

#ALAO2018

**ANNUAL CONFERENCE
2018**

TAKE ACTION!

**ACADEMIC LIBRARY
ASSOCIATION OF OHIO**

**NOVEMBER
2ND**

ALAOweb.org

WELCOME TO ALAO ANNUAL CONFERENCE 2018!

On behalf of the conference planning committee, I am delighted to welcome you to ALAO's 44th Annual Conference. We hope that today's presentations, posters, and roundtables inspire you to *Take Action* in demonstrating the library's impact on student success and student learning. We can learn so much from each other in helping to better understand and communicate these activities and their successes to institutional and community stakeholders

Today's activities continue and build upon the learning from yesterday's preconference: *Assessment in Action: Demonstrating and Communication Library Contributions to Student Learning and Success*. Debra Gilchrist led participants in purposefully thinking about impact, institutional context, and action-research methods to better capture and understand our contributions and effectiveness. Deb joins us today for the afternoon plenary to explore these topics from a Provost's point of view.

Megan Oakleaf joins us as our keynote speaker, where she will discuss all things library value: from getting started, to making connections and staying the course. She will also lead a breakout session that focuses on learning analytics.

Please take time to visit our 24 exhibitors in the Northpointe ballroom. We have a wide range of exhibitors that can assist you with assessment, collections, design, and much more. Pick up a [Passport to Exhibitors](#) card at our registration table. Visit ten exhibitors, and you will be entered to win registration to next year's ALAO conference or a duffel bag from APA! We will also be providing classic ALAO swag to everyone who submits a qualifying passport to the registration desk (while supplies last). Who can resist the classics?

I hope you gain much from today's conference. Enjoy the day!

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ALAO President
Conference Committee Chair



CONFERENCE PLANNING COMMITTEE

Eric Resnis, Coastal Carolina University (Chair)
Don Appleby, University of Akron
Maureen Barry, Wright State University
Jennifer Bazeley, Miami University
Laura Birkenhauer, Miami University
Michelle Brasseur, Wright State University
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GIVE US YOUR FEEDBACK!

Annual conference survey: <https://www.surveymonkey.com/r/ALAO2018>

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CONDUCT STATEMENT

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.

CONFERENCE SERVICE PROJECT

ALAO is partnering with **The Open Shelter**, Inc. (<http://theopenshelter.org/>) in Columbus to provide new hats, gloves, scarves and socks for those impacted by homelessness as temperatures begin to drop. Conference attendees can drop off donations in the bins provided at the registration table on November 2. Questions? Contact Maureen Barry, ALAO Membership Chair at membership@alao.org

More about The Open Shelter:

The Open Shelter opened on December 6, 1983 as the first 24-hour emergency walk-in shelter in Ohio. Since that time, over 30,000 men, women and children have been helped. However, in July 2004, The Open Shelter itself joined the hundreds of homeless persons on the streets with nowhere to call home.

Today, thanks to a partnership with St. John's Evangelical Protestant Church UCC, our address is: The Open Shelter, Inc., 61 E. Mound St., Columbus, Ohio 43215-5121. This partnership-in-service enables The Open Shelter to continue our advocacy efforts on behalf of our homeless and marginally housed neighbors. This facility serves as the hub for our Outreach services, which are desperately needed. There are hundreds of persons each day who are forced to live "in the open", on the streets, in abandoned buildings, on railroad land and under bridges. Cut off, excluded and left behind they turn to The Open Shelter.

This partnership-in-service also allows us to respond to the needs of our most vulnerable neighbors, working with the Social Security Administration processing applications and appeals, continuing to provide payeeship services and assistance in securing and then retaining housing. Through the generosity of our supporters, we also provide the basics of survival – hot meals, sack lunches, food, clothing, personal hygiene items, tarps and sleeping bags.



TRAVEL AND LODGING



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

THINGS TO DO NEARBY:

- **Enjoy nature:** Highbanks Metro Park, Sharon Woods Metro Park, Shale Hollow 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

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INTEREST GROUPS (IGs) & COMMITTEES!

