Academic Library Association of Ohio
Annual Conference 2019

Libraries Speak Up!
Advocate. Collaborate. Educate.

October 18, 2019
Pre-conference: October 17
Nationwide Hotel and Conference Center
Lewis Center, Ohio

alaoweb.org
#ALAO2019

Jump to: Click on the links below to read/print specific sections of this document.

Welcome to ALAO Annual Conference 2019!

On behalf of the conference planning committee, I am excited to welcome you to ALAO's 45th Annual Conference. I hope you find today's concurrent sessions, roundtables, posters, and exhibitors engaging and inspiring.

At this year's conference, we take intentional steps to promote civility and advocacy in our organization, our profession, and our world. Yesterday afternoon, we learned how to engage in reflective and respectful dialogue around challenging topics with colleagues Ione Damasco, Mérida Allen, and Chanel P. Wright. As our 2019 service project, ALAO offered free active allyship training Thursday evening with facilitators Petey Peterson and Dr. Nicole Carter. Attendees learned about the history of racism in libraries, white supremacy and privilege, systematic racism, microaggressions, and how to proactively stand against these injustices to promote diversity and inclusiveness. Today, we continue to be inspired to *Speak Up!* as we welcome keynote speaker Char Booth who will explore justice-based advocacy through library leadership.

We hope that this conference allows you to reflect on the meaningful work we can do in the coming year to promote civility, respect, and authenticity in our profession while standing against acts of harassment and injustice. One way ALAO is solidifying our commitment to equity, diversity, and inclusion in the coming year is to bolster our Community Standards to ensure a safe environment for all at all ALAO events and meetings. Please take note of the standards and if you experience or witness inappropriate conduct, please contact an ALAO representative through the advised channels. Keep your eye on the ALAO Newsletter and social media outlets to hear more about our work on our Community Standards in the coming year.

    Thank you for attending #alao2019!

Katy B. Mathuews, PhD
ALAO President
Conference Planning Committee Chair

Conference Planning Committee

- Katy Mathuews, Ohio University (Chair)
- Don Appleby, University of Akron
- Christina Beis, University of Dayton

- Laura Birkenhauer, Miami University
- Michelle Brasseur, Wright State University
- Heather Crozier, Ohio Northern University
- Chris Deems, Ohio Northern University
- Carrie Girton, Miami University Hamilton
- Myra Justus, Cincinnati State Technical and Community College
- Anne Kumer, Case Western Reserve University
- Gerald Natal, University of Toledo
- Adam Randolph, Wright State University
- Allen Reichert, Otterbein University
- Mandy Shannon, Wright State University
- Daniela Solomon, Case Western Reserve University
- Shelby Stuart, Case Western Reserve University
- Rob Withers, Miami University

The Academic Library Association of Ohio (ALAO) is a chapter of the Association of College and Research Libraries (ACRL). ALAO exists to develop, promote, and improve library and information services in Ohio's higher education community, to advance the interests of academic librarianship and the personnel of academic libraries, and to provide leadership and advocacy for the educational and policy concerns of the academic library community in Ohio.

Conference Evaluations

We will not be distributing paper evaluation forms. Please check your inbox following the conference for a link to a short survey. Your feedback helps us improve future events! Thank you!

Sustainability

- We encourage attendees to carpool to and from the conference to reduce pollution.
- We encourage attendees to bring their own refillable water bottles and coffee mugs to the conference to reduce waste. A water bottle refill station is available outside of the restrooms nearest the concurrent session rooms.
- The committee will be very intentional about what we choose to print. As such, stay tuned for details about electronic conference programs, evaluations and more.

Community Agreement

The Academic Library Association of Ohio holds professional conferences, workshops and meetings to enable its members to receive continuing education, build professional networks and discover new products and services for professional use.

To provide all participants – members and other attendees, speakers, exhibitors, staff and volunteers – the opportunity to benefit from the event, the Academic Library Association of Ohio is committed to providing a harassment-free environment for everyone, regardless of gender, sexual orientation, gender identity, gender expression, disability, physical appearance, ethnicity, religion or other group identity.

If at any point during the event you feel uncomfortable or harassed, or if you witness any violations of these policies, please reach out to a member of the planning committee as designated by name badge. You can also email program@alaoweb.org for less urgent situations or questions.

Active Allyship: An Exploration of Systemic Racism and Allyship in U.S. Libraries
Thursday, October 17th, 6:00 - 8:00 p.m.
Free for ALAO Members, [Registration Required](#)

This workshop will explore the history of racism in libraries in the United States by providing opportunities to understand white supremacy and privilege, systemic racism, individual acts of racial bias such as microaggressions while also providing skills needed to proactively create diverse and inclusive spaces through active allyship.

Workshop Facilitators:
Petey Peterson, pronouns: they/them/their
Director for the Office of LGBTQA Affairs at Wright State University and Adjunct instructor in Women, Gender, & Sexuality (WGS) Studies at Wright State University

Petey received their bachelor's in Communication Studies & Child Adult and Family Services at Iowa State University. They went on to get their masters in Educational Leadership & Policy Studies with a focus in higher education and student affairs from Iowa State University. Before coming to Wright State University Petey was serving as the program coordinator for the Office of LGBTQI Life at Vanderbilt University. While at Vanderbilt University they led the educational & student leadership programs for the Office of LGBTQI Life which included the Safe Zone training's and the OUT in Front LGBTQQIA+ College Conference. They currently serve on the International College Personnel Association (ACPA) Coalition for Sexuality & Gender Identities as the Equity Officer and is a member of the Consortium of Higher Education LGBT Resource Professionals. Petey is an active member in the greater Dayton community serving on the Greater Dayton LGBT Center board and the

City of Dayton Human Relations Council. Petey is honored to serve as the first Director for the Office of LGBTQA Affairs at Wright State University.
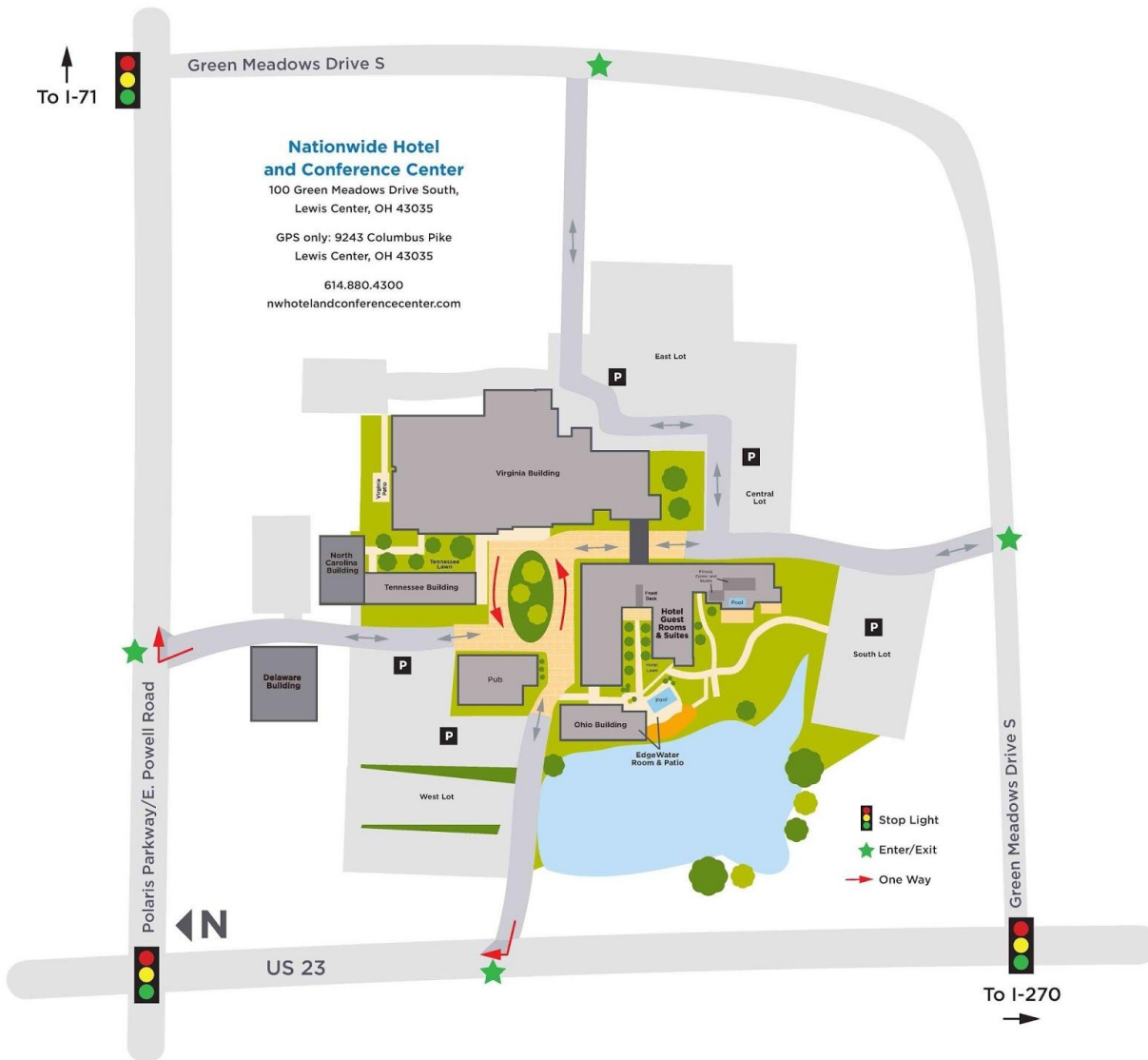
Dr. Nicole Carter, pronouns: she/her/hers

Director of the Women's Center, Wright State University and Instructor in African and African American Studies, Women, Gender, and Sexuality Studies, and Faculty in Student Affairs and Higher Education, Wright State University

Dr. Nicole Carter is the Director of the Wright State University Women's Center. She also teaches in various fields including the Student Affairs and Higher Education program and the Women, Gender, and Sexuality Studies Program. Her foci include the intersectional experiences of women in university settings, persistence, and retention of women in higher education, and the creation of counter-spaces for women students of color and women students in STEMM. She received her Ph.D. from Eastern Michigan University.

Dr. Carter has held leadership positions with the National Women's Studies Association and the Southeastern Ohio Consortium for Higher Education's Women's Center Committee. She is a proud member of the Dayton Alumnae chapter of Delta Sigma Theta Sorority, Incorporated where she serves as the Recording Secretary and the Chair of the International Awareness and Involvement Committee.

Travel and Lodging

Welcome to the Nationwide Hotel and Conference Center! Parking is complimentary for both the Thursday Pre-conference and Friday Conference.

Nationwide Hotel and Conference Center
100 Green Meadows Drive South,
Lewis Center, OH 43035

GPS only: 9243 Columbus Pike
Lewis Center, OH 43035

614.880.4300
nwhotelandconferencecenter.com

Things to Do Nearby:

- Enjoy nature: Highbanks Metro Park, Sharon Woods Metro Park, Shale Hallow Park, Alum Creek State Park
- Catch some air: ZipZone Canopy Tours or Sky Zone Trampoline Park, Vertical Adventures Indoor Climbing
- Retail therapy: NorthPointe Plaza, Polaris Fashion Place
- Practice your swing: Little Bear Golf Club, Teed Up Indoor Golf
- Act like a kid again: Lazer Kraze Laser Tag, Level One Bar + Arcade

Thank you to our sponsors:

Pre-conference event
OhioLINK

Platinum Level ($3,000+)
OhioLINK
OhioNET

Gold Level ($1,000 - $1,999)
Silver Level ($500 - $999)

Bronze Level ($100 - $499)
LibLynx

Visit our Exhibitors in NorthPoint Ballrooms 1 & 2

OhioNET	Springer Nature	LibLynx
Ebsco	Gale: A Cengage Company	Dow Jones
Emery-Pratt	GeoScience World	Ohio Library Support Staff
OhioLINK	AIP Publishing	Institute
State Library of Ohio	OCLC	Kent State University School
ProQuest	HF Group	of Information

Interest Groups and Committees:

Assessment (AIG)

Co-chairs: Elizabeth Sullivan, Oberlin College & Anna Liss Jacobsen, Miami University

The purpose of the ALAO Assessment Interest Group is to provide a vehicle to discuss and share issues and developments pertinent to assessment in Ohio academic libraries. Topics of interest include assessment of library impact and value, organizational performance, collections, student learning outcomes, rubrics, user attitudes and behaviors, as well as effective research methodologies, techniques for data analysis, and data visualization. Interests potentially overlapping those of other library interest groups or committees, e.g. information literacy or collection assessment, will be pursued in collaboration with those groups.

