19th annual

Brick & Click

An academic library conference

Northwest Missouri State University
Maryville, MO

November 1, 2019

Proceedings

Friday, November 1, 2019

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Universally Accessible: Practical Methods for Digital Accessibility for Ordinary Librarians

Rebeca Peacock
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Abstract

"Universal Design for Learning (UDL) has become more than just a buzzword in higher education. It is a cultural shift, moving away from simply laws and policies to a deeper understanding of learners' needs. Learning should be accessible to students regardless of ability, language, learning style, or cultural background and academic libraries have a responsibility to support UDL efforts on campuses. The Americans with Disabilities Act, combined with the Web Content Accessibility Guidelines (WCAG) 2.0, detail specific considerations regarding accessibility in a digital age. Libraries provide most of their content via the web and, therefore, the ability to provide information literacy instruction to all students is affected by accessibility.

In the past two years, accessibility has become part of library work. In one case, the institution was the recipient of a formal complaint from the state's Office of Civil Rights regarding accessibility of the University's digital content. The library's digital offerings – the website, the discovery layer, online tutorials, guides, even subscription resources were all scrutinized and were specifically mentioned in the complaint. Another case that will be discussed is the presenter's experiences as a member of a campus accessibility committee, which has been tasked with changing campus culture regarding accessibility and promoting UDL.

In this practical session, attendees will learn from the presenters' successes and, more importantly, their failures in meeting accessibility needs. They will share insight into the often-invisible problems that many users may never even notice and the ways that anyone can contribute to digital accessibility. The presenters will provide resources and tools (both free and commercial) that can be used to improve accessibility for library websites, instructional tutorials/videos, and documents. Best practices from their experience will be shared, as well as the strategies and policies that have been developed to combat accessibility issues.

Developing Student Agency through Personalized Learning

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Abstract

The presenters will describe unique credit-bearing courses offered by Western Libraries and Learning Commons that promote and support student agency and engagement at Western Libraries. Based out of the Teaching and Learning Division within the Libraries, two credit-bearing practica are offered to students at Western Washington University and are focused on a range of academic literacies: research, reading, writing, speaking, and listening. The Research-Writing Practicum and Speaking-Listening Practicum are based on a peer-to-peer model using a personalized learning plan for each student focused on individual needs and goals. Students are encouraged to drive the direction of their learning plans, which has led to a strong sense of community and agency over their learning.

In this presentation, the instructors of record will share the successes and challenges of developing and sustaining these two practicum courses. While the practica were not initially aimed at students from marginalized populations, these students have and are taking the courses. Students enrolled in the practica are often students of color, first generation students, students with learning difficulties, or second language students. During the 2017-2018 academic year, the Speaking-Listening Practicum's enrollment consisted of 53% students of color and 40% first-generation. The majority of those students were referred to the practicum by their advisor as academically at-risk. During the same period, 75% of students enrolled in the Research-Writing practicum were students of color, 73% first generation, and 53% identified as having a learning difficulty. Both courses have become a part of the Libraries diversity, equity, and inclusion strategic goals. The practica fit Kuh's (2009) definition of high impact practices and are contributing to the retention and success of students who have traditionally been considered at risk.

This presentation will address the following:

- Development of the practica, including an explanation of the structure, the role of the student assistants, librarians, and other teaching and learning staff responsible for sustaining the courses, and the challenges experienced in creating a personalized learning experience.

- Demographics of the students enrolling in the two practicum courses and how those statistics compare to other Western students as well as the potential impact of the practica on retention.

- Personal stories from students and their experiences with the practica. These case studies will include how the practica impacted the learning experience of the students enrolled but also share how the practica influences the student leaders that assist with the practica.

- The plans for moving forward: possible goals and growth of the practica.

- The session will conclude with an opportunity for participants to reflect and share how they may be able to implement components of the practica within their library in order to create additional inclusive learning opportunities that promote equity and student engagement.

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Kuh, G. D., & Association of American Colleges and Universities. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.

Student of the Stacks: The Fellowship of Experience

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Abstract

In 2016, a library director and a library information and science (LIS) student embarked on an informal mentoring relationship which grew out of hiring the LIS student as a professional librarian. In this case study, the authors presented reflections of their experiences from each of their perspectives. Their experiences supported other research which has found that both mentors and mentees benefit from mentoring. However, the experience was not without challenges. Limited work hours for the student led to decreased opportunities to engage in professional activities, and frequent turnover led to increased scrutiny about the position's necessity. Overall, both mentor and mentee felt that the benefits greatly outweighed the challenges, and they found the model to be a strong opportunity to give back to the library profession by providing the student hands-on practice while she studied theory in class. Both participants felt the student was a much stronger job candidate upon graduation because of the experience and that her employer has benefited from the skills she learned working as a professional in a library under the tutelage of a more experienced librarian.

Levinson, Darrow, Klein and McKee (1978) first introduced the concept of mentoring with their work on career development in young males. The definition of mentoring varies, but most definitions include references to more experienced individuals helping less experienced individuals navigate unfamiliar situations with the goals of mastery and success (Muschallik & Pull, 2016). Since its formal inception, the practice has grown to include many other situations and people (Parsloe & Leedham, 2016). Librarians find themselves among those who offer mentoring as a means to professionally develop lesser experienced librarians. Librarians in mentoring situations have attributed adopting new perspectives to mentoring (Jesudason, 2016; Leuzinger, Rowe, & Brannon, 2016). Library science students have found they receive hands-on training to accompany what they have learned in class (Leuzinger et al., 2016). In the present case study, a library director and a former library and information science (LIS) student reflect upon how well their experiences matched the experiences discussed in the literature. Those experiences, and others not found in the literature, formed the foundation of this paper, through the director's and former LIS student's reflections on the benefits, challenges, and lessons learned from their mentoring journey that began as a professional job in a library for an LIS student. In the end, they found that the experience supported many of the experiences detailed in the literature, but that they both faced challenges as well. They concluded the experience was still mutually beneficial and may serve as a model for professional development that creates strong, well-trained librarians.

Literature Review

Parsloe and Leedham (2016) opened the third edition of their book, *Coaching and Mentoring: Practical Techniques for Developing Learning and Performance* by noting, “When we wrote the previous edition, we said you would need a very large removal van to carry all the books, journal articles, news stories and Internet references referring to coaching and mentoring” (p. 3). Mentoring has an expansive body of literature dating back more than 40 years (Parsloe & Leedham, 2016). The word “mentor” derived from the character Mentor, the advisor to Odysseus in Homer’s *The Odyssey* (Harris, 2002). The modern practice of mentoring can be traced to Levinson, Darrow, Klein, Levinson, and McKee’s 1978 work on career development in young male adults and to Kram’s 1985 work on mentoring relationships in the workplace (Allen, Eby, Poteet, Lentz, & Lima, 2004). Today, mentoring takes on many forms and is applied far beyond the world of young adult males. In corporations, specific groups such as new employees, minorities, or interns may be targeted for mentoring by more experienced individuals at the organization (Parsloe & Leedham, 2016). Faculty members mentor graduate students (Lechuga, 2011). Individuals mentor new graduates through professional organizations (Curry et al., 2015). Tech employees mentor summer interns (Fournier, 2018). Peer mentoring is used to increase retention and graduation rates of minority students in higher education (Shotton, Oosahwe, & Clintrón, 2007). As Parsloe and Leedham acknowledged, the world of mentoring has grown considerably since the field’s inception (2016).

The vast application of mentoring has also resulted in a dizzying array of definitions (Parsloe & Leedham, 2016). Kram defined mentoring as a “relationship between a younger adult and an older more experienced adult [who] helps the younger individual learn to navigate the adult world and the world of work” (1985, p. 2). Gandy and Jackson approached mentoring as a tool by which people are assimilated into the organization’s culture (2013). Parsloe and Leedham focused on the support and encouragement mentors provide in helping “people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be” (2016, p. 226). While the definitions differ, they all include someone knowledgeable helping someone with less experience navigate unfamiliar situations with goals of mastery and success (Muschallik & Pull, 2016).

Mentoring relationships may be formal or informal. Formal mentoring occurs via a third party and is generally accompanied by structured programming (Wanberg, Welsh, & Hezlett, 2003; Quinnell, 2017). Informal mentoring is much more organic and spontaneous (Herrbach, Mignonac, & Richbebé, 2011). Spontaneous mentoring emerges from instances of “perceived similarity, identification, and interpersonal comfort” (Allen, Eby, & Lentz, 2006, p. 127). Informal mentoring also typically lasts longer than formal mentoring (Ragins & Cotton, 1999). While time commitment differs between the two forms of mentoring, the internal workings are remarkably similar (Desimone et al., 2014). Desimone et al. found novice teachers spent more time with informal mentors than with formal ones but that their interactions were similar in nature (2014). Research on the superiority of one form of mentoring over the other has been inconclusive. Gorman, Durmowicz, Roskes, and Slattery referred to informal mentoring as powerful while acknowledging that the role of chance in relationship formation could diminish mentoring’s effect in an informal relationship (2010). Regardless, the researchers still found both types of mentoring led to a greater sense of security for participants. In the field of higher education, Mullen and Huntinger emphasized the benefits of formal mentoring and found it led to improved performance by new faculty members (2008). Thus, while differences between the two kinds of mentoring exist, neither is inherently superior, and both are useful and efficacious tools which help develop skills and maximize potential.

Like their counterparts in the corporate world, medicine, K-12 education, and elsewhere, experienced librarians mentor less-experienced librarians. Lowe-Wincentsen discussed various mentoring scenarios librarians encounter including formal and informal mentoring, mentoring for new and mid-career librarians, peer mentoring, and the use of social media in the mentoring process (2017). Eisler described a form of reverse mentoring where a more experienced librarian is new to a location and learned from less experienced staff (2017). Head and Silver noted that mentoring operated as a two-way street, particularly when one mentors student workers (2016). The older, more experienced individual brought guidance and wisdom while the student workers provide new ideas and perspectives. Jesudason learned mentoring made librarians better librarians and supervisors and that the experience helped them see their libraries from new perspectives (2016).

All facets of librarianship benefit from mentoring because, as Marta Lee stated, "library school provides foundation but on-the-job experience partnered with good mentoring will benefit new librarians considerably" (2009, p. 31). The presence of a dedicated mentor is helpful to an academic librarian for a number of reasons. First, a mentor helps socialize the new librarian into both the profession and campus culture (Lorenzetti & Powelson, 2014). The mentor encourages the new librarian to make connections by attending campus socials and by accepting relevant committee opportunities (Kenefick & Devito, 2015; Bruxvoort, 2013). According to Kenefick and Devito, the experienced librarian allowed the mentee to observe interactions between the mentor and a variety of campus stakeholders (2015). These observations provided "valuable clues about the environment and the inescapable politics of an institution" (Kenefick & Devito, 2015, p. 92). The mentee also had the opportunity to acquire various skills, such as attitude, ethics, procedures, and standards of behavior through observation of their mentor (Farrell, 2014).

The second reason that mentoring is helpful is that it can aid those academic librarians working toward tenure or promotions (Lorenzetti & Powelson, 2014). Bruxvoort argued that a mentor should be assigned to the new tenure-track librarian within the first month of hire so that the tenure process can be communicated thoroughly and completely (2013). The mentor also helped the mentee, whether they were seeking a promotion or working toward tenure, by serving as an advisor who strategized approaches with the mentee, by offering workshops on publishing, and by helping to establish a peer-review committee composed of published librarians who helped new tenure-track librarians navigate the tenure process (Kenefick & Devito, 2015; Farrell, 2014).

Mentoring has been found to provide ample opportunities for professional development. Kenefick & Devito reported that the ability to work with more experienced academic librarians allowed the mentee the opportunity for engagement with colleagues (2015). The mentor achieved this by encouraging the mentee to attend professional conferences and allowing the mentee to interact with current library-related literature (Ross, 2013). Along with professional goals, Hussey and Campbell-Meier (2017) found mentors provided psychosocial support to mentees. Mentors demonstrated psychological support by offering “professional self (acceptance and confirmation), providing problem solving and a sounding board (counseling), giving respect and support (friendship), and providing identification and role modeling (role modeling)” (Ragins & Cotton, 1999, p. 530). Hussey and Campbell-Meier argued that this kind of support from mentors allowed mentees to “develop and improve their sense of self-efficacy, competence, and self-esteem” which, in turn, may have aided professional development (2017, p. 504).

Mentorships are important for the professional and personal development of hired academic librarians, but mentoring relationships between LIS students and experienced librarians can also be beneficial to all parties involved. Many LIS students are not required to take part in an internship or practicum to graduate from their perspective program (Lacy & Copeland, 2013). Without the presence of a mentor, the student’s “perceptions of librarianship and their expectations of the workplace can become skewed-leaving them unprepared for the reality” (Lacy & Copeland, 2013, p. 135). The addition of a dedicated experienced mentor to a LIS student’s pursuit of a degree provided the student with opportunities for professional networking and career advancement advice (Leuzinger et al., 2016). Leuzinger et al. also found working in a library while studying in a library science program opened opportunities to meet mentors and to apply coursework to professional-level job tasks (2016). The experienced librarian exposed the student to professional organizations and provided opportunities for networking. From the perspective of the mentor, the experience allowed them to “take a look at things that have become routine” (Leuzinger et al., 2016, p. 46). Mentoring also allowed the experienced librarian to show a commitment to the profession by instilling the value of mentoring in their mentee (Lacy & Copeland, 2013). Lacy and Copeland also found that by working with student mentees, the experienced librarian mentors were “motivated to stay abreast of trends and developments within their areas” (2013, p. 143) and that these up-and-coming library professionals brought new ideas and energy to the workplace (Lacy & Copeland, 2013).

The final reason that mentoring within academic libraries is helpful is that it can have a positive impact on the institution (Ross, 2013). Ross stated that this positive impact was not necessarily causal, but were interrelated (2013). Institutions with formal mentoring processes within their libraries saw a reduction in employee turnover; the program exposed new librarians to organizational patterns of functioning, and it increased overall leadership effectiveness throughout the institution. Hussey and Campbell-Meier also found that librarians who had been in some type of mentoring relationship in their career reported “increased job satisfaction and job performance” (2017, p. 504). Thus, mentorships, regardless of type, benefit not only academic librarians directly involved with the program, but they appeared to have a positive impact on the institutions.

Mentoring is a process whereby a more experienced individual guides a less experienced individual through professional and personal growth that ultimately leads to a successful completion of goals (Kram, 1985). Mentoring has grown in popularity since the late 1970s when the concept was first introduced (Allen et al., 2004). Today, one finds mentoring in the corporate world, health care, education, and beyond (e.g. Curry et al., 2015; Fournier, 2018; Lechuga, 2011; Parsloe & Leedham, 2016; Shotton, Oosahwe, & Clintrón, 2007). Librarians also mentor other librarians, and the research has shown that the experience is beneficial for both parties (Lowe-Wincentsen, 2017; Lacy & Copeland, 2016; Leuzinger et al., 2016). The following section will build on the findings in this literature review, lending support for many claims discussed above, and by adding additional perspective on the benefits and challenges of mentoring an LIS student in a work relationship.

Case Study Reflections

College and Library Description

This case study took place at a two-year certificate and associate degree granting institution located in a small Midwestern, American town. The school differs from community colleges by explicitly focusing on certificates and terminal two-year degrees that are designed to place people directly in the workforce upon graduation and because of its mandate to recruit students statewide rather than from a specific geographic area of the state. However, while out-of-state students and students from all areas of the state attend the college, the school's population largely hails from surrounding local communities. With a full-time equivalent (FTE) of about 1400 and its rural setting, the school is a good example of a small, two-year, rural college.

The library at supports all academic programs on campus, and patrons include students, faculty, staff, and administration from the college, as well as community users. Between 2016 and 2018, the years described in this case study, the library employed one full-time library director, a part-time associate library director, a full-time library technician, a part-time library assistant, and one work study student. Through the library, users have access to a print collection of about 13,000 items, about 100 print periodicals, DVDs and audiobooks, 165,000+ eBooks, streaming video and audiobooks, and other databases. The library is also a member of a consortium of academic and public libraries that shares an integrated library system (ILS) which provides users access to the collections of the 70+ member libraries via a multi-state courier system. Traditional Interlibrary loan (ILL) is offered as well. The library assistant and technician are the frontline staff largely responsible for handling routine interactions with patrons. They are also responsible for acquisitions, circulation, ILL, and the gathering of statistics. The Director of Library Services and the Associate Director of Library Services help with the above areas when needed but are also responsible for policy design and implementation, cataloging, library instruction, collection development, budgeting, archives management, and supervision of support staff. The division of labor presented an ideal platform for mentoring an LIS student and exposing her to almost all areas of librarianship.

The Mentorship

The mentorship described in the present case study was informal in nature. In 2016, the Associate Director for Library Services retired. A job announcement invited interested parties to apply. A Masters of Library Science degree from an American Library Association (ALA) accredited program, its equivalent, or a bachelor's degree plus current enrollment in an ALA accredited program were required to be considered for the position. The position offered part-time employment of 20 hours per week and the title remained Associate Director of Library Services. A candidate search ensued, and eventually, the position was offered to an LIS student who then accepted the job. Soon after offering the position to the LIS student, the director realized the opportunity presented by the situation; this was an opportunity to give back professionally to the library community, and it presented a chance to develop an individual who would be a strong job candidate upon graduation. With this in mind, the director set about deciding how to structure the experience in a way that kept the position professional while also allowing the student to gain hands-on experience while studying specific subjects.

The director knew she wanted to expose the student to all possible aspects of academic librarianship, and given the existing division of labor, she knew this was possible. When the student began, the director specifically told her they would adjust her tasks to accompany her courses. This did not mean the student ignored everyday tasks. The daily routine formed the foundation of work. In addition to those daily assignments, the student took on special projects. During her cataloging class, she practiced copy and original cataloging on incoming materials that were then checked by the director for accuracy. During her archives class, she created the content lists that remain in use today. Not having a background in teaching, the student was initially nervous in front of a class. After teaching for two years, her comfort level increased and her teaching techniques improved. The experiences provided access to hands-on, real life examples with the benefits of feedback and opportunities for questions.

Typical of an informal mentoring relationship, the director and student did not have set meeting times and agendas to discuss experiences and address questions. These happened organically, as needed. These sessions tended to be casual and were based on observations made by either participant or by a question. Meetings were called by either participant and the amount of time spent in the meeting varied based on the issue and on the participants' schedules. Meetings were positive and helpful to both participants.

The experiment of giving an LIS student professional responsibilities lasted almost the entire two years of her program of study. In retrospect, both participants found their experiences closely matched those of the literature. Due to its organic beginnings, the informal mentorship outlasted the job and continues to this day, just as Ragins and Cotton suggested (1999). The librarian had reason to question routine procedures, and the LIS student found opportunities to network and apply what she learned in class in a real world situation (Leuzing et al., 2016). However, both participants also experienced things not noted in the literature. The director grappled with conflicting emotions over possibly depriving a degreed librarian work. The LIS student experienced frustration over limitations posed by only working 20 hours per week. However, at the conclusion of the experience, both agreed that the experiment was successful, and that each participant had grown. The following two sections will describe the experience from the director's perspective and then from the LIS student's perspective. Benefits, challenges, and lessons learned will be discussed by both participants, and final conclusions will show that both participants found the experience to be useful and potentially a model for developing strong librarians.

The Director's Mentor Perspective

From the director's perspective, the present case study largely matched experiences of other mentors, and the benefits far outweighed the challenges and drawbacks. First, mentoring happened in both directions. As expected, the director shared her knowledge and experience with the student. However, the student also mentored the director. The student brought the information she had learned in class to the library. Doing so brought a fresh perspective to processes and procedures. Second, the director found that mentoring a library student was an excellent way to give back to the profession. At the end of her two years, the student went into the job market armed with real world, on-the-job experience. Training that one might have experienced as a new hire out of library school happened concurrent with classes. Mentoring was truly a two-way street with both participants experiencing its benefits.

Employing a library student as a professional had other benefits as well. The director found that working with a student offered scheduling flexibility. The student in this case study flexed her 20 hours/week to fit the staffing needs of the library. In return, when scheduling shifts, the director was able to note the student's class schedule and leave her off the work schedule when needed. The flexibility of using student help was one of the biggest benefits experienced during this project's duration. Employing a library student was economical for the college. Student help was a cost efficient means to stretch the library budget. Additionally, the college in question for this study was located in a rural area. Not many people have library science degrees in rural communities, and not many individuals are willing to drive from metropolitan areas to remote locations, particularly for part-time jobs. Opening the candidate pool to students increased the applicant pool. In all, the benefits of employing a library student ranged from personal fulfillment to cost savings, and the rewards were numerous enough to warrant repeating the program.

Bringing a library student on as an employee presented some challenges and drawbacks. Most notably, when a LIS student takes a professional position, the student potentially takes a job away from a degreed librarian. While this problem may be more acutely felt in an urban area with a large pool of qualified applicants, it should always be a concern, regardless of location. Another problem encountered during this experience involved the position's title. The director and her boss decided to keep the title of Associate Director. The title certainly helped the student when job hunting, and it proved beneficial to the college which then boasted of having two professional librarians. However, one should question the fairness of bestowing such a title on a student with little to no experience. Additionally, Hicks cautioned against mentoring direct reports (2011). That advice was ignored, and the outcome was positive. However, one must recognize that mentoring does change the dynamics of the work relationship from supervisor/direct report to teacher/student, and that difference in relationship needs to be clearly understood by other direct reports. When designing a mentorship based around a professional position, these three issues of market, title, and relationship should not be ignored.

Operating under this model also presented challenges due to frequent turnover. Typically, one would expect to keep a library student for around two years if the student begins working at the start of her studies, takes two years to complete her degree, and leaves the job upon graduation. Unfortunately, in this case, frequent turnover meant the position's necessity came under review at the end of the student's tenure, and the decision to not fill the position after her departure was made. In all, the director faced considerable challenges with this model. Still, the benefits outnumbered the challenges, and if given another opportunity to mentor an LIS student through professional work, the director would gladly face the challenges again.

If the director had the opportunity to mentor another LIS student in a professional position, she would make changes. She would regularly highlight the student's accomplishments, the indispensable nature of those contributions, and the economic value of student help to college administrators. The director would also retitle the position to better reflect both the professional nature of the job and the student's lack of degree. Beyerink and Killgore discussed a similar professional program offered at the University of Missouri Kansas City (UMKC) where library students engaged in professional work while studying library science. They held the title of Fellow (2018). This title acknowledged both the professional and learning components of the position and seems a reasonable compromise to a delicate problem. Finally, she would formalize the experience and set parameters on the length of employment. While the library did lose this position because the student graduated and left, better education of administrators and a more formal set of employment parameters may have saved the position, strengthened the case for continuation, and ensured that the program was truly supporting the professional development of an LIS student.

The Student's Mentee Perspective

For the mentee, there were a number of advantages to being employed at an academic library while working toward her degree. As Associate Director of the library, the mentee was not limited to one particular area within academic librarianship. This exposed her to almost all aspects of working in an academic library and was helpful when she was completing assignments for various courses, such as cataloging or collection development. The director also aided by providing the mentee with job assignments that enabled her to use the skills that she was learning in her classes. The position allowed her to gain necessary experience in library instruction, as this was not a required course in her LIS program. Working in a library with a small library staff also helped in exposing the mentee to the work that her colleagues were doing and the role that each employee played in helping the library run efficiently and effectively.

The director encouraged the mentee join professional organizations, go to conferences, and take part in other professional development opportunities as they became available. When it came time for the mentee to start looking for another job, the director helped with job seeking skills and pointed the student mentee to job openings that would best fit her interests, skill-level, and promote her strengths. The mentee also learned important leadership tactics and soft skills by observing the way that the director interacted with students, staff, faculty, and the administration. All of the skills, coupled with having a dedicated mentor, helped the mentee succeed in her LIS program and in her career since moving on to a full-time position.

While experiencing the many advantages of being a mentee while also being a LIS student, there were a couple of drawbacks. The first, related to being employed part-time. Since the mentee was only there 20 hours per week, it was hard for her to join any committees and become more involved with the institution outside of the library. Secondly, the mentee was not able to gain hands-on experience with acquisitions or budgeting due to purchase freezes while she was working there. This gap in knowledge was not detrimental to her overall experience, but hands-on experience in those areas of academic librarianship would have been beneficial in providing a truly "well-rounded" experience.

Overall, the mentee had a very positive experience and learned a lot by being a mentee to an experienced librarian while working toward her graduate degree. She attributed her confidence as an academic librarian to the mentoring relationship that she had and would encourage all current LIS students to either work in a library while pursuing their graduate degree or find an experienced librarian who is willing to be their mentor. Having seen the value that mentoring relationships can bring to the profession, the mentee hopes to mentor a LIS student one day and provide an amazing learning experience similar to the one she experienced.

Conclusion

Mentoring relationship between experienced and non-experienced individuals take place in many occupations and fields of study. Mentoring occurs in many forms but those forms will typically fall under formal or informal relationships. Informal relationships form organically between two people while formal mentoring relationships are generally arranged via a third party (Herrbach et al., 2011; Wanberg et al., 2003). Both types of relationships can be extremely helpful and they are typically mutually beneficial for both the mentor and the mentee (Lacy & Copeland, 2016; Leuzinger et al., 2016). The experiences described in the case study proved to be mutually beneficial for both parties but, like many mentoring programs, the experiences were not without challenges. As suggested by Ragins and Cotton, the informal nature of the mentoring relationship has outlasted the formal work relationship (1999). The director found opportunities to examine policies and procedures from a new perspective because of conversations with a current student of the field. The student had opportunities to use what she learned in class and to create expertise in areas not covered by her LIS program. Looking back on the experience, both the library director and the student mentee agreed that the advantages of the mentoring relationship in a professional setting greatly outweighed the drawbacks of the arrangement. Each participant experienced the personal and professional advantages of a mentoring relationship and have vowed to take this experience with them as they consider ways to further give back to the library profession and to develop themselves professionally.

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Library Assessment: How High the Mountain!

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Abstract

The motive: Indiana State University's accreditation is scheduled for 2020; the library must participate in the accreditation process by providing data that documents the library's effectiveness in supporting the University's mandate to educate undergraduate and graduate students.

The plan: conduct a literature search to see how other libraries do it: check! Form an assessment team: check! Engage a Library Assessment Specialist to analyze the library's plan: check! Collaborate with the University's Assessment Council Coordinator to assure the team is gathering useful data: check! Meet with library Department Chairs to bring them into the assessment loop: check! Meet individually with personnel to answer questions and allay fears of adding more work onto an already overburdened workload: check! Partner with select departments from the University's College of Arts & Sciences to assess our bibliographic instruction effectiveness: check!

What is now: develop rubrics that reflect the assessment needs of the library's diverse departments: in progress. Begin submitting preliminary data to the University's statistician for analysis of its effectiveness: in progress. Continue to address staff concerns that there is too much to do and not enough time to do it: in progress.

What is next: to begin a dialog with Brick & Click conference participants about their assessment experiences and the satisfaction of sharing helpful information with colleagues: in the near future. To share with Brick & Click conference participants, the team's successes, setbacks, and major and minor failures: in the near future. To reassure Brick & Click conference participants that although library assessment is challenging, it is worth climbing the mountain: in the near future!

Introduction

The reaccreditation visit to Indiana State University (ISU) by representatives from the Higher Learning Commission (HLC) is scheduled for fall, 2020. As part of reaccreditation requirements, the assessment efforts of the various academic and nonacademic units of the university will be evaluated. Co-curricular units such as the library are also expected to assess progress toward their learning and program outcomes. However, the road has been rocky. The HLC only recently released a definition of "co-curricular" that allows universities to better identify which nonacademic units should conduct assessment that contributes to a University's petition for reaccreditation. At one point during the 2017 HLC conference, officials reported that 32% of universities who sought reaccreditation had not conducted assessment appropriately; in fact, their co-curricular units were not conducting formal assessment at all (M. Herrington-Perry, personal communication, April 7, 2017). Over the past decade, ISU and the library have traveled a winding path toward the development and implementation of a library assessment plan. Changes in university and library leadership and the occasional unclear understanding of HLC directives, have complicated the library assessment progress.