ASSESSMENT

Co-chairs: Jennifer Starkey, Case Western Reserve University & 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 would 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 ALAO interest groups, e.g. information literacy or collection assessment, will be pursued in collaboration with those groups.

Please join our Roundtable session as we engage with a wide array of assessment topics important to Ohio's academic librarians. Share your favorite assessment instruments; methods of analyzing results and making change based on findings. We'll also discuss the strengths and impact of our libraries on our communities and accreditors, as well as where to look for expertise and partnerships in our institutions.

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

Tag: Assessment

COLLECTION MANAGEMENT

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

We are an interest group meant to promote discussion on topics relevant to collection management and development in academic libraries; promote networking and the exchange of ideas and expertise among academic library staff interested in collection management and development issues; and support 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 e-books to assessing DDA. Learn more about our past events on our events page. Please visit our interest group page on the ALAO website for details about joining the CMIG listserv. Please contact one of the co-chairs to get involved! Email Sean at skennedy@uakron.edu or Fred at fjenkins1@udayton.edu.

Tag: Collection Management

COMMUNITY & TWO YEAR COLLEGE LIBRARIES (C2YCLIG)

Co-chairs: Sara Klink, Stark State University & Julie McDaniel, Sinclair University

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 reference, instruction, assessment, collection development, student workers, staffing and budget with a current focus on transitioning from open access enrollment to an emphasis on student success and completion as well as collaboration with other departments on and off campus.

This 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: Sara at sklink@starkstate.edu and Julie at Julie.mcdaniel@sinclair.edu.

CURRICULUM MATERIALS CENTER

Co-chairs: Colleen Boff, Bowling Green State University & Marla Beebe, Shawnee State University

The Curriculum Materials Centers Interest Group (CMCIG) provides opportunities at a statewide level for curriculum materials center personnel to meet and exchange information. We share ideas and information pertinent to CMCs via online and in person discussions and through a spring workshop. Examples of topics we have discussed include how to collaborate with school librarians and teacher educators to develop information literacy competencies among children, collection development and management issues such as recommendations for world language purchases, and outreach to faculty and students in education preparation programs within higher education. This past year we experimented with offering our spring workshop online where we explored innovative ways to conduct outreach. For updates and more information about how to get involved, see our CMCIG website at <https://www.alaoweb.org/igs/cmrig/index.html>.

Tags: CMC

DISTANCE LEARNING

Co-chairs: Rebecca Quintus, University of Findlay & Jessica Long, 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

INSTRUCTION

Co-chairs: Mandi Goodsett, Cleveland State University & Lindsay Miller, Miami University

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 “Authority, Source Evaluation, and Critical Thinking for In-Person & Online Library Instruction.” The workshop’s various speakers explored methods for teaching source evaluation, and engaging strategies for online instruction.

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: Instruction & Information Literacy

SCHOLARLY COMMUNICATIONS

Co-Chairs: Carla Myers, Miami University & Mark Clemente, Case Western Reserve 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.

Join us for the Roundtable session as we discuss scholarly communications issues that are a priority for academic librarians today, and barriers to effectively promoting scholarly communications issues within the academic community. Contact Carla or Mark to get involved with the Scholarly Communications Interest Group!

Tag: Scholarly Communications

PROGRAMMING, OUTREACH, AND MARKETING (PROMIG)

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

This brand new interest group will work 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. We welcome those who are interested in or facilitate any type of outreach at academic libraries. Join us at our roundtable discussion as we begin the conversation and planning. Interested in joining PROMIG? Contact Eboni (eboni.johnson@oberlin.edu) or Shaunda (svasudev@capital.edu).

DIVERSITY COMMITTEE

Co-chairs: Yuimi Hlasten, Ohio State University & 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: Diversity

STEM

Co-chairs: Matt Benzing, Miami University & Ian McCullough, University of Akron

The STEM Interest Group is the newest ALAO Interest Group! We have come together to create a statewide forum for discussing topics of interest to librarians and library staff who support the STEM fields - science, technology, engineering, and medicine/mathematics. 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, such as cost increases for serials. | Scholarly communication issues for STEM, including outreach to faculty and students in STEM fields. | Creating library spaces and workflows that support STEM learners.

