number of questions related to educational technology. This paper only addresses the section of the survey specifically relevant to the library: eBook use, citation management programs, and the use of various services and areas of the library.

Book Format Preference

Students and faculty were asked if they read only print books, only eBooks, or both print and eBooks. About a quarter of both groups only read print with the students (27.1%) being slightly more inclined than faculty (22.6%). Very few read only eBooks (students 3.6%; faculty 0.9%). More female students read only print books (30%) compared to 22.9% for males. Graduate students (14.7%) were the least likely to read only print. For faculty, about 10% indicated they read only print and 90% read both.

Where do you find your eBooks?

This was an important question for the library as significant funds have been invested in this resource. Are they finding the books they need in the library or going to other sources? The question covered three types of material 1) textbooks, 2) fiction, and 3) non-fiction. The sources were the university library, other library, Internet (Amazon, etc.), university bookstore, and Overdrive.

- **Textbooks.** It was not surprising that the university bookstore was the first choice for both students and faculty for textbooks. Ninety-five percent of students overall selected this option. Across the board in almost all demographic categories (gender, age, year) it rated over 90%. This high rate also held true for faculty with 90.9% obtaining their textbooks from the university store.

- Another source for textbooks was the university library – 64.3% for students; 51.8% for faculty. It is the library's policy to not purchase textbooks but they are sometimes part of packages purchased or not typical "textbooks." Over 80% of 23-26 year olds and graduate students utilized the university library for their textbooks. Thirty-eight percent of the students obtained textbooks from "other libraries" compared to 22.7% of faculty.

- The internet was a more popular source for students (76.4%) than faculty (54%). Internet purchases were most popular for students ages 20-22 (81.8%), 27-30 (94.1%) and graduate students (80.4%). Overdrive was the final category with 55.8% of the students and only 14.8% of faculty using this source for their textbooks. The university library has a subscription to Overdrive but students and faculty may also have access to it though other libraries.

- **Fiction.** Students are most likely to get their fiction from "another library" (68%) but only 22.7% of faculty do. On the other hand, almost twice as many faculty (85.2%) think that Overdrive is the place to go for fiction compared to 43.4% of students. Over 50 % of faculty and almost 40% of students locate their fiction at the university library. More faculty (66.3%) buy fiction on the internet than students (52.8%). The university bookstore is not a popular source for either group to purchase fiction (5.8% / students, 4.6% / faculty).

- **Nonfiction.** Faculty buy more nonfiction from all sources than the students. Seventy percent of their nonfiction is obtained from both "other libraries" and the "internet" compared to 50% and 43%, respectively for students. The university library provides 64.3% of the faculty with nonfiction versus 44.6% for students. Overdrive is the source of 59.3% for faculty compared to 34.9% for students. Nonfiction purchases at the university store are very similar for the two groups (faculty / 9.1%; students / 8.9%).

What are your preferred devices for reading eBooks?

Respondents were asked if they read eBooks using a desktop computer, laptop computer, iPad/tablet, smartphone, or eBook reader such as a Kindle. The options were "preferred", "use sometimes" and "don't use". There was significant variation on a number of the items between the two user groups (see Table 2).

Table 2.

Comparison of Preferred Devices for Reading eBooks.

	Preferred		Use Sometimes		Don't Use	
	Student	*Faculty*	*Student*	*Faculty*	*Student*	*Faculty*
Desktop	11.4%	14.1%	23.4%	40%	65.1%	45.9%
Laptop	33.7%	16.7%	33.7%	48.8%	32.6%	34.5%
iPad/Tablet	22.5%	44.2%	24.2%	27.4%	53.3%	28.4%
Smartphone	21.4%	11.8%	41.4%	38.8%	37.2%	49.4%
eBook Reader	14.7	28.4%	18.2%	20.5%	67.1%	51.1%

For faculty, the iPads/tablets (44.2%) were the top choice for reading eBooks followed by eBook readers (28.4%). Students were most likely to use a laptop (33.7%). Smartphones (21.4%) and iPads/tablets (22.5%) ranked close for second choice for students. The three least popular options for faculty were laptops (16.7%), desktop computers (14.1%) and smartphones (11.8%). Desktop computers ranked lowest for students (11.4%) and eBook readers were also not popular (14.7%).