Many individual academic libraries have faced challenges in meeting their assessment responsibilities, yet they persevere to fulfill their obligations. Indiana State University is one such library.

History

Assessment at ISU and in the library has historically taken two steps forward and one step back. In 2008, prior to the 2010 reaccreditation visit, a University Assessment Leadership Team (UALT) comprised of representatives from each college and the library formed a University Assessment Council (UAC). The previous Library Dean appointed one librarian as the library representative to the Council. UALT members received training on assessment that is appropriate for teaching departments; however, the training did not address library-appropriate assessment. In 2009, a new university Assessment Coordinator was hired. For each academic department and the library, the university formed two-person A-Teams to serve as assessment champions.

Several promising assessment activities were employed. The library dean authorized the LibQUAL survey during the fall 2009 semester with the intention of having the survey repeated every three years. The library sent the UAC library representative to the 2009 Association of College & Research Libraries (ACRL) Institute for Information Literacy Assessment Immersion Track to receive specialized library assessment training. The library formed a Library Assessment Committee (LAC). The LAC and the A-Team members received special training from the UAC. All university academic units, including the library, wrote assessment outcomes as required for reaccreditation. All library departments submitted newly required assessment reports in spring 2011. The results of those actions were not without mistakes but the library had taken a first step.

However, challenges arose which changed the direction of assessment plans. The university restructured and several library departments merged, which forced a reevaluation of their assessment outcomes. Budget cuts resulted in some assessment-trained library staff departures and the triennial plan to repeat LibQUAL was derailed. Turnover was also experienced among senior University Administrators. In 2013, the University's new provost chose to emphasize assessment of teaching departments, thus postponing co-curricular assessment development. A new assessment coordinator brought changes in assessment training styles and reporting requirements for both teaching and co-curricular units. In 2015, the university contracted with *Taskstream* as its official assessment software, but the contract subsequently expired with no replacement option in place.

Within the library, retirements and the restructuring of library leadership (an interim dean, a newly appointed dean, and new department chairpersons) disrupted the continuity of existing assessment plans. Terms expired for A-Team and LAC members with no new member appointments.

Nevertheless, changes also led to improvements. In 2018, the university's president (who favored quantitative data) retired and was succeeded by a new president who appreciated qualitative data. Yet another assessment coordinator was appointed with a background in co-curricular assessment, and as a result assessment reporting was simplified and co-curricular training was initiated. These personnel and procedural changes tested library efforts to make progress in assessment but perseverance led to success, and a new LAC was proposed to the library's governance team.

Literature Review

In the past decade, library assessment methods have not been uniform among the various academic libraries. Several regional agencies accredit and reaccredit universities, and may have subtle differences in their assessment requirements, but there is value in learning from the assessment efforts of other libraries.

Prior to 2005, most assessments reflected input (i.e., number of books purchase) and output (i.e., number of interlibrary loan requests processed) (Clunie & Parrish, 2018; Hufford, 2013). In 2005, the US Department of Education's Commission on the Future of Higher Education published a report that spoke to the need for more accountability and transparency. Regional accrediting agencies were heavily influenced by the report, and updated their standards as a result. These changes directly affected academic libraries (Hufford, 2013).

It seemed obvious to the authors that libraries are now shifting from "book centered" to "learning centered" (Clement, 2018). They are incorporating a variety of means to convey their impact on student success and thus their value to an institution. Assessment factors of import cited the quality of information literacy programs, embedding such programs within curricula as a means of measuring library impact on student success (Becher, 2013), and the quality of the library's website to convey assessment information that promotes the library as an integral part of the university (Clunie, 2018).

Jackson (2017) noted that library value resides in three forms of external evaluation: accreditation, university rankings, and surveys. Quality information literacy instructional programs are as valuable to libraries as providing resources, and accrediting agencies must recognize evidence of the library's ability to support academic programs. However, although university rankings are among the most promoted, the role of libraries within rankings is minimal, and largely ignored.

Mati (2018) postulated that the three main roles of an institution are teaching, research, and community service. Indiana State University has an excellent record of community engagement and library staff regularly participates in community service activities, but the idea of formally assessing their particular involvement was new but found to be worthy of consideration.

Ratteray (2002) and Wakimoto (2016) both addressed the importance of librarian and teaching faculty collaboration, as faculty perceptions of information literacy are sometimes at odds with those of librarians'. Building an information literacy assessment rubric that links literacy competency to critical thinking skills based on faculty feedback is an important step in the collaborative process (Wakimoto, 2016).

Accreditation criteria evaluates how a university and its units are meeting the institution's mission. It behooves librarians to go to the primary source of accreditation criteria to see the expectations for themselves. ISU Library learned from the assessment activities of other libraries but made its own decisions regarding the best methods for assessment.

The Library's Role in Assessment

The ISU UAC provided the following model for the assessment of the library as an entity that is both academic and co-curricular.

An academic library serves its university by teaching information literacy and research skills to students and by acquiring, organizing, managing, and distributing information resources in a manner that best suits the needs of the students and the academic community. The various units of the library each have designated roles and specialized responsibilities in order to fulfill the mission and goals of the library. These roles and responsibilities receive the attention and efforts of the library staff. An assessment program will assess those parts of the roles and responsibilities that are most informative and meaningful to the library's departments.

Frequently, library goals are not explicitly worded to inform how each department will execute the achievement of those goals. Therefore, the co-curricular departments and units are encouraged to record statements of outcomes that express how they best contribute and provide value to the university.

> NEW / COCURRICULAR ([Criteria] 3.C., 4.B.) Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. (Higher Learning Commission, 2019, p. 8)

The UAC's working definition of co-curricular units—based on the HLC definition cited above—is "Units contributing directly to the university mission and/or academic curriculum by engaging students in intentionally structured and aligned learning experiences." (K. Woods-Johnson, personal communication, May, 2019). Traditional methods of assessment of student learning within academic majors must be adjusted to fit the purposes of co-curricular units. Unlike teaching departments, co-curricular units are created to fulfill specific needs within the university; student learning is often only one of their many priorities. Assessment is adjusted to fit the purposes of co-curricular units.

The various departments in the library assess themselves appropriate to their roles and responsibilities as they contribute to the library mission. Departments that engage directly with students (to teach information literacy or other knowledge and skills) typically choose to assess learning outcomes statements. Those units that do not directly work with students but that still impact and influence the learning environment and spaces are likely to assess program outcomes statements that describe how those units positively affect the learning environment, such as the library catalog, website, or study spaces.

Assessment Plan Implementation

The ISU Public Services librarians conducted a literature search as a first step in developing a library assessment plan. They began by researching articles that linked a library's contributions to successful student learning. The Council for Higher Education Accreditation requires institutions to submit examples of student success as part of the accreditation process. By performing literature searches, the librarians were able to educate themselves about how other libraries measured their impact on student success outcomes. They researched "best practices" reports from other academic library assessment projects, but their interest in such reports eventually expanded from "best practices" to include documented programs that achieved various degrees of success in addition to reports that documented assessment methods the librarians felt were "practices to avoid."

ISU library departments submitted documentation of their unique contributions to their Dean, who combined their reports into a concise report that was presented to the UAC. As assessment efforts continued, it became apparent that the librarians and library staff needed to learn about current library assessment practices. Rather than rely on individual librarians to find assessment training, the staff determined it was most beneficial to bring assessment training to the library. After considering several possible consultants, the library applied for a university grant to fund a one-day assessment workshop by Andrew Asher, Assessment Librarian for Indiana University, and a co-researcher of the ERIAL project (Duke, 2012). (*Author's note: The Ethnographic Research in Illinois Libraries [ERIAL] project was a two-year study of the student research process that began in 2010. Project participants included 40 librarians, 70 faculty, and 140 students in interviews and more than 600 participants.*) In order for workshop participants to learn from assessment practices at his university library, Asher presented approaches and strategies for developing and building integrated assessment in libraries as modeled by IU. It included the IU libraries' impact on student outcomes of GPA and retention that ultimately contribute to student success. Other sessions provided examples of assessment via cognitive mapping and space assessment within the building, and one session that focused on ethnographic methods of describing a group culture of social process for successful assessment. The concluding session dealt with reference interviewing, wherein the information provider helped the seeker with information needs through a processes of definition, accession, evaluation, and appropriate use of information resources. Throughout the workshop, ISU librarians constantly compared their previous assessment methods as recommended by the UAC with the practices of the IU system. One noticeable difference was that while ISU emphasized that library departments create and assess their own outcomes, IU libraries partnered with teaching departments to assess the departments' outcomes. Some selected ISU library assessment projects are presented below.

Information Literacy for English 105

A learning outcome stating that students can find information was assessed by testing the ability of English 105 students to locate scholarly resources for research papers. A direct assessment asked students to fill out an in-class worksheet that required them to find a book and an article. The results were analyzed and error frequency was counted. An indirect assessment asked students to complete a survey that was designed to characterize their feelings of confidence in being able to identify keywords, select and navigate electronic resources, isolate useful results, and make appropriate legal use of them for their research papers. By sharing the analyzed results, the Public Services librarians were able to modify information instruction sessions and develop stronger teaching methods for students to minimize future errors.

Graduating Seniors Project

Assessing a sample of graduating seniors' papers to determine their level of information literacy competence using the AAC&U/ACRL Information Literacy VALUE rubric (https://www.aacu.org/value/rubrics/information-literacy) provided another area of useful information.

To assess graduating seniors' overall knowledge of information literacy, the Public Services librarians asked professors to send in qualifying senior papers from courses across the disciplines. The Institutional Review Board reviewed and approved the project and over 100 senior student papers were collected. Librarian reviewers ("Investigators") received rubric training from an ISU professor who had received training from AAC&U to conduct a similar project for the University. In addition, librarians consulted the literature to learn from experiences of other libraries using the AAC&U rubric. After removing unsuitable works, the remaining student papers were assigned to librarian reviewers - three reviewers per paper in order to reduce bias. Scores were averaged and the results were shared with teaching departments. In addition, information literacy errors on papers were noted. As a result, the departments intend to make adjustments in instruction and repeat this project in three to five years to see if student scores improve. Additional lessons were also learned. Due to competing responsibilities, a few months passed between rubric training and implementation, which made it harder for librarians to remember the proper use of rubrics; for example, some librarian reviewers forgot to record student errors. Interrater reliability was inconsistent and scores sometimes varied widely for the same student work. One librarian consistently assigned noticeably lower scores than others. On the "ISU Assessment Project of Senior Papers" chart exhibited below, row #2 assesses strategies used to find information but the papers only included the chosen final sources, not the strategies used. Therefore, reviewers speculated that the AAC&U rubric may benefit from a revision, and perhaps a different assessment strategy could be used to assess student search strategies.

ISU Assessment Project of Senior Papers AAC&U/ACRL Information Literacy VALUE Rubric Scores			
ACRL Standards		**SCORE**	**STDEV**
1-DEFINE	Determine the extent of information needed	2.66	1.17
2-FIND	Access the needed information	2.27	1.26
3-EVALUATE	Evaluate information and its sources critically	2.26	1.20
4-PURPOSE	Use information effectively to accomplish a specific purpose	2.44	1.21
5-ETHICS	Access and use information ethically	2.19	1.33
	INFORMATION LITERACY TOTAL AVERAGE	2.38	1.08

Assessment of Technical Services Workflow and Collections

The Technical Services (TS) department is responsible for acquiring materials of all formats, logically organizing, and physically processing said materials within the collections of ISU's Cunningham Memorial Library for the benefit of the students, faculty, and stakeholders. Materials are acquired through a process of ordering, receiving, and paying for all invoices received in the department. The Technical Services department is also responsible in creating and maintaining the Library's Online Public Access Catalog (OPAC) records, so as to enable ALL library users to know to know the holdings status and location of specific items.

ISU's TS is composed of the following Units:

- Acquisitions and Collection
- Cataloging and Metadata
- Government Documents
- Processing and Preservation
- Interlibrary Loan

TS's Chair coordinates these areas and supervises the collection, analysis, and ultimate dissemination of assessment data. Historically, department staff has collected and analyzed many different sets of data and statistics. The data and statistics previously collected have been used for purposes, such as providing information for the department and library's annual reports, in revising workflows, and for updating policies and procedures. This data is also submitted to ACRL, a division of the American Library Association.

According to Mugridge (2014),

> The most frequently selected reason for assessing technical services activities was to improve or streamline processes, followed closely by the goal of improving services. Other reasons that libraries identified were to make better decisions, to inform strategic planning activities, to explore the possibility of offering new services, to reallocate staff or other resources, and to compare with other institutions. (p.104)

The department keeps records of all items requested/ordered, received, cataloged, processed and preserved, circulated via the Resource Sharing (Interlibrary Loan) Unit, and deselected/withdrawn from the collection. To some, collecting or keeping record of items withdrawn from the collection might not be important, but at ISU, an email is received from the Controller's Office at the end of each fiscal year, requesting that the department provides the number of items withdrawn from the collection. That information is used as part of the institution's "checks and balances," which is a prominent factor within the University's fiscal responsibility to its stakeholders.

In defining the units within technical services, Botero and Carrico (2019) have divided them into two parts: traditional and contemporary. The authors identified traditional units as:

- Acquisitions (includes management of the materials budget)
- Cataloging (includes original and enhanced cataloging)
- Preservation (includes repair and binding)
- Serials and continuations (includes print serial collections and series)

They identified contemporary units as:

- Acquisitions and collections (now includes a percentage of collection management)
- Cataloging and metadata (now includes creating and organizing metadata)
- Digital and preservation (now includes operations for digitizing in-house print resources)
- E-resources and serials (now includes licensing and link resolving)

The composition of the "contemporary units" essentially mirrors the ISU TS Department, however, electronic resource activities are not a direct part of this department. Although the Electronic Resources Librarian works closely with TS, the position itself fills a part of the library's Systems Department. The librarian and the staff in Systems handle licensing, link resolving issues, and contract negotiations, including invoicing, but not payment. Botero and Carrico (2019) describe the "contemporary metrics and assessment" of

- E-books, streaming video, and other online resources
- Materials budget
- Staffing/workflow

At Indiana State University library, the Electronic Resources Librarian, in collaboration with the chair of TS, budget coordinators, and the Dean, work as a team on assessing the responsibilities listed above. TS staff and faculty handle the metrics and assessment for original and enhanced monograph, and serials cataloging. The department, which also tracks Interlibrary Loan usage statistics and data, made the decision to submit this information to the university as a representation of departmental assessment. The following are further indications of the unique data that TS collects:

- Part 1: Summary of Assessment Activities
- Part 2a: Summary of Student Success Activities
- Part 2b: Continuous Quality Improvement

In this case, not all metrics collected are a true representation of TS. In order for that to happen, it should include an assessment of the entire collection instead of reporting just bits and pieces of the collection. This is something that should happen going forward. (Kelly, 2019).

Conclusion

In 2020, Indiana State University will present documentation of assessment efforts of the academic and nonacademic units of the university to support its reaccreditation petition to the Higher Learning Commission.

For the past decade, library assessment progress has sometimes been rocky, but with persistence and a dedication to providing the best learning environment for students, improvement can occur; and the library continues to make progress. Student learning issues vary as students enter and leave the university. Universities and libraries can change direction. Teaching strategies may change. Outcomes may change. Assessment strategies may change. All of these factors prove that change is the only constant, but that is okay. HLC conference presentations have repeatedly emphasized that when the reaccreditation visit occurs, the HLC reviewers will not check whether students have achieved the learning outcome targets. They will assess whether instructors, librarians, and other university employees are showing evidence of thinking about how to best teach and provide the best services to help students. In other words, what is important is the thoughtful process, not the final number.

The ISU library is actively participating in the University's assessment plan. Several librarians are serving on university committees and preparing for the reaccreditation visit. Participation and compliance requires support from administrative leaders who understand that non-achievement of outcome targets is acceptable as long as intentional efforts are being made. Reminders to meet assessment-reporting requirements from persons with authority are necessary to let employees know that assessment is not going away. The university and the library want to ensure that employees have the support and training needed to meet assessment requirements. The University Assessment Council offers training workshops and additional follow-up support for co-curricular units. Library faculty governance receives a monthly report from the UAC representative that profiles the University's and the library's progress in assessment. Assessment should produce useful and meaningful outcomes. Employees can improve their job performance by taking advantage of assessment reports that reveal when outcomes have fallen short, and adopt a new performance strategy.

"Good assessment work is never about reaching perfection but rather about improvement in the classroom, in programs, and across the institution." (Bubb, 2010). When the library shares its assessment progress with administrators, its value to the University, the decision makers, and to the ultimate success of the reaccreditation of Indiana State University, will be evident.

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The Tool We Never Teach: The Good, The Bad, and The End (Point) Of Google's Usefulness in First-Year Experience Assignments

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Abstract

After 12 years demonstrating library databases for scholarly articles, discussing peer-review, news magazines, trade publications, and the anatomy of a research article, this librarian spent two semesters starting where the students start, Google. Once the discovery tool wasn't important, resource evaluation became the focus of class preparation, discussion, and feedback. What is an ad? What is a website? What is web document? What and why is an *About* section of a web resource important? Google provides ample examples for evaluation, millions!

One-shot friendly activities demonstrating how, and when, a Google search is useful have provided the opportunity for information literacy conversations with students and professors without ever using buzz words. Even better, discussing when to use Google offers a logical transition into the limitations and hurdles users find in a free search engine. Enter, the library databases and website.

Mentoring and You: Providing Meaningful Experiences for Student Employees

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Abstract

Student workers are essential to the operation of academic libraries, but on-campus employment should also be a learning experience for them. Even when student workers do not feel called to become librarians, their library employment can provide valuable opportunities for personal growth. Because so many student employees are new to the workforce, their supervisors have the chance to mentor and help them develop the skills that will serve them well in their employment after graduation. Supervisors can assist student workers in building a path to their future careers by providing avenues for employees to explore their strong suits. This interactive session will discuss practical strategies that supervisors can use to mentor student workers by helping them to identify and cultivate their strengths.

Spending Miss Alice's Money: Practical Applications for Evolving Libraries

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Abstract

Implementing a major gift to an academic library requires political acumen, heightened stewardship, and reflection on the nature of libraries in an increasingly digital age. The University Of Arkansas School Of Art received an endowment of $120 million from the Walton Family Foundation in 2017, of which $2 million was dedicated to the Fine Arts Library (FAL) to support expanding programs with enhanced collections. The head of FAL worked with the School of Art, several library colleagues, and his administration to establish parameters, procedures, and priorities for expenditure in the first year.

Challenges arose from the beginning. Perhaps most unexpected was the difficulty of devising categories within a multidisciplinary field to ensure a fair division of resources. Several professors proposed adding journals, but the librarian resisted ongoing fiscal commitments in the first year to curb the erosion of income. He experimented with electronic books to serve a geographically dispersed clientele. Although the librarian was able to make many decisions, final authority was never defined. Adjustments will be necessary in the second fiscal year based on lessons learned in the first. These experiences can guide procedures at academic libraries that encounter a windfall, as well as inform decisions at libraries that navigate scarcity in the rapidly evolving landscape of higher education.

Introduction

The receipt of a large endowment by an academic branch library of modest means is an enviable experience. A gift on the order of the one that the University of Arkansas Fine Arts Library (FAL) received from the Walton Family Foundation in 2017 bodes unprecedented opportunities. Challenges accompany these opportunities. Although the professional literature has covered collection development extensively, it glosses over most political aspects of the process, including ultimate responsibility for selections. The following paper is an overview of almost two years of the author's experiences, with an outlook for the future. Recognition that a major gift entails heightened accountability underlies these experiences. This accountability can serve as a lens through which librarians view how they manage their collections and relationships with the stakeholders on whose behalf they work—in times of abundance and scarcity—in a dynamic period of academic libraries.

Review of the Literature

The professional literature on budgetary challenges in collection management is extensive, as is related work on electronic and print books. Ample evidence exists that the escalation of prices for serials and databases erodes the ability to buy books. In an Ithaka study of 124 academic libraries in the United States, recurring commitments represented more than 70% of expenditures on materials, and although spending on e-books rose from 2014 to 2017, the increase was greater than the decline of spending on print books in the same period (Daniel, Esposito, & Schonfeld, 2019, p. 5). Liu and Gee found evidence that publishers in the sciences overcharge for journals (2017). Currie and Morris outlined the painful cycles of cancellations of serials over the last decade at the University of Kansas (2017). Gervits and Orcutt noted in their study of citation analysis in the visual disciplines that serial literature is not the primary venue for publication in art and allied fields (2016, p. 220). The same could be said for electronic books. Fry discovered that the humanities and social sciences were underrepresented in both the collection of non-reference e-books and in the format's overall use at Bowling Green State University (2018, p. 79). Spirn and Whiteside found greater potential for e-books in the visual arts but indicated reservations with the medium (2014). Brinkman and Krivickas used Q methodology at two institutions to examine views on e-books among students and instructors in the visual arts, whom they mapped to one of four predominant orientations (2015). They discovered a variety of views on e-books, although their work failed to debunk "a well-documented disciplinary bias towards print within art history" (2015, p. 87). In an earlier work, Whalen criticized art historians' "continuing love affair with print" (2009).

Literature on the mechanics of developing collections is similarly vast. The quaint clubbiness of Donohue's depiction of the process, in which librarians played a passive role, has given way to a collaboration between libraries and academic units, with librarians often at the helm (1942). Johnson's *Fundamentals of Collection Development and Management*, now in its fourth edition, remains a core text and cites numerous references (2018). Other recent works of note include Horava (2017), who explicated both an evolution in the concept of "collection" away from a physical fixity and a concomitant blurring of intellectual resources and services in libraries, and Powers, who examined a plan for developing collections in art and art history at an academic library and that was based on comparisons with peers (2011). Rogers and Torbert tackled many challenges of expenditure on endowments and other non-library funds, but their article skirted the political aspects of these transactions and questions of accountability, such as where the ultimate responsibility for selecting resources lies (2014).

Background

Founded in 1951, the Fine Arts Library (FAL) is one of three branches of the University of Arkansas Libraries and primarily serves the Schools of Art and Architecture. After an interlude of relative fiscal health, the monographic budget tightened in the late 2000s. The Department of Art then underwent a change of leadership. The new chairperson hoped to secure accreditation by the National Association of Schools of Art and Design (NASAD) and expand the curriculum. The university's administration supported this expansion but lacked the finances to effect it. As the chairperson and department took steps toward accreditation, conversations were underway to raise funds. The head of FAL assisted with both efforts. To support the case for a major gift, he provided data on a peer group that he had identified. The data painted a clear picture: the collections of FAL were inadequate to serve planned doctorates in art history and art education, and a master's degree in graphic design. Both efforts succeeded in 2017. In April, NASAD accredited the program; in August, the Walton Family Foundation awarded the Department of Art an endowment of $120 million, with $2 million dedicated to FAL. As acknowledgement, the university rechristened the Department of Art the School of Art and elevated the new school's chief administrator to a directorship.

Implementation

Preliminaries

A quiet year, during which income on the endowment was not released, followed the epic gift. As a new fiscal year approached, the head of FAL inquired of the School of Art how much money would be available to the library and how he might proceed. He was told early in Fiscal Year (FY) 2019 (July 2018–June 2019) that he should spend $16,000–$20,000 in the year. The School of Art created a committee of four faculty members to advise him, who each represented one of the units of the school: art education, art history, graphic design, and studio. Three were recently hired assistant professors and the fourth was a visiting assistant professor. The head wrote a proposal in August. He recommended that the income be allotted as follows: art education (30%), art history (30%), graphic design (15–20%), and studio (20–25%). The librarian assigned higher percentages to art education and art history, which were expected to leap from bachelors to doctoral programs. Although graphic design was expected to rise to a master's, the breadth of the studio fields made a higher level of support advisable. The interim director of the School of Art and the director of development of the Fulbright College of Arts and Sciences approved these percentages. After the librarian had met with the committee to discuss the allotments, he proposed a fifth category in which to classify materials that did not fit easily into one category, to which all parties agreed. With the assent of the acquisitions librarian, the head of FAL set the "target" allocation of each area at an amount so that the sum of the five areas was below $20,000. As Table 1 below suggests, setting the five amounts as targets rather than absolutes gave him some flexibility.

Table 1

Allocations and Expenditures (FY 2019)

Fund	**Area**	**Target Allocation**	**Expenditure**
1walta	Art history	$4800	$5018
1walte	Art education	$4800	$4817
1waltg	Graphic design	$2400	$2367
1walts	Studio	$3200	$3246
1walt	General	$2000	$1963
Total target allocation		$17,200	
Total expenditure			$17,411

The proposal also encompassed several principles to guide initial expenditure. The first was financial. Although who had the final authority for selection was unclear, the librarian was resolved not to spend money in the first year on databases or serials to preserve money for monographs and delay the inflation inherent in recurring expenditures. A few requests for journals arose, but the head of FAL held firm. The second was one of vision and in response to comments that he had heard about retrospective collection development. The librarian sought to develop a collection of lasting value—and one that might support a school growing in scope and expected to rise in the national rankings. He emphasized the importance of current imprints and expressed concern about buying many older books that were readily available via interlibrary loan. Geography and politics prompted a third element in the proposal: experimentation with electronic books. Certain staff members of the Crystal Bridges Museum of American Art served as affiliated faculty members of the university and could borrow items at the University of Arkansas Libraries. Competition for newer materials could be stiff, and the University Libraries restricted recalls and offered generous loan periods. The scarcity of space in FAL and the main library was a factor, as was the increasing dispersal of the school's instructors and classes across the campus. Sensing some hesitation toward the electronic medium among the school's faculty, the librarian explained that e-books with multi-user (or unlimited user) licenses might offer advantages. The librarian did not include approval plans in the proposal because he intended to work solely with firm orders in the first year; however, he indicated in several conversations with the faculty that an approval plan to supplement title-by-title selection might become necessary as more income became available. The head received a green light from the interim director of Art and the administration of the Fulbright College.

Before the head of FAL could submit orders to the Acquisitions Unit, the acquisitions librarian and he developed procedures. Accounting was critically important. The agreement between the foundation and the university required direct purchasing; no money could be transferred. The two colleagues agreed that the best way to track encumbrances and expenditures internally was to devise "fake" funds in the library's integrated system and for the head of FAL to assign every order to one of these funds—even though the fund did not correspond to a pot of money. This procedure would allow the head to monitor expenditure among the various programs and forego a manual record. The University Libraries also had a custom of assigning a tracing that recognized a donor in the online catalog. The head suggested a heading for the foundation; the Fulbright College countered with another form of the name to keep the heading in line with other attributions on campus.

Selections: First Year

The first purchase on the endowment was practical and symbolic: the newly published catalogue raisonné of English painter Bridget Riley, whose career has spanned six decades. The librarian chose this work for several reasons. Catalogues raisonnés are critical resources in art history and studio; FAL had few of them. This major work also strengthened the collection of female artists and complemented the American focus of the Crystal Bridges Museum of American Art. The head of FAL realized that a significant first acquisition lent itself to a public ceremony and approached the School of Art with this idea. The school and FAL hosted a reception directly outside the library, which celebrated the foundation's largesse, introduced the five-volume set to constituents, and signaled the unprecedented strengthening of the collections that was to come.