Come join us at our RoundTable to discuss the future of this exciting new group!

Interested in joining? Contact Matt or Ian at matt.benzing@miamioh.edu or ibm@uakron.edu.

Tag: STEM

TECHNICAL, ELECTRONIC & DIGITAL SERVICES (TEDSIG)

Chairs: Libby Hertenstein, Bowling Green State University & Lori Chapin, Miami University

TEDSIG stands for Technical, Electronic, and Digital Services Interest Group. TEDSIG provides a forum for discussion and information sharing among ALAO members who are interested in technical services, electronic resources and systems, and digital services. Join the TEDSIG Steering committee by emailing the Co-Chairs. Steering committee will help provide ideas and support workshops and other TEDSIG programming.

Past events have included: Technical Services & Collection Management: A Match Made in Heaven; Streamlining Technical Services Workflows with MarcEdit; and Escaping eBook Purgatory; visit our events page for more.

We'll be discussing "Technical Services Staff Needs" - Discussing current issues for Tech Services staff, including how to stay involved, not getting isolated and how to seek out new training and professional development at our Roundtable session.

Tags: electronic services, digital services

SUPPORT STAFF

Co-Chairs: Erin Smith & Jennine Vlach, Case Western Reserve University

The purpose of the Academic Library Association of Ohio Support Staff Interest Group (SSIG) is to identify issues and areas of mutual concern among support staff and to develop communication for the purpose of resource sharing and continuing education.

Interested in joining? Contact Jennine or Erin via email: Jennine.Vlach@case.edu; ers94@case.edu

Tag: Support Staff

SPECIAL COLLECTIONS AND ARCHIVES

Co-chairs: Nick Pavlik, Bowling Green State University & Suzanne Reller, University of Cincinnati

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.

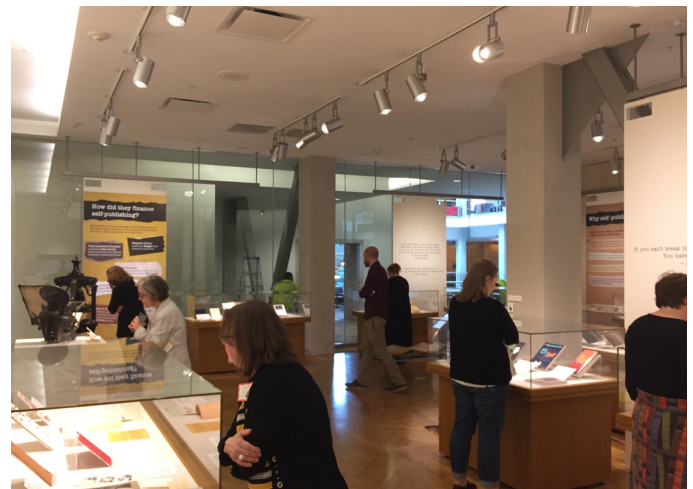
SCAig hosts an annual meeting and workshop, the most recent of which, “Description is People!: Sharing Descriptive Practices,” occurred in May 2018 and featured a meeting at The Ohio State University Libraries followed by a workshop, “Finding Aids for the Future,” at the Ohio History Center in partnership with the Society of Ohio Archivists. In 2017, SCAig hosted the workshop “Preserving Scrapbooks in the Archives” at the University of Dayton.

Please join us for a round table discussion at the ALAO conference on the actions archivists and special collections librarians can take to cultivate success and convey value, whether it’s implementing new workflows or tools, conducting outreach, procuring grants, establishing partnerships, or simply overhauling descriptive practices. Attendees are encouraged to come and share their experiences

and ideas for communicating the value of their work and collections and fostering success both within and beyond their institutions. 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



Attendees of SCAig's spring meeting/workshop viewing the Poets, Punks & Pioneers exhibition at The Ohio State University Libraries.