Please join our roundtable to discuss assessment techniques and strategies. Share your library's experiences working with institutional partners to support campus goals, using different measures and analytical techniques, closing the loop, and overcoming challenges.

To join the Assessment Interest Group, contact the co-chairs. Ask us about our Assessment IG mailing list!

Tag: Assessment; AIG

Collection Management (CMIG)

Co-chairs: Sean Kennedy, University of Akron & Fred Jenkins, University of Dayton

We are an interest group that promotes discussion on topics relevant to collection management and development in academic libraries; promotes networking and the exchange of ideas and expertise among academic library staff interested in collection management and development issues; and supports continuing education activities in the areas of collection management and development. CMIG hosts professional development events to discuss essential issues in collection management each year, from weeding projects to assessing the success of a DDA program. Please visit our interest group page on the ALAO website for details about joining the CMIG listserv and information on CMIG events. Please contact one of the co-chairs to get involved! Email Sean at skennedy@uakron.edu or Fred at fjenkins1@udayton.edu.

Tag: CMIG

Community and 2-Year College Libraries (C&2YCLIG)

Co-chairs: Julie McDaniel, Sinclair College & Karla Aleman, Lorain County Community College

The Community & Two Year College Libraries Interest Group provides librarians working with students pursuing two-year degrees or technical certificates a place to share experiences, expertise and solutions. Topics of interest may include librarianship from a two-year perspective including gaining perspective on the unique needs of C2YC students; leading the library to thrive in the C2YC environment, transitioning from open access enrollment to an emphasis on student success and completion as well as collaboration with other departments on and off campus. The interest group holds regular online discussions throughout the year including an online, spring workshop. For more information or to join the C2YCLIG, please contact the co-chairs: Julie atJulie.mcdaniel@sinclair.edu and Karla at alemakj@gmail.com. The C2YCLIG is seeking volunteers for its IG Committee. To join the committee, please fill out the ALAO Volunteer Form at https://tinyurl.com/y3eysnnt.

Tag:C&2YCLIG

Distance Learning (DLIG)

Co-chairs: Jessie Long, Miami University Middletown & Jennifer Hicks, Miami University Middletown

The purpose of the Distance Learning Interest Group is to provide a statewide forum for library staff interested in distance learning services. This includes sharing information by sponsoring professional development opportunities and encouraging discussion on topics relevant to library support for distance learners and educators.

Follow our blog and stop by our Roundtable session to discuss ideas for upcoming workshops and programming and other current topics and issues in distance learning. Contact a co-chair to get involved!

Tag: Distance Learning

Diversity Committee

Chair: Edith Scarletto, Bowling Green State University

The purpose of the Diversity Committee is to promote the fundamental values of diversity, equity, and inclusion in librarianship. The Committee serves as an advisory group to ALAO to assist the organization in providing

leadership for diversity, equity, and inclusion throughout the organization. We host a Diversity Workshop annually. Check out our webpage for upcoming and past activities.

Interested in joining? Talk to the members at the Diversity Committee roundtable during the Conference.

Tag: DIV

Instruction (IIG)

Co-chairs: Lindsay Miller, Miami University & Stacey McKenna, The Ohio State University Newark & Central Ohio Technical College

The Instruction Interest Group provides a statewide forum for library staff involved in library instruction and information literacy programs. An IIG planning committee is formed annually to organize a spring workshop as well as programming for the ALAO Annual Conference. Our most recent workshop, which was co-sponsored by the Distance Learning Interest Group, was titled "Back to Basics." The workshop's various speakers explored instructional Design and Active Learning with high and low/no tech solutions.

To get notifications about future events, consider following our blog at https://alaoinstructionig.wordpress.com/. You can also join in IIG activities at the ALAO conference by attending the IIG round table, which will provide both an overview of the topics of our most recent spring workshop, and an opportunity to explore the topic of reflective teaching. Please consider joining us if you can!

How to get involved: fill out the ALAO volunteer form and indicate an interest in IIG.

Tag: IIG

PROgramming, Outreach, and Marketing (PROMIG)

Co-Chairs: Eboni Johnson, Oberlin College; and Shaunda Vasudev, Capital University

The Programming, Outreach, and Marketing Interest Group (PROMIG) works to identify, address, and promote programming, outreach, and marketing issues that impact libraries and higher education and create a community of support for those whose role includes these activities. Some of our focus areas include supporting First Year Experience programs, using social media to promote library services and engagement, student success efforts, high school outreach, and collaborating with campus departments to meet the needs of underserved and underrepresented students.

Join us for our round table discussion on these areas as we begin a conversation around planning for next spring's workshop.

Tag: PROMIG

Scholarly Communications (SCIG)

Co-Chairs: Mark Clemente, Case Western Reserve University & Heather Crozier, Ohio Northern University.

The ALAO Scholarly Communications Interest Group works to identify, address, and promote scholarly communications issues that impact libraries and higher education. Topics of interest include scholarly publishing, copyright, open access, open educational resources, digital scholarship, among others. Group members strive to advance and promote scholarly communication initiatives by partnering with colleagues, similar interest groups, and other professional library associations to create learning tools, resources, and educational programming on scholarly communications issues.

From 1 pm to 1:30 pm, join the Scholarly Communications Interest Group (SCIG) with co-chairs Mark Clemente and Heather Crozier to talk about how you are engaging your communities on topics relating to scholarly publishing, open access, copyright, licensing, open education resources, and more. We'd like to learn from you about how the SCIG can offer programs and learning opportunities to support your scholarly communication initiatives.

Tag: SCIG

Specially Collections & Archives (SCAIG)

Co-chairs: Suzanne Reller, University of Cincinnati & Rachel Makarowski, Miami University

The Special Collections and Archives Interest Group (SCAig) provides a vehicle with which to discuss and disseminate issues and developments pertinent to special collections and archives in Ohio academic libraries. Goals include providing opportunities for professional service, professional development, and networking with colleagues with similar interests; encouraging discussion of topics relevant to academic special collections and archives; sponsoring presentations and panel discussions about such topics; and increasing visibility of special collections and archival materials across the Ohio academic community.

SCAig hosts an annual meeting and workshop. The 2019 workshop "Teaching with Primary Sources" took place in May at the University of Cincinnati. In 2018, SCAig hosted a meeting with a lightening round entitled, "Description is People!: Sharing Descriptive Practices," at The Ohio State University Libraries followed by a

workshop, "Finding Aids for the Future,"' at the Ohio History Center in partnership with the Society of Ohio Archivists.

Please join us at the SCAig roundtable at the ALAO conference for a discussion of reference and digitization services for researchers including: the charging of fees, student labor, and maintaining time restrictions for these services. Attendees are encouraged to come and share their experiences and ideas. We also would love to hear your ideas for future SCAig workshops and meetings!

Contact the co-chairs at scaig-chairs@alaoweb.org for more information on this interest group.

Tag: Special Collections & Archives

STEM (STEMIG)

Co-chairs: Matt Benzing, Miami University & Daniela Solomon, Case Western Reserve University

STEM IG provides a statewide forum for discussing and information sharing among ALAO members that are interested in STEM librarianship. Areas of Interest include: Current and best practices in information literacy for STEM students. | Support for data management. | Information sharing about specialized information tools that support STEM fields. | Collection management issues for the STEM fields. | Scholarly communication issues for STEM. | Outreach to faculty and students in STEM fields. | Creating library spaces and workflows that support STEM learners. | Promoting STEM through library events and services.

Check out our webpage for upcoming and past activities. To receive updates on STEMIG activities, subscribe to our listserver stemig@alaoweb.org.

We invite you to join the STEMIG Steering committee to help provide ideas and support our annual workshop and other STEMIG programming. If interested, please email the Co-Chairs.

Our Round Table discussion at the 2019 ALAO conference will focus on "How to successfully develop relationships with STEM faculty and students." Please join us and share your experiences and ideas.

Interested in joining? Contact Matt or Daniela at matt.benzing@miamioh.edu or daniela.solomon@case.edu.

Tag: STEM

Support Staff (SSIG)

Co-chairs: Erin Smith, Case Western Reserve University & Rob Withers, Miami University

The purpose of the Academic Library Association of Ohio Support Staff Interest Group (SSIG) is to identify issues and areas of mutual concern as well as to encourage best practices for support staff. We further seek to develop communication for the purpose of resource sharing and continuing education.

Interested in joining? Contact Erin or Rob via email: ers94@case.edu; witherre@miamioh.edu

Tag: SSIG

Technical, Electronic & Digital Services (TEDSIG)

Co-Chairs: Libby Hertenstein, Bowling Green State University & Derek Zoladz, OhioNET

TEDSIG stands for Technical, Electronic, and Digital Services Interest Group. TEDSIG provides a forum for discussion and information sharing among ALAO members would are interested in technical services, electronic resource and systems, and digital practices.

 Come join us at our round table for an informal conversation on the future of TEDSIG!

- New to Technical Services? We want to hear from you.
- Transitioning your role to Technical Services? Let's talk.
- Want to take your work to the next level? So do we.
- Have ideas for an event? Come talk to us!
- Want to facilitate a workshop for TEDSIG? You're our new best friend :)

Interested in joining TEDSIG? Contact Libby or Derek at eherten@bgsu.edu or derekz@ohionet.org

@alaotedsig (twitter)

Tag: TEDSIG

Save the Date:

ALAO Annual Conference
Friday, October 30, 2020
Pre-conference: Thursday, October 29, 2020
Nationwide Hotel & Conference Center

Schedule of Events:

8:00 - 9:00 a.m. Breakfast & Registration - Grand Ballroom

8:45 - 9:00 a.m. Business Meeting - Grand Ballroom

9:00 a.m. - 9:50 a.m. - Keynote Address - Sponsored by OhioNET - Grand Ballroom

Featured Speaker: Char Booth
Theme: Leading for Change: Justice-Based Advocacy In Libraries

Char Booth, pronouns: they/them/their
Char Booth is Associate Dean of the Library at CSU San Marcos and an ACRL Immersion Institute facilitator. Char's work explores the intersection of pedagogy, advocacy, and design in libraries. Char was previously the Director of Research, Teaching, and Learning Services at the Claremont Colleges Library, and has held positions at the University of California at Berkeley and Ohio University. Char's publications include the Ilene F. Rockman Award-winning *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators (ALA Editions) and Informing Innovation: Tracking Student Interest in Emerging Library Technologies (ACRL)*.