The purchase of the catalogue raisonné illustrated a conundrum evident in the librarian's first discussion with the advisory committee: classification. The parties desired to divide resources fairly among the four units of the School of Art, but the multidisciplinary and overlapping nature of art and interests of the faculty made difficult a straightforward classification of some works (and assignment of a fund). The fuzziness between art history and studio was the most apparent of the various boundaries. The committee agreed that catalogues raisonnés of contemporary artists could be designated studio but noted that the costs of these monumental publications might quickly deplete the allocation for studio. To address this concern, the librarian assigned two catalogues raisonnés to the general fund, 1walt. Theoretical works on art and related disciplines were also tough to categorize. The librarian assigned these purchases to the code associated with the program of the requestor, a practice on which there was unwritten consensus, although the general fund was an option. Open communication and flexibility laid a foundation of trust that should bolster the process in the coming years.

Other challenges emerged as the year progressed. Feedback from the committee was sporadic. The librarian had set up fortnightly online alerts of newly published works. One member regularly reviewed them and submitted ranked recommendations with generous annotations. At the first meeting with the committee the head of FAL had laid out a timeline that was comparable to the one that the Technical Services Department had set for regular orders—and hinted, in a roundabout Southern manner, that he would proceed with his own selections should recommendations be sparse. In future months the head of FAL encouraged participation of the committee but moved forward with some of his own choices. He also received recommendations directly from several instructors, to which he gave as much weight as suggestions from the committee. However, he typically responded to the instructor with a courtesy copy to the instructor's representative on the committee.

The size of the endowment prompted the head of FAL to buy more e-books and begin to build an electronic collection that might be assessed over time. Although print remains the predominant medium for publications in the visual arts, the slow evolution toward digital scholarship cannot be ignored. Several publishers offered e-books with an unlimited (preferred) or multi-user license at a cost that was only marginally higher than the price for a cloth version. Other factors that might tilt the purchase in favor of the electronic option included works more likely to be consulted briefly, works with few illustrations, works in art education, works that were likely to attract simultaneous use (especially when an unlimited license was available), and works peripheral to the visual arts. The librarian honored explicit requests for print and avoided the digital medium if the cost of the latter was absurdly high or the publisher failed to offer a multi-user license. In all, he acquired 29 electronic titles in the first year and expects to add more e-books in the new fiscal year.

Selections: Second Year and Looking Ahead

In the middle of the spring semester, the librarian heard that he might receive $40,000 in FY 2020; one month later the Fulbright College approved $88,000, a figure in the ballpark of the amount of income earned annually. The head of FAL then met with the faculty in Art for his report on expenditure in FY 2019 and a discussion of the upcoming year. He noted his concerns about uneven participation within the committee—and the greater importance of participation as income increases. He cited the sheer number of requests for art history, which suggested a higher proportion for the program was appropriate. He put approval plans on the faculty's radar; title by title selection on all the income might overwhelm all parties. An approval plan has not been established, but the author hopes to have one by the middle of FY 2020.

Recurring expenditure also arose as a topic in the meeting. The head had spoken with the art historians about a subscription to *Oxford Bibliographies in Art History*. He stated at the meeting with the school that he hoped it might be the first serial purchase. The art educators asked about adding journals. The librarian explained that the Interlibrary Loan Department tracked the number of requests for articles from each journal and that reviewing the data before committing to a subscription was crucial. He indicated that faculty members had to ponder both the documented use of a title and the need for immediate access versus slightly delayed access via interlibrary loan. The librarian laid out a matter that he had considered as colleagues and he had reviewed subscriptions of serials: What is the metric for determining when interlibrary loan is no longer adequate—and instant access is required? From another angle: What is the tipping point for that recurring commitment? His colleagues had diverged in their approaches and never reached consensus. Agreement might be unlikely among an academic faculty as well, but he steered the conversation so that the faculty might mull over the economics of recurring library expenditures and their tendency to choke off the purchases of books, a scenario that a growing school seeking to develop a substantial collection would hope to avoid.

After the meeting with the School of Art, the librarian set approximate allocations (see Table 2) for FY 2020. The newly hired executive director of the school, scheduled to arrive on campus in July, could prompt revisions.

Table 2

Estimated Allocations (FY 2020)

Fund	**Area**	**Target Allocation**
1walta	Art history	$20,000
1walte	Art education	$15,000
1waltg	Graphic design	$10,000
1walts	Studio	$12,000
1walt	General	$10,000
To be determined	Approval plan	$15,000
Total target allocation		$82,000

Lessons and Discussion

The gift from the foundation has imparted practical lessons. One is the challenge of working by committee. This experience confirmed what the librarian had concluded over a career of 25 years: many professors care about the library, but it will not be a priority. Librarians must remember that professors work under tremendous pressure. Tenure-track and non-tenure-track faculty members arguably have the most pressing concern: survival. These reflections prompted understanding; however, procedures could be improved. From the librarian’s perspective, a tenured faculty member on the committee would be helpful. Roles and expectations could be clarified, including the nature of the "representation" of the committee. For example, can the committee veto a request from a colleague who is not on the committee?

Another challenge was ambiguity in general, which characterized more than simply the committee's work. Income from the foundation was administered by a college and school, but the apparatus and personnel who spent this money, including the head of FAL, were part of University Libraries. The librarian trusted the various parties and operated flexibly in an environment of unclear accountability and authority; however, a new dean of University Libraries and executive director of the School of Art may determine that a memorandum of understanding is worthwhile. Irrespective of formal documentation, greater deliberation and understanding among the parties would be valuable.

Communication regarding the endowment provides another compelling lesson—one with some ambiguity and complexity. The head of FAL learned about the gift before it was announced publicly and was told not to tell his administration. This delicate balance of reporting to one's superiors and respecting the proprietary aspects of a mammoth endowment was tested on other occasions. The librarian kept appropriate parties in University Libraries apprised when warranted and communicated appreciation to colleagues, especially the acquisitions librarian, who was most helpful in establishing procedures for ordering and accounting. A new administration in the University Libraries and School of Art could reverse this blurring of the chain of command, but Johnson's concerns about disciplinary librarians identifying too much with the academic departments that they serve are likely to remain relevant in Fayetteville (2018, p. 266).

Although the author can offer few details on the politics of the endowment, the political dimension, particularly given the profile of the donor, is obvious. Discretion is key; working in this manner imparts a heightened sense of accountability and responsibility, which could be valuable in other endeavors. Upon hearing the news of the endowment, the head grasped that his prior dim views of fund-raising had shifted (Jones, 2002). He also owed immense gratitude to the former chairperson of Art, who had seemingly badgered him for data and comparisons in order to mount a successful case for external funding for the library. This experience illustrates far beyond the ethical mandates of good service the politics of relationships with one's clientele and fulfillment of their requests; unexpected benefits with lasting consequences can follow.

Conclusion

Philanthropy can take surprising turns. An unforeseen gift from the foundation of one of the wealthiest families in the country is a tremendous honor—and responsibility. The head of FAL encountered challenges for which the professional literature offered no blueprint. In the midst of these challenges is a sense of fulfillment, a promise of stronger collections to support growing programs, and lessons for the larger library community.

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Using Data Visualization to Analyze Topic Development by Business Communication Students in a One-Shot Setting

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Abstract

At the University of Nebraska at Omaha, the College of Business Administration Marketing department rewrote the Business Communications curriculum to introduce students to the library resources available for use in all of their current and future business courses and adopted it for use by all face-to-face (f2f) sections. Instructors assess students' use of library resources largely through the cumulative formal report, which accounts for approximately 30% of a student's overall grade. The business librarian provides one in-person, 75-minute instruction session composed of demonstration and active learning components to every f2f section. Students need to identify information needs, connect subtopics with topic proposals, and know where to look to retrieve multiple types of information sources outside normal journal articles and books. This includes consumer market research, industry research, company information, and primary sources.

However, students struggle in understanding the actual scope of their information needs for such a large project so the library instruction session focuses on topic development and keyword brainstorming. Students base their information-seeking behavior on previous knowledge of how to do simple basic keyword searches, not complex business research. Research questions for this study include 1) if students were making the connection between the larger subject, their topic and subtopics and the search strings they are creating, 2) if their thesis sentences match the keywords they are listing and 3) which keywords are students using and which are the most popular.

To assess classroom learning outcomes, the librarians collected students' brainstorming worksheets at the end of each semester. From 2017-2019, 45 sections were evaluated and analyzed using R and the tidyverse and tidytext libraries. This paper focuses on the implementation of this method for library assessment, data analysis of 1,050 responses, and connections between topics and keywords. The brainstorming worksheet, changes to f2f library curriculum, and ways instructors might use this in their own classrooms are shared for application and curriculum development.

Introduction

The Business Communications course is required of all business majors and builds upon the skills learned in the prerequisite English Composition II and Public Speaking Fundamentals courses. Students develop and demonstrate skills in selecting and using the appropriate writing style and techniques for reaching the intended business audience. Building upon skills learned in the prerequisite courses, students practice effective explanatory, narrative, persuasive, and investigative writing in the context of business communications. Instructors incorporate technological applications such as advanced word processing, wikis, Twitter, PowerPoint, and e-mail transmissions in student projects, assignments, and presentations. Students also develop and apply skills in giving presentations before a business audience.

The course provides an opportunity for the business librarian to introduce students to the library resources available to them for use in all of their current and future business courses. Specifically, Performance Objective 5 of the syllabus indicates students will "Utilize library and community resources." Instructors use a formal written report, which accounts for approximately 30% of a student's overall grade, to assess the student on this objective. While varying in length between the sections, the paper is typically 7-8 pages in length and involves researching a business process or business topic and writing a report for an executive audience. Generally, the student proposes a change in a policy or procedure backed with a strong set of well-researched points for this argument. Students are encouraged to make strong claims while keeping a narrow focus on the change they would like to see; very few topics are off-limits for students. Many of the faculty who teach or have taught the business communications course regard library instruction as an important part of the curriculum in meeting Performance Objective 5 and, consequently, the librarian has conducted between six and eleven sessions each semester since fall 2015, with each classroom capped at twenty-five students per course section.

Library curriculum

The business librarian visits each course section for one 75-minute one-shot session, the typical format for information literacy in many business programs (See Bowers et al., 2009; Cooney, 2005; Lieberthal, 2009; Mezick & Hiris, 2016; Whitesell & Helms, 2011). The library instruction session focuses on topic development and keyword brainstorming because, despite detailed assignment guidelines for meeting instructor expectations and example papers, students often struggle to understand the scope of their information needs for such a large project. In part, this is because students base their information-seeking behavior on previous knowledge of how to do simple basic keyword searches, not complex business research which generally entails centering the business within an industry as well as understanding the market and current/potential competitors.

After general introductions and an explanation of the class's agenda for the day, the business librarian focuses on guiding students through an electronic brainstorming worksheet known at The Game Plan Worksheet found on the research guide within the learning management system (LMS) course page. The Game Plan Worksheet, a Qualtrics survey adapted from a paper handout, is an easy way to collect student work anonymously at the end of the semester without collecting physical copies or accessing the LMS through each instructor. Each student has their topic approved by their instructor before the business librarian visits the class but may or may not have begun any brainstorming or research at this point in the writing process. The worksheet questions are included the Appendix.

Students complete the worksheet in class either in a computer lab or with the use of a laptop cart. At certain points through the exercise, the business librarian encourages students stop and confer with their neighbors about additional keywords or subtopics. This active learning component (Gilbert, 2016) not only strengthens students brainstorming skills when faced with an unfamiliar topic but also encourages peer-to-peer teaching (Rinto, Watts, & Mitola, 2017) as students attempt to explain their topics. Once students submit the worksheet form at the end of the class period, they leave with an emailed outline of their topic's broader scope and subtopics, keywords and synonyms, database recommendations, and the first Boolean operator search string to try when researching.

Research questions

Research questions for this study include: 1) Are students making the connection between the broad topic, their thesis statements and subtopics, and the search strings they are creating; 2) Do their thesis statements match the keywords they are listing; and 3) Which keywords are students using and which are the most popular?

Review of the Literature

The academic library literature explores several key areas, including the relationship between business students' information seeking behaviors and perceptions of skills (Bauer, 2018; Dubicki, 2010; Gunn & Miree, 2012; Michalak & Rysavy, 2016; Song, 2004), library instruction and partnerships with faculty (An & Quail, 2018), perceptions of the importance of integrating information literacy into the curriculum (Conley & Gil, 2011; Skipton & Bail, 2014), and resources used by students (Booker, Detlor, & Serenko, 2012; Lowry, 2015). The authors found no studies using data visualization to assess active learning in information literacy instruction. Classroom instruction is the largest body of research within the literature and offers a look into many facets of collaborative (Wu, Liang, & Yu, 2018), and active learning continues to be a foundational component of many information literacy sessions, as noted by Gil (2017) and Lahlafi, Rushton, & Stretton (2012). Detlor et al. (2011) conducted interviews at three business schools and confirmed that interactivity and hands-on experimentation are preferred to information literacy instruction provided strictly though lectures or demonstrations of online resources. Management students favored step-by-step instruction offered in a computer lab where they could follow along as well as explore on their own.

Research guides also prove to be a valuable component when thoughtfully implemented in library instruction and/or the business curriculum. In a study conducted by Leighton and May (2013), undergraduate international business law students reported research guides directly connected to a course and demonstrated in an instruction session to be the most valuable compared to stand-alone research guides. Likewise, Brewer, Rick, and Grondin (2017) interviewed undergraduate business students and found that the earlier a research guide was introduced to students in an academic program, the more likely students were to use the resource.

Moving beyond introductory databases and library website tours, librarians should challenge business students to move to higher order critical thinking skills to become strategic information consumers and users. Nentl and Zietlow (2008, p. 171) note that "more than how to use search engines, how to narrow searches, and how to locate masses of information, we need to teach our students about 'mindfulness.'" Senior et al. (2009) found students were likely to understand the importance of library research, to have had library instruction, and to use search engines. However, they were not always able to select the most efficient business source when given a list of information sources. Spahr (2015) concluded students could not articulate the types of information business databases held and that they found library resources to be confusing and overwhelming, diminishing their confidence to conduct research. Lowe et al. (2018) suggest librarians should spend more time on concepts such as question development and source evaluation rather than Boolean logic for first-year information literacy instruction after minimal difference in comparing Boolean search results with natural language results.

Methodology

To assess classroom learning outcomes, the business librarian downloaded student worksheets through Qualtrics at the end of each semester and 1,083 worksheets were collected from 2017-2019. Forty-five course sections were evaluated and analyzed using R and the tidyverse and tidytext libraries. The digital engagement librarian cleaned up the data to remove empty or N/A responses, cleared out punctuation, removed Boolean text, and lowercased all words to provide a clean dataset. This generated statistical summaries of keywords and phrases, but more importantly, allowed the librarians to analyze how frequently search terms appeared across different worksheet questions.

Definitions of selected worksheet categories:

1. *Thesis statement*: Topic proposal approved for student assignment
2. *Broad topic*: Larger, one-word umbrella term that shapes student's scope for the paper (Ex: Management, Marketing, Technology, Finances)
3. *Industry*: Business industry student's topic falls under (Ex: Fashion Retail, Restaurants, Automobile Manufacturing)
4. *Narrow issues*: Subtopics or argumentative points student will address in the paper
5. *Synonyms*: alternative keywords or phrases for subtopic themes and keywords
6. *Keywords*: student-created Boolean search string from narrow issues and synonyms

A common method for comparing different sets of texts involves breaking texts into individual tokens or words (called n-grams, in this case unigrams). Having individual words available for each of the student selections of keywords, topics, and subjects allowed the librarians to compare tokens used in different contexts by students. Simply finding individual tokens used in completed student worksheets let the librarians track whether or not words appearing in topic proposals were used in correlation with student-generated subtopics and keyword lists. In effect, the librarians were able to track how word choice remained consistent or inconsistent depending on the context in which students were applying their search strategies. The output for this analysis was bar charts that counted the number of tokens for a given research topic.

Findings

Research questions for this study include: 1) Are students making the connection between the broad topic, their thesis statements and subtopics, and the search strings they are creating, 2) Do their thesis statements match the keywords they are listing, and 3) Which keywords are students using and which are the most popular? Each set of questions (*Thesis statement, Broad topic, Industry, Narrow issues, Synonyms,* and *Keywords*) were analyzed to explore how often search terms from one group appears in another. The charts below (see Figures 1-6) express raw counts of words compared across columns.

Subjects, topics, and subtopics

First, words that appeared in the *Thesis statement* were totaled and these words were searched across the other survey questions. A large amount of *Narrow issues* words also appeared in the thesis statement, followed by *Synonyms* and *Keywords*.

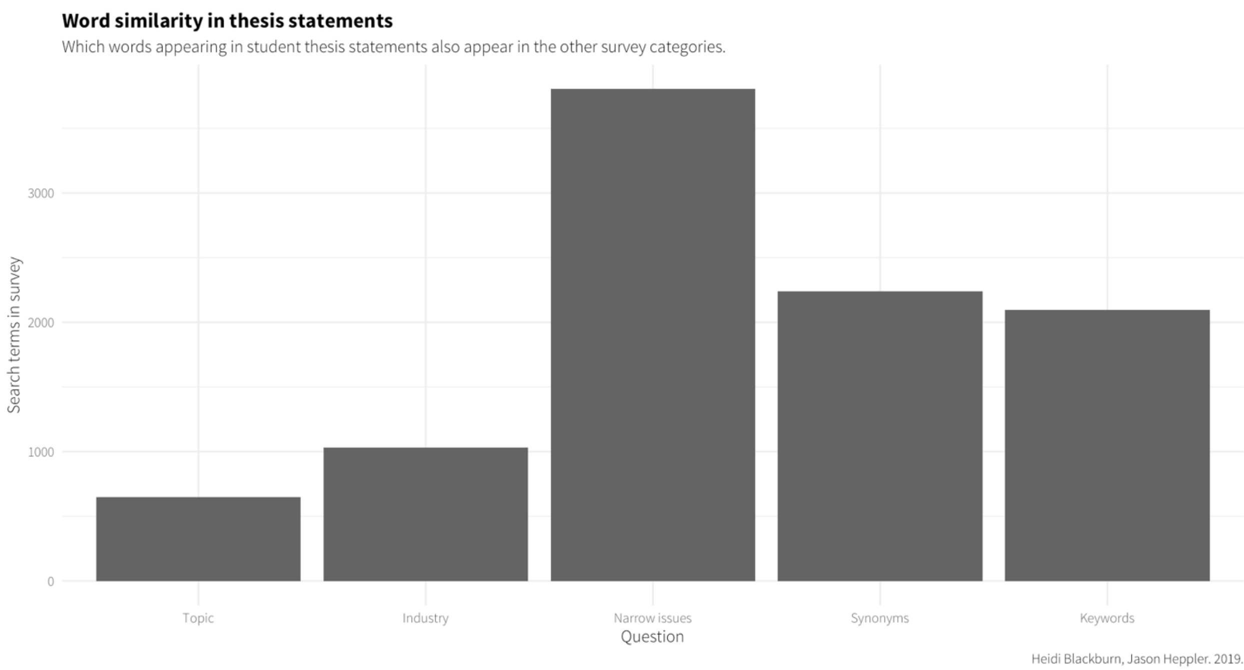

Figure 1. Counting similar words as they appeared in student *Thesis statement.*

How many words students used to describe their *Broad topic* were analyzed against the words they used in the other worksheet questions. In this case, *Thesis statement, Synonyms, and Keywords* share words with their topic vocabulary.

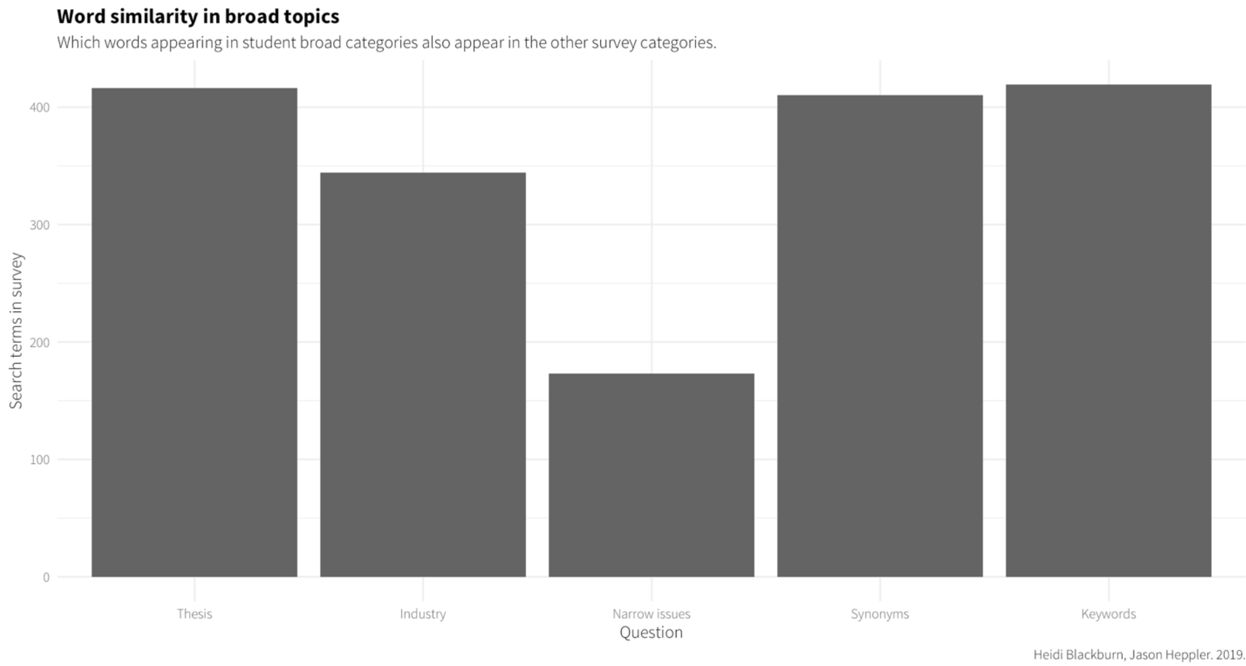

Figure 2. Counting similar words as they appeared in *Broad topic*.

Word usage from the *Industry* worksheet question was compared against the other worksheet questions. In this case, the students used *Industry* words frequently in their *Synonyms*, *Keywords*, and *Topic*.

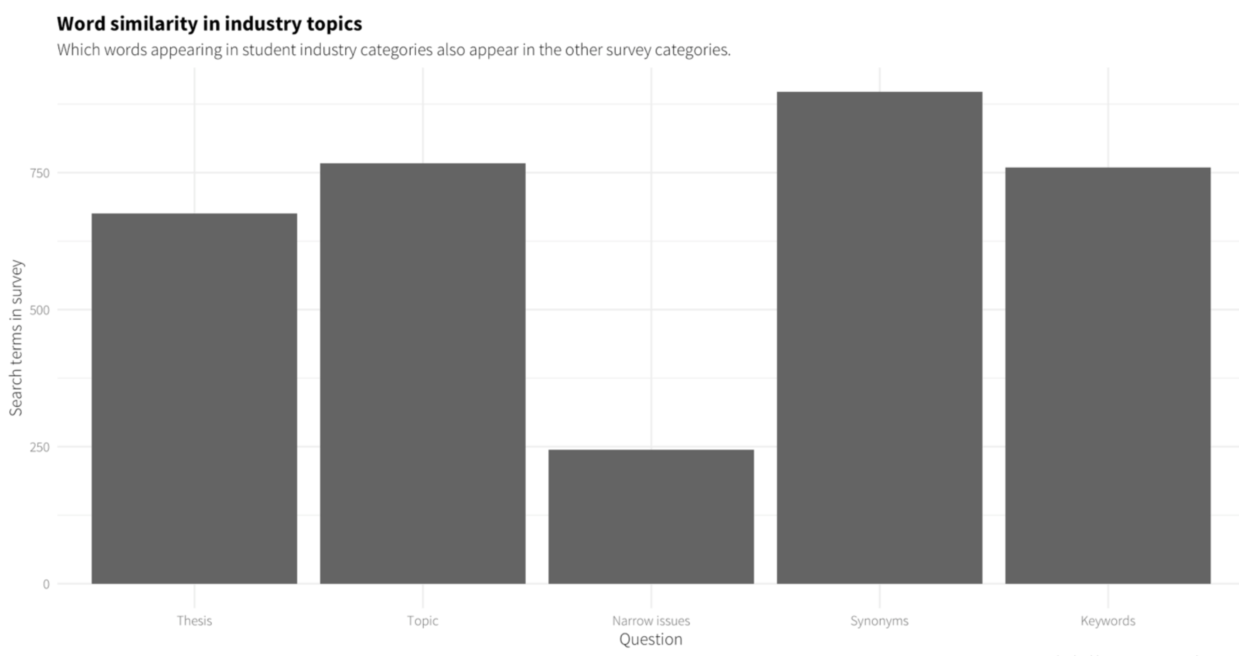

Figure 3. Counting similar words as they appeared in *Industry*.

Words that appear in their *Narrow issues* were analyzed against the other worksheet questions, finding that the words used to describe their narrow issue appear primarily in *Topic*.

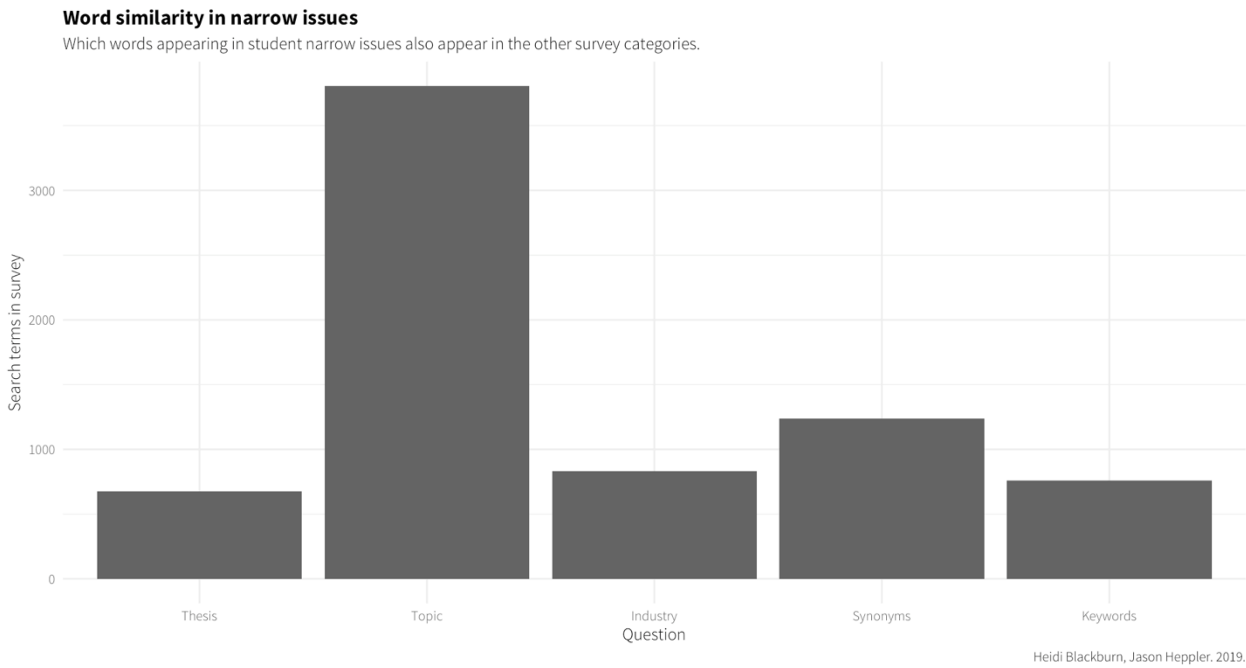

Figure 4. Counting similar words as they appeared in *Narrow issues.*

Analyzing student word usage for their *Synonyms*, the categories *Narrow issues*, *Keywords*, and *Topic* have the highest number of shared words.