Save the Date

Friday, October 18, 2019

ALAO Annual Conference

Pre-conference: October 17th

Nationwide Hotel and Conference Center, Lewis Center, OH

Libraries Speak Up!
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ANNUAL CONFERENCE SCHEDULE **FRIDAY, NOVEMBER 2**

8:00 - 9:00 A.M. - BREAKFAST & REGISTRATION

8:25 - 9:00 A.M. - BUSINESS MEETING- GRAND BALLROOM

WELCOME & REPORTS

ALAO President's Welcome - Eric Resnis

Membership Report - Maureen Barry

Treasurer's Report - Don Appleby

ALAO 2019 - Katy Mathuews

AWARDS

TEDDY Award - Presented by: Libby Hertenstein

Diversity Scholarship - Presented by: Yuimi Hlasten

Distance Learning Visionary (Distance Learning IG) - Presented by: Rebecca Quintus

9:00 A.M. - 9:50 A.M.

KEYNOTE ADDRESS SPONSORED BY OHIONET
KEYNOTE SPEAKER: DR. MEGAN OAKLEAF



Megan Oakleaf is an Associate Professor in the iSchool at Syracuse University where she teaches “Reference and Information Literacy Services” and “Planning, Marketing, and Assessing Library Services.” Her research interests include library value and impact, outcomes assessment, evidence-based decision making, information literacy instruction, information services, and digital librarianship. She is the author of the Value of Academic Libraries Comprehensive Report and Review and Academic Library Value: The Impact Starter Kit. She also served on the faculty of the ACRL Immersion Program. Megan has presented at numerous conferences, including ALA, ACRL, AAC&U, and AALHE National Conferences, ARL Library Assessment Conferences, the IUPUI Assessment Institute, the NCSU Undergraduate Assessment Symposium, the Texas A&M Assessment Conference, and EDUCAUSE. Megan won the 2011 Ilene F. Rockman Publication of the Year Award, was named to the LIRT Top 20 Instruction Articles five times, was included on the 2010 Reference Research Review List, and was awarded “Best Paper” at the 2007 EBLIP Conference. She has published articles in JASIST, College &

Research Libraries, Journal of Documentation, Communications in Information Literacy, Library Quarterly, and Portal, among other journals. Megan also has a recurring column on library assessment in the Journal of Academic Librarianship and serves on the editorial boards of Library and Information Science Research, Library Quarterly, and Journal of Academic Librarianship.

Previously, Megan was the Librarian for Instruction and Undergraduate Research at North Carolina State University. In this role, she designed, implemented, coordinated, and assessed the library instruction program; she also trained fellow librarians in instructional theory and methods. Megan completed her dissertation entitled, “Assessing Information Literacy Skills: A Rubric Approach,” at the School of Information and Library Science at the University of North Carolina at Chapel Hill. She earned her MLS from Kent State University and also holds a BA in English and Spanish and a BS in English Education and Spanish Education from Miami University. Prior to a career in librarianship, Megan taught language arts and advanced composition in Ohio public schools, grades 8-12.

KEYNOTE: ACT NOW! GETTING STARTED AND STAYING THE COURSE IN PURSUIT OF CREATING, CAPTURING, AND COMMUNICATING LIBRARY VALUE

Library “value” can seem difficult to define, discover, develop, and disseminate, but it need not be! All library employees know the value of academic libraries and recognize the ways in which libraries support students, enable success, enrich teaching, empower learning, and ultimately change lives. The key is to transform that knowledge and recognition into actions that connect the dots between the provision and enactment of library services, resources, and facilities and the results those services, resources, and facilities have on students, faculty, and their overarching institutions. Library employees at all levels can integrate value concepts into their regular workflows by articulating linkages between what libraries do and the positive outcomes they enable for students; innovating to increase and improve impactful library services, resources, and facilities; and sharing with students how they can engage with libraries for maximum personal, educational, and professional benefit. Join a lively, hands-on keynote session and take away ideas for getting started or staying the course in pursuit of library value!