10:00 - 10:50 a.m. Concurrent Sessions 1

Learning to Listen Up: Advocating for and Collaborating with Student Employees for a More Effective Workforce - Hickory 1

Heidi Gauder, Heather Ruch & Cristin Bushnell, University of Dayton

Student employees are a vital part of this library's workforce. Without them, it would be difficult to sustain the services we provide. Over the last few years, we have developed a more deliberate approach to student employee hiring and training, emphasizing their roles within the library mission and the value of their library jobs in preparation for the workforce. This process has taken time, mandatory training, good humor, and food. The work within public services really coalesced with the hiring of the student coordinator for public services. Tasked with uniting and supervising a workforce of 30, the coordinator commenced this work during a library renovation. In making an effort to meet with each student employee, developing ongoing training, communicating regularly, and celebrating milestones, the department quickly saw results. Very shortly, student employees were offering feedback, suggesting workflow improvements, and presenting ideas at library staff meetings. This session will ask attendees to consider whether or how they recognize student employees as essential members of the library workforce. Attendees will learn successful strategies and techniques that they can use to empower their student employees. They will also hear from student employees and brainstorm ways that they might advocate for and collaborate with their student employees.

Learning Outcomes:

- Attendees will learn successful team building strategies and techniques that they can use in order to develop effective student employee teams.
- Attendees will consider ways that they might advocate and collaborate with student employees in order to enhance and facilitate library services.

Joshua Michael, Cedarville University

At our library, though we gave non-student staff opportunities to provide input and feedback to library leadership, we realized that we had been excluding our student staff from contributing their perspectives on the library. We developed a student staff survey to administer every other year (beginning in 2016) and created a Student Staff Advisory Group (beginning in 2017) to meet with the Dean to provide feedback on library items and issues. These opportunities have helped pinpoint strengths as well as areas for improvement in the library, confirmed some of our perceptions on library issues, highlighted areas in need of attention, and, in some cases, kept us from making unwelcome changes. We have also sought to improve library operations by empowering students with needed skill sets to manage specific resources in the library (3D printing, social media).

Learning Outcomes:

- Evaluate current options for student staff to contribute to library operations and processes in order to determine if more opportunities are needed.
- Identify a contextually-suitable, meaningful change to make in order to give student staff more agency in library operations.

Tag: SSIG; C&2YCLIG

Getting Started with Information Outreach in Your Community - Hickory 2

Samuel Watson, National Network of Libraries of Medicine - Greater Midwest Region

This interactive session will provide a background in cultural competence and outreach skills as librarians make outreach efforts to underserved, underrepresented minority populations in their community. The goal of this session is to offer concrete ideas to enable librarians to initiate outreach programs with these populations. Topics to be covered include locating community demographics, the importance of developing relationships, the basics of building and developing community-based partnerships, recognition and acceptance of cultural differences, and the importance of cultural competency. Some basic concepts of program planning and evaluation within a culturally diverse environment will be covered.

Learning Outcomes:

- Participants will be able to define cultural competency.
- Participants will examine ways to learn about local communities using online resources.
- Participants will discover ways of applying principles of cultural competency to their own programming.

Tag: C&2YCLIG; PROMIG; DIV

How to Not Take the L: Difficulties Presented by the "Video Games as Service" Model for Libraries - Cypress 1

Andrew Revelle & Nate Floyd, Miami University

Libraries have identified the need to collect and preserve video games much like they did with other popular forms of entertainment such as romance novels, blockbuster movies and pop music. Until recently the collection of video games didn't differ from that of DVDs, only requiring the allocation of funds for the purchase of physical media. However, the past few years have seen a shift in the video game industry to a "video games as service" model. In some cases, games released under a service model require a monthly subscription and in other cases the games themselves are free and generate revenue via the sale of in-game currency used to purchase items. This presentation will begin with a discussion of the history of how libraries have collected video games. It will then address the difficulties that the "games as service" model presents from both a collection development and preservation standpoint. The issues include the lack of available institutional licenses, the inability to preserve a "version of record," and the ephemeral nature of online games. It will conclude by presenting potential solutions to these problems, which will require collaboration between video game publishers, technical services librarians and collection development librarians.

Learning Outcomes:

- Attendees will engage with issues related to the collection development of video games in order to attempt to address these issues at their local institution.
- Attendees will consider the cultural importance of video games in order to shape their collection development activities and policies.

Tag: CMIG; TEDSIG

Speaking Up with Special Collections: Connecting Campus History with Current Challenges - Cypress 3

Ken Irwin, Suzanne Smailes, Kimberly Anderson & Aacha K. Gregg, Wittenberg University

This presentation addresses how we have used archival materials to highlight ongoing racial disparities on our campus, and to continue the fight for racial justice. Fifty years ago, a group of black students on our campus undertook a civil rights protest that has had a lasting impact on our campus culture. Their protest is venerated, but many of them aims they sought to achieve remain yet to be realized. In this anniversary year, we are both celebrating a momentous year from the past and making it part of the current campus conversation about ongoing injustices. Our presentation tells how students, classroom faculty, and librarians worked together to develop an online archives exhibit featuring historical materials as well as present-day artifacts showing the ongoing struggle. Library collections do not speak for themselves – we have to help them speak up!

Learning Outcomes:

- Consider the relevance of campus history to broader cultural movements in order to encourage use of those materials in campus story-telling.
- Demonstrate the ways that Civil Rights issues and activism continue from the 1960s into the present day in order to encourage other institutions to support diversity and inclusion efforts on their campuses.
- Model the possibilities of library/student/faculty partnerships in order to encourage others to do the same.

Tag: Special Collections and Archives; PROMIG; DIV

Breaking Down the Walls of Alternative Facts: Using an Escape Room to Teach Students About Mis- and Dis-Information in Our World - Sycamore 1

Jaclyn Spraetz, Miami University & Cherrelle Gardner, Heidelberg University

In order to help students understand the importance of social justice and learn how to become effective advocates we must teach them how to think critically and engage thoughtfully. This is becoming increasingly difficult in an era of instant information and communication. With the 24-hour news cycle and platforms that can easily distribute biased information, students find it challenging to decipher truth from fiction on the web. This can lead them to unknowingly contribute to the spread of false information.

In response, the library and an office in the student affairs division created an escape room that helped students more intentionally question misinformation. Through our pre-session workshop, we taught students real world evaluation skills by having them explore their own confirmation biases and learn new fact checking tools. We assessed their new evaluation skills through an Alternative Facts-themed library escape room. In this presentation, we will discuss how we developed the pre-session workshop and escape room as well as the challenges we faced in gamifying real world skills.

Learning Outcomes:

- Participants will be able to identify teaching strategies they can use to help students evaluate biased news sources.
- Participants will learn how to structure an escape room, including how to create two clues and the basic materials needed.
- Participants will take away ideas on how they can use the escape room to help students make real-world connections.

Tag: IIG; C&2YCLIG

Evidence Based Research to Evidence Based Practice: A Review of Models and Frameworks from a Health Science Librarian's Perspectives - Sycamore 2

Jane Wu, Otterbein University

Evidence based library and information practice incorporates an evidence-based cycle, systematic reviews of literature, and research-based decision-making to inform library practice and service directions. Libraries and librarians from the worldwide have adopted the concepts and principles of evidence based library and information practice (EBLIP) since the early 2000. While numerous research have been undertaken under the guise of being evidence-based, very few studies in the library and information profession have systematically explored evidence-based practice as the object of study. This presentation will review of models and frameworks of evidence based library and information practice (EBLIP) and offer examples that have already embraced the practice. The presentation aims to help the participants to gain insights on the relevance of the current EBLIP model to practice, and to understand the possible connections between scientific research and tacit knowledge within the daily practice of the academic libraries.

Learning Outcomes:

- What are some of the models and frameworks of EBLIP currently in use?
- How does the strength of the evidence determine translation into practice?
- Why is it important to integrate both evidence-based practice and the local environment and experiences?
- Share insights and experiences of EBLIP practices among the participants.

Tactics, Tips and Tricks for Telling the Library's Story - Birch 1

Kathleen Baril, Heather Crozier, Jenny Donley & Bethany Spieth, Ohio Northern University

Higher education institutions in the Midwest are undergoing a seismic shift as they face declining numbers of high school graduates and try to balance their budgets while keeping tuition affordable. Our university is facing these challenges and last spring embarked on a comprehensive program review in an effort to cut and restructure the university's budget. Our undergraduate library wrote three reports describing our contributions to the university: one on our instruction program, one on our information resources, and one on our services and outreach. In our presentation, we will describe how we created our reports and how attendees can use these techniques in their own institutions to demonstrate value. We will discuss the metrics and data we utilized, and explore how we translated library terms and concepts into language the report evaluators, who came from all areas of the university, could readily understand. Attendees will leave our presentation with a toolkit of ideas that includes techniques for making the most of statistics already on hand, benchmarking against other institutions when historical data is not available, and other suggestions for demonstrating their library's value to non-library constituents on campus. We will incorporate Think-Pair-Share activities throughout the presentation to engage the audience.

Learning Outcomes:

- Attendees will come away with ideas of qualitative and quantitative metrics for proving the value of their libraries.
- Attendees will come away with ideas on how to communicate about their libraries in ways that general, non-library audiences can understand.

Tag: C&2YCLIG; PROMIG; AIG

11:00-11:50 a.m. Concurrent Sessions 2

#InstaSuccess: How Collaborating with a Student Assistant Can Transform Your Library's Social Media Presence with REAL Appeal - Hickory 1

Kirsten Setzkorn, Kari Siders & Haili VanDerEems, Cedarville University

Does your current social media strategy feel more like an #instafail than an #instasuccess? Academic libraries often struggle with crafting a social media voice that truly resonates with their students; our library was no exception. Learn how we collaborated with a creative student assistant to completely revitalize our social media presence and double our followers. By capitalizing on the insights of our student assistant and mining analytics data, we refocused our social media efforts on Instagram to create posts with REAL appeal (Relevant, Engaging, Authentic, Likeable). Through collaboration and planning, you too can transform your library's social media into an effective platform for educating and sharing. Hear how we reimagined our posts to not only highlight library resources and events, but also to showcase our student staff and connect with campus- and even nation-wide trends in fun ways.

This session will provide practical and attainable strategies to take your library's social media presence to the next level. In addition to discussing the innovative partnership between the librarians and marketing student assistant, we will also share social media planning advice and best practices, concluded by a Q&A session.

Learning Outcomes:

- Evaluate current social media strategy in order to determine how and where to most effectively focus future social media efforts.
- Develop a cohesive social media brand through carefully planned content with recurring series and consistent aesthetics.
- Initiate collaboration with knowledgeable student assistant in order to inform social media direction, brand, and content.

Tag: C&2YCLIG

Doing Democracy with Libraries as Leaders: Collaboration and Development of Integrated Plans for Civic Engagement on College Campuses - Hickory 2

Katherine Tucker Paterson, Loyola University Chicago

While most college campuses make efforts towards democratic engagement and service learning, academic libraries are often just one piece of the whole. In this session, however, attendees will learn how library

leadership in such efforts can lead to greater participation and an expanded view of how we can help students to become informed and engaged citizens.

This session will demonstrate how centering library learning outcomes and frameworks for information literacy helped one library to shift the focus on democratic engagement efforts (such as voter registration) to a more expansive view of civic engagement—which we define as practices intended to improve or influence a community through deliberation, collaboration, and reciprocal relationships and community-building. This resulted in an integrated plan for civic engagement, created collaboratively by the library and their partners. Though libraries can—and should—be leaders in these efforts, it would be impossible and inadvisable to do this work alone. Instead, this session will demonstrate the effectiveness of centralizing information and breaking down silos between campus and community units already engaged in this work.

Learning Outcomes:

- Attendees will understand the differences between democratic engagement, voter education, and civic engagement.
- Attendees will be able to apply frameworks for information literacy and their own libraries' missions/learning outcomes to civic engagement in order to increase student participation in and understanding of such efforts.
- Attendees will be able to identify key partners on their own campuses and in their own communities which could help them replicate such an effort.