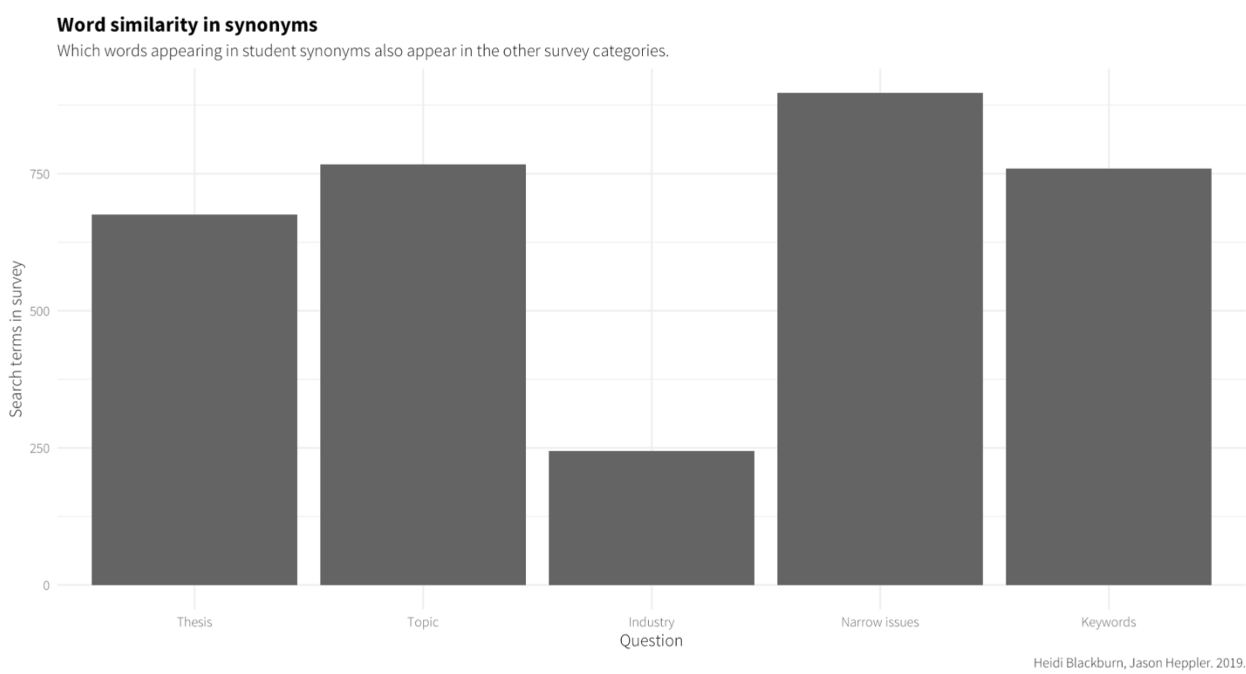

Figure 5. Counting similar words as they appeared in *Synonyms.*

Search strings

To compare the Boolean search strings students created, an analysis was run for *Keywords* and the categories of *Synonyms*, *Narrow issues*, and *Thesis statement* share the highest number of words.

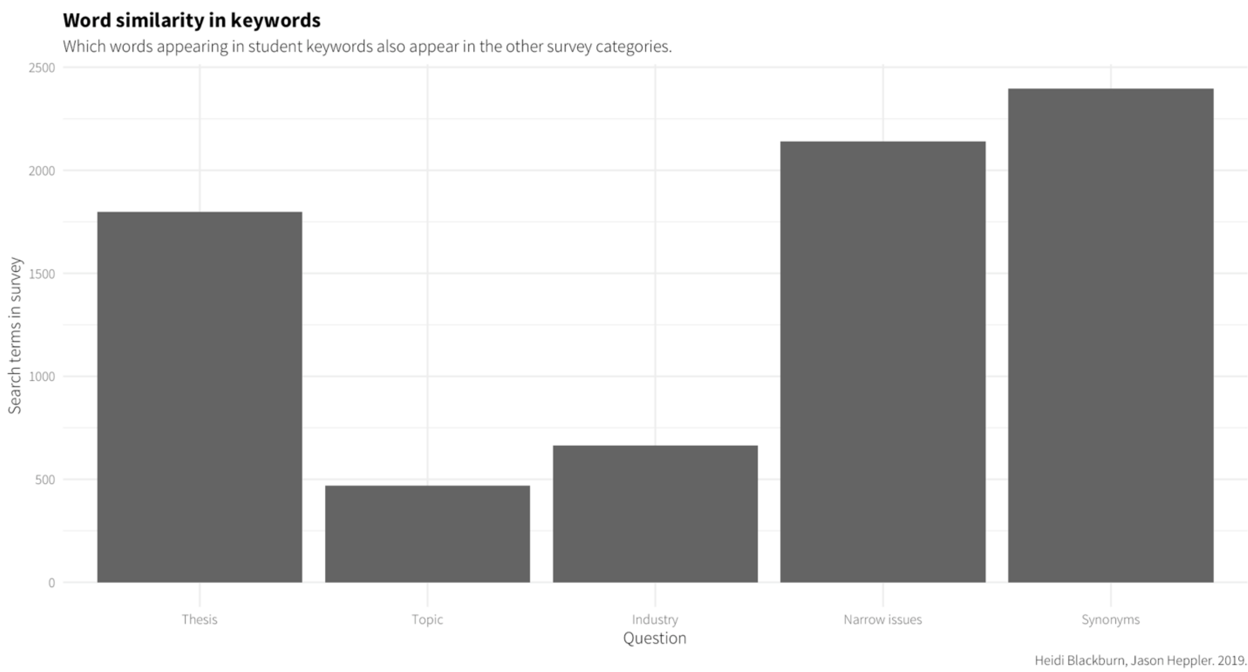

Figure 6. Counting similar words as they appeared in *Keywords.*

Popular keywords in Thesis statements

An analysis was run on topic sentences to find the most popular keywords among the *Thesis statements*. There were 2,647 unique words, including variants (work place, workplace) and plural alternatives (employee, employees). The top ten words included "should" (n=446), "the" (n=367), "to" (n=355), "a" (n=278), "and" (n=215), "for" (n=194), "in" (n=192), "of" (n=192), "be" (n=169), and "their" (n=121). After these words were discarded, the top twenty keywords were combined with their variants and ranked.

Table 1.

Top Twenty Keywords Used in *Thesis statements*

Keyword(s)	**n**
Business (109)/Businesses (22)	131
Improve (50)/Improving (26)/Improved (11)	87
Employees (51)/Employee (32)	83
Omaha	67
Needs (46)/Need (16)/Needed (2)	64

Company (38)/Companies (22)	60
Marketing	59
Plan (51)/Plans (5)/Planned (2)	58
Increase (40)/Increased (6)/Increasing (6)	52
Service (35)/Services (11)	46
Customer (33)/Customers (13)	46
New	45
Better	43
Implement (31)/Implementing (7)/Implemented (4)	42
Training (36)/Train (3)	39
Media	38
Social	35
Make	29
Nebraska	25
Online	24

Keywords indicated a pattern in proposal topics across classes that were geographically local, and appeared focused on 1) implementing plans that increased or improved employee-related policies and/or processes such as training and customer service or 2) implementing or improving social media plans for companies and/or businesses.

Limitations

There are several limitations to this study, including time and the collection of the data. Not every instructor invited the librarian to participate in their classroom, so data from every section was not collected. Likewise, data was not collected from the online courses. Additionally, students were frequently tardy to class (rushing to catch up with the class on the worksheet) or left early (did not complete the worksheet). This may have hindered a minute number of students from completing their worksheets mindfully but the authors did not compare whether students who attended class on time fared better on brainstorming their topic or not. This could be be measured in future studies by comparing the time stamp of the Qualtrics studies (started later or completed earlier than the average student in that class) with the results of the student’s worksheet using a rubric.

Conclusion

The outcomes of the study and the relationships between keywords and topics support the conclusions of Spahr (2015) in demonstrating that specific assignments involving business databases increase the use of these databases, and those of Stonebraker and Fundator (2016) who suggest that lower-level, discipline-specific instruction can yield significant positive results for student learning. Undergraduate students in Business Communications are making connections between their thesis statement, the narrow issues or subtopics within the topic, and the synonyms and keywords they use to create their search strings. However, the data were inconclusive on their grasp of connecting thesis statements and appropriate keywords. It appears they are still struggling to understand that the thesis sentence keywords may not be the best fit for narrow issues or subtopics. Although the data shows a high number of similarities between the words used in the thesis statement and the search string, the use of proper nouns such as "Amazon" or "Chipotle" would be expected for a business paper (so these keywords may be appropriate in both categories) but further research is needed in this area. A future analysis of each individual thesis statement compared to the created search string would provide a more precise answer.

The data also suggested students may lack comprehension as to what part any industry information may play in their research strategy at this stage in their business courses. The large similarities in words used across *Broad Topic*, *Industry* and *Synonyms* suggests that students are confused about the different levels and how to situate their topic within the concentric circles of *Industry,* then *Broad Topic*, then *Narrow Issues* before identifying *Synonyms* to create their search string. Students may be so narrowly focused on thinking of a certain number of subtopics for the assignment that they miss the larger conversation of how their new idea fits within the existing industry's customs or history. They may also focus so broadly on trying to provide solutions to a multitude of perceived company issues within their proposal that they cast too wide of a research net and cannot successfully complete the assignment because they did not frame the argument around one topic. Prior understanding about how industry information fits within the context of business research would provide students with a solid disciplinary foundation on which the business librarian could build when visiting the classroom.

Based on these findings, the business librarian made several changes to the library instruction curriculum and Game Plan Worksheet. First, since the current examples appeared to be unclear to students, new examples were provided on the worksheet to clarify concepts and complement instructions given verbally during class. Second, more time in class was dedicated to discussion on the difference between a broad umbrella term and an industry, including why every student would have a broad topic but not every thesis had an industry, such as theses focusing on non-profit businesses or university policies.

Librarians could use data visualization in a variety of classroom settings to assess student learning outcomes. Keyword lists, search strings, and mind maps could be analyzed to look for trends in comprehension and higher-order thinking based on classroom activities in f2f library instruction. Likewise, student work could be reviewed at the end of the semester by visually analyzing reference lists collected and provided by the instructor. Visualization could be used to highlight which research concepts appear weakest so changes can be made to the lesson plan for future instruction sessions.

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Appendix

UNO Criss Library Research Game Plan

https://tinyurl.com/UNOresearchgameplan

Collaborate for Student Success: Long Night against Procrastination

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Abstract

Want to collaborate with your writing and academic student success centers? Find out how to host a Long Night against Procrastination (LNAP) in your library, an outreach effort begun in 2010 by a German writing center peer tutor (Dreyürst, 2015) which spread to writing centers and academic libraries in the United States (Datig & Herkner, 2014). Discover how Northwest Missouri State University (Northwest) built a collaboration between student tutors, directors, and librarians in order to put on the event. Learn how to put best practices in place at your institution in order to impact student success and library outreach. A recent research study found that procrastination is related to "task aversveness, fear of failure, dependency, decision making and risk taking" (Afzal & Jami, 2018, p. 51), with educational interventions needed for students with low resilience. Attendees will actively participate in comparing and evaluating varied-size institution's specific experiences with LNAP events. With session attendees, the presenter will peer-review Northwest's initial LNAP checklist for implementation, assessment, and improvement strategies. Bring home a rationale and template for developing and hosting an LNAP event at your institution.

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Using Acquisitions: A Library's Steps for Ordering Books to Tracking Funds

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Abstract

How can an acquisitions librarian track a book from the ordering stage to the cataloging stage? At B.D. Owens Library, the acquisitions process allows liaisons to know when books have been ordered and the amount of money left for each liaison area.

At the beginning stage, books on an Amazon wish list go through a pre-check and are then purchased. Utilizing an Excel file and the Funds option in Sierra, the acquisitions librarian tracks each department's fund and keeps the liaisons on track for spending monthly appropriations. Department funds can be tracked in the Sierra Acquisitions model as well. The order records created in Sierra allow the acquisitions librarian to know of problematic books, relay messages to the cataloger through internal notes, and run lists based on price and fund. In the last stage, the cataloger is able to receive the book in Sierra and the acquisitions librarian can then create an invoice to show the book has been paid in Sierra, thus completing the process.

Smart Spending – Affordable Programming

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Abstract

Over the course of the last year, the library has offered many events and programs including Open House, Southern Welcome, Third Thursday community art event, Login at Your Library, Adulting 101 series, voter registration, National Library Week book end painting, Tea for Finals, and Open Education Week. The library budgeted less than $1000 for all of this programming! How did the library do it? It used current resources! Some of the programming only required a table, paper, laptop, and manpower. Partnerships are a must! Creating partnerships throughout the campus community enhances the library's ability to provide such programming as Adulting 101, which includes budgeting and finance, housing, mental and physical health, and job hunting. Working with other campus departments, such as art to provide free art displays and even daycare. We will explore No Cost and Low Cost options and discuss wise investments. It is possible to provide affordable programming and do more with less.

Be a Leader, Not a Boss: Creating a Unified and Fulfilled Student Employment Team

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Abstract

What is the difference between management and leadership? Sometimes they are one in the same, yet these two concepts can also be very different. While managers seek to maintain the status quo by upholding the current practices of an organization, leaders are visionaries. Leaders strive to create a workplace, team, and environment that is better than its current state. Managers implement plans handed down from higher leadership and react to current problems by choosing a strategy that will suffice in the moment. Leaders, on the other hand, are proactive. They problem-solve and create new strategies when the existing ones no longer work. In many ways the team (Access Services) that supervises the Library Services Desk at B. D. Owens Library is a management team. Team members do basic management activities, such as scheduling, time sheets, and evaluations. They manage the day-to-day operations of the Library Services Desk and delegate tasks to student employees. However, for the past two years, the Access Services team has attempted to go above and beyond minimal management to change focus and adopt true leadership practices in front desk supervision and operations.

The team questions operations and processes at the Library Services Desk, the “why” of practices, and what will make the front desk more effective, efficient, and welcoming—both for employees and library patrons. Access Services has continuously sought to make improvements to the student employment program by making changes in how the team communicates and seeks feedback from students regarding policies—especially those they are asked to implement. Additionally, the team turned its focus to creating a training program that will result in consistency in front desk operations and better understanding of library policies. Finally, Access Services celebrates life moments with student employees and attempts to bring fun and excitement into the work environment, making the Library Services Desk a welcoming place for both employees and patrons. The presenters will discuss how they questioned the status quo to create a better work environment and how others can instill this philosophy in their own libraries.

Revitalization of the Liaison Program

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Abstract

The library wanted to help facilitate growing the Library/Faculty relationship, and the liaison program is a perfect opportunity to do just that. Over the last year a committee was formed to rebuild and enhance the library liaison program. New initiatives included publishing a Library Liaison Program LibGuide, creating a timeline with communication templates, conducting a baseline survey and follow-up survey, face-to-face meetings between subject librarians and departmental liaisons, hosting a liaison appreciation event, and establishing a robust involvement in the department allocation and collection management process. We have seen an increase in open communication with not only department liaisons but all faculty, including instruction sessions for new faculty by librarians other than the Instruction Librarian, OER inquiries, faculty research consultations, and more student engagement with librarians. The positive remarks from both department liaisons and librarians have been flowing all year!

Maintaining Training

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Abstract

The presenter began her career in libraries in 2007 as a student worker. All student employees went through library training, but little did she know she would one day be the trainer, rather than the trainee. In 2014, the presenter became the library's HR liaison for their student workers, and began working on revamping the student training process. In this presentation, past student training procedures at Missouri Southern State University's George A. Spiva Library (specifically from 2007-2014) will be discussed, as well as the recent efforts to update and reorganize student workers training. This discussion will include training successes, like emergency situation training, cross departmental workers, individualized task orientation, as well as some of the failures, like library wiki, cross and LibGuide training. Details of the development and implementation of each training, as well as assessments of how and why the sessions did or did not work will also be discussed. The presentation will close with tips and thoughts that attendees can hopefully take back to their libraries to better determine what training they can offer their students to make them more successful in the library.

Understanding the Basics of Serials... and Beyond

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EBSCO Information Services

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Abstract

This program will focus on serials – magazines and journals, print and electronic, individual titles and packages. The session will feature aspects of collection development and collection management from selection to renewals, format changes and to ultimately in some cases, non-renewal. The session will also address the external facing business aspects of serials purchasing. Topics will include how serials vendors are compensated, service charge is calculated and points to consider when issuing a bid, RFI or RFP. Service agreements and contracts and suggestions for a successful library-vendor relationship will be addressed. The program will cover the basics of serials, best practices, how to ask the right questions when it comes to subscription management, and why things like financial outcomes do matter.

Off the Web and into the Fishing Hole: Simulating the Iterative Search Process through Active Learning

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Author Note

The authors would like to honor colleagues that have contributed to the transformation of this activity over the course of several semesters. This learning activity would not have been possible to implement without the close collaboration with Laura Barrett, Business Writing course coordinator. We are also grateful for the instructional assistance and insightful feedback from Karna Younger, Open Pedagogy Librarian, and Samantha Bishop Simmons, Undergraduate Learning Specialist.

Abstract

Authors describe a group instructional activity designed to simulate the iterative research process. Working in small groups, students generated questions at different levels of complexity related to their research assignment. Students categorized “exploratory” and “lookup” questions using a fishbone diagram. Students were then given a curated collection of sources to evaluate. Students matched sources that are likely to help synthesize an answer for each of the questions. This activity was specifically developed for students in a business writing class who are asked to write a persuasive paper to influence someone to donate to a non-profit organization. The activity could be easily modified for a different writing class. The assignment required at least six credible resources in addition to using the nonprofit’s website. Students were encouraged to use both openly available sources via the internet as well as licensed databases via the library website. Sixteen sections of the course are taught each semester by GTAs. Prior to implementing this new learning module, librarians conducted information literacy one-shots over the course of one week. This was an unsustainable amount of instruction, even for three librarians to share. The solution was a hands-on group activity designed by librarians and delivered by the course instructors. The authors used the “train-the-trainer” model and taught the GTAs how to deliver the activity to their own students.

Introduction

Undergraduate students often struggle to include a variety of perspectives when conducting research, especially when required to cite specific types of sources for an assignment. Internet-only search strategies to discover and access information may only result in easily discoverable familiar sources. All too often, when presented with unfamiliar content, students struggle to critically evaluate the credibility and relevance of the sources. One-shot instructional sessions presented by librarians in a flipped class can effectively introduce students to the research process and resources available from the library (Arnold-Garza, 2014); however, this method is not sustainable in a flipped course with sixteen sections each fall and spring semester. As an alternative to the one-shot, this paper describes an offline group instructional activity designed to simulate the iterative research process. The activity, conducted during the fifty minute, once a week session, is part of a fully integrated information literacy module that includes readings and video tutorials. Graduate teaching assistants (GTAs), who are the course instructors, facilitate the activity, rather than a librarian. This paper provides a summary of the group learning activity, including: identified challenges and key design goals; research and learning objects that influenced and informed the design of the activity; reflection on implementation of the activity; and next steps for assessing and improving the activity.

Design Goals

The activity aims to meet two primary student learning goals. One desired outcome is to effectively introduce students to unfamiliar relevant sources that meet requirements for their persuasive paper. A second learning goal is to influence students to think about the research process and their information needs before they start searching.

The activity's design works within two primary process requirements for administering the activity. First, the course instructor, without the presence of a librarian, must effectively facilitate the activity. Secondly, the activity needs to produce multiple deliverables for synchronous and asynchronous assessment. The assessment tools are collected for the librarians, in collaboration with the course coordinator, to later assess the effectiveness of the activity for continuous improvement.

Literature Review

Business Instruction

In a professional discipline such as business, librarians recognize the need for students to discover and access a variety of resources unique to the profession. While scholarly journal articles may be an appropriate information source for some assignments, the bulk of evidence that fits their information/research needs will likely be found in non-scholarly content that is produced and distributed by companies, news media, governmental organizations, trade associations, and other non-governmental organizations. While a significant amount of relevant content is available on the open web, undergraduate students often lack skills to effectively go beyond the consumer style searching strategies that prove effective in their daily lives. Students expect search to be fast and easy, so they need guidance to embrace the discomfort of academic and professional research that is slow and hard. Consequently, to discover and access the unfamiliar discipline-specific content, students need to learn how to use both internet search engines, such as Google, and other information retrieval tools, such as licensed databases.

Business librarians utilize various strategies for library instruction techniques common in other disciplines to raise awareness of licensed content available in the library (Spahr, 2015; Crozier & Wilson, 2018). This includes demonstrating database searches, creating short videos, curating course library guides, and more. The learning activity, described below, was influenced by an instructional activity designed to introduce students to unfamiliar genres (Liu, 2016). Using the concepts of buckets to represent databases, Liu (2016) placed tangible copies of business sources in plastic buckets representing the different databases used for discovery and access. In groups, students evaluated the credibility of the retrieved sources and discussed which tools provided the most relevant results and other discussion prompts. In addition to the learning activity described in this paper, the authors utilize slide-based lectures, short video tutorials and an open textbook chapter (Orth-Alfie, 2018) to encourage students to critically explore the limitations of Google search results and motivate the students to learn search strategies for academic and professional success.

Asking Questions

Asking better questions while formulating the initial search strategy is an essential step to achieve relevant research results, no matter what tool you are using. Information retrieval system development is based on human-computer interaction studies which include research on Web search behaviors. For example, computer science researchers White and Iivonen (2001) studied the user's question formulation as it related to the first search strategy and concluded "that researchers should consider question characteristics as an influential factor in search decisions … Failing to consider explicitly question characteristics hides their influence" (p. 737). Asking questions was also part of a Project Information Literacy study finding that out of the 1651 graduates surveyed "less than a third (27%)—agreed that college had helped them develop the ability to formulate and ask questions of their own" (Head, 2016, p. 56).

Formulating effective research questions is a skill that needs to be scaffolded during information literacy instruction. The focus on questions is not new to information literacy pedagogy. Librarians often use worksheets and other tools to help students develop a research topic and explore keywords. Frequent prompts offered include questions about the "who, what, where, when, why, and how" of a topic. Nevertheless, undergraduate students may still be ineffective at formulating questions to inform their research strategies.

In developing the fishbone activity, the authors sought to not only influence choice of search tools, but also to improve question formulation early in the research process. The activity focuses on question formulation by explicitly distinguishing between two types of questions as either "lookup" or "exploratory search" as described in Marchionini's influential work (2006). Hypothesizing that internet search engines are well designed for fact finding (i.e., lookup questions) but not as effective for complex exploratory questions that are part of learning, the authors equated lookup questions as information needs that can likely be answered through an internet search. Thus, training students to explicitly identify exploratory search questions before searching could motivate students to use multiple discovery tools.

To easily visualize the two types of questions, the authors adapted a "fishbone" diagram facilitation tool to use in the learning activity described in this article. There are benefits for adapting the fishbone diagram for information literacy. The tool is a group activity familiar in both business and academic settings and is used to identify root causes of a problem. Using this tool, facilitators encourage groups to ask complex "why" questions. A fishbone diagram, similar to a mind map, also visually simulates the nonlinear research process.

Train-the-Trainer

The "train-the-trainer" model is an effective way for library instruction to reach more students (Hartman, Newhouse, & Perry 2014; Watkins & Morrison, 2015). In this model, librarian instructors teach GTAs and other higher education course instructors how to deliver a lesson on information literacy skills. Then, the instructors deliver the lessons to their students. In this way, librarians are able to multiply the effects of their instruction and reach students they may have never otherwise encountered.

Students outnumber librarians at most institutions by an even greater factor than they outnumber faculty. For librarians to provide one-shot instruction to every student on campus would be an inefficient use of human resources, even if it were possible to do so. Many academic libraries are choosing to adopt the train-the-trainer model as one method for increasing the efficiency of their instruction program (Hartman et al., 2014; Gilman et al., 2017; Watkins & Morrison, 2015) They have found that there are other benefits to implementing this strategy beyond just efficiency. When the trainees are graduate teaching assistants, using the train-the-trainer model means that these students will also reap the benefits of information literacy instruction (Hartman et al., 2014; Watkins & Morrison, 2015). In the study conducted by Watkins & Morrison, the GTAs reported that participation in the program improved their pedagogy, even when teaching topics outside of information literacy (2015).

Description of Activity

Part One of Activity

Before students begin the fishbone activity, the course instructor presents a brief lesson on the two different types of questions that they will be asked to generate. Students are taught that exploratory questions are complex, have many possible answers, and often multiple sources must be consulted to find these answers. An example of an exploratory question about a non-profit might be, "How trustworthy is this organization?" Lookup questions, on the other hand, have one right answer and any credible source will have the same answer. An example of a lookup question is, "Who is the CEO of this organization?" Students are then instructed to draw a large fishbone diagram and populate it with five questions of each type (see Figure 1).

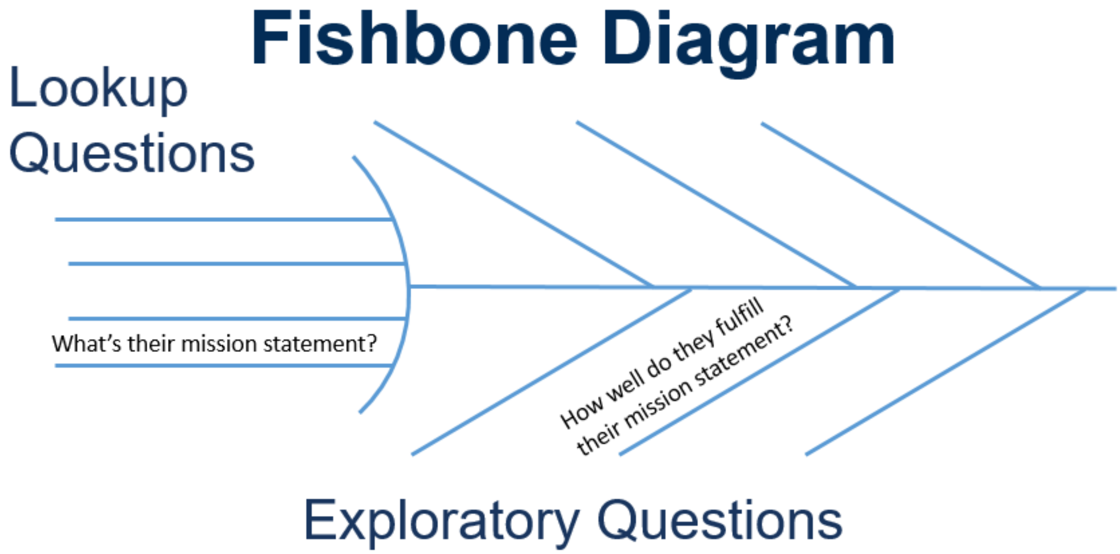

Figure 1. Example of a fishbone diagram shown to students

Part Two of Activity

Once the groups have finished brainstorming questions, the instructor distributes a source kit to each group. The source kit contains 15 facsimile sources with corresponding laminated citation "tags". Each source facsimile gives students a snapshot of what type of source it is and what information it contains. These sources include scholarly articles, popular media, webpages, as well as disciplinary specific content such as the nonprofit's Form 990 tax filing.

Students then examine their sources and consider which of the questions in their diagram could be answered by information found in their sources. For example, the answer to the question "who is the CEO of this organization?" can be answered by looking at only one credible source such as the company website. The student who has the citation for the company website can place that citation on or near the question. Students can match a source to more than one question (because each source comes with multiple citation tags) and some questions may merit being matched with multiple sources. For example, the company website could potentially have the answers to several lookup questions, so the student who has that source could place multiple corresponding citation tags. Ideally, the students will match multiple sources to their exploratory questions. Students are warned that there are two "questionable" sources in their kits that may not be good sources of information to use. The hope is that these sources do not appear on their diagrams at all because students should recognize that these sources are not authoritative in this context.