HICKORY 1 - SPONSORED BY GALE-CENGAGE LEARNING**Traitors to One World, Imposters in Another: Research Assignments as Academic Engagement Opportunities for First-Generation Students**

Amanda Folk, The Ohio State University Libraries

First-generation college students are often labeled as an “at-risk” population, because existing research indicates they are less likely to persist through degree completion (DeAngelo et al., 2011; Engle & Tinto, 2008; Ishitani, 2006). The “at-risk” label places the burdens of success and failure on the students, rather than calling for the interrogation of the ways in which the culture of higher education may create feelings of isolation (Jehangir, 2010) or alienation (Mann, 2001) among this and other “at-risk” student populations. This presentation will introduce Bensimon’s (2005) equity cognitive frame as tool for thinking about how libraries, as partners in student success and advocates of information literacy, can help our instructional colleagues leverage research assignments, a ubiquitous practice in higher education, as opportunities for academic engagement. In addition to the equity cognitive frame, this presentation will address existing research related to first-generation students and academic engagement, as well as introducing findings from a recent research study that explores first-generation students’ experiences with research assignments as they transition into and within higher education. These findings suggest that research assignments may serve as opportunities for academic engagement when students are encouraged to leverage and incorporate their identities and interests into their research assignments.

Learning Outcomes:

Explain the challenges that first-generation students tend to face, in order to consider ways in which libraries, librarians, and library staff can be partners in their academic success.

Explain Bensimon’s equity cognitive frame, in order to challenge institutional rhetoric that places the burden of success primarily on students rather than on faculty, staff, and administration.

Describe how research assignments may be opportunities for academic engagement, in order to think about how to leverage relationships with instructors to create assignments that explicitly incorporate first-generation students’ identities, lived experiences, and interests.

Session Audience: Administration and Supervision, Diversity Issues, Instruction and Reference

Keywords: Research assignments, first-generation students, student success, academic engagement

Tag: Diversity

HICKORY 2 - SPONSORED BY EBSCO INFORMATION SERVICES**Rethinking Fines: Considering Equity, Inclusion, and Retention**

Allison Gallaher, Oberlin College Libraries

Although our institution has a long history of not fining for extended loan materials, we have continued to use periodic (hourly or daily) fines to incentivize the return of short term loan materials. As we address the disparities in personal (and especially financial) resources among our users, we began to realize how fines serve as a double-whammy for low-income students. They are more dependent on our shared resources than more affluent users and they are the most likely to be harmed by fines that accrue quickly and eventually suspend borrowing privileges. Students with print disabilities have a legitimate need for longer access to materials, and how do we balance their needs with the needs of competing users? We asked ourselves whether if our loan periods, which the fines are meant to enforce, still made sense for certain materials. We looked at what we could manage within the library circulation system and what we would have to handle by policy. In this presentation, we'll review our principles and workflows that we think have leveled the playing field for our users.

Learning Outcomes: Rethink the purpose of overdue penalties, such as fines, in order to align the fine structure with ensuring equitable access to materials; Understand the diverse needs of your primary users in order to tailor policies that don't create barriers to their access and success.

Review the capabilities of an integrated library system in order to maximize your ability to automate processes.

Session Audience: Circulation and Resource Sharing, Diversity Issues

Keywords: fines, loan periods, equity, inclusion

Tags: Comm & Two Year Colleges; Diversity

CYPRESS 1**Acting on IP: Valuing Students Rights as Intellectual Property Creators**

Carla Myers, Miami University

Many works that students create are eligible for some form of intellectual property (IP) protection; however, students are rarely educated about these rights or the management of them. This session will provide an overview of intellectual property law (copyright, trademark, and patents) and the ways in which it impacts works created by students. Campus intellectual property policies and the transfer of IP rights will also be discussed. Session participants will be able to use the knowledge they gain from this session to educate students about the IP rights they may possess in works they create and provide guidance on how they can make thoughtful and informed decisions regarding the management of these rights.

Learning Outcomes:

Session participants will gain a better understanding of intellectual property law (copyright, trademark, and patents) and the ways in which it impacts works created by students. Campus intellectual property policies and the transfer of intellectual property rights will also be discussed. With this knowledge, librarians will be able to educate students about these rights and empower them to make thoughtful and informed decisions regarding the management of intellectual property rights they may possess in works they create.