Gender differences existed for faculty on all devices and on some of the devices for students. Male faculty were more likely to read eBooks with desktop computers (16.7% vs. 11.3% for females), laptops (22.5% male / 17.5% female), and iPads/tablets (47.9% male / 37.8% female).

More female faculty indicated they read eBooks with smartphones (22.6% / 13.3% male) and eBook readers (35.2% female / 21.7% male). For students, males favored laptops (22.3% male / 27.8% female) and females preferred to use an iPad/Tablet (27.8% female / 17.9% male). Choices for "sometimes use" the selected devices for reading eBooks ranged from 20-50% and varied for the faculty and students (Table 2). Faculty rated desktop computers and laptops higher than the students and both of the groups "sometimes" used smartphones about 40% of the time.

The "don't use" category garnered some of the highest numbers, especially for students. Faculty were least likely to use eBook readers (51.1%), smartphones (49.4%) and desktop computers (45.9%). About two-thirds of the students do not use either eBook readers or desktop computers. Over fifty percent don't use iPads/ tablets.

Citation Management Programs

Students and faculty were asked about their knowledge and use of Refworks, Mendeley, Endnote, and Zotero and it included the queries "I don't know what a citation management program is" and "I use another program". They were also asked to list the program(s) they did use. The faculty survey included the additional choices of EasyBib, Citation Machine, and BibMe. Unfortunately, these items were not included on the student version. As free, easy to use programs, the students may have been more likely to use them than the ones included. Many students listed these on the open-ended question about other programs which provided some usage data.

Overall, neither the students nor the faculty were heavy users of any of the programs. Endnote was most popular with the faculty (20.8%). EasyBib ranked second (14.3%) followed by Citation Machine (11.7%), and Zotero (10.4%). The least used programs were Refworks and BibMe (both at 7.8%) and Mendeley (5.2%). Over a quarter of the faculty admitted to not knowing what a citation management program was. More male faculty (33.3%) than female faculty (18.4%) fell into this category. When asked if they used another program, the response for all faculty was 23.4% but when broken down by gender, slightly more female faculty (23.7%) used another program and only 6.7% of male faculty did. Female faculty were significant users of Mendeley (39.5%) and Endnote (31.1%).

Although none of the programs were heavily used by students, Endnote was the top choice with only 6.2%, followed by Refworks (4.2%), Zotero (2.5%) and Mendeley (1.7%). Many more students (71.5%) than faculty were unaware of citation management programs. Female students were more likely to be unfamiliar with citation management programs (73.7% female / 65.7% male) and less likely to use another program (16.8% female / 22.2% male).

Close to twenty percent of the students use a program not listed on the survey (see Table 3). They indicated thirteen different systems with EasyBib as the top choice (chosen 28 times). As a comparison, Endnote which was included in the survey had fewer responses (22). The second program listed by the students was Citation Machine with 20 responses. It fell below Endnote (survey - 22 responses) but above Refworks (15). BibMe was named five times and Google/Internet five times. KnightCite, Purdue Owl, Word, and CiteWorks all had two listings

and Chrome extension, CiteThisForMe, library databases, Son of Citation and Cite Fast each had one.

Table 3.

Comparison of Student Use of Citation Programs.

Program	Number Using	Source of Data
Easybib	28	*"Use another program" question*
Endnote	22	Survey question
Citation Machine	18	*"Use another program" question*
RefWorks	15	Survey question
Zotero	9	Survey question
Mendeley	6	Survey question
BibMe	5	*"Use another program" question*

Faculty did not add many comments on citation managers. Individuals mentioned using Latex with Bibtex, library databases, NoodleTools, CiteThisforMe and Word. Several indicated they create their own citations. One adamantly stated, "NONE! They are not reliable." Another felt that the software programs did not get technical enough for publication.

I go to the library to….