Part Three of Activity

In the final ten minutes of class, students respond to the questions below in a one-page reflection. The authors look forward to using these reflections for assessment of student learning after they have been de-identified.

1. What's one exploratory question you came up with?
2. What's one lookup question you came up with?
3. Describe why any sources were not matched.
4. Describe why any questions were not matched.
5. Do you notice anything interesting about your diagram?
6. How can this activity help you with your assignment?

In addition to meeting with the GTA instructors to train them to deliver the lesson, the authors also developed the "BUS 305 Information Literacy Session Teacher's Guide" which provided a brief activity outline, a script, a list of materials, and suggested discussion questions (Orth-Alfie & Mahan, 2019).

Reflections on Implementation

Logistical Issues

There were some unexpected logistical issues when it came to implementing this activity in the classroom. There were only enough kits for one class to use at a time, meaning that the kits had to be moved back and forth between two different classrooms over the course of a day. The kits proved time consuming to pack up, making these transitions even more difficult. One of the two classrooms had desks rather than tables, making the group work required by the activity more cumbersome for students. Finally, some classrooms did not have large sticky notes or sheets of butcher paper available so students resorted to drawing their diagrams on notebook paper.

Student Learning

The authors were able to take photos of many of the students' final fishbone diagrams and get a general sense of how well they understood the major concepts with which they had been asked to grapple. There were some exemplary diagrams that showed exactly what the authors hoped to see. There were also many diagrams that did not. For example, some of the pictures showed that students' exploratory questions had been matched with only one source, but one of the major lessons the authors hoped students would take away from this activity was that they should consult multiple sources to answer an exploratory question. It is possible that these images are showing an incomplete diagram because students may have started clearing away their citations by the time the photo was taken, as the authors encountered this several times over the course of implementation.

Some groups also clearly struggled to brainstorm questions and failed to generate the suggested ten questions, even with prompting and guidance from instructors. The authors have considered how to address this problem and will revise the instructors' guide accordingly. One idea for future sessions is to give students the opportunity to each write their own list of questions during the lesson on question types. This way, when it comes time for them to suggest a question to write on the fish diagram, they may feel less self-conscious. The authors also think that there could be more question development exercises built into the activity to give students more practice with this essential skill before they are asked to brainstorm questions for their diagram.

The authors will revise both the teacher's guide and their approach to training the GTAs for the next iteration of the activity in fall 2019. The GTA instructors will receive more guidance specifically in helping their students brainstorm questions. Whether the authors will be able to meet with the GTAs more than once or for a longer training period will require some negotiation with the course coordinator. The teacher's guide will provide more structure to the question brainstorming activities which should hopefully supplement the training the GTAs receive.

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Open Educational Resources: Build a Lesson Using Free Government Resources

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Abstract

This paper describes a collaboration between an education information librarian, a government documents librarian, and an instructional designer. Together they developed a template for constructing an Open Educational Resources (OER) lesson that used government documents. They selected general topic areas and curated freely available, online resources. Through the lesson, they want to inspire learners to become researchers through a collaborative group project using guided inquiry activity and government documents. This article discusses the process they used to locate, evaluate, and organize resources, along with a pedagogical method that educators and librarians can use to construct lessons by using public domain government documents.

Introduction

"Open Educational Resources are teaching, learning and research materials in any medium that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others" (Creative Commons, n.d.). While a popular argument for using OER rests on the lack of cost, the key to OER teaching opportunities is the five R permissions of OER: reuse, revise, remix, redistribute, and retain (Williams, n.d.). Open Educational Resources (OER) provide the instructor with unique teaching opportunities to deepen learner engagement through research. Building upon the benefits of open pedagogy, the authors developed an OER lesson template to teach research skills using government documents available in the public domain which learners could use to create a narrative.

Using OER actively involves learners in research and decentralizes the learning. OER terms of use allow learners to freely peruse, deconstruct, and reconstruct materials into narratives that are meaningful to them. Selecting and adapting these materials from a wide range of media types is a 21st century skill that complements the classic skill of organizing information into a narrative. Strengthening these skills benefits learners from all academic levels and ages. This approach democratizes information by increasing interaction with the content and broadening learning beyond the classroom. Decentralization of learning occurs as learners become active researchers rather than passive consumers; the learning becomes less dependent on the instructor. Called open pedagogy, it is defined as "a practice of engaging students as creators of information rather than simply consumers of it" (University of Texas at Arlington Libraries, 2016). Open pedagogy becomes more than a vehicle for activities; it becomes an entire research framework.

Most federal government documents fall under public domain and therefore qualify as OER. The United States government takes interest in a great variety of subject matters, ranging from Mars weather reports to snickerdoodle cookie recipes (National Aeronautics and Space Administration, 2014; United States Army, 2003). Researchers can find materials on nearly any subject imaginable, many of which are primary sources and are the outcome of federally funded research studies. Increasingly, government documents are being digitized, which provides unprecedented, free access to huge swaths of information and artifacts both current and historical.

To unpack these resources and practice research skills, learners need tasks that immerse them in OER content and allow them to discover how to use information. Instructors can devise activities that entice learners to explore resources through properly scaffolded instruction. Since locating and using individual resources can be complex, simplifying the process eases students into research. By strategically curating materials, instructors can direct learners' research process and promote their success. The librarian, who can navigate resources and minimize frustration, is a key partner in this process. The open pedagogy process needs a librarian and teacher who will collaborate to develop instruction and enrich learning. An example of this partnership is demonstrated through the lesson plan created by the authors. Beginning with a collection of government documents and guided themes, the authors created a lesson to teach the process. These activities take advantage of the accessibility and depth of OERs while offering opportunities for continued research.

Review of Literature

Open pedagogy or open educational practices, facilitated by OER, deepens student engagement through active learning in which learners create information. Wiley and Hilton proposed the phrase *OER-enabled pedagogy* and defined it as "the set of teaching and learning practices that are only possible or practical in the context of the 5R permissions which are characteristic of OER" (2018, p. 135). OER-enabled pedagogy not only allows learners and instructors to use OER, but also allows them to become active participants in the creation of OER. Assignments can become artifacts that can be used as OERs. Ehlers and Conole state, "Learners are then not only receivers but also creators of knowledge and resources" (2010, p. 6). This is echoed by Blomgren who said, "Using OER requires students to be participatory in their own learning" (2018, p. 63).

OER-enabled pedagogy uses methodology that improves student engagement. Barkley identified approaches to improve student engagement and found that "students need to be active participants in their own learning. That means they don't just memorize information; they use higher order skills such as application, evaluation, and synthesis" (2010, p. 66).

Both OER-enabled pedagogy and the ACRL Frame "Research as Inquiry" to promote engagement with and synthesis of information (Association of College & Research Libraries, 2015). Yu connected this frame to curiosity which "is the fuel that drives information gathering and the pursuit of new knowledge" (2017, p. 1). Badke used this frame to encourage students' use of information for creating solutions and to engage students in active learning (2016). Badke stated, "In our Google culture in which 'research' is often merely finding things out, the much more significant skill is identifying a problem and tackling it" (2016, p. 65).

However, there are two barriers to the implementation of open pedagogy: concerns regarding quality and the need to develop new roles. "Skeptics of OER question the quality of such resources and contend that the content and approaches have not been vetted through the processes inherent to the publishing industry" (Blomgren, 2018, p. 64). In addition to concerns about quality, concerns about disconnect from real life arise. "Resources designed for HE [Higher Education] students may not be useful to the public in general. Resources made accessible to learners in informal contexts by including pedagogic support are made less valuable to teachers who want to repurpose them in different pedagogic contexts." (Beetham, Falconer, McGill, & Littlejohn, 2012, p. 11). In answer to this concern, the use of government documents for this workshop provides learners with quality resources that are freely available to the public and not curated specifically for classroom application. Use of these resources also encourages them to develop the lifelong skills of locating and evaluating this information. Open pedagogy addresses this concern of quality by providing learners with a context to evaluate resources for their research. Learners become responsible for evaluating resource quality as it applies to the creation of their narratives.

> The practice of evaluating quality up front or assigning a certain level of quality to a resource disconnected from its educational practice is counterproductive. Furthermore, it is not possible to define overarching quality criteria for educational quality which guarantee high quality without regarding the context of a learning environment. (Ehlers & Conole, 2010, p. 5)

The approach developed by the authors replicates real life research using quality resources that can be used outside of the classroom setting.

To support the application of open pedagogy, new roles must develop.

> [O]pen practices demand new kinds of expertise and this expertise needs to be rewarded, whether through financing of new roles or recognition for new skills that existing staff have developed. Open practices often cross boundaries between academic and para-academic roles, and can have powerful consequences for how academics perceive and play out their identities. (Beetham et al., 2012, 11)

Using the expertise of librarians and instructors, the authors are proposing a new partnership in which expertise can be shared through collaboration. In addition, learners become active contributors.

Developing new roles and overcoming concerns about quality will create a bridge that has been missing to launch the further use of OER.

> It is also true that the international community of educational practitioners more and more realizes that the pure access to digital educational resources is not causing the expected take off of educational availability for all or have the expected impact on renewing educational agenda, setting and environments, neither building better quality educational practices. The missing link is the practice dimension. The sole availability of resources has never been sufficient motivation, and has not been sufficient opportunity to change educational practices within organization, policies or individual behavior. (Ehlers & Conole, 2010, p. 5)

The authors propose an activity model to facilitate OER implementation.

Finding Government Resources for an OER Lesson

To develop an open pedagogy activity which addresses concerns about quality and helps to develop new roles, the authors located materials for the activity.

In the search for materials, the authors discovered unique terms of use and fascinating stories. Although the authors sometimes discovered materials serendipitously, each item needed careful examination. A resource can both exist in the public domain and be copyrighted, and terms of use may vary between federal and state government documents.

While exploring the library catalog during a slow reference desk shift, a government documents librarian explored her personal interests: resources about Japanese Relocation Camps that could be used to develop a lesson on OER. The library's online catalog had several materials about Japanese Relocation Camps. Among them was the book, *When the Akimotos Went to War* (Elms, 2005a; Elms, 2005b), a government publication issued by the American Battle Monuments Commission.

Initially, this book looked like a prime candidate for an OER workshop: it was available in both print and online formats and the online version included links to timelines and additional resources. Unfortunately, upon further examination, the authors discovered that the book is copyrighted by the American Battle Monuments Commission, so it could not be used. But it caused the authors to wonder, "What else is in the government documents collection that is in the public domain?"

Later, while pulling materials from the National Park Service section, the government documents librarian discovered *Attu Boy* (Golodoff & Mason, 2012a). The library's catalog showed additional iterations of *Attu Boy*: the government-issued eBook version (Golodoff & Mason, 2012b) and the University of Alaska Press's tangible and eBook versions (Golodoff, 2015). The government versions are in the public domain while the University of Alaska reprints, both physical and in the EBSCOhost eBook collection, are copyrighted. This discovery sparked a search for background information about Attu Island in World War II. Several catalog records for print materials included links to their online equivalents. Further materials were located by searching *USA.gov*, the official public portal to government information, which offers a user-friendly search engine and aggregates state and local documents in addition to federal information.

The government documents librarian shared discoveries with the education information librarian and the university instructional designer, who were looking for OER examples to use in rebooting the university's OER program. Among these were two examples of using government documents from the World War II era to create narratives: a 5th grade teacher created *When the Akimotos Went to War* (Elms, 2015b), and a middle school student created a History Day project about the USS Indianapolis that led to the partial exoneration of the captain (Alvarez, 1998). The authors quickly realized the material's potential to introduce research skills using government documents to create narratives that could be licensed as an OER. Narratives created using government documents can extend beyond the classroom and become major class projects, courses, publications, and even legislation. Moreover, they realized that government documents span disciplines, can be adapted to all academic levels, and are an underutilized gold mine of information. In addition, the authors made connections to common core standards, higher education learning goals, and the ACRL Framework to focus the content and demonstrate applicability across age levels.

In order to show how to create a narrative by using government documents, the authors developed a template to guide learner research. Since the initial research dealt with World War II, the authors collected materials on additional World War II topics through searches in *USA.gov*. Again, the issue of copyrighted and public domain materials surfaced; not all information located in *USA.gov* is in the public domain. Since a goal of the project was to introduce learners to OER, only materials in the public domain were selected. Nevertheless, copyrighted materials that were passed over provided ideas for further research to locate OERs.

In order to engage learners' interests, the authors selected information about celebrities and events from World War II that continue to influence popular culture; they organized the material to support the creation of narratives. Then the theme of sacrifice was selected to focus research and creation of a narrative. *USA.gov* had treasures including collections in the National Archives, the CIA, and the FBI Vault. Searches led from one agency to the next in a seemingly endless web of related materials. For instance, it was known that Julia Child had worked for the Office of Strategic Services (OSS) during World War II. A search for information about her work in *USA.gov* led to the National Archives and to personnel files from the OSS covering the war years (National Archives, 2018). That in turn led to materials from the CIA and the Library of Congress.

The government documents librarian knew that *USA.gov* acts as a gateway to government resources and would include information about World War II, including materials from agencies such as the State Department, the Center of Military History, the Library of Congress, etc. Using simple keyword searches, she easily located multiple digital public domain resources for each topic in *USA.gov*. For instance, a search for baseball great Jackie Robinson and "court martial" led to resources about his World War II court martial as well as other materials concerning his baseball career and his involvement with the Civil Rights movement. In addition, a search for Marlene Dietrich and OSS led to materials about her wartime service; a search for Glenn Miller and World War II led to documents concerning his enlistment, service, and disappearance; and a search for the sinking of the USS Indianapolis led to survivors' narratives, Captain McVay's "After Action Report," and other materials related to the disaster. All the resources were found using a publicly available portal and simple search strategies. While libraries participating in the

Federal Depository Library Program may hold some of these materials in their physical depository collections, anyone can access the digital iterations using the internet.

In gathering resources for this project, the authors were continually reminded that research is an ever-evolving process. New information shifted parameters and led to further discoveries. The process was fascinating and rewarding. Staying on task became a challenge, as there were so many possible research directions; many fascinating additional resources could have been used in the workshop. The authors constantly reminded themselves that their purpose was to engage workshop participants in the research process using government documents to create an OER, not to explore every trail that appeared along the way. The authors hope to inspire workshop participants and future learners with the experience of being pulled into research and wanting to learn and explore more.

Designing the Lesson Plan

With a trove of interesting and primary documents, it became clear that a guided inquiry-based learning approach would make the best use of the depth of materials and allow learners to connect the information they had discovered into narratives. Within these sources lie many implicit and explicit stories and relationships that become visible when the sources are examined as a larger body. As learners sift through these materials, the main lesson goal would be to discover meaning and develop their own questions, stories, and connections.

Giving learners a large quantity of materials without direction would likely lead to confusion. They might not know how to find connections, see value in the artifacts, or look for things that interest them. An idea or theme to interpret these materials would grant a starting point. Providing learners with a guiding theme such as ‘sacrifice’ asks them to define their own values and use those definitions to launch their own narratives. Inquiry-based learning that uses curated resources allows novice researchers the opportunity to explore resources and create a narrative without the complications of locating materials or grappling with source quality. Additionally, an inquiry-based approach facilitates the development of key information literacy skills, such as the synthesizing of themes from information gathered from multiple sources and drawing relationships between ideas and resources. These are secondary objectives that can be met as consequence of achieving the primary goals.

To guide their immersion into the materials, learners are given roles and a worksheet. They explore the resources through roles as recorder, presenter, or manager. This encourages teamwork and divides labor so the project can be completed during the allotted time. Furthermore, the structure of the worksheet provides a guide for recording and connecting ideas.

The learner engagement of this activity accomplishes learning goals featured in many national standards and aligns with multiple education levels. To demonstrate the exercise’s universal applicability, it has been aligned to PreK-12 and higher education learning objectives (e.g. Missouri Department of Elementary & Secondary Education, 2018; Association of College & Research Libraries, 2015). The activity is easily scaled, as the outcome relies heavily on the learners’ narratives and how they evaluate and process information. By emphasizing the process, learners can refine their own research skills and focus on exploring resources. In addition, the skills developed can transfer to a variety of different modes and platforms.

Learner Assessment

As an inquiry-based learning activity, the learners' reflection on the process and product will demonstrate their level of skill mastery. The overarching goal of the activity is for learners to develop research skills by creating a narrative using government documents.

Some groups will create stunning stories and others will struggle to establish connections. While a successful narrative would mirror successful interactions with the materials and effective recognition of patterns and connections, these are complex research skills that develop over time through experience. A group of learners can also develop research and narrative development skills through failure.

In success and in failure, asking learners to reflect on their work and their process emphasizes skill building and the inquiry process. This can include reflection on the process, the materials, their concepts, the labor of the group, the narrative, and even their group's success or failure. Ultimately this is a lesson that focuses on the process rather than the product.

Evaluation of Lesson Quality

In addition to student reflection on the process, instructors benefit from reflecting on the lesson they created. Because this activity can be implemented with almost any set of resources or topic, the first area to examine is the items curated for the students. For example, did the materials facilitate the development of a narrative, could students navigate the resources, and was the amount of resources appropriate for the activity.

Secondly, instructors should reflect on how well the activity was conducted. Through reflection, instructors can review each of the following activity elements:

- What was the lesson objective?
- What was the guiding concept or theme?
- Were the curated collections appropriate and effective for the activity?
- Could learners navigate the collections?
- Was enough time allowed for the activity's process?
- Were learners able to define the theme in their own terms and use artifacts from the collections to demonstrate that theme?
- Did their reflection meet the learning goal?

Through reflection an instructor may realize that students struggled to conceptualize a narrative. As a result, it may be helpful to show examples of narratives created using government resources, such as the publication of *Attu Boy* or the legislation exonerating Captain McVay. As the learners grow through their reflections, instructors should continue to refine the activity to meet their learners' needs.

Conclusion

The steady digitization of primary documents in government archives shifts the role of librarians into a more active part of the teaching process. OERs that can be accessed from anywhere through an internet search are both everywhere and nowhere, hidden just beneath the surface of a browser search. Librarians become key to locating and organizing these staggering amounts of information that were formerly available only as tangible resources in repository libraries. Furthermore, there are unique copyright considerations for government documents that librarians are also particularly equipped to navigate. These include sorting through materials that are in the public domain, copyrighted information, and documents that have multiple terms of use. Librarians need to help instructors comply with copyright while they incorporate OER materials to create instructional materials.

Often, learners do not know these resources exist, so instructors have the priorities of structuring lessons and activities to introduce them to these resources. The librarian becomes the tracker, the sleuth, and the finder of invaluable instructional resources. Without the expertise of the librarian, using these materials is too time-prohibitive for most instructors as the demands of creating instruction continue to grow. With the librarian's help, instructors are no longer restricted by social, geographic, or economic barriers and can construct lessons and activities around professional-grade primary resources. As the authors share this learner engagement activity with instructors and librarians at all academic levels, they are excited about the power of human stories to create contextual connections and teachable moments as learners engage in research. Someday these novice researchers may develop world saving solutions.

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Old Acquaintance - New Friend...Library and IT Partnerships

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Abstract

In November 2017, Saint Louis University Libraries and IT debuted an innovative service model where three independent University units work in tandem providing a one-stop "ask SLU v" helpdesk. Three independent managers maintain separate student workers and FT staff who work together. The session, presenting the benefits of a combined workspace comprised of multiple independent units, will cover three main areas: what is working, what is challenging, and what are the next steps in the management of the service model. Following a brief history of the partnership, the presenters will discuss in-depth communication strategies highlighting organization charts, mission, goals, meeting schedules, calendar issues, discipline, and universal expectations. A small group activity will follow asking participants to identify potential partners and prioritize common outcomes and goals. Challenges will be highlighted and discussed, including hours of operation, physical plant ownership/boundaries, and enforcing universal expectations and behavior. The importance of following through on difficult decisions will be emphasized including personnel issues, financial, and communication issues. A second small activity will brainstorm solutions to management challenges using real-life scenarios. Next steps will be discussed in the third portion of the program highlighting cross-training, recruitment, and big-picture visioning. Questions will be encouraged throughout the session, but a formal Q&A will end the session.

Display and Exhibit Design: Maximizing Existing Spaces for Outreach and Stakeholder Engagement

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Abstract

Exhibits are an immediate way to interact with patrons in academic library space. In creating engaging exhibits that promote collections, services, or expertise, library staff showcase what their institutions have to offer. Dynamic, relevant display and exhibit spaces benefit from the coordination of a variety of stakeholders as part of wider efforts of promotion and outreach for an academic library. Using exhibits as outreach opportunities employs under-utilized spaces in library buildings and brings in groups such as campus partners, student organizations, or campus faculty promoting their work and expertise.

The libraries staff at Indiana University Bloomington maintain an extensive roster of display and exhibit spaces. The model behind this effort involves spaces built for exhibition as well as those adapted for this purpose. Staffing involves exhibit coordinators, student assistance, and a variety of rotating partners. This model scales to other academic institutions that do not have as many specific exhibit spaces set aside.

This is not only a discussion of the ways to expand a definition of exhibits in library spaces, but also how to gain interest in engagement with these initiatives. Bringing in stakeholders and communicating what library exhibits do for their work is valuable for the continuing success of a library exhibits program.

Introduction

For the scope of this paper, the author defines exhibits in academic libraries as any collection of information presented to provoke thought. In *Exhibits in Libraries: A Practical Guide,* exhibitions are "communication tools or vehicles of memory institutions that allow the public to access the memories these institutions hold" Brown and Power detail that "an exhibit is a collection of items that are considered a unit… while a display, in contrast, is a collection of objects that offers the visitor… a title and perhaps identification labels" (2006, p. 16). Displays are quicker to pull together, while exhibits benefit from a bigger concentrated effort with more stakeholders.

The author conceptualizes each display location in a library as a built-in opportunity for outreach. As libraries act in partnership with campus units, their exhibits and displays tie to campus initiatives, current events, or student projects. Whether it is a small bookshelf with half a dozen items, or a collection in a vitrine, each display has a curator who describes it and gives context to the selections they make for the given installation.

In a survey conducted as part of the ARL SPEC Kit 317, "Only 19% of the libraries responding had 'a person or position charged with primary responsibility for exhibits.'" Additionally, "The majority of respondents (51%) say that responsibility varies depending on the exhibit" (Berenbak et al., 2010). This survey focused on special collections outreach, however team-based, or collaborative work is common more widely in academic library exhibits. The author recommends this team-based approach to best inspire and instruct through exhibits on a college or university campus. For the library professionals who wish to curate exhibits, identifying content for a selection of spaces and cases seems an overwhelming task. The staff in the Indiana University Libraries have a myriad of strategies to overcome this barrier and curate content from a variety of sources and disciplines.

Review of the Literature

There is good coverage in the literature on strategies for conceptualizing, designing, and mounting exhibits in academic libraries. A notable example is Brown and Power's 2006 book, *Exhibits in Libraries: A Practical Guide* (Brown & Power, 2006). Swanick et al. also provide a comprehensive look at practical curation (Swanick, 2015).

A Scopus search for "Libraries AND exhibits AND outreach" in June 2019 returned 48 results. As noted by Hildebrandt et al., many articles focus on National Library of Medicine traveling exhibits (Auten et al., 2013; Faricy-Beredo, 2013; Hildebrandt, Knight-Davis, Pionke, & Cougill, 2019; Tuohy & Welch, 2019). Another common theme in the literature is library exhibits centered on campus-wide initiatives, such as large-scale event series themed around the world of Harry Potter (Sclippa, 2017).

Little literature exists on converting or optimizing existing spaces in academic libraries for outreach and collections promotion. Sparse literature exists on standalone book displays as outreach efforts. In recent years, the focus has continued to shift to centering voices of color, queer voices, women's voices, student voices, and other traditionally underrepresented populations (Chen, Thoulag, & Waddell, 2018; Onciul, 2015). The Smithsonian mounted an exhibition in this vein in 2017, *Many Voices, One Nation*, that explores how the U.S. came to be through the lens of various groups including colonizers, immigrants, slaves, and native peoples (National Museum of American History, 2017).

Optimizing Library Exhibit Space

Library Space and Opportunities

An academic library is often in a state of flux, with various areas of the building used for different functions and some in phases of renovation. There may be a certain amount of space always used for outreach initiatives and other corners of the building less commonly used in the current scope of the library. When investigating exhibition opportunities in a library, these lesser-used spaces provide opportunities for outreach. The Indiana University Libraries' strategic plan encourages the creation of exhibits and displays for the role they play in collections discoverability. Exhibits are used to "portray experiences of a variety of groups and communities." (IU Libraries, 2016). Looking for language within an institution's strategic goals is one way to explore opportunities for collaborations with campus partners.

A journey around Herman B Wells Library reveals dozens of display cases, book shelves, and other spaces bursting with potential - some cases that cling to the lobby walls, others on each floor of the research collections stacks, and bookshelves beckoning from cozy reading corners. Both built and modified spaces in the building are used for exhibits. Standalone tables serve as book displays, as well as built-in shelves. Each of the ten floors or research collections contain the aforementioned poster cases. Additionally, on occasion, digital monitors throughout the building are used for exhibits rather than advertisements, as is their usual function.

The author has a dedicated exhibits space in the Scholars' Commons, a digital scholarship and researcher-focused destination in Wells Library. Situated near a large lecture hall, glass-walled consultation rooms, open study workstations, and the print reference reading room, the Scholars' Commons Exhibit Space presents an opportunity to curate an intentional exhibit, with space designed for print books and artifacts, digital content, and large-scale plotter printed posters. This exhibit space is consistently filled with content, with as many as five different installations per academic year. As this space is often booked months in advance, the author often seeks more opportunities for display throughout the building and in branch libraries. Informal, transient exhibit spaces in are common and ever-evolving.

Collaboration and Delegation

In the past academic year, the Scholars’ Commons Exhibit Space, as well as other displays in the building, featured content curated by librarians, library staff, archivists, university information technology staff, students, student groups, and professors. As Meyer suggests in a piece on leveraging short-term partnerships, library staff must propose collaborations and move them forward (2014). Having a team of staff, whether inside or outside the library, encourages the cultivation of partnerships by virtue of more personal connections.

In the Indiana University Libraries, the drivers behind the exhibitions program are full-time libraries staff. Using their partnerships on campus, the author and other library workers solicit and manage partner use of display space in Wells Library and the branch libraries. A line is written into the author’s position description concerning the coordination and installation of physical and digital exhibits in the Scholars’ Commons and lobby. This formalized job responsibility, while not necessary, allows the author to advocate for and build programming around exhibits.

A network of collaborators works in conjunction with the author. For the purpose of this paper, a collaborator is someone who does not have exhibit duties as one of their primary responsibilities but contributes when there is interest or opportunity. These collaborators sometimes include subject librarians, library staff, student workers, or campus partners from academic or student support units. Exhibits are a team effort, with different people specializing in graphic design, content curation, editing, mounting, printing, and scheduling, depending upon the project. Once a partnership is established and an exhibit is scheduled, the author moves onto considerations for that particular exhibit’s content and viewership.

Stakeholders & Equity, Diversity, and Inclusion

When installing exhibits or displays, instead of speaking for people - bring them into the project so they can speak for themselves. Select works written from that group's perspective, rather than a colonialist or anthropological perspective. An interpretation of the library bill of rights suggests “in developing library exhibits, staff members should endeavor to present a broad spectrum of opinion and a variety of viewpoints. Libraries should not shrink from developing exhibits because of controversial content or because of the beliefs or affiliations of those whose work is represented” (American Library Association, 2006). As the exhibit is installed, think about context when considering the content for adherence to principles of Equity, Diversity, and Inclusion.