Tag: C&2YCLIG

Leading Together: Considering Academic Library Consortia Advocacy - Cypress 1

Irene M.H. Herold, The College of Wooster

While many institutions already participate in individual advocacy efforts, this session will focus on consideration of the strength in advocacy as a consortia voice and the opportunity to lead together under a unified plan. This does not mean that individual libraries abdicate their contribution and role in grassroots advocacy, but rather reinforces the concept that each library contributes to the consistent messaging to influence and persuade for the agreed upon goals of the consortia group. Exemplars of consortia advocacy will be shared along with a review of the landscape of consortia advocacy work. The intent is to move beyond thinking of advocacy solely in the political realm and about legislation. Attendees will consider what consortia may do to influence and persuade at the student, faculty, campus, and system administrative levels. A framework for the creation of an advocacy plan that may be used at the institution or consortia level will be shared along with tips for consideration in the creation of an advocacy plan, actions, and assessments.

Learning Outcomes:

- Think about advocacy beyond legislation.
- Leave with a framework for how to create an advocacy plan that may be operational and assessed.

Tag: AIG

Get Out of the Archives: Preserving Northwest Ohio's Islamic History through Community Collaboration and Engagement - Cypress 3

Megan Goins-Diouf, David Lewis, Michelle Sweetser & Nick Pavlik, Bowling Green State University & Cherrefe Kadri, Islamic Center of Greater Toledo

This panel presentation will provide a progress report on a year-long community history project that is the result of a collaboration between an academic archive and an Islamic community center. The project aims to facilitate community-driven documentation and preservation of Ohio's Islamic history through a series of public events, including a community digitization event, two exhibit openings and lectures/discussions. This presentation will primarily focus on the community digitization event held in May 2019, in which members of the general public are invited to bring historical materials of various formats relating to Northwest Ohio's Islamic history to be digitally preserved. Participating community members receive digital copies along with preservation materials for their originals; the archive retains digital copes when permitted and plans to create an exhibit with selected digitized materials during the 2019-2020 academic year. Panelists will provide details on the planning, promotion, and implementation of the community digitization event; briefly discuss the planned exhibits and other forthcoming events; and discuss how the partnership has offered an exciting template for the archive to build upon in its community outreach and collection development efforts as it seeks to build more diverse regional history collections representing traditionally marginalized groups.

Learning Outcomes:

- Attendees will learn how one peer institution applied several aspects of special collections librarianship to the implementation of a community archive project, including community outreach and collaboration, event planning and marketing, student recruitment and training, and digitization and digital content curation.
- Attendees will also learn how one peer institution's experience can help inform their own.

Tag: CMIG; Special Collections and Archives

Library-Faculty Collaboration on Open Educational Resources Adoption - Sycamore 1

Rachel Dilley, Columbus State Community College

Libraries across the country are the centers of Open Educational Resources (OER) initiatives for good reason. Quality OER are not yet well centralized for searching, and faculty can have a difficult time locating what they need in order to eliminate costly textbooks. Librarians can support faculty who seek to provide open course materials that are equitable – available to both economically disadvantaged students and those with means – by providing instruction, infrastructure, connections, and search services. OER not only addresses access to knowledge for marginalized students, but it gives agency and control over content back to faculty, which is where it belongs. Attendees will learn how to leverage the open education community's willingness to share material to create an outreach and support system for faculty who are trying to bring social justice to the classroom through OER adoption. A successful OER initiative requires administrative, faculty, and student buy-in, but this session focuses on collaboration with faculty, who do the bulk of the work to adopt OER.

Learning Outcomes:

- Participants will recognize the needs of faculty who wish to adopt OER in order to make course materials equitable.
- Participants will understand the structure of a successful OER initiative that caters to the needs of faculty so that they can, in turn, help students succeed.
- Participants will share ideas for marketing OER faculty services in order to have the greatest impact on student success.

Tag: SCIG; DLIG; C&2YCLIG

Do You Need Help? The Implementation of Proactive Chat and its Effect on the Quantity and Quality of Reference Interactions - Sycamore 2

Andrew Revelle & Jerry Yarnetsky, Miami University

Like many other academic libraries across the United States, we have eliminated our in-person reference service point. When this change occurred, we did see an increase in chat transactions but the overall number of patron interactions decreased. In an attempt to increase our engagement with library patrons, the libraries' web development team collaborated with subject librarians to implement a proactive chat system. Like with many similar systems that are employed on commercial websites, patrons are invited to ask a question if they remain on a single page of the libraries' website for more than 45 seconds. The first part of this presentation will discuss the rationale behind the decision to move to a proactive chat system as well as specific information on how the system was developed and deployed. The second half will present information on the effect of the service, covering not only simple data points such as the number of total interactions and the average time of engagement per patron, but also changes in the quality and nature of the questions. This will be accomplished

by using the text-analysis tool Voyant to analyze the chat transcripts from before and after the implementation of the proactive chat system.

Learning Outcomes:

- Attendees will consider the effect of delivery method on the quantity and quality of reference transactions.
- Attendees will learn the advantages and problems presented by a proactive chat system in order to better evaluate the usefulness of such systems in their own institutions.

Tag: DLIG; TEDSIG; C&2YCLIG

<u>Data Curation: Opportunities for Service</u> - Birch 1

Matt Benzig, Miami University

Data Management Plans are becoming an important part of grant and publication proposals, yet many researchers are still in the dark about best practices in data management. This presentation will report on my efforts to educate faculty at my institution about the importance of data hygiene. The presentation will also act as an introduction to data curation for librarians who have not worked with data management plans before.

Learning Outcomes:

- Attendees will be able to craft an "elevator pitch" that succinctly communicates the importance of good data practices to their stakeholders.
- Attendees will be able to describe data curation practices.
- Attendees will be able to evaluate data submissions according to FAIR guidelines.

Tag: SCIG; STEM

12:00-1:00 p.m. Lunch & Awards

1:00-2:00 p.m. Exhibitors, Poster Sessions & Roundtables

Posters - NorthPointe Ballroom 2

New Here? So Am I! Establishing Roles and Relationships for Student Success

Zachary Lewis, University of Dayton

Providing support for a diverse audience is an essential function of libraries. Discerning the needs of specific identity groups is made easier by collaborating with departments across campus. Introducing the newly appointed role of the student success librarian (SSL) to various campus departments opened doors for greater interaction with campus persistence data. Recognizing the need for stronger support for first-generation students, a campus-wide team was formed to develop and implement an I Am First-Gen program across campus. This collaboration led to an opportunity to plan a "data walk" with the University Libraries Diversity and Inclusion Team (ULDIT), giving library staff insight into barriers to success faced by students. The SSL worked with the University Libraries' Marketing and Outreach Team, determining that blog posts on library anxiety and researching difficult topics could eliminate barriers for targeted audiences. ULDIT's involvement in New Students Programs' Weeks of Welcome event led to a partnership with Wellness Services to develop a relaxation event for overwhelmed students. After further discussing student needs with Wellness Services, the SSL co-facilitated a workshop on managing time in the library. Observing the need for library services across campus, the Office of Multicultural Affairs established regular SSL office hours in the student lounge, enhancing outreach and support for underrepresented students on campus.

Learning Outcomes:

- Attendees will learn how to develop relationships between new librarians and their managers in order to improve balancing daily job duties and tenure track responsibilities by developing workflows, managing expectations, and foster support structures.
- Attendees will learn how to leverage networks and collaborate within and outside the library in order to ease workloads, develop ideas, and share strategies for daily work duties and tenure track responsibilities.
- During the session attendees will able to discuss ideas, share experiences and gain new perspectives from each other in order to begin building a network and apply the session to their work in a meaningful way.

Tag: DIV; C&2YCLIG

Library Lockout: Using Escape Room Programming to Promote Libraries and Their Services

Jennifer Babcock & Lori Harrison-Jay, University of Toledo

Escape rooms are a popular trend that libraries have adapted into programming opportunities. Through the use of puzzles, riddles, lock boxes, and some invisible ink, escape rooms can be a great platform to use to promote the library and its services, particularly to first-year students. This poster will introduce Library Lockout, an

escape room game that one academic library has run the past three years as part of its welcome week event – the largest event the library produces each year. It will discuss what services and skills were targeted, how clues were created to focus on those services and skills, the challenges that arose, and the results of student surveys stating what they learned by playing the game.

Learning Outcomes:

- Explore a creative and engaging way to promote library services to a target audience.
- Use basic library skills to orient students with the library and scaffold further library instruction.
- Encourage attendees to consider how to develop and customize their own escape room program to benefit their patrons.

Tag: IIG

"A Short Guide to Sharing Your Work": Developing a Shareable Guide for Publishing Open Textbooks

Zach Walton & Tina Schneider, The Ohio State University at Lima

With the rising costs of textbooks impacting college and university students and their ability to access educational resources, academic libraries have the unique opportunity to work alongside faculty by supporting them in their development of open educational resources (OERs). The eBook "A Short Guide to Sharing Your Work: Cost, Accessibility, and Creative Commons Licensing" was created to offer support to college and university faculty interested in developing OERs for their courses. It offers authors new perspectives on how to move forward with their open textbook, including how they can make it easily accessible and affordable for their students. Written by two librarians, and developed using PressBooks to make it easily sharable, this title provides information on the various file formats for publishing, as well as copyright information, to educate and inform college and university faculty about the potential impact an OER could have on their students.

Learning Outcomes:

- Learn how PressBooks can help them develop and share their own resource, and more about the role academic libraries have in the development of OERs.
- Learn about methods for approaching college and university faculty to discuss the potentials of OERs.
- Walk away with a link to "A Short Guide to Sharing Your Work: Cost, Accessibility, and Creative Commons Licensing".

Tag: SCIG; C&2YCLIG

Strategic Weeding by the Numbers: Index Scoring in Library Collections

Ryan Carrig & Diane Schrecker, Ashland University

Choosing to conduct a large-scale weeding project means deciding among a number of factors while adhering to a collection development policy. Combining methodologies into a single index scoring process can streamline weeding efforts and reduce time spent in the stacks. Aggregating statistics on library collections, including usage factors, circulation, consortia holdings, age, and relevance to curriculum can be combined into a single process to develop weeding lists. Initial program results in two LC subject classes, education and science, created an easily defined list of items with demonstrable reasoning in the data. The process also greatly impacts usage factors by removing underperforming items without compromising consortial availability. This session will provide an overview on aggregating library data, the index scoring process, and offer insights concerning application of data with real-world weeding results.

Learning Outcomes:

Session attendees will be able to evaluate benefits of index scoring by reviewing collection development data presented and brainstorming factors beneficial to their own library policies.

Tag: CMIG; TEDSIG; AIG; C&2YCLIG

Advocating (and Iterating) for Student Financial Literacy

Joan Plungis, University of Dayton

Two years ago, our university library partnered with a local credit union to offer a series of financial literacy workshops for undergraduate students. The programs were certified through Residence Life so attendees earned points to improve their priority in the annual housing selection process. While the sessions drew large crowds, evaluations indicated students wanted more time for peer interaction, and less old-school, classroom-like, PowerPoint-centric presentation. Inspired by the highly successful peer-consultant model used in the campus writing center, we approached a finance professor who advises a student-staffed investment program about involving these students as peer facilitators in our programs. Instead, he suggested we recruit students from his upper-level classes. Student volunteers received extra credit in the class, plus housing selection points for their participation. This poster will detail how we changed and improved the workshop format based on user feedback, moving from a canned presentation to interactivity, with PollEverywhere questions, small break-out discussion groups led by student facilitators, and opportunities for attendees to share tips and ideas for money management. The sessions buzzed with engaged conversation, making for a far more active and fun experience, and attendees came away with actionable ideas to improve their financial lives.