The library offers several printing and copying options for faculty and students. WEPA is cloud printing service and students or faculty can print from a flash drive at the WEPA station or send a print job from any location to the WEPA cloud and come to the library to log in and print their document. Thirty-one percent of students have used the system compared to less than one percent for faculty.

Male students (41.5%) were more likely to use WEPA than female students (26.7%). Freshman (64.6%) dominated the numbers in printing with WEPA. All faculty numbers were very low but the instructor rank was most likely to use it (3.9%). Instructors often don't have offices and it may be easier to use the library's system than to make a trip to their department for printing options.

Just over 6% of students and 2.6% of faculty have used the KIC Eyebook Scanner. Photocopiers were used by 10.2% of the students. Fifth year and graduate students were the heaviest users of the photocopiers (20.8% and 20.9%, respectively).

Libraries have an ongoing discussion regarding the need to provide desktop computers (Thompson, 2012). Some argue that all students have a computer so it is no longer necessary for libraries to expend the finances to purchase and maintain them. On this survey, over a third of the students (38.4%) stated they have used the library's desktops which are spread though the computer commons and the second and third floors. By age, the 27-30 year olds were the

heaviest users (54.6%) followed by 23-36 year olds (45.5%) and 20-22 year olds (42.6%). By year in school, 50% of the fifth year students used the desktops and 46.3% of the graduates did.

It is expected that many students own some kind of computer but choose not to carry it or they may need specialized programs available on the library computers. Sixteen percent indicated they take advantage of the specialized programs. Almost 60% of the students use their own computers in the library and females (63.4%) were more likely to do so than males (51.7%).

Over fifty percent of the faculty and just over a third of the students check out a book or other material. A demographic breakdown of respondents indicates full professors (60.7%), fourth year students (42.4%) and graduate students (43.3%) are most likely to check out library materials. Over 46% of faculty come to the library to do research and 67.8% of the students come to study by themselves. The preferred places for students to study are the study rooms (53.2%), followed by the "quiet floor" (47.1%) and the Harmon Computer Commons (17.7%).

The survey asked about the use of some of the "non-library" space in the building. The Learning Commons provides tutoring for the students and just over 24% of the students have visited them. Seven percent of the faculty have been to the Learning Commons. Just over 16% of students have been in the classrooms within the library and 25.4% of the faculty reported teaching a class in the library. Almost 70% of faculty indicated they have attended a meeting here. There is also a popular Einstein Brothers Bagels on the first floor. Over a third of faculty and students have taken advantage of their offerings.

Even with all the traffic in the library, it is understood that not everyone utilizes the services offered in the physical building. Thirteen percent of the students and 10.5% of the faculty stated they don't go to the library but this does not mean they are not using the library's resources. Thirty-one percent of students and 68.4% of faculty indicate they connect to the library from outside of the building.

Conclusions

The use of eBooks is expected to increase as people become more used to the format and are able to find the material they need. Seventy to eighty percent of the students and faculty at this university are currently using both print and eBook formats. EBooks work well for research where individuals are more likely to be reading limited parts of the book or want to search by keywords (Rod-Welch et al., 2013, Waters et al., 2014). Some fields are still more heavily invested in print than others and this needs to be taken into consideration in collection development.

Citation managers can be helpful for an undergraduate research paper, a master's thesis or faculty research. The various programs offer different features which may or may not be useful for the individual's research. The student that needs to format citations can use one of the free online programs but she still needs to understand the parts of the citation to make sure it is formatted correctly. Advanced programs truly can be citation "managers" providing the researcher with many more ways to organize their citations and data. The library can help by informing them of options and providing instruction on their use.

This study shows many faculty are coming into the library building for multiple purpose's including to conduct research (47%) and checkout books (51%). Almost seventy percent are also taking advantage of the online resources from outside of the library. The percentage of students using the library *materials* appears to be lower than that of faculty but they value the space for quiet study. The library has made changes in the past few years to help accommodate them with the establishment of a quiet floor, a simplified study room checkout system and adding more comfortable furniture. While the focus in the library may no longer be books on the shelves, it is still important to ensure the emphasis continues to be providing relevant resources and space for study and research.

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