If someone walks through the exhibit, (someone who possibly does not yet realize this space is an exhibit) what kind of emotional response might they have? How will this change if the exhibit discusses their ancestors' history? In *Museums, Heritage and Indigenous Voice,* Onciul notes “for many Indigenous peoples museums can imbue strong emotional responses, from anger and sadness to joy, because ethnographic collections are connected with the traumas of colonial conquest and yet provide a direct link to pre-colonial life” (2015, p. 26). This duality of feeling makes exhibits work so valuable, yet difficult.

There is a broad audience for exhibits in academic libraries - especially in the summer term when many visitors are on campus for orientation, day camps, or research. While library staff should not ‘shrink’ from controversial content, they should be cognizant of how their choices might impact their community and strive to provide context for the work that they do. To provide context, bring in voices from outside the library. By working with a variety of stakeholders, especially those that work in multicultural outreach; which could include specialized academic units, student affairs, campus diversity organizations, or student groups, librarians design more inclusive rather than simply instructive exhibits.

In the spring of 2019, the IU Libraries contributed to exhibits and displays surrounding Mexico Remixed, an initiative "designed to support global learning, international cultural exchanges, and IU ambassadorship" (Indiana University Bloomington Arts & Humanities Council, 2019). A strategy that the author employed during Mexico Remixed was selecting books written by latinx authors, rather than books about latinx people by white authors.

As part of the Mexico Remixed initiatives, the author coordinated an exhibit in advance of a visit from Jaime Hernandez, an alternative comic book artist. It was titled *Xaime’s World: A Love and Rockets Exhibit*, curated by librarian Luis Gonzalez (“Xaime’s World,” 2019). As part of the *Xaime’s World* exhibit, Jaime Hernandez gave the author permission to utilize his art for display, which included drawings, sketches, and photos. When Hernandez visited Indiana University Bloomington’s campus during the Mexico Remixed celebration, he visited the *Xaime’s World* exhibit and subsequently requested copies of some of the digitized content the author created, which he used as a backdrop for his public conversation and book signing.

Xaime’s World also sparked interest from a faculty member and a graduate student who edit our Chiricú Journal published by IU Press, and they were interested in coordinating with the author for a book display related to topics discussed in their journal (“Chiricú Journal: Latina/o

Literatures, Arts, and Cultures," n.d.). In this way, a connection to a wider campus initiative stimulated more engagement with the IU Libraries. These relationships not only maximized a campus partnership but also maximized existing library space by employing a spare table as a bookshelf.

Maximizing Spaces

When thinking about ways to incorporate more exhibits in academic libraries, critically consider under-utilized building space. An intentional survey can yield new locations. During the spring and summer of 2019, the author expanded exhibits partnerships to other IU Libraries branches. The author worked with other librarians to create exhibits in spaces that were not originally built for that purpose. The branch libraries for sciences and education at Indiana University Bloomington had little built exhibit space to leverage for outreach.

The staff in the Education Library identified an opportunity to use glass walls to mount art and labels printed on regular printer paper, and a section of seldom-used couches to display books. The Sciences Library staff identified a location near the entrance for two tables with books and archival material and planned for the future installation of a digital monitor on the wall above. Generally, library staff can move tables, create content for tabletop easels, and adorn these with relevant collections materials on bookstands to create a collection. Or, staff can re-vamp an informational bulletin board or empty bookshelf into an exhibit that includes some images and a link to a webpage with detail. Maloney et al. used a table and 3x4' poster on an easel to display books related to diversity initiatives near the entrance of their library (Maloney, 2012). These small adjustments offer payout in terms of outreach.

When looking for ways to incorporate more displays and exhibits into a library, the author recommends certain considerations.

- Where are interested stakeholders? Are there campus partners who hang fliers in the library, who might convert their efforts to a more formal exhibit?
- Is there a dedicated intern or some student hours to contribute to production and design?
- What unused supplies are available, like book stands or cradles?
- What resources are there for printing? What's the largest size or color resolution the building has available to print? If it's a small size, what methods are available to tile together smaller pieces?
- Are there any built-in or movable shelves, or are tables the best option?

Once new locations are identified in the library for exhibits or displays, final considerations are for the production of content that will constitute the exhibit and compliment library collections.

Production, Printing, and Mounting

Library staff must consider ongoing needs, especially related to materials and staff hours. A team-based approach can continue into the final phases of exhibit installation. At Wells Library, a student worker who studies graphic design assists in the creation of templates that can then be used and updated by either future student workers or full-time staff. The author's students take initiative when curating book displays. The author supplies them with a theme, and they will select and collect dozens of books with a range of perspectives on the topic. The students enjoy assisting in mounting the display to see their work come to fruition.

Visually interesting, yet readable and reusable poster or flyer templates are an important part of a sustainable exhibits program model. If available, do not discount a wealth of student labor in these efforts. Not only can students assist with selection of materials, design of posters, and mounting displays, but they also help brainstorm and bring in partnerships. Without student assistance, the author's projects would be of a much smaller scale.

Wells Library hosts a large-scale plotter printer that prints 36 inches wide. It takes longer to print but saves time in the assembly of the final display. If smaller academic libraries do not have these resources, one option is to tile together larger displays using smaller pieces of paper. Additionally, an easel with a sign parked near a table or book cart is a low-budget way to reclaim space without burning through a print budget. Arranging bookshelves, hanging up posters, or spreading easels is more quickly and easily done if it is not solitary work, and the author finds other staff are excited to contribute as they see displays installed in the building.

Conclusions

When creating additional exhibit or display spaces in an academic library, there are strategies to make the process more enduring as an outreach effort for the library. These spaces are built-in opportunities for collaboration with libraries staff, campus units, student groups, and other partners. A team-based approach including both full-time and student staff can help spaces become more dynamic and interesting as a variety of viewpoints are represented.

When incorporating more exhibits, the author recommends critically thinking about library areas that may be un-optimized space. Small changes such as moving tables, finding empty bookshelves, propping signage on easels, or re-vamping an informational bulletin board into a more engaging exhibit are all small adjustments that offer payout in terms of outreach. Conceptualizing these additions as outreach efforts and looking to a library's strategic plan helps inform and develop these initiatives.

Campus partners notice spaces in use as exhibits and word spreads to bring in more collaborative opportunities for the libraries. Often, partners will return in future years to promote campus initiatives. There are also ways to work backwards and tie ongoing campus initiatives to efforts in the library through displays. Working within campus parameters expands a definition of exhibits in library spaces and garners engagement with these initiatives.

Acknowledgements

The author would like to extend thanks to the following people at Indiana University for their contributions and guidance: Luis Gonzalez, the Sciences Library Staff, the Education Library Staff, the E. Lingle Craig Preservation Lab Staff, Leanne Nay, Robert Girard, and the author's student workers.

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Cross-Training Student Workers in a Learning Commons Environment

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Abstract

Academic libraries continue to welcome more partners into our buildings in a move to collocate essential services and provide better student support. This can bring in units that may not be aware of the different kinds of services and resources we offer. Similarly, we may be unaware of the expertise that non-library service providers offer students. In an effort to counteract siloing and make referrals between our services seamless, libraries and partner units can offer cross-training opportunities. Applying instructional design principles to training sessions can make it more active and engaging for a workforce that is often made up of student employees. Libraries can also make use of online learning tools to accommodate for high-turnover rates in student staffing, allowing for a replicable training at various points in the academic year. The Learning Commons at Indiana University Bloomington uses a cross-training approach to ensure that service providers in the Commons can best embody and achieve the mission of providing seamless referrals through a collaborative service approach. By engaging its temporary student workers in a training session that includes icebreakers and online learning tools, the Learning Commons prepares its workers to help promote and create an active and collaborative learning environment.

Introduction

Over the past three decades, both academic libraries and the higher education landscape have experienced dramatic shifts as technology proliferated across campuses. As a result, academic libraries have found their collections, spaces, and services evolving in reaction to the resulting changes in curricula and pedagogy. These advancements fostered a move to commons-style environments, not only changing the design of library spaces but the very people who occupy these spaces. In a move to collocate a number of essential student services, libraries began to welcome a number of non-library service provider.

Academic libraries have allocated library space for non-library operations that support student learning as early as the early 1990s (Fister, 2004). This trend has only increased over the past thirty years, as a 2009 library space survey conducted by the State University of New York shows. Of library directors surveyed, 81% reported that their library had converted or reassigned space to non-library activities and units over a 10-year period (University Faculty Senate Operations Committee, 2010, p. 1).

Librarians, however, have not always welcomed these new service partners. Writing for Inside Higher Ed, Joshua Kim (2018) asked how academic librarians felt about the "newcomers" to what he termed the library's "prime real estate," only to be met with tepid responses; "the library's prime location means that everyone wants a piece of it," notes one commenter, "and the librarians are eventually priced out of their own space, and possibly out of existence" (Koloa2001, 2018).

Oftentimes, the decision-making processes that leads to this collocation of library and non-library services is administrative. While this process aims to promote student success, those who actively provide the essential student services can remain unaware of the expertise that each other can offer. This siloing of services stands in the way of a seamless referral process that can truly embody the mission of a Learning Commons to foster a collaborative approach to research and education. Cross-training employees so that they more fully understand the details of other services can allow them to maximize their proximity to achieve the fullest support of student success possible.

Literature Review

When considering employment and training in a commons-style environment, libraries should consider both the training methods and how to best adapt that to motivating and preparing a staff to work in a highly collaborative and active environment. Additionally, a learning commons can include staff from units and departments not located within just one organizational structure.

In her 2015 study, Farrell conducted interviews with non-library partners located within Auburn University's library. She found that communication around various topics dominated many of the interviews she conducted. In order to promote better communication, the library created a Partners Guide in Springshare's LibGuide content management system; this guide now contains information about emergency procedures and other topics (Farrell, 2015, p. 258). Farrell also noted that many partners assumed that their student workers, as users of various services, would be equipped to refer other students to partners in the library (2015, p. 258). In an attempt to make sure that all partners were knowledgeable about the various services offered, they included descriptions of each service on their Partners Guide (Farrell, 2015, p. 259).

After examining training methods for student staff in academic libraries, Becker-Redd, Lee, and Skelton detailed how Fordham University's Gerald M. Quinn Library overhauled their training model for students who work across departments located within the library (2018). After using workshops comprised of PowerPoint presentations, role-playing activities, and snacks, followed by two short quizzes and a follow up training taking place later in the semester, library workers agreed that student employee effectiveness improved overall (Becker-Redd, Lee, & Skelton, 2018). Comparatively, Leuzinger (2011) used a "learning style" approach by creating a training that addresses visual, auditory and kinesthetic styles. Students first reviewed a handbook, then took a tour of the library, next participated in a hands-on training, and finally pair up with a more experienced coworker (Leuzinger, 2011, p. 78). In order to better understand what motivated their millennial students, Smith and Galbraith surveyed their student staff and then used those results combined with their research on motivational theory to examine how they engage their workforce (2012). Consequently, the Lee Library at Brigham Young University have started awarding prizes to recognize excellent job performance, revised their pay structure, and instituted a library-wide training for employees on how to better work with student employees (Smith & Galbraith, 2012).

The Learning Commons at the Herman B Wells Library

The Indiana University Libraries and University Information Technology Services (UITS) at Indiana University Bloomington have long shared a partnership meant to leverage their collective resources and expertise to meet student needs. This collaboration first produced the Herman B Wells Library's Information Commons, which opened in 2003. In response to evolving student academic needs, UITS and the Libraries renovated the Information Commons in 2014 to create the Learning Commons.

Comprised of 26,000 square feet, the Learning Commons is a tech-infused space that aims to promote active and collaborative learning. Including 68 individual workstations, 18 collaboration rooms, and two instruction spaces (one designed as a collaborative teaching room and the other a traditional computer lab), the Learning Commons supports and enhances student learning and research by providing state of the art technology, resources, and services.

An essential part of the Learning Commons is its service providers. These partners are drawn from a wide variety of units from across campus and include:

- Writing Tutorial Service, who offer assistance with any phase of the writing process
- Technology Center Consultants, who help students with hard and software questions, including large-scale printing and scanning
- UITS Support Center, who help with IU accounts, wireless connectivity, and troubleshooting
- Peer Coaches, who help first year students navigate the transition to campus life
- MoneySmarts tutors, financial literacy experts who help students learn about budgeting and debt management
- The Research Desk, staffed by Research Assistants who help students with any phase of the research process
- The CrimsonCard office, Indiana University's official photo identification card

Many of these service providers occupy a single-point service space called the Service Hub, located at the entrance to the Learning Commons. By occupying this single service point, the Learning Commons partners seek to embody a true collaborative service model. Collaborative service models are often discussed in terms of health services, such as speech language pathology and primary mental health care. This method includes working cooperatively across disciplines to provide well-rounded instruction or treatment, and using it in the Learning Commons means that a thorough understanding of every service is necessary so that when working with students, employees can facilitate seamless referrals to provide a superior point-of-need service model. The Learning Commons partners believe that this method of co-working within the Service Hub also reflects the highly collaborative nature of the Learning Commons itself. Open communication between the partners is maintained through monthly meetings of the working group, convened by the Learning Commons Librarian.

Most of the frontline employees who staff the Service Hub and the Learning Commons are undergraduate and graduate students as most partners use some form of peer-assisted learning model. Because most of the workforce is drawn from the student body, transient by nature, staffing turnover can and does happen frequently, especially between semesters. This can often complicate cross-training efforts, which are already difficult to achieve due to the high number of employees staffing the space as well as the often-busy schedules of those who directly manage each service.

The Creation of an Employee Cross-Training

First implemented in 2016, the Learning Commons partners conceived of and designed a cross-training so that employees could more easily facilitate referrals between their services. Recognizing that student employees were the first and best advocates for the various services present in the Learning Commons, managers came together to design a training that would teach employees the finer details of each service, how they could identify who would benefit from a particular service, and how to most efficiently refer students to that service. Not only would this improve customer service, but it would also ensure that employees could more easily articulate the services available in the Hub, making them better representatives of the Learning Commons.

Unlike other cross-trainings that seek to train student employees to work across various departments and service points within a single organization or library, the Learning Commons cross-training instead focused on training students on how to better co-work with different services from a variety of departments and units from across campus who all occupy the same space. Because of this, cross-training between partners needed to focus less on skill-building and more on a thorough understanding of different services and how to effectively move students between those services. The cross-training itself took place during the second full week of the semester. Partners chose this date to ensure that training took place early enough to introduce new students on campus to the space and services but not so early that student employees were distracted by the first week of the semester. Four one-hour sessions were scheduled from 3:00 p.m. to 7:00 p.m. to accommodate student schedules so that as many student employees as possible could attend. Students registered for a chosen session using a Google form. This allowed managers to both track which of their employees attended sessions and provide an approximate headcount. The training took place in a room adjacent to, but not located within, the Learning Commons. Partners provided pizza, drinks, and other snacks, and students were encouraged to arrive early so they could socialize and become familiar with employees from other units.

The training session began with an introduction from the Learning Commons Librarian to the Learning Commons' mission and vision so student employees could better understand the type of environment in which they would work and how that impacted the service model used in the Service Hub. Next, each individual service manager introduced the details of their particular desk, including the type of service they offered and how to direct students to their desk. After each manager concluded their presentation, the students were divided into smaller groups who then toured the Service Hub, stopping at each desk where an experienced employee who staffed the desk could answer any specific questions that they may have had. Approximately a week after the cross-training, a survey was administered via Google forms to solicit feedback from those who participated in the training.

Re-envisioning the Cross-Training Model

After the third iteration of the cross-training in 2018, service managers began to see numerous survey responses from student workers noting how, while they enjoyed the social aspect of the cross-training, they found it less informative or useful than those from prior years had. This may have arisen from a few conditions. While some service partners in the Learning Commons experienced a high turnover rate, others maintained a relatively stable staff. Because of this, there were a number of survey respondents who had attended previous cross-training events. A decline in attendance also occurred when compared to the two previous years. Managers met to debrief the fall training in 2018 to discuss these survey responses and what the future of the cross-training could look like. At this meeting, the Learning Commons Librarian brought forth a plan to use the survey responses as well as her instructional experience to revise the model of the training overall.

By employing a flipped model for instruction, the Learning Commons Librarian wanted to move much of the content involved in the training online so that they could use an in-person training session to more actively engage the student employees. Part of the Learning Commons staffing model included a dedicated Learning Commons Canvas page, to which each direct service manager enrolled their student employees. Historically, this page has included basic information about the Learning Commons as well as an underused discussion board. By using online learning objects in the Canvas page, the Learning Commons Librarian hoped that student employees would better recognize the Canvas space as a place where they could easily interact with their fellow service providers.

By critically examining the structure of the cross-training, the service managers discussed what the desired outcomes should look like for this type of training and how they could design a training that would not create an undue burden to maintain or replicate. The partners decided that, as a result of participating in cross-training, they wanted their student employees to be able to understand and recognize the different services offered in the Learning Commons, identify where those services are located in the Service Hub, and become familiar with those whom they share a working space.

Creating an Active Canvas Page through Online Learning Objects

The Learning Commons Canvas page provided the partners with a convenient place to use online learning objects. The Learning Commons Librarian wanted to use a short video that would introduce the student employees to each individual service by outlining the service provider, what primary services they offered, and how to set expectations for students when they referred them by detailing what students often misunderstood about the service.

After completing the video, student employees would complete a 3-4 question quiz to test the knowledge they just learned in the videos. The quizzes served a number of roles for the cross-training. First, they allowed managers to track completion of employee training while also testing knowledge about the various services offered in the Learning Commons. These quizzes could also serve as an assessment measure to determine if the videos achieved the learning outcomes.

Partnering with a Research Assistant enrolled in the Indiana University graduate program in information and library science, the Learning Commons Librarian met with each manager one-on-one to determine what they believed to be the most essential aspects of their service and what would be the most important aspects for others working in the Learning Commons to know. Each video followed a similar structure: (1) introducing the service; (2) an overview of the specific kinds of services offered; (3) common misconceptions about the service; (4) how to make an appointment or otherwise access the service.

Each video also used a standard introduction that included a map of the Service Hub so those completing the training could visualize the location of each service desk within the Service Hub. Each video followed best practices for creating instructional videos and was under two minutes long. To ensure accessibility, the Research Assistant closed captioned each video and included the video script within each module. The Research Assistant used Adobe Premiere in order to create, edit, and caption each video. Each video was then uploaded to the corresponding Canvas module that also included the final quiz. The quizzes did not use any open-ended answers so that they could be automatically scored by Canvas, saving time for the managers when reviewing employee performance.

In addition to the Canvas training modules, the Learning Commons Librarian worked with the service managers to create and upload FAQ documents to the Canvas homepage. These served as quick reminders for employees throughout the academic year, easily accessible so they would not need to return to the training modules in order to refresh their understanding of a particular service.

Facilitating a Sociable In-Person Training Session

While a majority of the training content moved to the Canvas page, in order to achieve a true flipped-model of instruction the managers also hosted an in-person follow-up session early in the fall semester. Despite the benefits of moving training to an online environment, Learning Commons partners did not want to lose the meet and greet aspect that an in-person training offers. Managers also hoped that allowing employees from different units the chance to interact with each other outside of the formal work environment would help reinforce and support a collaborative service model, believing that referrals would be easier to initiate should employees better know not just the service but also the person to whom they referred a student.

As a group, the desk managers decided that they would be responsible for assigning the training to their respective employees and ensure that employees completed each module prior to an in-person training session. The in-person training continued to take place during the second full week of the semester. While student employees still registered via a Google form, managers offered fewer sessions. After reviewing attendance rates from the previous years, the Learning Commons partners saw that more than 75% of attendance fell into two session times and rather than offer four hours' worth of trainings, they would instead schedule just the highest attended session times from the previous year. The revised in-person training session included two distinct portions. The first highlighted the social potential of the in-person session by dividing attendees into small groups made up of student employees from different units. Service managers then joined a group in order to facilitate icebreaker activities.

Not wanting to lose the opportunity for employees to better acquaint themselves with the physical space of the Learning Commons, the second portion utilized a self-guided tour where each group would move into the Service Hub and use the knowledge they had gained from the online modules to identify and move from desk to desk. Managers wanted to provide employees with the ability to spatially understand each desk location. During the self-guided tour, groups interacted with the manager stationed at each desk so they could ask any follow up questions or clarify any confusion that remained from the online portion of the training.

Finally, service partners continued to send out the summative survey approximately one week after the in-person training took place. Service partners wanted to allow employees the chance to reflect on both the online training as well as the in-person training before administering the final assessment tool. When evaluating the effectiveness of the newly designed cross-training, managers could use both this final survey as well as the quiz results from the Canvas modules to gain a more holistic view of employee engagement.

Conclusion

As more services and departments collocate within a campus library, it is important to make sure that everyone maintains open communication between each unit. If services devoted to support and ensure student success do not fundamentally understand how other services with that same aim function, then they cannot easily and efficiently refer students to these essential services designed to help them achieve. By applying instructional practices to an employee cross-training, partners in the Learning Commons at Indiana University Bloomington make sure that service providers within the Service Hub can identify how their different skills intersect and how they can make the most of this intersection to maximize the support they offer students. Using a differentiated approach to training that includes both online and in-person methods, these service partners train their student staff to model a collaborative and inquisitive approach to learning that leverages peer expertise with technology and beyond to fully realize the aims and missions of their Learning Commons. Creating online training modules allows for a replicable training model to account for high turnover rates in student staffing models, while an annual social-driven in-person training session promotes friendly and personal relationships between those working in different units. By actively working together to train their very different staff, those managing services in commons-style spaces work together to maintain meaningful lines of open communication, all in the aim of creating a welcoming, supportive environment where students can succeed.

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Deciding, Documenting, and Disseminating Library Policies and Practices: A Case Study from a Newly-Created Library Unit

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Abstract

In 2018, one institution consolidated multiple service points that had previously belonged to separate administrative units into a single department. Consolidating and cross-training within the new unit was complicated because of varying practices among predecessor units, scanty documentation, and the loss of institutional memory due to staff turnover. As a result, the newly-created unit sought out a method for documenting, standardizing, and ultimately disseminating them across different service points. This session will address the development of central documentation and continuous operation plans for a library system operating multiple service points spread across campus. The present will discuss the steps involved in the process of establishing a core set of documentation, including: selection of tools for documenting/disseminating information and their strengths and weaknesses, strategies for generating contributions from a wide variety of staff, negotiation techniques needed to produce uniform practice when necessary, and integration of documentation into training for new employees as well as ongoing review by staff. The session will conclude with a summary of decisions initially made, outcomes, and learning experiences from the process.

Introduction

Staff turnover, varying practices across service points, and consolidation of previously independent units are three starter reasons to document common practices and create a centralized system that provides the ability to edit and access this documentation. The newly created Access and Borrow (A&B) department in the Miami University Libraries faced such a need driven by all of these challenges in 2018.

Overview of Department

The new Access and Borrow (A&B) department was created by a merger of the technical services unit and five circulation points located in four buildings distributed throughout the Miami University campus. Prior to this consolidation, these operations were distributed among three departments. Although an informal gathering of circulation service point supervisors existed, changes to policy and procedure required negotiation due to differing reporting lines and a desire to retain local practices at each service point.

The A&B department includes a department head, coordinator, a manager at each facility, and two to nine staff members at each service point, as well as other individuals not directly involved in circulation functions. The staff works the hours each building is open, including evenings, weekends, and overnights. The central facility, King Library, is open on a 24/7 schedule during the academic year.

The mandate to create a cross-trained staff that could easily shift from one location to another came with the re-organization that produced the A&B department.

Challenges

The newly-created department faced several challenges in retaining, reviewing, and disseminating information:

- Staff turnover – The portion of the department providing circulation and document delivery services began with 19 hourly staff positions, one salaried position, and one librarian. At the outset, one position, which was previously a part of circulation services, was reassigned to another department and an external department head was hired. Since that time, there have been six new hires and two to three retirements are expected within the next year or so. One key challenge was creating a record of existing practices in time to create an institutional memory that can outlast departing staff.

- Varying practices among service points – The circulation service points in the new A&B department have previously been divided between two different departments. In addition, they occupied five physical locations in four different buildings located across the campus. The physical isolation of the service points, along with the lack of a single reporting line, meant that significant variations in practice existed among the service points.

- Consolidation of practices at multiple service points – Variations in practices created inconsistent user experiences for patrons who used more than one facility and also comprised an obstacle to cross training staff to work at multiple service points. While some local discrepancies can be justified by the needs of the primary users of each facility, the goal of documenting reconciling most variations in practice was to maximize consistency of service and ease of cross-training within the A&B department.

- Asynchronous communication – Because staff were distributed over a 24/7 schedule that included evenings, overnights, and weekends, communication through traditional means, such as face-to-face meetings, was problematic. Gathering, reviewing, and disseminating information about procedures in this environment required communication tools that work well in an asynchronous environment.

This paper will address the development of this central library system and detail the steps involved in the process of establishing a core set of documentation, including: selection of tools for documenting/disseminating information and their strengths and weaknesses, strategies for generating contributions from a wide variety of staff, negotiation techniques needed to produce uniform practice when necessary, and integration of documentation into training for new employees as well as ongoing review by staff. The paper will conclude with a summary of decisions initially made, outcomes, and learning experiences from the process.

Literature Review

Documenting patterns of work, with varying amounts of detail, is not a new phenomenon. Some libraries have utilized observers to document workflows. Two Ohio colleges relied on outside consultants to study workflows in preparation for merging technical service departments at two libraries (Greever & Andreadis, 2006, p. 45). Similarly, North Carolina State University made a list of preliminary questions about workflow and relied on a shadowing process to record key segments of workflow in their Continuing and electronic Resources Unit (Blake & Stalberg, 2009, p. 244).

Other institutions, presumably constrained by time and/or financial considerations, have undertaken an in-house review of processing tasks that are then reviewed by practitioners. Paoshan Yue and Rick Anderson utilized a process in which practitioners used a workflow model from the Digital Library Federations' Electronic Resources Management Initiative (DLF ERMI) as a template and had cataloging and serial staff members compare in-house tasks with the template. Results were shared with staff, who were given an opportunity to assess the results of the project (Yue & Anderson, 2007, p. 102). Cheryl Martin presented a process in which staff brainstormed and flowcharted in a group setting. Once a process had been charted, each member worked through the tasks described to ensure that the flowchart accurately described the process (Martin, 2005, p. 244).

Efforts described above typically relied on flowcharting to document procedures. More recently, libraries have begun to experiment not just with strategies for documenting, but also with strategies for electronically storing, disseminating, and updating files. Bowling Green State University compiled documentation and entered data in a wiki and then embarked on an effort to regularly review and update materials (Falk, Hertenstein, & Hunker, 2013, p. 221). Similarly, The University of Michigan created a shared documentation for publishing staff using Google's suite of online tools (Norton, 2014, pp. 6-7).

While most efforts have focused on the information-rich environment of cataloging, one effort, concerned with circulation tasks, reviewed tasks and created a more detailed document that was housed in Google Docs which allowed different staff members to create, access, and update information (Cameron-Miller, 1992, pp. 170-171).

Selecting a Platform

The Circulation Leadership Team ("Circ Leads") reviewed possible tools for collecting and disseminating information. The following considerations guided them in their deliberations:

- Ability to accommodate detail - The A&B department aspired to document both those tasks performed on a routine basis as well as those that occurred occasionally. In addition to daily tasks, the documentation was intended to handle infrequently-performed tasks (e.g., changes to patron expiration dates and removal of expired patron records), and tasks performed only on an emergency basis (e.g., offline checkout and checkin). This solution required a more involved flowcharting software that covered key decisions but lacked room for detailed information or illustrations that assist staff, particularly when performing an unfamiliar operation.