Learning Outcomes:

Viewers of this poster will learn to transform a financial literacy program from a passive presentation to an interactive event that will appeal to college undergraduate students and encourage their participation.

Tag: C&2YCLIG

Inclusive Access: The Instructors' Perspectives

Michelle Sarff & Tim Sandusky, Ohio Dominican University

In Spring 2019, librarians who had worked on an Inclusive Access pilot interviewed faculty members who taught classes in this project to learn about their experiences. We held focus groups to gather information on how IA affected various aspects of their courses, including assignments, class participation, and student preparedness. We also asked how they felt about Inclusive Access – what went well, what needs improved, and whether they would implement it on a more permanent basis. The poster will present these findings, with both data sets and quotes from the faculty. It will also show what they would like to see in future improvements from the publishers and the campus partners. There will also be a chance for viewers to fill out a slip of paper with their own perceived pros and cons of IA.

Learning Outcomes:

Attendees will learn what Inclusive Access is like for the instructor and what would improve the experience for all involved.

Tag: DIV; C&2YCLIG

Where do I Start? Supporting an Undergraduate Research Conference Online Using Springshare's LibGuides

Heather Mitchell-Botts, University of Cincinnati Clermont College

In collaboration with faculty conference organizers, the Equity, Inclusion, Innovation, and Impact (EI3) Student Research Conference research guide was developed to support in-seat and online students as they prepared research proposals, conducted their projects, and developed and presented their findings. This research conference is most students' first introduction to academic research and communication. In order to reach the widest audience, particularly considering library staffing challenges, the guide was created online so faculty could discuss with their students in class, one-on-one, and provide distance students an opportunity to get the

support they needed. The poster will address faculty collaboration, research guide design and best practices, and recommendations for improvement for future conferences.

Learning Outcomes:

Participants will identify challenges with supporting a research conference fully online and strategies for overcoming them in order to support undergraduate research.

Tag: DLIG

You can't escape the library! Tiered library escape room experiences for freshmen, in collaboration with Residence Life

Stacy Chaney-Blankenship, Liz Lang & Eugene Rutigliano, Ohio Wesleyan University

Learn about our efforts to create and implement tiered library programming based on an escape room experience. In response to a collaboration with Residence Life, our librarians and curator worked together to design an escape room aimed at helping first-semester freshmen learn about campus history. This collaborative escape room, specifically designed to meet the needs of Residence Life programming, also introduced students to materials from our college archives. The escape room led students to a second library experience that built upon the original narrative, and extended our opportunities to teach library skills using more library resources and Special Collections materials. Our goals included establishing relationships with first-year students and Residence Life, familiarizing students with library materials and Special Collections, demonstrating the value of our materials to the students' campus experience, and providing the students with a fun way to learn. Our librarians and curator will discuss the design and implementation of the programs, our collaborative approach to this outreach experience, and the lessons we learned.

Learning Outcomes:

Visitors to our poster will learn about the design and implementation of tiered library programming built upon an escape room experience, including our collaborative efforts with Residence Life, creating the two connected programs, the incorporation of library skills and Special Collections materials, student response to the programs, and our reflections on the experience.

Tag: Special Collections and Archives

It's the Journey, not the Destination: The Winding Road Towards a Makerspace in an Academic Library

Sarah Nagle, Lori Chapin & Lindsey Masters, Miami University

With dwindling budgets and increasing pressure from university administration to provide innovative services, academic libraries must find creative ways to advocate for our relevancy on campus. Makerspaces not only provide a vital service to library patrons, but serve as a living promotion of the library and support experiential learning across campus departments. Working with an extremely limited budget, and with equipment purchased through internal grant programs, we started small with pop-up makerspace events around campus. Our next step was to argue for a dedicated makerspace within the campus library, which would be the only such space open to all students on campus. Focus groups and anecdotal information collected from one-on-one conversations provided insight into the needs and wants of students and faculty, and allowed us to demonstrate the importance of creative spaces in the library. We will share our struggles, process, failures, and successes, in an effort to inspire and inform other academic libraries who are considering offering makerspace services.

Learning Outcomes:

- Learn ways to repurpose existing resources to provide new, innovative services.
- Gain ideas for using maker equipment to promote the library through events and partnerships.
- Leave with strategies to argue for new and innovative services to library administration.

Tag: STEM; C&2YCLIG

Working in the Weeds: Tales and Tips from a Specialized Librarian

Sarah Mainville, Michigan State University

When Libraries create new positions in response to industry trends, it is exciting and forward-thinking. It offers opportunities to new professionals as well as the Library preparing for the future. The exact description, duties, and responsibilities of the job is developed by the Librarian as they forge ahead and make the position their own. This freedom to explore and build a position on one's expertise can also be isolating and uncertain. How can one be sure that they are on the road to success when there is no clear path? This poster is a narrative told from the position of the new professional in a specialized position at the library. It will discuss how to leverage your freedom to build the job you want while also setting realistic expectations for what is possible. Through communication, a strong mentoring network, and embracing ambiguity new specialized librarians can confidently build a job at their institution.

Learning Outcomes:

Develop infrastructure in order to support new librarians in specialized roles within their institutions.

Tag: AIG

What You Need to Know About Copyright and Accessibility

Allison DeVito, Ohio State University

Section 106 of the US Copyright statue grants six exclusive rights to copyright holders that last for the life of the creator plus an additional seventy years. But these exclusive rights often conflict with many universities' increasing focus on the availability of accessible curricular materials for both print and digital resources. Technological advances have increased the capacity for the dissemination of materials, but the exclusive control of reproduction and distribution rights has continued to create barriers for making formats accessible to those with physical and cognitive disabilities. Current U.S. copyright law lacks a blanket exception for accessibility, relying instead on a patchwork of statutory exceptions and the doctrine of fair use. This poster session will outline and explain the current exceptions and limitations in copyright law aimed at accessibility and break down current statues and what those changes mean for campus accessibility initiatives in an increasingly digital classroom environment.

Learning Outcomes:

Participants will be able to understand best practices for the use of copyrighted materials when making materials accessible for students; articulate the different exceptions and limitations for web and print disabilities; and identify scenarios for when to consider fair use.

Tag: SCIG; STEM; DIV; C&2YCLIG

It takes a team: Balancing work and tenure for new librarians, and how a new librarian and manager work together to accomplish these goals

Rachel Makarowski & William Modrow, Miami University

New special collections librarians face many tasks; they encounter requests and expectations from patrons and staff outside of our reporting structure. An additional challenge evolves from faculty members' previous interactions and experiences with special collections. The tenure process, which creates responsibilities and pressures beyond one's daily job duties, can be an added challenge for many beginning librarians. All of this is emotionally and physically stressful, especially within a smaller department where a single person is expected

to balance duties in both technical and public services. How can the new librarian and their manager work together to help relieve these pressures?

This poster will demonstrate ways to foster support structures, manage internal and external expectations, and develop workflows that can provide relief and help prevent burnout. The presenters will share ideas on how managers can work to develop librarians as they accomplish their responsibilities while working toward the tenure process; showcasing how they have worked together with other librarians to address various issues they have faced in balancing duties in public and technical service alongside the tenure process, including managing and training employees, teaching and cataloging collections.

Learning Outcomes:

- Attendees will learn how to develop relationships between new librarians and their managers in order to improve balancing daily job duties and tenure track responsibilities by developing workflows, managing expectations, and foster support structures.
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- Attendees will learn how to use workflows to better leverage networks and collaborate within and outside the library to ease workloads, develop ideas, and share strategies for daily work duties and tenure track responsibilities.
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- Attendees will be able to discuss ideas, share experiences and gain new perspectives in order to apply the poster to their work in a meaningful way.

Tag: Special Collections and Archives

Collaboration and Advocacy: Keys to Addressing Library Challenges

Tiffany Lipstreu, Otterbein University & Nancy Lensenmayer, OCLC

Libraries around the globe encounter challenges on an ongoing basis. Often those same libraries address their challenges creatively and collaboratively. Such is the case with an Ohio academic library, whose staff discovered commonalities in challenges and solutions with libraries from different countries. The library partnered with a global library organization in collaborative activities that brought together library staff and early career librarians from Bolivia, Ethiopia, Indonesia, Jamaica, Kenya, Mongolia, Nigeria and Serbia. Initially working independently, librarians identified top challenges facing libraries in their countries, as well as positive movements addressing the challenges. Surprisingly (or not), results and interactive discussions noted similarities in challenges and innovative solutions across countries.

In this poster, we share the challenges (Top Challenges) and examples of positive change (Positive Movement) identified by librarians in these nine countries. We provide interactive opportunities for conference

attendees to identify and share examples of Positive Movement in their own institutions addressing these Top Challenges and to identify additional ideas to address the challenges and positively affect change. Poster session attendees will gain increased awareness about challenges and positive movement library colleagues around the world are experiencing, as well as new ideas for collaboration and advocacy within our own communities.

Learning Outcomes:

- Increased awareness about challenge and positive movement library colleagues around the world are experiencing.
- New ideas for collaboration and advocacy within our own communities.

Tag: AIG; SUSIG

Implementing and Marketing Program-Focused Mini eBook Collections in LibGuides

Joseph Dudley, Bryant & Stratton College

This poster session will describe how mini collections of eBooks are assembled, displayed, and maintained on academic program-focused LibGuides. The poster will first demonstrate how eBooks are selected from existing eBook collections by aligning subjects with curriculum and course descriptions. Specifically, the poster will examine how subject analysis of course content and collaboration with teaching faculty is employed to select eBooks for inclusion in mini collections. The poster will then demonstrate how eBook titles are displayed on academic program-focused LibGuides for ease of access, including the use of appropriate public-facing metadata and graphic elements. The poster will then describe how collections are marketed to the campus community by mass email, during in-person classroom bibliographic instruction sessions, and during in-person and virtual reference inquiries so that students and faculty are aware of their availability.

Learning Outcomes:

- Participants will learn how to select eBooks for a specific population of students and faculty by aligning eBook content with academic program curriculum.
- Participants will learn one method of displaying eBook information on LibGuides to assist with user selection.
- Participants will learn selected methods of marketing eBooks to students and faculty in both in-person and virtual settings.

Tag: TEDSIG

The Evolution of an Academic Marketing Team

Marsha Miller & Dara Middleton, Indiana State University

Changes in library resource needs and attitudes towards the value of libraries can greatly affect not only the staff but also the physical plant of a library. Hopefully libraries can make the needed changes, and even anticipate them. This is the mostly chronological story of an academic library creating a public relations team in the late 1990s and its evolution into the current ad hoc Marketing team, featuring 5 deans, 1 Library Events Coordinator, assorted other librarians and staff, creation of an official events space where none existed (and how we hosted events before the space), creation of a library brand – "Your Campus Living Room", moving into social media, planning and execution stages of co-sponsoring campus events - mostly successes and a few failures. Demonstration of use of checklists and TeamworkPM (www.teamwork.com/project-management-software). Discussion of on-going issues includes supplemental information via a LibGuide. In 2017/2018 we hosted 150 events, with 17,561 (3,273 in our 1-day, 5-hour Library Extravaganza). The necessary elements for a successful marketing plan could be extracted from the personnel involved to create a what-we-have and where-we-want-to-go strategic plan.

Learning Outcomes:

- How to coordinate events.
- How to approach public relations in an academic library setting.
- How to get all the pieces to fit into a workable whole, regardless of where/how you start.