- Varying levels of privileges – This solution required allowing for differing levels of privileges with appropriate members of library personnel able to create and edit information. Because of the variety of topics covered, each document required a set of privileges that was independent of the others.

- Accessibility to all employees – In addition to staff, operation of the circulation desk also included a cadre of student employees. During less-active hours, student employees operate a library service point unaccompanied by staff. Any system adopted by A&B required the ability for both staff and students to access the documentation.

- Ability to backup/move information – The A&B department sought a platform that enabled the information to be easily captured and potentially moved to another platform. Such portability was desirable in the event of multiple scenarios, including the need to restore data in the event of a data loss or a future decision to move A&B documentation to another platform.

- Existing familiarity with documentation platform – Miami University had access to several tools which could be used without additional cost to the Libraries:

    - The Google Docs suite, which is widely used for sharing documentation at Miami University, and possibly most familiar to library staff.

    - PBWorks wiki platform, which elements of the Libraries used for providing access to documentation for numerous committees and operations, including the information desk (Abney, Casson, Withers, 2005, p. 776). In addition to being familiar to library staff from past use, it supported the policies and procedures page of the technical services portion of the A&B department.

    - LibGuides were currently used to support the Libraries' subject and course guides, as well as some collections of information.

The Circ Leads team reviewed a number of platforms for documenting and sharing information. After considering the factors outlined above, the Circ Leads team selected PBWorks. While not as familiar to some A&B personnel as Google Docs, it paralleled the software being used by the other wing of the A&B department and several staff with circulation duty had experience with it. In addition, the Circ Leads team appreciated the ease of backing up information that had been stored there.

Selecting/Gathering/Reviewing Information

A sub-group of the Circ Leads team met to brainstorm possible topics and propose a draft of an organizational scheme. The list of topics and organizational scheme were reviewed by the Circ Leads team before the A&B department began a concerted effort to assemble information about the various tasks performed by personnel with circulation duties. The draft organizational scheme grouped documents together under these headings: Collections & Locations; Daily Circ Desk Operations; Document Delivery & Short Term Loans; Financial Functions; Maintenance & Emergencies; Media; Outreach; Peculiarities; Personnel; and Sierra Maintenance.

In some cases, pre-existing documentation about specific procedures existed. For example, personnel in interlibrary loan had previously created documentation which was used to maintain interlibrary loan service during week-long vacations. A bonus to using this documentation was that library staff had the opportunity to verify that information was complete and correct.

Most significantly, one of the branch libraries, unbeknownst to the other service points, maintained a notebook of documentation for many circulation procedures. One topic was not incorporated into the new A&B documentation because it was a policy independently adopted by one branch. Another required modification because it included several steps which had been unique to one branch. Much of the rest of the documentation was incorporated with minor changes that resulted from recent software upgrades.

The existence of documentation external to the Miami University Libraries was also helpful. The Libraries' consortial partner, OhioLINK, also provided documentation for tasks related to its document delivery service (e.g., physical processing of items for shipment and annual review of items checked out for excessive periods of time).

In some cases, no documentation existed. Staff members within the A&B department were charged with documenting tasks they had primary responsibility within the department, with an emphasis on tasks for which there was no current backup. Examples of tasks for which documentation was drafted included items such as Reserves and Updating patron information and expiration dates and due dates in the ILS.

Within the first year of operations, most of the proposed areas of the A&B wiki were populated by documentation. At the time of writing, only a few (e.g., physical processing of books/DVDs, printing fines and bills, and transferring bills to the Bursar) still required the creation of draft information.

Once documentation was added to the wiki site. It was reviewed by Circ Leads staff for for clarity and consistency. At this time, the A&B department is working on its continuous operations plan. This plan is intended to make sure that there is a secondary and tertiary backup for each function within the department (e.g., updating patron records, processing reserves, and interlibrary loan borrowing). As the list of backups is finalized, those selected as backups will be asked to review documentation to make sure that it is still accurate and also to comment on any missing or difficult-to-locate information in the documentation for the areas for which they will be back-ups. In addition, given the frequent turnover in the department, newly-hired employees are asked to use and review portions of the documentation related to their training.

Future Steps

The A&B department is now in the process of forming teams that will regularly meet and discuss activities performed at multiple locations (e.g., Reserves and Hiring, Training, and Evaluating Students), or related activities distributed among multiple processes and positions (e.g., document delivery, which includes traditional interlibrary loan, materials from a statewide consortial request system, and hold/recall requests). These teams are tasked with regular reviews of items that fall within their purview, so that documentation in the wiki can be kept as up-to-date as possible.

Conclusion

Knowledge of procedures within the circulation desks of the newly-formed Access and Borrow department was imperfect and incomplete. Knowledge was often transmitted orally. Given the multiple physical locations within the department and the frequent turnover of positions, knowledge of practices was fragmentary and sometimes varied from one service point to another. Where written documentation existed, it existed in formats ranging from Microsoft Word documents to email messages, which made preservation, revision, and transmission difficult. The newly-created A&B department made the selection of a tool a priority. The tool needed to make it possible for recording, disseminating, and reviewing of procedures. While incomplete, the department has succeeded in at least providing initial documentation for most procedures. As it moves towards a system in which multiple backups are available for all major procedures, completion of documentation and frequent reviews for accuracy will become a part of the departmental culture.

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Reference Remodeling: Adapting and Promoting Reference Service

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Abstract

Over the last six years, Fort Hays State University's Forsyth Library has tried numerous strategies to adapt and promote the reference service, *Ask a Librarian*, to on-campus, virtual, and international students. Various changes to the library's reference model had increased engagement but reference transactions had plateaued until the university website was redesigned and Springshare's slide-out chat widget was added in 2019. With the launch of the proactive chat widget, virtual reference transactions increased by 360% during the first month. This paper examines how adaptations to the virtual reference services at Forsyth Library have changed over time and addresses changes to virtual reference services that can be easily implemented on most library websites.

Introduction

Virtual reference service (VRS) is a way of delivering library services to the user no matter the distance from the physical location of the library. It is a way of reaching students, faculty, and staff as close as the same building on campus and as far away as international partner campuses. However, if VRS is not promoted well the user won't even know it exists, causing it to have low engagement and providing little benefit to the user.

Background

Fort Hays State University (FHSU) is located in Hays, Kansas. In Fall 2018, FHSU had 15,523 students, with over 80% of them being undergraduate. Of those students, 4,511 were on campus, 7,005 were online students, and 4,007 students were enrolled through international partner institutions. Fort Hays State University is known for affordability, ease of transfer, and several ranked online programs.

Since the majority of FHSU students are not on campus to benefit from the physical library and physical resources, providing electronic library resources and VRS has been a priority over the last decade. FHSU's Forsyth Library has 6 Teaching and Research Librarians who rotate on-call shifts to provide both in-person and virtual reference for a total of 76.5 research help hours each week. While several modes of virtual reference are offered at Forsyth Library, including email, text message, and telephone, only live chat is discussed in this paper.

Review of Literature

Virtual Reference Best Practices

Virtual reference service (hereafter VRS) and library chat widgets are not new concepts; however, the low use of VRS is a struggle that many libraries have experienced at some point or another (Thomsett-Scott, 2013, p. 14). Thomsett-Scott stated that "[r]eference should be intensely proactive" from marketing and promotion down to ensuring that "web-based products and services [are] findable and meet [the user's needs]" (p. 10).

There are decades of research about virtual reference from the mid-1990s to the present (Matteson, Salamon, & Brewster, 2011, p. 173) to help libraries make VRS more findable and better meet user needs. The literature compiles a well-defined set of best practices for branding and implementing a chat widget onto the library website, including the appropriate use of pop-up widgets that prompt the user to engage in virtual reference (Mu, Dimitroff, Jordan, & Burclaff, 2011). More recently, Kemp, Ellis, & Maloney (2015) recommended that VRS be ubiquitously represented on the library website with a branded chat widget that proactively offers assistance based on website behavior (p. 766).

Even though many of the best practices for implementing VRS include a branded image and/or named service to help users easily identify and engage with the service, marketing often falls by the wayside. Thomsett-Scott (2013) states that "[m]arketing is one of the most vital elements to a successful virtual reference service, yet is often treated as an afterthought" (p. 14). An older study that assessed VRS marketing campaigns concluded that the library website was the most effective marketing tool for how users learned about VRS (MacDonald, VanDuinkerken, & Stephens, 2008, p. 25).

FHSU Case Study: Adaptation of Reference Services

As FHSU's virtual and international student populations grew over the past decade, it became clear that a physical reference desk would not meet the needs of all of the university's students. By 2015, the physical reference desk, staffed by librarians, was removed, which allowed for the implementation of new reference strategies to better reach on-campus, virtual, and international students. This included a greater focus on virtual reference.

Applying the best practices for virtual reference chat widgets can be difficult due to limitations of the library website being determined by the university's website design template. However, the 2019 redesign of FHSU's website design template allowed Forsyth Library to more easily implement some of the recommended best practices for embedding the chat widget as a hovering button that prompted users based on their behavior on the library website, which brought about the highest virtual reference engagement on record.

Implementing Virtual Reference Best Practices over Time

In 2013, the library introduced a suite of virtual reference services, which began a multi-year trend of increased reference transactions. With virtual reference services in place, the FHSU virtual and international student populations had more ways to engage with the library. From 2013 to Summer 2015, the live chat feature was listed as a hyperlink on the Virtual Services page of the library website.

The first visual branding of Forsyth's virtual reference service started in June 2015, when a designed "Ask a Librarian" button was added above the fold to the library website, indicating when a librarian was online and ready to answer questions, or whether the live chat was offline (Figure 1). When the "Ask a Librarian" button was pressed, it opened a live chat session or asked users to submit their question via email virtual reference. From June 2015-January 2019, the website appeared as an evolving iteration of Figure 2.

Figure 1. "Ask a Librarian" buttons on the Forsyth Library website showing the chat service as online/offline circa 2015 - 2016.

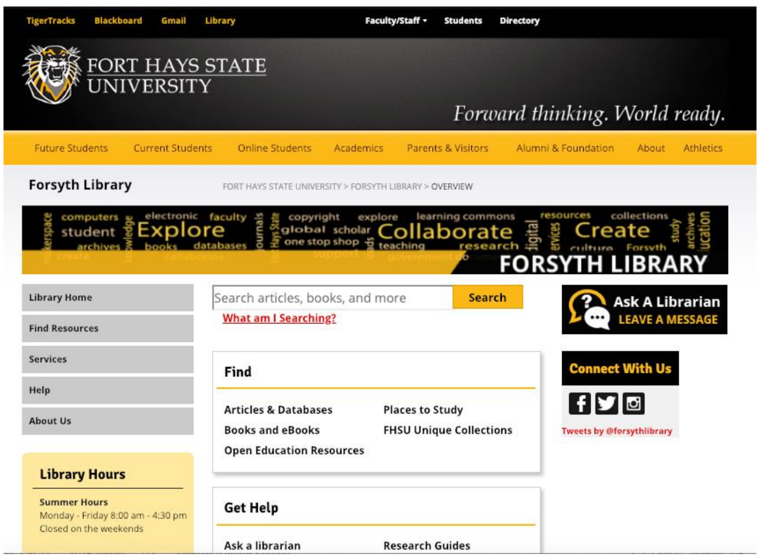

Figure 2: Forsyth Library Website circa June 2015 when "Ask a Librarian" button was added below the website above the fold

Starting August 2017, the "Ask a Librarian" button design was updated to remove any online/offline status yet remained a static button on the page. Instead of the button immediately engaging in a live chat session, it now went to the libanswers.fhsu.edu customized Springshare landing page with an embedded live chat widget, frequently asked questions, and alternative ways of contacting virtual reference (Figure 3).

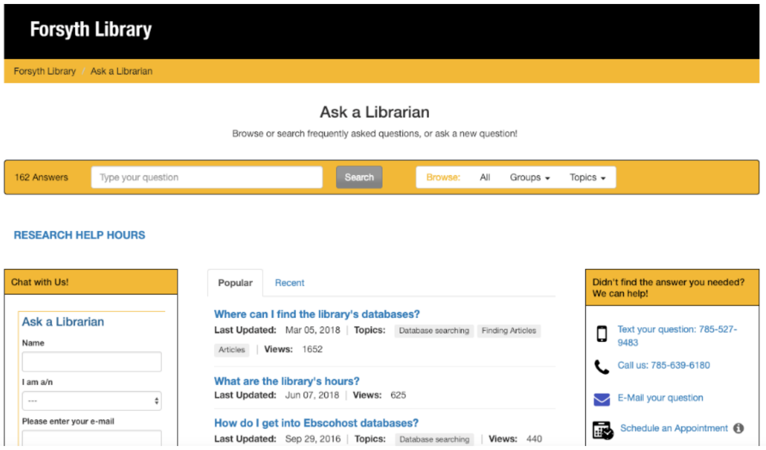

Figure 3. Springshare landing page with embedded live chat widget, frequently asked questions, and alternative ways of contacting virtual reference.

Most recently, in February 2019, the library website was redesigned using the university's new website design template and included a hovering button on the homepage and secondary pages that followed the user as they scrolled and popped out to prompt the user to engage in live chat after 30 seconds of being on the page (Figure 4). The pop-out chat widget was also added to the LibGuide pages and A-Z Database pages.

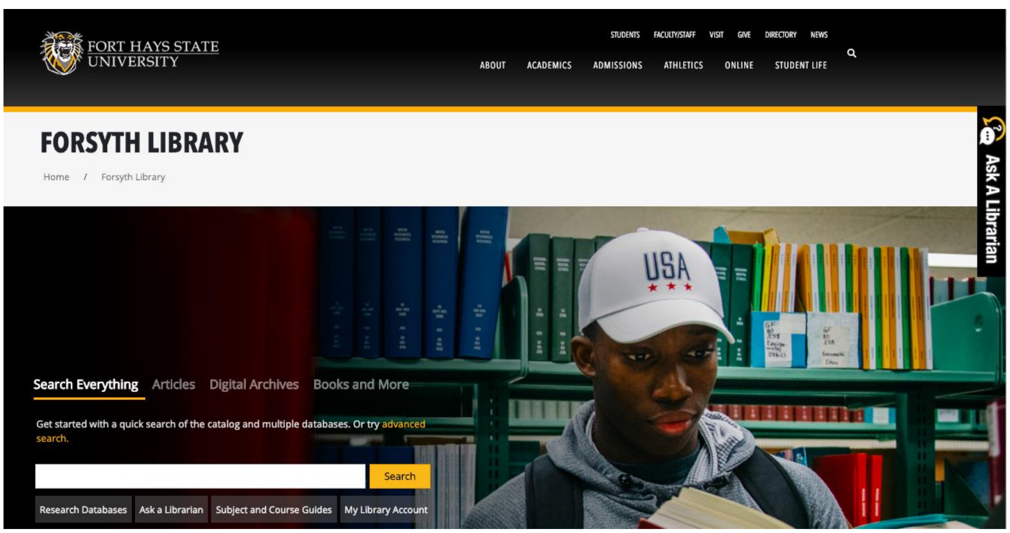

Figure 4: Forsyth Library Website circa Spring 2019 using LibAnswer's slide out widget for the "Ask a Librarian" virtual reference service prompting users after 30 seconds of being on the homepage.

Reference and Live Chat Statistics

Even though there were various changes to the library website and the "Ask a Librarian" button between 2013 and 2019, Forsyth Library didn't see noticeable changes in chat sessions that could be contributed to the website updates. During that same time, the strength of the liaison librarian program and number of information literacy instruction sessions also grew, which naturally would contribute to a slow growth of the promotion of the library and VRS.

However, when the new website launched with the pop-out widget in February 2019, the live chat sessions skyrocketed, with the first month of chat transactions showing a 360% increase compared to the previous February (Table 1 and Figure 5).

With only five months of live chat statistics so far, the data to prove the pop-out chat widget will sustain this level of engagement is still in its infancy. While Forsyth Library's VRS had been branded with a similar style graphic since 2015, implementing other VRS best practices proved worthwhile, including the widget prompting users based on their behavior and embedding the widget on all library web pages.

Table 1:

2013-2019 Virtual Reference: Chat

Year	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**JUL**	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**Total**
2019	25	161	87	152	54	50							529
2018	16	35	42	35	12	17	14	14	38	32	25	9	289
2017	17	30	40	26	5	18	13	23	37	24	14	6	253
2016	17	29	12	22	8	38	28	25	30	38	25	8	280
2015	7	11	3	10	8	5	6	15	34	49	27	10	185
2014	11	32	13	18	4	4	1	10	28	27	16	5	169
2013	0	0	0	19	8	3	0	9	23	21	29	6	118

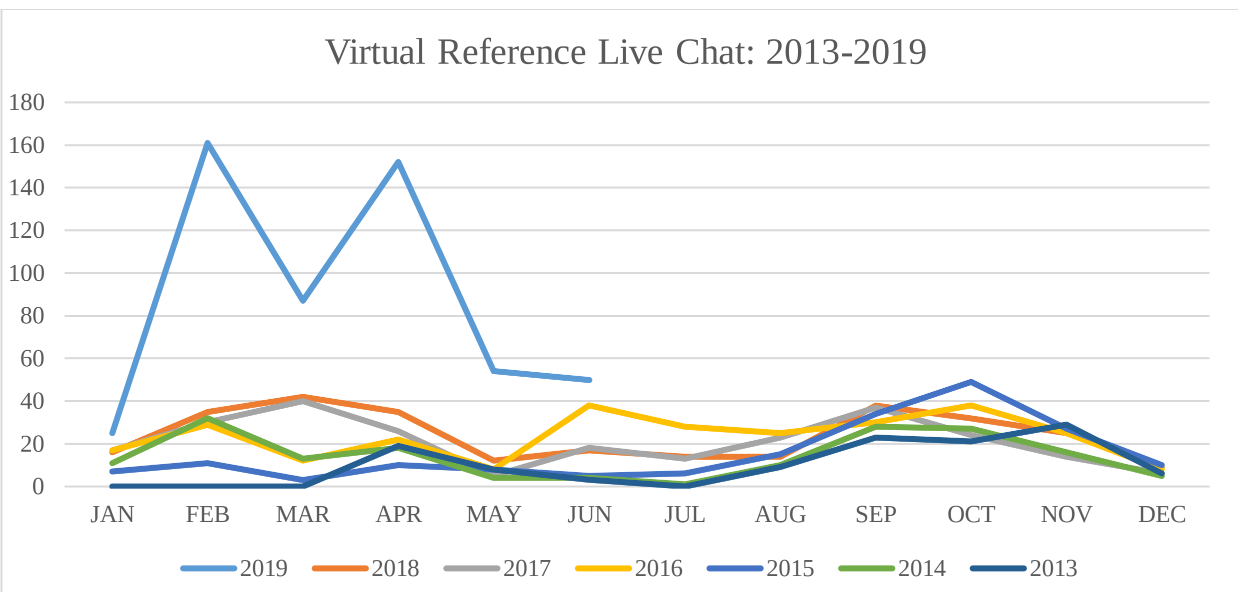

Figure 5: Virtual Reference Live Chat at Forsyth Library: 2013-2019

Promoting Reference Services

There hasn't yet been a specific marketing campaign for "Ask a Librarian" during this time to attribute to the growth outside of routine promotion of the library's services, so the main variable attributing to the growth was the pop-out chat widget that now proactively prompted users.

Two promotional efforts took place in the last year, which included the promotion of the "Ask a Librarian" service, but they can't be directly linked to any uptick of live chat engagement. During Spring 2018, the "Ask a Librarian" service was promoted at a table in the union on campus one day each week during the lunch hour. The table had a bulletin board display that graphically depicted the different ways a student could ask a librarian along with sample questions. While this outreach effort wasn't overly successful, the value of being visible to faculty and students outside of the library and brand repetition are difficult to measure. During Fall 2018, new library brochures were designed with one side featuring library services and the other side highlighting the "Ask a Librarian" service. These cards were passed out at school tabling events, orientations, and available in the library for patrons. While these promotional efforts may have contributed to brand recognition of the reference service for on campus students, no major increases in reference transactions were observed. Additionally, these promotional efforts left out 2/3 of the FHSU student population, those who are online students and those at the international partner campuses.

Managing Increased Engagement

Since the "Ask a Librarian" button was already prominently near the top of the library homepage prior to the February 2019 website redesign, the major spike in reference and live chat transactions wasn't predicted. The Teaching and Research librarians who staff the virtual reference service adapted quickly to keep up with the higher volume of engagement. The biggest change for the on-call librarian was the demand for time and attention towards reference duties. Previously, the on-call reference shift could be spent multi-tasking, working on a project that could be interrupted when a reference question occurred. After the 2019 redesign, most on-call shifts were spent doing reference-related work.

The librarians also discussed best practices for managing multiple reference chats at a time, since that was something that rarely occurred before the redesign launched. Two graduate assistants for the library also started serving as a second staff monitoring chat to help triage the incoming reference questions. Additionally, a simple form was implemented onto the librarian chat dashboard to allow the on-call librarian to ask for backup during times of multiple reference transactions, sending a notice asking the other librarians for assistance on chat, in the library, or regarding a subject specialty.

Conclusion

The long-term impact of the virtual reference service changes at Forsyth Library are yet to be discovered; however, Spring 2019's chat statistics seem to be a step in the right direction. Forsyth Library is another example of how following the VRS best practices of applying a branded chat widget to all website pages that proactively prompts users based on their behavior can lead to increased chat transactions.

In the future, Forsyth Library will continue to monitor reference transactions and the live chat portion of those transactions to adjust the live chat widget accordingly. As a next step, Forsyth Library plans to explore adding a static live chat widget to the Primo library catalog to continue to follow users throughout their research process online. The plan is to implement a widget that slides out only when the user clicks the button on the side of the page to not intrude on the research experience. It has also become evident that a specific marketing campaign to promote the live chat service to online students and students at international partner campuses might also help increase chat transactions.

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The Reference Interview beyond Reference: Putting it to the E-Resource Troubleshooting Test

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Abstract

The reference interview remains a relevant and established method of communication between librarians and users in meeting information needs. A large body of transcript analysis research employs the RUSA Guidelines for Behavioral Performance of Reference and Information Service to assess such communication, including adaptation of the reference interview for virtual reference. However, the discovery and use of information online affects library services within reference and public service to include technical service skills and personnel. While core professional competencies of electronic resource librarianship include communication, the profession lacks behavioral guidelines outlining best practice in this context. This session shares research examining public and technical service interactions for evidence of new and traditional reference interview behaviors in electronic resource troubleshooting. In addition to sharing preliminary results of this deductive analysis using RUSA Guidelines, presenters will outline of future stages of this research to include outlining inductive analysis of communicative behaviors unique to technical service interactions (i.e. that don't map to existing behavioral guidelines). Development of a standardized code book to scale these analyses more broadly may lead to new standards by which to develop training. Beyond breaking down "public" and "technical" silos, identifying these behavioral similarities and differences leads to better service to users, wherever their point of need begins.

Town-Town-Gown Relations: Managing a County-Wide Collaborative Digital Community Archive

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Abstract

Six years ago a collaboration was launched to preserve and share items illustrating the history of Poweshiek County, Iowa. The Poweshiek History Preservation Project (PHPP) was initially a project of the Grinnell College Libraries and Drake Community Library (DCL), the public library for Grinnell, Iowa. Within a few years it expanded to include the Grinnell Historical Museum, with outreach to other county historical organizations. From the beginning PHPP sought contributions from individuals and organizations throughout the county, which contains ten communities in addition to Grinnell. Over 1,400 contributions from individuals have been secured thus far, and thousands of items from the library and museum collections have been digitized. This paper looks back over the history of this project to date with a focus on the relationships between the institutions that have contributed to this archive. The authors also discuss the evolution of workflows to try to balance the work and draw on the respective strengths of each organization, and concludes with a summary of some of the obstacles encountered.

Introduction

Six years ago, a collaboration was launched to preserve and share items illustrating the history of Poweshiek County, Iowa, a rural county located in the central part of the state. This collaboration, the Poweshiek History Preservation Project (PHPP), began in 2013 when a team of staff from the Grinnell College Libraries and Drake Community Library (the public library for the town of Grinnell, Iowa) participated in the Innovative Librarians Explore, Apply and Discover (ILEAD USA) program, which was operated by the state libraries of Iowa, Illinois, Colorado, Ohio, and Utah and funded by a Laura Bush 21st Century Librarian Program grant from the Institute of Museum and Library Services. The goal of PHPP was, and remains, to encourage and enable digitization of local history materials from individuals and organizations for inclusion in an online database of county history. The project reaches out to those who possess historical photos and documents and coordinates digitization of and data collection about the items. Digitized items are eventually added to the Digital Grinnell archive hosted and maintained by Grinnell College. However, as this paper documents, while the goal and broad outline has remained the same, project methods and workflows have shifted from what was originally envisioned.

Review of the Literature

The idea of crowdsourcing a collection or an exhibition--asking the public to contribute materials on a particular topic to cultural institutions such as museums--is not a new one. One notable early example was the exhibit by the Museum of Modern Art's (MoMA) director of the Department of Photography, Edward Steichen, who curated a wildly popular exhibit *The Family of Man* in 1955. Steichen asked photographers from all over the world to submit photographs of people going about their lives. Five hundred and three images by 273 photographers, representing 68 countries, were selected for the exhibition, which toured the world for seven years and was viewed by 9 million people (Steichen, 1955, p. 5; Sandeen, 1995, pp. 4, 41). More recent, though no less ambitious, is the project led by Oxford University called the *Great War Archive*. Created in 2008, the *Archive* sought to crowdsource the content for an online archive that commemorated the British experience during World War I. They launched a website that, for a few months, allowed members of the public to donate content by uploading digital copies of photographs and documents in their possession. The *Archive* was released as a finished product on the 90th anniversary of the signing of the treaty that ended World War I (Little, 2008). Similar projects were also undertaken to create World War I archives for Wales (*Welsh Voices of the Great War Online*, which accepted community contributions during 2010 and 2011, and *The Welsh Experience of the First World War*, which organized five scanning events around Wales during 2013 where the public could bring items and have them scanned) and for Europe (*Europeana 1914-1918*, which also had scanning events and which continues to accept online contributions) (Davis, Hughes, & James, 2014, pp. 146-148; *Europeana 1914-1918*, n.d.).

Connecting the Pieces

Drake Community Library

The Drake Community Library (DCL) has a strong commitment to local history and provides patrons access to genealogy materials, an obituary database, and local oral histories. In addition, the DCL also houses the community archives, which contains material concerning town and local history. They converted the paper obituary archive maintained by the local Grinnell Historical Museum to an online database in 2001 and continue to provide this and other genealogical resources to the public. The library-museum collaborations have continued, with the museum maintaining regular display space in the library, and the majority of the individuals who volunteer in the library archives are closely tied to the museum. This allows for a spirit of collaboration rather than competition for local historical materials, with the museum focusing on artifacts and the library focusing on photographs and documents.

The growing archive collection is managed by a volunteer who has dedicated countless hours over the past twenty years. She is assisted by one other community member and one staff member who has five hours per week allotted to archive work. In addition, the past three years have seen an emphasis on digitization of the archive collection, a process led by the library's systems administrator, Monique Shore.

Grinnell Historical Museum

The Grinnell Historical Museum was established in 1958 and has resided in its current location since 1965 in a large historic home in Grinnell, Iowa. The museum is operated by fifteen board members and a small handful of volunteers. Artifacts make up the majority of the museum's collection, which is reflected in their mission statement to preserve and share the history of Grinnell through artifacts. In addition to artifacts, the museum houses a sizeable collection of photographs. The museum's relatively recent acquisition policy states items added to the collection must have a Grinnell connection that can help share the story of Grinnell's history with visitors.

Grinnell College Libraries

The Grinnell College Libraries serve the Grinnell College campus community as well as the town of Grinnell. Grinnell College regularly enrolls around 1,600 students. The Special Collections and Archives is staffed by Special Collections Librarian and Archivist of the College Christopher Jones and Library Assistant Allison Haack.

The Grinnell College Libraries host and maintain Digital Grinnell, https://digital.grinnell.edu, which serves as an institutional repository documenting and preserving College history and activities. Digital Grinnell is powered by Islandora (a digital object management, search, and display system that consists of a Drupal interface over a Fedora repository) and is maintained by the Digital Library Applications Developer, Mark McFate. In addition to faculty and student scholarship and documentation of student life, Digital Grinnell features a large number of photographs and digitized materials from Special Collections and Archives, as well as a growing collection of local history materials contributed by both the Drake Community Library and the Grinnell Historical Museum.

Connecting the Community

From the beginning, PHPP's goal was to connect with members of the general public to raise awareness of local history resources and to solicit digital content. While the college offered the solid technology foundation to create and host the database, the public library's focus was to connect with the public. Word was spread through presentations, press releases, and public scanning events, but the most success was achieved by sharing local history content through Facebook. Featuring materials digitized from the collections of the two libraries, daily posts soon began to grab attention and garner comments and sharing. As of mid-May, 2019, the page had reached 2,900 followers. About a third are from the Grinnell area, while the other two-thirds are from farther than 20 miles away. Many of the followers are people who grew up or lived in Grinnell and still feel a connection to the town. The use of Facebook has been successful in spreading the word about the project and leads to regular contributions of materials, much of it from people no longer in the area. Of the approximately 100 individuals who have contributed digital materials thus far, more than 20% live outside of Poweshiek County. In fact, some of the largest contributions have come from those who follow the project and live out of state, including significant contributions from a descendent of the founder of Newburg, a community eight miles from Grinnell. The Facebook page is also used to answer questions for which the libraries have little information in the archives. For example, when seeking information about the drive-in theatre that had been in town, the topic was tossed out to the Facebook page. Within two days there were nearly 100 comments from people sharing memories, some of which were actually helpful in answering the question.

By 2017, four years into the project, the digitization and cataloging process for non-college materials was well established. That year, when the Grinnell Historical Museum began to focus on the photographic material in their collection, they joined the collaborative project in a more formal way by using grant funds from the State Historical Society of Iowa Historical Resource Development Program (HRDP) to digitize their collection for inclusion in Digital Grinnell. Museum volunteers met with project team members from the college and public libraries to determine file naming conventions, resolution, metadata guidelines, and to set the process for batch uploading for inclusion in Digital Grinnell.

The museum faced several challenges during the inventory and digitization project, most notably the large amount of time required for such a massive undertaking. The museum owned many more photographs than originally assumed and digitization could not begin until an initial inventory was complete. Additionally, volunteers could scan faster than metadata could be entered, and a large backlog of scanned and inventoried photographs piled up in boxes in the museum office. To date, the museum project team has cataloged and scanned 1,962 photographs with an estimated 300-400 waiting to be processed. Photographs (826) have been entered into PastPerfect and 135 photographs have been uploaded to the PHPP section of Digital Grinnell. When the project is completed, all original photographs will be placed in permanent archival storage including ones on exhibit at the museum and copies will be used for exhibits and public access. In addition, there are plans for creating a web-based index to the collection.

The museum’s experience parallels that of the DCL and the college libraries. Before there was a mass importing option for Digital Grinnell, the libraries were very concerned with making sure the database was well-populated, and so were digitizing material from their collections at a very high rate. The libraries also discovered that the bottleneck occurs at the metadata stage. All of the metadata that goes into the project is either created or proofread (or both) by at least one librarian who has cataloging experience. Since quality metadata creation takes time, the DCL and the college libraries also have many more digital assets than the project’s metadata creators have time to catalog.

Engaging Students

Digitization of the public library archival photos was made much easier through support from the college and the Center for Careers, Life and Service (CLS). The CLS office coordinates college-paid jobs for students with community partners, allowing diverse opportunities for students that benefit local organizations like the DCL. CLS also provides some funding for summer internships. DCL has had a student working seven to eight hours per week each semester for the last four years, and 2019 is the third summer that DCL has had a full-time intern for ten weeks. Having student workers has allowed the project to progress significantly faster than would have otherwise been possible. DCL has also benefited from volunteer hours from a retired college librarian who contributes time creating and overseeing metadata creation for the records. Students have responded enthusiastically to their experience with the PHPP project and the skills developed through their work. At least one student has expressed a desire to pursue a career in libraries and archives.

In addition to the CLS pointing interested students toward the DCL and specifically PHPP, the project has benefitted from enthusiastic college faculty promoting the use of the collection to students interested in local history, as well as any students looking for possible volunteer or employment opportunities. Many of these faculty are members of the history department, as one might imagine, but other project supporters hail from the departments of anthropology and religious studies, to name a few.

Struggles in Connecting

Grinnell is the largest of the eleven communities located in Poweshiek County. Half of the approximately 18,000 people who live in the county live in Grinnell, and it is more than six times larger than the two next-largest towns, Brooklyn and Montezuma. In addition to the population of the town of Grinnell, the Drake Public Library also serves roughly 1,000 people living in nearby rural areas and very small towns in the county. Public libraries in Brooklyn and Montezuma serve most of the remainder of the county.

From the beginning the hope was that this project would make it possible for any individual or organization in the county to contribute materials to the digital archive. While PHPP has had great success with individuals and with the museum in the town of Grinnell, it experienced more difficulty than expected when it came to the two other small museums in the county: the city museum for Brooklyn and the County Historical and Genealogical Society, located in the county seat of Montezuma. Outreach presentations were provided to both their governing bodies. The PHPP extended an offer of technical assistance and training for digitization and hosting the materials in the searchable, online database. Each declined the offer. While the reason is likely heavily based on volunteer availability, there was also hesitancy about making materials available online that currently can only be seen by coming through the doors of those museums. Library staff generally see the project as raising awareness of and interest in local history. There seems to be a sense that these smaller towns struggle as appearing in the shadow of Grinnell, which is the largest town in the county. Rather than being accepted as an offer of help to overcome many of the hurdles that exist to creating a digital archive, the project seems to have suffered from the perception that it was trying to take over these group’s local history collections and detract from their important work as museums. The relationships remain friendly and many of their individual members follow the project, some even contributing to it. The authors remain hopeful that at some point in the future they may accept the invitation to join the project in a more formal way.

Something else that has been a challenge in the minds of some potential collaborators is the reputation of the college. Even though all of the project leaders have deep and lengthening roots in the community, some community members believe that anything that has the Grinnell College label is seen as elite, liberal, and not really of the county. Even though neither the college nor the project itself have made any claims of ownership over material contributed by citizens of the county, it is still important to ensure that DCL is the public face and voice of PHPP, because the DCL is seen as serving the public in a way that the college is not.

Conclusion

There has always been a strong mutual appreciation and respect among Grinnell's three largest cultural institutions--the public library, the college libraries, and the historical museum--and a desire to have a closer collaborative relationship but, before the creation of PHPP, there had not been an opportunity for that collaborative relationship to coalesce. Working together on this project has provided the opportunity to develop a habit of regular communication among members of the project team from all three institutions, especially because a project like this is constantly evolving. In addition to the project planners, it is important to involve the people who manage the platform or system that the project is built on as well as who work to create the metadata and edit the objects before they go live. Project members have found that Trello (in conjunction with regular face-to-face meetings) works very well, and allows everyone to hear the latest updates from all aspects of the project, from software and donation updates to everything in between.

The PHPP has been a lot of fun to manage and build, and has been beneficial to a wide variety of people: from professors of anthropology and history using the project as part of their place-based curriculum, to students doing research on local catastrophes, to county residents wanting to learn more about local history. DCL, the college libraries, and the Grinnell Historical Museum have made great strides in getting portions of their collections digitized and accessible through the Digital Grinnell online archive, making sure those digital assets are being preserved for long-term use, and publicizing the project through Facebook.

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"The Library is Home for a Lot of Us Engineers:" How Engineering Majors Experience Library Space

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Abstract

The Engineering Library & Technology Commons, a specialized library embedded in the College of Engineering at the University of Missouri-Columbia, tracks student usage via a battery of statistics, which show the library's users most value the library's robust reserve textbook collection, the library's variety of study spaces for individual and collaborative work, and the wide range of technologies available for checkout or onsite use. In January 2019, the Head of the Engineering Library and the library staff augmented this information by surveying students about their perceptions of the library space. While the responses do reveal engineering students' deep appreciation of library resources, they also illuminate the different learning communities that flourish in the library, and students' surprisingly acute awareness of the unique role that the library's "third space" plays in their academic journeys.

Creating Library FAQ Guidelines Using Query Spy

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Abstract

Frequently Asked Questions (hereafter FAQ) pages are part of many academic and health science library public-facing websites and are an essential wayfinding tool for patrons. Since 2010, the University of Nebraska Medical Center library has used the FAQ system available from Springshare's LibAnswers platform to host "ready-made" reference questions that direct users to the answers for commonly asked questions. The FAQ was full of questions and answers that were thought to have met users' needs. It had received moderate cleanup attention over the past eight years but it could not be determined if it contained the right information organized in the best way. Following a website usability study in 2017, which did not include the FAQ, the investigators concluded that there was more information needed to support major changes to the FAQ. There is limited guidance in the library literature on the analysis of FAQ spaces within academic library websites.

In June 2018, the library overlaid the FAQ with the Query Spy tool, a Springshare analytic feature that tracks users' questions (text entered in a query box on the main page or FAQ widget), IP addresses, results, and query dates. Queries were reviewed and the overall FAQ activity quarterly through June 2019. The Query Spy query data for individual pages revealed that near to 83% of the questions asked did not match to answers found on the FAQ page consulted by the user. Upon further analysis, it was determined that top keyword searches of searches conducted were for journal titles and information contained elsewhere (e.g., library catalog or database). The library planned to use information gathered via Query Spy to determine priorities for managing our FAQ. Based on the data reviewed, a static navigation aid on the FAQ page was added to help guide users to five specific support areas of the library site. The navigation aid did not provide a measurable shift in question and answer matching for drug information and journal databases, two of our most obvious problem areas.

Introduction

Frequently Asked Questions (FAQ) pages typically include a series of commonly asked questions that cover a variety of topics. This type of knowledge base is populated with librarian created or user submitted questions (Shepard & Korber, 2014). A benefit of having such pages in a library is that is provides a 24/7 service to library patrons, especially at a time when a librarian is not available or if the library is closed. The McGoogan Library of Medicine at the University of Nebraska Medical Center (UNMC) has utilized Springshare's FAQ service, available through their LibAnswers product, since 2012. Entries have been added to the site without clear guidelines or management of the page, which created duplications and didn't require accountability for library staff to make sure information stayed up-to-date and relevant for users.

The library's *Education & Research Services* department recognized that some of the questions and answers in the FAQ were outdated or irrelevant due to changes in services and/or products. In the fall of 2016, an extensive clean-up of the FAQ was done, with the expectation of reviewing new entries on a quarterly basis thereafter. In June of 2018, the library utilized LibAnswers QuerySpy; this tool gathers analytics from the FAQ page showing how the page is used by the patrons.

Almost 60 questions and answers were re-worded to remove library jargon. Topic keywords were added to improve the relevancy of the user's FAQ search results, and the purpose of the FAQ was added to the main page. The library identified trends that helped classify problems into some commonly searched subject areas: drug information, copyright, journal/article/book searches, database access, topic searches, and misc. The library was finding that users, both within and outside of UNMC, were using the FAQ as a way to find articles, books, or questions that are better utilized in the literature or clinical databases. New options were explored that could assist with navigating these users to these other resources from the FAQ page.

Literature Review

To date, there is little literature regarding best practices of managing and using FAQ pages. There are few articles that discussed library & personal experience of creating a page through a product like Springshare, or developing a site. There are a number of articles that discuss the best practices and experiences of library virtual references that include chat, e-mail, SMS/texting, etc., but very few look into FAQ pages and knowledge based services.

Tobias (2017), discusses the implementation of LibAnswers and the A-Z database list. The author points out the importance of treating the FAQ page as a living organism. She encourages that the FAQ entries should be reviewed often to keep them relevant to the user, making use of keywords and subjects option within LibAnswers, and using the same language and labeling as the library's website for consistency (Tobias, 2017).

There are many beneficial reasons to use guidelines when reviewing and evaluating online content, and the same can be applied to FAQ pages. According to Raward (2001), using a checklist based on guidelines assists with finding website usability issues. This author points out a few advantages of using a checklist:

- A checklist is a structured method of applying usability research to improve your website
- The checklist can assist the design of a new website or improving an existing site
- The checklist is inexpensive and easy to implement
- The checklist can be administered by one elevator
- A checklist is a living document and can be updated to reflect the latest advances in usability and technical techniques (Raward, 2001, p.128).

Springshare's QuerySpy

Springshare's QuerySpy analyzes how the FAQ page is searched. This tool collects user search queries, if the query found the answer, and whether or not users submit questions to a librarian. QuerySpy provides a list of the top keywords searched within the FAQ (Figure 1), gathering statistics from the main FAQ page and from widgets that link to the site (e.g., LibAnswers chat). It also identifies where the queries are coming: the UNMC campus, Omaha, or other locations.

The QuerySpy tool is an asset when reviewing the FAQ entries and modifying questions and answers based on how queries are submitted. Looking at searches, the library looked at how the FAQ entries were worded and compared them to the language that patrons used when submitting a question. The language was adjusted, (e.g., removing library jargon), and the team made use of the keyword and subject indexing.

When pulling statistics on how library users search, the library found a high rate of journal, book, article, and author searches within the FAQ page. These searches range from specific journal names to author searches to DOI and ISBN searching, and full article and book citation searching. Since these type of searches won't pull in results in the FAQ, it was important for the library to find a way to navigate these users to the right place (e.g., the library catalog) so users could get to the results they're looking for.

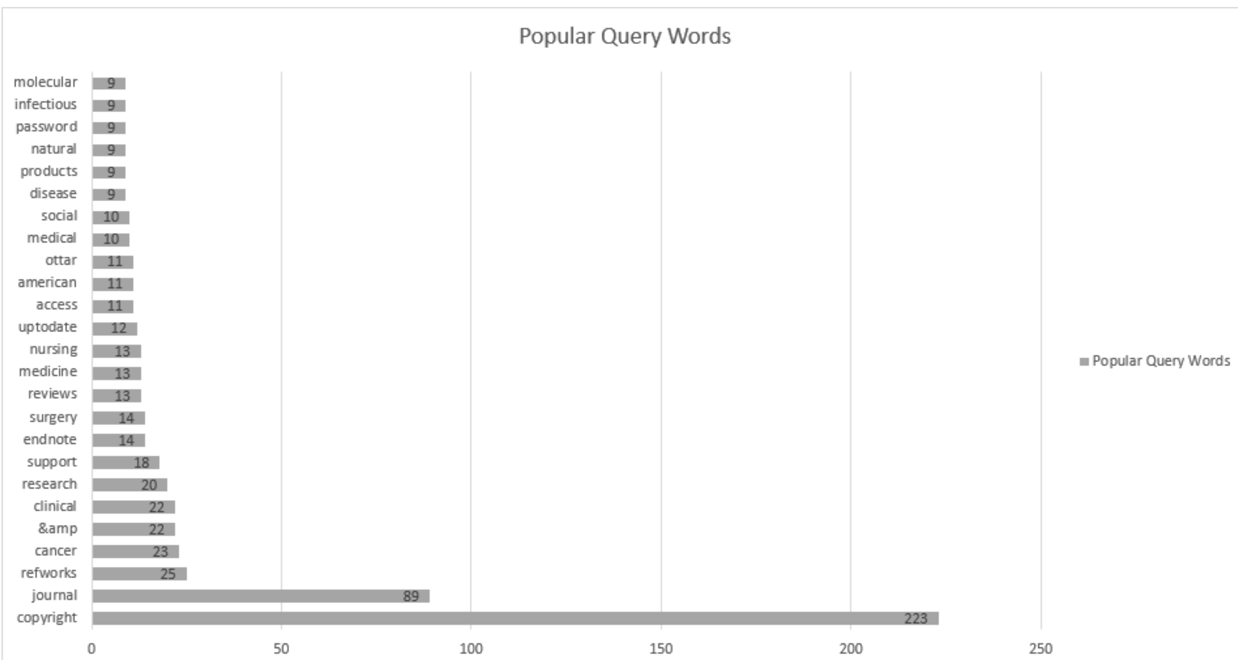

Figure 1. Popular query words within query spy.

Reviewing the FAQ & Using Guidelines

The library's FAQ page has seen some heavy traffic, especially during the fall and spring semesters. The page views average range is 1500 to 2500 a month. There a number of ways that users can access this site; the library's website, widgets on the library webpage and research guides, and referred from a search engine, such as Google or Yahoo!.

When the FAQ was first reviewed in 2016, over 100 entries were removed and/or combined with similar questions. As of June 2019, the library has two hundred thirty-five public entries that cover technology & databases/resource assistance, citation & writing, and library policy & facts. A few of the library's top viewed entries discuss citation management programs, locating DOI's for articles, and searching for practice guidelines. After the initial review in 2016, an additional sixty questions were either edited or combined based on QuerySpy findings.

The McGoogan Library recently developed a set of guidelines and standards for the use of the library's LibGuides. These guidelines were created to assist LibGuide owners with making sure their guides follow web accessibility standards (alternative text used for images, links open to a new browser tab, etc.), consistent in style amongst other guides and pages, and limits duplication (Brown, Drummond, & Minter, 2018).

For the purpose of evaluating the FAQ page, the guidelines created by the library's Web Committee for LibGuides are adapted to evaluate current and new entries on the page. These guidelines are used to make sure that entries are consistent, meet standards regarding web accessibility, and avoid unnecessary use of library jargon. Based on McGoogan Library LibGuide standards, the guidelines used to evaluate the FAQ are:

1. FAQ content should be written for the web; avoid library jargon when possible; provide brief examples; ensure text is typo and error free
2. FAQ's should be consistent and uniform; use terminology consistently; adhere to branding initiatives and web standards;
3. FAQ's should meet standards for web accessibility; provide alt text for links and images; all external texts should open to a new window;
4. Videos and images shall meet minimum standards; and
5. Creators and owners will maintain FAQ's on a quarterly or semester basis.

There is also the expectation that owners of FAQ's will check on current entries to make sure that duplication is avoided before creating a new entry. If there are similar questions and answers, owners can collaborate with each other or with a LibAnswers administrator to update the current entry. Owner of FAQ entries also will add topic and subject indexing to any new additions.

With the assistance of the library's web committee, a navigation tool was created on the main FAQ page. This navigation is created to mimic 'buttons'; the purpose is to direct to FAQ answer pages that describe how to search a databases or go directly to a website, such as the library catalog. They were all created based on the type of questions entered by users and the top twenty keywords used that the QuerySpy tool gathered. There are currently five buttons in place on the main page: Find Articles, Search for EJournals & Ebooks, Contact a Librarian, Research Help and Writing & Citing (Figure 2).

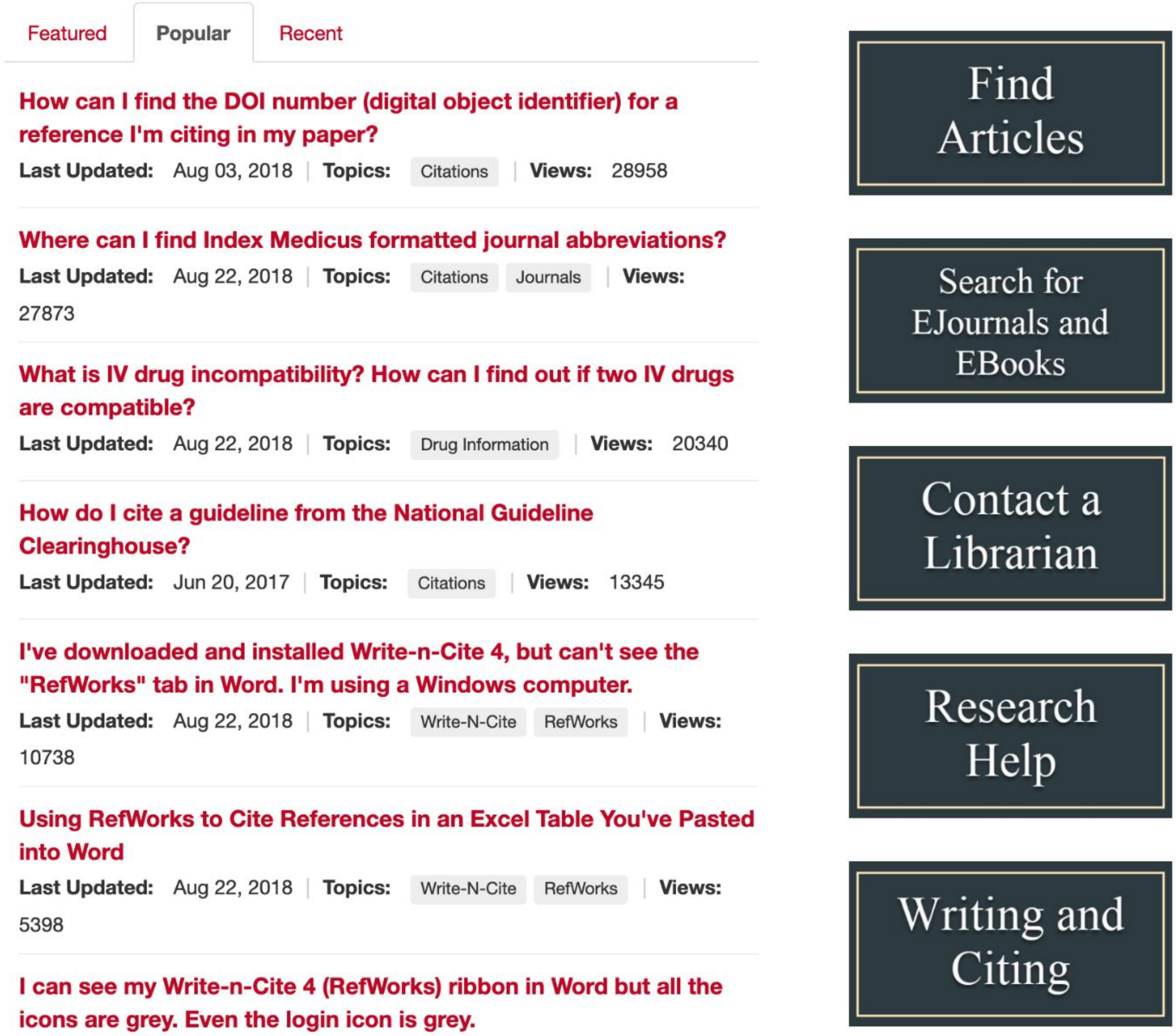

Figure 2. McGoogan Library FAQ home page.

Conclusion

In conclusion, by analyzing common question and answer mismatches within FAQs on academic library websites, libraries can use data to make informed decisions about FAQ usability. Our procedure guide is one tool that can be used by library staff to support the process of FAQ organization or general cleanup.

There is still some work that is needed in regards to the McGoogan Library of Medicine's FAQ. After implementing the navigation buttons, there's still a large amount of those who use the FAQ page to search for access to individual articles, books, and clinical questions. Though we have seen a slight increase in usage of the buttons, but not enough in search queries where we feel that it's assisting with solving this problem. With the continuation of evaluating the FAQ page, implementing the above guidelines, and using QuerySpy, we expect that the page can be improved.

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A Reprieve for Sisyphus: How a Rotating ILL Task Schedule Provides Full Task Coverage and Variety for Staff

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Abstract

Interlibrary loan staff who process requests daily can certainly empathize with the story of Sisyphus from Greek mythology. In this myth, Sisyphus was doomed to push a large boulder up a hill only for it to roll down and be pushed up by him again, for all eternity. Similarly with interlibrary loan, just when it seems that all requests have been caught up, more have rolled in. In a job where these requests take priority, it is often difficult to find time for administrative needs, special projects, committee assignments, professional development, and other duties outside of daily and weekly tasks. Additionally, staff who are solely responsible for either borrowing or lending tasks can grow to find those tasks boring, repetitive, and limiting, not unlike pushing a large rock up a hill, repeatedly, forever.

The interlibrary loan department at UMKC's University Libraries recently implemented a model that mitigates these issues by using weekly task rotation. A 3.5 FTE (full-time employee) person interlibrary loan team uses a rotating schedule of borrowing, lending, and operational duties to ensure that all requests are filled in a timely manner while providing staff members task variety. Just as important, it provides time for staff to work on "other duties" without interlibrary loan requests being neglected. This presentation will explain how the rotation schedule works, as well as the benefits and potential pitfalls of practicing this model.

Hosting Comic Book Club in an Academic Setting

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Abstract

Comic book and graphic novel clubs are generally thought to be the domain of the public library. When the Engineering Library & Technology Commons were approached about starting a Comic Book Club, they had a lot of questions. Comic books and graphic novels are not widely considered as educational in nature, and therefore are not always welcome in an academic environment. Despite scholarly research into the subject, structure, and art of the comic book and graphic novel, they are still considered “fun” and “frivolous”. The validity of comic books and graphic novels has recently been championed by the American Library Association with the establishment of the new Graphic Novels & Comics Round Table. Once the library and commons agreed and the process started, they were delighted to find those clubs do have a place in an academic setting. Guiding the selection of reading materials helped draw in students from several engineering disciplines. The students were engaged and brought many of their class learning objectives into the conversation. Not only does Comic Book Club foster a sense of community for the students, it gives them a chance to explore something new and engage with students from other disciplines in a fun, safe, and comfortable environment.

We Need Diverse Digital Resources

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Abstract

Libraries strive to create a welcoming space for all members of the public. Part of that process involves engaging with diverse communities and building understanding. The presentation will point librarians toward materials that reflect and explore the experiences of others, and help others learn new resources and incorporate multicultural artifacts. The *Portal to Texas History* features multicultural artifacts. Users can examine a range of experiences including LGBTQ people, people of color, people with disabilities, and other minorities. The digital library content can aid librarians and educators to supplement diversity-oriented programs and curriculum. The *Portal to Texas History* has content ranging from photographs, books, maps, news footage, personal letters, and many other free materials which encompass a wide range of historically and culturally diverse content. The *Portal to Texas History* will feature the following content areas: Resources 4 Educators, Primary Source Adventures, Primary Source Sets, Famous Texans, Newspaper Narratives, History Snapshots, and *Portal* Posters.

Accessible & Active eLearning Game Plan

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Abstract

Information literacy skills are important in life and in college classes. It is imperative that academic libraries work to meet undergraduate students where they are in order to support student learning. As more students complete degrees completely online, it is necessary to offer online students the same support systems as traditional on-campus undergraduates. At Criss Library, the Instruction and Outreach Team aimed to further educate students about research techniques and the library's resources by analyzing students' needs and requests and creating short face-to-face workshops. The workshops' overall goal has been to engage students and provide them with answers to their research questions in a positive and relaxed learning environment. These workshops were designed to include active learning activities and handouts focused on specific research topics that students are most interested in. Based on student feedback collected at every workshop, we were able to ensure they remain student-centered. After the success of these workshops, the library decided to adapt the most well-attended workshops into online tutorials in order to increase accessibility. Implementing successful, asynchronous online tutorials about information literacy that incorporate active learning in meaningful ways meant researching accessibility standards and best practices for online learning, and creating a method for continuously troubleshooting the tutorials for functionality.

This presentation will cover online module planning, resources for accessibility and online learning best practices, and instruction pedagogy.