Building STEAM: Collaborative Outreach and Engagement with Art and Science in the Academic Library

Stefanie Hilles & Ginny Boehme, Miami University

Art and science are often thought of as separate and unrelated disciplines. However, art has frequently been influenced by scientific discoveries while science has used artistic techniques to expand knowledge. This presentation will discuss how an art librarian and a science librarian successfully collaborated with the Biology department, the Art History department, the Microscopy Lab, the Museum of Natural History, Special Collections, and a local book artist to overturn these common stereotypes and break disciplinary barriers by creating a series of lectures and library exhibits. Branded as Building STEAM, the events explored ways art and science are inherently interconnected, both at the university and across society at large.

This presentation will focus on three main topics: ways that art and science intersect, the lecture and exhibition series, and the successes and struggles of collaborating with multiple stakeholders. The first two will provide attendees with ideas for how STEAM initiatives can be implemented in their own libraries, while the third will prepare attendees to manage large collaborations across university departments.

Learning Outcomes:

- Attendees will learn ways that art and science are interconnected in order to leverage said interconnections for engagement and outreach at their own institutions.
- Attendees will gain an understanding of both the successes and struggles of collaborating with multiple campus stakeholders in order to more effectively leverage connections at their home institutions.

Tag: Special Collections and Archives; STEM; PROMIG

Spotlighting Diversity & Own Voices in Government Information

Larry Eames, University of Washington

Through the lens of a year long project for the Government Publications Unit, this poster looks at ways to find diversity and representation in government information. By presenting the process over the finished product, this submission hopes to demonstrate how to look for diversity and own voices in existing collections.

Learning Outcomes:

Viewers will understand the selection criteria and search process in order to replicate searching for existing, but perhaps hidden diversity in their own collections.

Tag: DIV

Preparing for a Significant Historical Exhibit

Douglas Anderson, Marietta College

This poster will present a description of the process of planning and executing an exhibit of period artwork and historical documents relating to the establishment of the "first permanent settlement in the territory northwest of the Ohio." Inspired by the publication of David McCullough's new book, The Pioneers: The Heroic Story of the Settlers Who Brought the American Ideal West, about the initial settlement of Ohio, the exhibit presented information on the historical figures and stories contained in the book. In addition to the artwork and original documents from the library's collections, the exhibit featured a series of twelve museum-quality panels featuring interpretive text with historical images and documents. The process of preparing the exhibit included developing the concept, selecting artwork and documents, preparing interpretive text, seeking grant funding, working with a designer to produce the interpretive panels, and developing a promotional strategy.

Learning Outcomes:

Participants will be able to understand the various aspects of preparing for an exhibit, including the process for planning it.

Tag: Special Collections and Archives

We Found the ANSCR!: An Innovative Solution to Store and Showcase Media Collections

Jacey Kepich, Case Western Reserve University

During summer 2018, my library closed for facility renovation. Aside from managing the challenges of a building project, such as planning, preparing, and staging operations offsite, we also needed to cut our media storage footprint in half. Initially a concern, our challenge grew into a positive outcome: underused space was repurposed; collections were weeded, and our CDs moved into a visible, accessible location. This change has significantly boosted the user discovery experience, and has been met with enthusiastic feedback.

My poster will 'tell the story' of how we navigated the renovation that inspired our media project. We approached the project in two phases. Phase I (Summer 2018) will show how we consolidated the collection, including pictures of the before-and-after. Phase II (Summer 2019) will explain how we reclassified CDs using the Alpha-Numeric System for Classifying Recordings (ANSCR). ANSCR facilitates a user-friendly browsing experience, as items are grouped by genre, as opposed to an indistinct accession order. While the project may seem relevant to music audiences only, the process of bringing a hidden collection to light - particularly when resourcefulness is key - remains relevant for librarians of all backgrounds.

Learning Outcomes:

- Attendees will learn about the multi-step process used to rehouse and reclassify a collection of 10,000 sound recordings.
- They will become familiar with the Alpha-Numeric System for Classification of Sound Recordings, which groups items by category, rendering content more findable in a user-friendly format. While content is music-specific, the process, planning, and workflow will be valuable for any librarian interested in project management and creative storage solutions. Likewise, this presentation is relevant for all libraries with media collections.

Tag: TEDSIG

Roundtables - Grand Ballroom

What Can Your ALAO Membership Do for You?

Maureen Barry, ALAO Membership Chair, Bowling Green State University

Are you taking full advantage of your ALAO membership? Do you have suggestions for additional ALAO membership benefits? Join Membership Chair, Maureen Barry, for an informal conversation about the perks of ALAO membership and offer feedback for the executive board to consider. Drop in quickly or stay as long as you like.

Low-Budget Programming as Student Outreach

Jessica Crossfield McIntosh & Kirsten Peninger, Otterbein University

Academic Libraries often promote outreach through programming focused on fun, relaxation, or student support. However, many libraries also struggle with finding the time and budget to support these types of programs. This roundtable discussion will give librarians and library staff the opportunity to share low-budget programming ideas, successes and lessons learned, and strategies for collaborating with campus partners to build programming in the library.

Discussion Questions:

- In what ways has your library developed programming despite cost and budget restraints?
- In what ways have you partnered with campus offices, academic departments, or the community to build programming in the library?
- How can academic librarians continue to provide unique and effective programming to their students with diminishing staff and increased obligations?

Tag: C&2YCLIG

Telling Your Library Story: Best Practices for Creating an Annual Report

Kristin Cole, Otterbein University

In this roundtable discussion, participants will discuss the benefits of creating an annual report to advocate for the library. The discussion will cover best practices for creating and disseminating an annual report. Topics covered include: Designing the annual report, integrating assessment data, and ensuring digital accessibility.

At the end of the discussion, we will create a Google Doc with a list of best practices that will be distributed to attendees.

Discussion Questions:

- How does the intended audience for the annual report affect your content? How do you prioritize what is included and what is excluded from the annual report?
- How do you incorporate your library's strategic plan and/or your university's strategic plan into the annual report?
- Does creating an annual report change the way you collect and analyze data about your library?

Tag: AIG

Considering Student Data Privacy while Showing Library Value

Kristen Peters, Wittenberg University & Mandy Shannon, Wright State University

In order to collect evidence of library impact on student learning and retention, many libraries are starting to collect more data about which services and spaces students are using. Some libraries have begun learning analytics projects that require collecting identifying information when students attend library workshops, appointments, or when they log into a computer on-site. While this data is often correlated with student GPAs or retention data by Institutional Research and sent back stripped of student's identifying information, ethical questions regarding the collection and use of this data persist.

This roundtable will give users an outlet to consider and discuss the challenges of determining institutional effectiveness on student outcomes while protecting student privacy and promoting informed consent in data use. This roundtable will be appropriate for everyone from novices just beginning to consider learning analytics projects to administrators exploring data privacy policies.

Discussion Questions:

- Do our students understand what data is being collected and how it will be used?
- Collecting student data will help libraries better understand what helps students succeed, but what do we do when this desire to help students succeed collides with our values of protecting privacy and informed consent?
- What should be considered in developing a student privacy policy in the library? How should the library's policy be guided by the larger institutional privacy policies (or lack thereof)?

Tag: AIG; C&2YCLIG

Advocating for Information Literacy Education through Faculty Partnerships

Jaclyn Spraetz & Lindsay Miller, Miami University

How can librarians create real, intentional partnerships with faculty all with the greater goal for student engagement and success? Many librarians are refocusing efforts to integrate information literacy into the curriculum by both advocating for IL across their campuses and by working alongside faculty to co-create learning experiences. As librarian roles evolve, faculty are increasingly considering their librarian counterparts as teaching partners, not just service providers or research assistants. This roundtable will look at ways librarians and faculty can be true partners in information literacy instruction. Facilitators will talk about their recent faculty development workshops, plans for a learning object repository and other initiatives. Attendees will share how they are deepening engagement with faculty beyond the one-shot session and brainstorm other ideas to reach out to faculty.

Discussion Questions:

- What initiatives have you developed recently to strengthen your partnership with faculty?
- How do you convince faculty that information literacy is important?
- How do you see your role as a librarian changing, and how does that impact your relationship with faculty?

Tag: IIG

Library Engagement and Student Success: A SWOT Analysis

Nate Floyd, Jaclyn Spraetz, Laura Birkenhauer, Andrew Revelle & Lindsay Miller, Miami University

As librarians, our focus has always been student success. We create meaningful classroom activities, develop timely programming, and collect and create resources to support academic success. In all aspects of our work, we strive to develop information literacy and critical thinking skills in our students. As "student success" gains currency on campus, how do we demonstrate the value of our contributions to stakeholders, including administrators, faculty, and students? How do we show potential collaborators that the library is a good investment?

In our discussion, we use the SWOT analysis framework as a conversation starter. A SWOT analysis is a planning method to manage the goals of an organization or project. As librarians, what are our Strengths, Weaknesses, Opportunities, and Threats as they relate to library engagement and student success?

Discussants will conceptualize library engagement broadly and consider our relationship to student success at the level of librarianship. Attendees will leave with the tools to continue these conversations at the institutional level.

Discussion Questions:

- What do we hope to learn from our SWOT analysis?
- What are our strengths and weaknesses?
- What are our opportunities and what threatens our mission?

Tag: AIG

Diversity Committee

Chair: Edith Scarletto, Bowling Green State University

Interested in joining? Talk to the members at the Diversity Committee roundtable during the Conference.

Tag: DIV

Assessment Interest Group (AIG)

Co-chairs: Elizabeth Sullivan, Oberlin College & Anna Liss Jacobsen, Miami University

Please join our roundtable to discuss assessment techniques and strategies. Share your library's experiences working with institutional partners to support campus goals, using different measures and analytical techniques, closing the loop, and overcoming challenges.

Tag: Assessment; AIG

Community & Two Year College Libraries Interest Group (C&2YCLIG)

Co-chairs: Julie McDaniel, Sinclair College & Karla Aleman, Lorain County Community College

The Community & Two Year College Libraries Interest Group provides librarians working with students pursuing two-year degrees or technical certificates a place to share experiences, expertise and solutions. Topics of interest may include librarianship from a two-year perspective including gaining perspective on the

unique needs of C2YC students; leading the library to thrive in the C2YC environment, transitioning from open access enrollment to an emphasis on student success and completion as well as collaboration with other departments on and off campus.

Tag: C&2YCLIG

Distance Learning Interest Group (DLIG)

Co-chairs: Jessie Long, Miami University Middletown & Jennifer Hicks, Miami University Middletown

Stop by our Roundtable session to discuss ideas for upcoming workshops and programming and other current topics and issues in distance learning.

Tag: Distance Learning

Instruction Interest Group (IIG)

Co-chairs: Lindsay Miller, Miami University & Stacey McKenna, The Ohio State University Newark & Central Ohio Technical College

You can join in IIG activities at the ALAO conference by attending the IIG round table, which will provide both an overview of the topics of our most recent spring workshop, and an opportunity to explore the topic of reflective teaching. Please consider joining us if you can!

Tag: IIG

Programming, Outreach, and Marketing Interest Group (PROMIG)

Co-Chairs: Eboni Johnson, Oberlin College & Shaunda Vasudev, Capital University

The Programming, Outreach, and Marketing Interest Group (PROMIG) works to identify, address, and promote programming, outreach, and marketing issues that impact libraries and higher education and create a community of support for those whose role includes these activities. Some of our focus areas include supporting First Year Experience programs, using social media to promote library services and engagement, student success efforts, high school outreach, and collaborating with campus departments to meet the needs of underserved and underrepresented students.

Join us for our round table discussion on these areas as we begin a conversation around planning for next spring's workshop.

Tag: PROMIG

Scholarly Communications Interest Group (SCIG)

Co-Chairs: Mark Clemente, Case Western Reserve University & Heather Crozier, Ohio Northern University

Join the Scholarly Communications Interest Group (SCIG) with co-chairs Mark Clemente and Heather Crozier to talk about how you are engaging your communities on topics relating to scholarly publishing, open access, copyright, licensing, open education resources, and more. We'd like to learn from you about how the SCIG can offer programs and learning opportunities to support your scholarly communication initiatives.

Tag: SCIG

Special Collections and Archives Interest Group (SCAIG)

Co-chairs: Suzanne Reller, University of Cincinnati & Rachel Makarowski, Miami University

Please join us at the SCAig roundtable at the ALAO conference for a discussion of reference and digitization services for researchers including: the charging of fees, student labor, and maintaining time restrictions for these services. Attendees are encouraged to come and share their experiences and ideas. We also would love to hear your ideas for future SCAig workshops and meetings!

Tag: Special Collections & Archives

STEM Interest Group (STEMIG)

Co-chairs: Matt Benzing, Miami University & Daniela Solomon, Case Western Reserve University

Our Round Table discussion at the 2019 ALAO conference will focus on "How to successfully develop relationships with STEM faculty and students." Please join us and share your experiences and ideas on

Tag: STEM

Support Staff Interest Group (SSIG)

Co-chairs: Erin Smith, Case Western Reserve University & Rob Withers, Miami University

The purpose of the Academic Library Association of Ohio Support Staff Interest Group (SSIG) is to identify issues and areas of mutual concern as well as to encourage best practices for support staff. We further seek to develop communication for the purpose of resource sharing and continuing education.

Tag: SSIG

Technical, Electronic & Digital Services Interest Group (TEDSIG)

Co-Chairs: Libby Hertenstein, Bowling Green State University & Derek Zoladz, OhioNET

TEDSIG stands for Technical, Electronic, and Digital Services Interest Group. TEDSIG provides a forum for discussion and information sharing among ALAO members would are interested in technical services, electronic resource and systems, and digital practices.

Come join us at our round table for an informal conversation on the future of TEDSIG!

Tag: TEDSIG

1:30-4:30 p.m. Afternoon Snack in Ballroom Break Area

2:10-3:00 p.m. Concurrent Sessions 3

Best Practices in Hiring, Retaining, and Collaborating with Your Student Assistants - Hickory 1

Erin Smith, Halle Novotney & Jennine Vlach, Case Western Reserve University

From their early days in the library to graduation, student assistants can be a valuable—even integral—component of a functional library. But how does one fairly and equitably hire the best junior colleagues and then retain them? One solution is to design a program for your short-term employees based around positive experiences focused on education and inclusiveness. In this interactive session, three library

staff members share how they achieve excellent results with their student assistants through collaboration both with the student assistants and with each other.

The speakers delve into responsible hiring practices that encourage diversity and inclusivity as primary considerations for a dynamic workforce. This emphasis extends to include a diversity of learning styles demonstrated throughout a student's tenure at the library, which increases motivation and a sense of value. They also focus on retention, encouraging the creation of a student assistant community. This community thrives on collaborative efforts, from planning to the execution of new processes, via open communication and opportunities for professional development. Hiring, collaborating with, and retaining your student assistants through the speakers' models will foster an environment benefiting not only your student assistants, but also your library as a whole.

Learning Outcomes:

Attendees will learn strategies to effectively engage with their student workers. This presentation will demonstrate how a positive relationship with a diverse student workforce leads to a dynamic library environment.

Tag: SSIG; C&2YCLIG

Advocacy Effort for Patrons: Using the Suggest a Library Purchase Form to Provide Customer Service and Create a Bond with the Community - Hickory 2

Kathia Ibacache, University of Colorado, Boulder

This research studies the fields contained in "Suggest a Library Purchase" forms from one hundred university libraries, focusing on the data they can provide to subject specialists in making decisions about collection development. The research will consider whether the content and format of the "Suggest a Library Purchase" form may be used to aid subject specialists and collection development librarians to make decisions concerning the purchasing of monographs and other materials, and to strengthen a user-centered approach to customer service. The Suggest a Library Purchase service appears to render more benefits than just acquiring books requested by patrons. The author will theorize that the Suggest a Library Purchase service may broaden the concept of customer service by adding community members and fostering a relationship with university patrons at large.

Learning Outcomes:

- Define fields in the Suggest a Library Purchase form that have the capacity to foster a bond with the community and identify their relationship to customer service.

- Critically examine different forms in order to evaluate them and assess best practices for application in your own setting.

"Forward, March!" Advancing Outreach to Student Veterans - Cypress 1

Gerald Natal, The University of Toledo

According to a biennial report to congress on veteran outreach activities, there were 1.02 million beneficiaries of Veteran's Administration education benefits. Significant expansion of these benefits through the "Forever GI Bill" enacted in 2018 may grow this number of service members, veterans and their families attending colleges and universities; this could fill a gap in overall college enrollment, which has seen a steady decline in recent years. Academic libraries may therefore wish to develop outreach in this area or enhance existing efforts. This presentation will illustrate how one academic library has gone beyond its traditional patron services to engage this unique community. Attendees of this presentation will discover: ways to make best use of existing collections to advocate for veterans; ways to educate through relevant programming; ways to collaborate internally and externally; learn how to go beyond one's "job description" to demonstrate commitment to student veterans, service members and dependents.

Learning Outcomes:

- Attendees will attain valuable information in order to make best use of existing collections such as books and archival materials to engage and advocate for student veterans, active military students, and their families, and at the same time educate library users about military culture.
- Attendees will also learn how to create a welcoming atmosphere for student veterans, active military students, and their families.
- Attendees will have an opportunity to obtain and share ideas for collaborating with entities within the library, other departments, and with groups and individuals outside the library for programming and exhibits.
- Overall, attendees will learn strategies for demonstrating a library's commitment to service members, veterans and their families.

Tag: C&2YCLIG; PROMIG; DIV

Trial-palooza! – Using Resource Trials to Collaborate With and Educate Faculty on the Value of Libraries - Cypress 3

Elizabeth Zeitz & Allen Reichert, Otterbein University

Identifying, evaluating, and adding new resources can be tricky. If it's not the issue of cost and available funding (and there's never enough available funding), there's the issues of program or departmental need,

curriculum support, licensing, or managing expectations (from both the university and vendor sides!). This presentation demonstrates how the trial process positions both the academic department and the library as collaborative partners. This allows both sides to educate the other regarding needs, alignment, and support, so everyone is set up for success. The trial method can either incorporate a suite of resources to examine all at once (a -palooza) or an individual offer. We will discuss how to set up initial conversations with the program or department, and structure them in productive ways that allow library staff to identify the best resources for those needs. This will include best practices and tips for working with the vendor for trial set up and review, as well as what works (and what doesn't) for getting faculty to actually participate actively in the trial once it's running. Then, we'll talk about the evaluation process, including the importance of being transparent regarding cost, pricing, and funding.

Learning Outcomes:

- Participants will learn how to set up a successful trial, effectively navigating both vendor expectations and program/department needs.
- Participants will explore best practices and lessons learned regarding communication approaches and evaluation techniques.

Tag: C&2YCLIG; AIG; CMIG

Speak Up through Video: Campus Collaboration for Effective Flipped Learning - Sycamore 1

Susan R. Franzen & Julie Derden, Illinois State University

Let's face it, sometimes librarians repeat the same content over and over. Or we have to present information that students find uninteresting and difficult to understand. To make repetitive, challenging library information engaging and entertaining, two librarians collaborated with their campus television production team to create videos to flip library instruction for education and nursing majors. After sharing basic information with a team of creative production interns and their faculty advisor, both librarians were thrilled with the inventive, instructive videos produced. One video featured a game show of data and statistics for a public health nursing course. The second used "Info-Sauce" to help future teachers locate resources in the academic library's K-12 resource center. Attendees will see clips of the videos and hear how the librarians used them to make the most of their library instruction. The presenters will also discuss the benefits and challenges of using video as a flipped learning technique.

Learning Outcomes:

- Attendees will learn how to use video in order to flip instruction even if they do not have a budget for a professional production.

- Attendees will be able to adapt their instruction using flipped learning techniques in order to maximize their classroom sessions.
- Attendees will envision partnerships on campus in order to maximize the effectiveness of their library instruction and programming.

Tag: IIG; C&2YCLIG

The Last Mile for Web Accessibility: Help Making Our Content Universally Accessible - Sycamore 2

Jerry Yarnetsky, Miami University

Making our online content universally accessible to our entire academic community is integral to our professional ethics. In this endeavor, our web developers/librarians can maintain perfect, accessible templates for our websites and LibGuides. However, if the content flowing into these pages have accessibility errors, then we can still ruin our students' educational experience. This is what could be described as our last mile challenge on accessibility.

In training guides and sessions, we often teach creators *how* to make content accessible, but rarely explain why the methods work. As a result, the difficult concepts remained a mystery. Through (trial and error) trainings and presentations, it was discovered that explaining how our students use assistive technologies and how our content inadvertently posed barriers to these tools that our content creators gained an understanding for why these best practices worked. Equally important, we gained empathy for our students.

This session will cover these topics and how we can use simple browser-based tools to visualize how students using assistive technologies see our content. Finally, an online accessibility guide that can be taken back to our libraries will be shared.

Learning Outcomes:

- Recognize barriers our students encounter with our online materials.
- Identify these barriers using simple accessibility evaluation tools.
- Implement best practices for making common online materials accessible.

Tag: DLIG; C&2YCLIG; DIV

Creating Order from Chaos and Fostering Collaboration: Documentation, Cross-training, and Continuous Operations in Multi-service Point Libraries - Birch 1

Alea Henle, Rob Withers & Eric Weaver, Miami University

In 2018, a library reorganization consolidated several previously separate units into a single department. The newly-created unit sought out a method for documenting and disseminating existing practices, with a goal of ultimately standardizing them across different service points, due in part to (a) varying practices and levels of documentation among the predecessor units, (b) the loss of institutional memory due to staff turnover, and (c) rapidly-changing practices. This session will address the development of central documentation and continuous operations plans for a library system operating multiple service points spread across campus. Key questions to be discussed with the audience include: What types of resources are suitable for compiling practices (blog, wiki, print binder)? How to generate buy-in from staff? Or facilitate regular cross-training, particularly for tasks where repetition is key to familiarity? Presenters will incorporate brainstorming activities exploring pros/cons for different documentation methods and local applications, as well as strategies for negotiating a single, uniform practice where there had previously been more than one standard.

Learning Outcomes:

Strategies for evaluating resources that are suitable for compiling practices (blog, wiki, print binder) to assess their relative strengths and weaknesses; documenting current practices from staff from a variety of position levels and service points and negotiating a shared set of practices moving forward; and reviewing and keeping materials up-to-date.

Tag: SSIG; C&2YCLIG; AIG

3:10-4:00 p.m. Concurrent Sessions 4

Trading Spaces: Collaborating with Community Members to Leverage a Library Renovation - Hickory 1

Katy Kelly & Ione T. Damasco, University of Dayton

A library renovation opens doors (and walls) to a seemingly infinite number of possibilities. How can a library determine new opportunities in support of institutional goals? In this session, presenters will demonstrate how their library leveraged its renovation by collaborating with campus community constituents. Guided by its

strategic plan and university's mission and priorities, this library developed three new and distinct areas as ways to rethink and demonstrate library space as service; all in collaboration with its community members.

Presenters will share the collaborative design process and planning techniques for the three spaces: a project development studio for students, a technology and amenities-enhanced lounge for scholarly and creative work, and a dedicated space for difficult conversations in order to facilitate and enhance dialogue. Strategies include working groups, surveys, brainstorming activities, and discussion prompts that enhanced our ability to advocate for the needs and wants of our community. Attendees will learn how the plans developed over time as more voices were included. As a result, a sense of ownership has been created throughout the campus community around these innovative new spaces. Although this session uses examples from a specific renovation, attendees will learn strategies and lessons learned for any community-centered project.

Learning Outcomes:

- Attendees will learn a variety of strategies to engage their community members' ideas and feedback in effective brainstorming and dialogue-based sessions related to space planning.
- Attendees will learn outreach strategies that ensure effective communication and collaboration.
- Attendees will learn to leverage their own strategic plan or institutional goals in connection with their planning and projects.

Tag: C&2YCLIG; AIG

Great Minds Think Alike: Expanding Outreach through Community Partnerships - Hickory 2

Jessica Crossfield McIntosh, Otterbein University

Looking for ways to engage with other libraries in your community while telling your library's story? Learn how one university library enhanced an existing town and gown relationship while offering unique services and new events to its patrons. Starting in 2018, an academic library and public library joined forces to bring a shared browsing collection to its local constituents. That growth continued with outreach to local high schools which expanded the library's role in recruitment. This presentation will share the partnership growth between these libraries that developed naturally out of this collaboration, discuss the steps taken to embrace all members of their communities, and offer tips on how to start or grow similar collaborations in your library. Finally, it will consider future possibilities between the community libraries going forward and provide suggestions to other libraries on how they can begin a similar project with partners in their area. This presentation will be relevant to those who are interested in generating collaborative community partnerships with various types of libraries, embracing the library's role in recruitment and retention, and using these partnerships to advocate for their own institution.

Learning Outcomes:

- Define the process and outcome of developing a new partnership among different types of libraries.
- Provide best practices for running a collaborative project and marketing a library in the community.
- Generate ideas for future events and programming to benefit and appeal to a variety of audiences.

Tag: C&2YCLIG; PROMIG

Incoming Freshmen: A Retention Initiative - Cypress 1

Melissa Bauer, Rab Kairis & Ted Guedel, Kent State University at Stark

As a result of the campus administration challenging units to come up with ideas that improve student retention, the library created an individual consultation initiative designed to increase the number of in-coming freshmen enrolled in the of fall 2018 to continue their enrollment with the university in the spring of 2019. First semester freshmen were introduced to the library's resources, services, and physical space in a one-on-one session with a library staff member. The library hoped that making a personal connection with a student would build community, increase the students' social interaction with library staff, and ultimately influence freshmen students' persistence from fall to spring semester. The number of freshmen participating was 57% (296 out of a pool of 522 volunteered for a consultation session) and the results were encouraging. The library's consultation program generated an 84% retention rate compared to a 75% retention rate for all in-coming freshmen and a 77% retention rate for all students enrolled in the FYE course. Performing a Chi Squared test revealed there was a significant difference in the retention rates of students participating in the consultation initiative. This program demonstrates the statistically significant value the library contributes to campus retention.

Learning Outcomes:

Participants will learn about a one-on-one consultation initiative with first year students in order to better prepare freshmen at their institutions for the rigors of college learning and to increase retention rates of incoming freshmen.

Tag: C&2YCLIG

Advancing Your Open Content Initiatives: Practical Tips for Managing Open Content Resources

Jay Holloway, Product Manager, OCLC
Catie Heil, Digital Curation Librarian, College of Wooster
Zachary Sharrow, Science Librarian, College of Wooster

The proliferation of open content presents both opportunities and challenges for libraries. Maybe you are years into executing your open content plan. Or maybe you are thinking it's time to develop a plan. Wherever you are on your journey, there are ways to advocate, collaborate, and educate to advance your open content initiatives.

In this session, industry experts will share ways your library can support open content, from enhancing workflows and increasing discoverability to creating awareness and building momentum. You'll learn practical ways to collaborate with publishers and library service providers, and educate internal stakeholders and students alike.

Presenters will also provide examples of technologies available today that manage and integrate open content into your existing workflows to enhance its visibility and accessibility. These tools empower you to make decisions on how to best manage and deliver open content for your users.

Learning Outcomes:

- Participants will gain up-to-date knowledge of today's open content landscape.
- Participants will engage in real-time polling and discussion.
- Participants will learn practical ways to advance open access initiatives at your library.
- Participants will walk away with a checklist of best practices for developing and supporting your open content plan.

Tag: SCIG; TEDSIG; CMIG

"Maybe try to make it a little more engaging…": Collaborating for Improved Information Literacy Instruction in a College Writing Course - Sycamore 1

Tammy J. Eschedor Voelker & Danielle French, Kent State University

Beginning in the summer of 2017, the presenters, an English Faculty member and a Subject Librarian for English, began a collaboration to increase the depth of library-related instruction built into a revised College Writing II course design. As part of the process, the presenters surveyed the students on aspects of their library experience at the beginning and the end of each semester in order to gain feedback that would enable them to continually revise and improve the information literacy instruction. The surveys covered affective aspects of the students' library experiences and also sought to gauge their understanding of information literacy topics. The research is ongoing, and beginning in the Spring 2018, this revised course began being offered by multiple faculty members and, as of Spring 2019, began being delivered as a fully online course.

This presentation will share the discoveries made from three semesters of student survey responses, the ongoing revisions to respond to these discoveries, and also the process to convert the lessons to a fully online offering. The presentation will also demonstrate the value of such collaborations by sharing the perspectives of both an instructor and a librarian.

Learning Outcomes:

- Attendees will discover student affective and learning responses to in-person and online library instructional approaches in order to ascertain best practices.
- Attendees will be provided an example of faculty-librarian collaboration in order to inspire similar collaborative efforts at their institution.

Tag: IIG; C&2YCLIG

Generation Z: Facts and Fictions Revisited - Sycamore 2

Katie Blocksidge,The Ohio State University at Newark & Hanna Primeau, The Ohio State University

Undergraduate students use their own information experiences and assumptions to make sense of the research environment of higher education. Building on a pilot study conducted by librarians at another regional university, we proposed that current undergraduates, Generation Z, make sense of their information world in ways that differ from previous generations because of the prevalence of internet access at school and at home. Additionally, we proposed that the age at which students began using computers for personal and school use correlated with how they navigated and evaluated a changing information landscape.

Data from our survey of 179 first-year students indicate that while Generation Z partially align their information assumptions with previous generations, they are also starting to deviate from those assumptions in ways that have implications for how we design information literacy instruction. This presentation will explore our survey results, and the changing implications for classroom instruction. We will also address how librarians can redesign their instruction to advocate for Generation Z students, building upon the information assumptions students bring into the classroom and out into the workforce.

Learning Outcomes:

- Describe how the information assumptions of Generation Z differ from previous generations, and how these assumptions can both hinder and support their research behavior.
- Design information literacy instruction outcomes to align with Generation Z's changing information assumptions.

Tag: C&2YCLIG

Managing Change, Maintaining Continuity: Reinventing and Retaining Core Technical Services Approaches Following Long-term Retirement(s) - Birch 1

Cara Calabrese & Alea Henle, Miami University

It finally happens: one of the longest-term library employees, with a 30-40 year tenure in Technical Services, decides to retire. Retirement entails loss of years of experience plus intimate knowledge of the institution and its constituent parts. Nevertheless, the staff member left behind core practices and documentation--and big shoes to fill!

This presentation will explore departmental adaptation in the wake of such a retirement. Presenters will highlight strategies used to evaluate tasks and documentation. Methods to determine which practices best support the changing priorities of the department versus practices reliant on the retiree's deep institutional knowledge and specialized skill-set built up over decades of service versus practices reflecting the retiree's preferences. Presenters will discuss and explain some practices they changed and some they decided to retain.

No departure takes place in a vacuum. Therefore, the presentation will also address surveying and information-gathering activities with respect to departmental and library-wide priorities. What changes or continuities are externally justifiable or mandated?

Presenters will incorporate audience activities focused on critical evaluation of position tasks and priorities. Attendees will participate in a forward-looking discussion of pairing reinvention with retention of core practices.

Learning Outcomes:

- Review and prioritize current tasks and services.
- Analyze workflows to identify areas for improvement.
- Identify and address problems with respect to creation and maintenance of supporting documentation.

Tag: TEDSIG; AIG

Schedule

Thursday Evening Ally Training, sponsored by OhioLINK

Free for ALAO Members. Registration required: https://www.alaoweb.org/conferences/2019/ally

Friday Schedule below. For full session descriptions see Jump To links.

ALAO Annual Conference 2019 Schedule at a Glance						
Registration & Breakfast -- 8:00 - 9:00 a.m. - Grand Ballroom						
Business Meeting -- 8:45 - 9:00 a.m. - Grand Ballroom						
Keynote Address Sponsored by OhioNET: Char Booth 9:00 - 9:50 a.m. - Grand Ballroom						
Session 1-- 10:00-10:50 a.m.						
Hickory 1	Hickory 2	Cypress 1	Cypress 2	Sycamore 1	Sycamore 2	Birch 1
Learning to Listen Up: Advocating for and Collaborating with Student Employees for a More Effective Workforce	*Getting Started with Information Outreach in Your Community*	*How to Not Take the L: Difficulties Presented by the "Video Games as Service" Model for Libraries.*	*Speaking Up with Special Collections: Connecting Campus History with Current Challenges*	*Breaking Down the Walls of Alternative Facts: Using an Escape Room to Teach Students About Mis- and Dis-Information in Our World*	*Evidence Based Research to Evidence Based Practice: ….. from a Health Science Librarian's Perspective*	*Tactics, Tips and Tricks for Telling the Library's Story*
Session Two -- 11:00 - 11:50 a.m.						
#InstaSuccess: How Collaborating with a Student Assistant Can Transform Your Library's Social Media Presence with REAL Appeal	*Doing Democracy with Libraries as Leaders: Collaboration and Development of Integrated Plans for Civic Engagement on College Campuses*	*Leading Together: Considering Academic Library Consortia Advocacy*	*Get Out of the Archives: Preserving Northwest Ohio's Islamic History through Community Collaboration and Engagement*	*Library-Faculty Collaboration on Open Educational Resources Adoption*	*Do You Need Help? The Implementation of Proactive Chat and its Effect on the Quantity and Quality of Reference Interactions.*	*Data Curation: Opportunities for Service*
Lunch & Awards -- 12:00 - 1:00 p.m. Grand Ballroom						
Exhibitors & Posters (NorthPointe 2) & Roundtables (Grand Ballroom) -- 1:00 - 2:00 p.m.						
Afternoon Snack in Ballroom Break Area -- 1:30 - 4:30 p.m.						
Session Three -- 2:10 - 3:00 p.m.						
Best Practices in Hiring, Retaining, and Collaborating with Your Student Assistants	*Advocacy Effort for Patrons: Using the Suggest a Library Purchase Form to Provide Customer Service and Create a Bond with the Community*	*"Forward, March! Advancing Outreach to Student Veterans"*	*Trial-palooza! – Using Resource Trials to Collaborate With and Educate Faculty on the Value of Libraries*	*Speak Up through Video: Campus Collaboration for Effective Flipped Learning*	*The Last Mile for Web Accessibility: Help Making Our Content Universally Accessible*	*Creating Order from Chaos and Fostering Collaboration: Documentation, Cross-training, and Continuous Operations in Multi-service Point Libraries*
Session Four -- 3:10 - 4:00 p.m.						
Trading Spaces: Collaborating with	*Great Minds Think Alike: Expanding*	*Incoming Freshmen: A*	*Advancing Your Open Content*	*"Maybe try to make it a little more*	*Generation Z: Facts and Fictions*	*Managing Change, Maintaining*

Community Members to Leverage a Library Renovation	Outreach through Community Partnerships	Retention Initiative	Initiatives: Practical Tips for Managing Open Content Resources	engaging…": Collaborating for Improved Information Literacy Instruction in a College Writing Course	Revisited	Continuity: Reinventing and Retaining Core Technical Services Approaches Following Long-term Retirement(s)

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