Session Audience: Administration and Supervision, Instruction and Reference

Keywords: Intellectual Property, copyright, trademarks, patents, intellectual property policies

Tags: Scholarly Communication

CYPRESS 2**An Autoethnographic Approach to Actionable Environmental Support Evaluations**

Katy Mathuews & Macie Penrod, Ohio University

Academic libraries typically employ a top-down approach to employee performance evaluations. While this model may help evaluate an individual's job performance, it does little to reveal an employee's needs within the workplace. In addition, a top-down approach fails to provide supervisors with the opportunity to self-reflect on how their actions influence the workplace environment. Specifically, top-down evaluations do not allow colleagues the opportunity for dialogue that enables a supportive and positive workplace. This project seeks to create an environmental support approach that focuses on supervisor-supported environmental elements. Using an autoethnographic approach, the presenters will describe their experiences creating and administering the evaluation. Additionally, the audience will learn practical applications to implement the evaluation in their home libraries. This project allows library colleagues to take action to assess and understand the needs of employees and the impact that open communication can have on employee satisfaction, support, and well-being.

Learning Outcomes: Participants will learn how to develop and administer environmental support evaluations to foster open communication to support employee satisfaction, support, and well-being; Participants will learn how to apply an autoethnographic approach to projects and workflows to encourage self-reflection and colleague support.

Audience: Administration and Supervision, Assessment Practices, Support Staff

Keywords: performance evaluations, environmental support evaluation, assessment, support staff, supervision

SYCAMORE 1**More Than Shiny Toys: Conveying Value of Multimedia Technology and Services**

Emily Thompson & Bo Baker, University of Tennessee at Chattanooga

Despite perceived inherent value of showcasing computers and trendy tech, how does a library build and communicate enduring value of multimedia creation services and collections? How does an organization avoid the problem of the space and technology being regarded as "finished" and instead continue to innovate? Based on experiences of the of a full-service multimedia service point, this presentation approaches the question from perspectives of students, faculty, and administrators and considers core library values and assessments. What services animate circulating technology to be relevant for all students? How do librarians engage faculty as partners in multimedia project design for existing curricula and new initiatives? How can collection metrics situate circulating technology in the budgeting scheme of library-wide collections?

Learning Outcomes:

Attendees will imagine an ongoing service in order to help their project continue past the initial opening.

Attendees will map out an initial collection plan in order to decide where to start with multimedia equipment and services.

Attendees will consider evaluative strategies for multimedia and creation services in order to refine their own assessment efforts.

Audience: Collection Management, Instruction and Reference, Technical, Electronic, and Digital Services

Keywords: multimedia, makerspace, technology, budgets, administration, services

Tags: Assessment; Comm & Two Year Colleges

SYCAMORE 2**Break Out of the Box: Developing and Implementing an Escape Room to Teach Information Literacy Skills**

Lauren Connolly, University of Findlay & Kristin Cole, Otterbein University & Alaine Kay, Muskingum University

Escape Rooms are the newest trend in library programming. Three librarians from different institutions wondered how these popular programs could be adapted for an academic library audience. In this panel discussion, the librarians will discuss the different approaches they used to create escape room themed activities in their libraries. The session will cover how the activities were created, how clues and puzzles can be used to improve information literacy, what concerns and issues arise when developing these activities, and how escape rooms can foster cross-campus collaboration, among other topics. The speakers will discuss how to adapt the escape room model for one-shot sessions, library/campus orientations, and student organization activities run by non-library faculty. Attendees will get a chance to check out some escape room props.

Learning Outcomes: In order to develop engaging programs, attendees will learn the methods, pitfalls, and successes of utilizing an escape room model within a library setting.

Audience: Instruction and Reference, Marketing and Promotion

Keywords: Information literacy, teaching/instruction, engagement, library orientation, student groups/clubs, gaming, collaboration, library as space

Tags: Instruction & Information Literacy

BIRCH 4**Cultivating Connection by Caring: Using Empathetic Marketing to Reach Distance Students and Ease Library Anxiety**

Carrie Girton, Miami University Hamilton

“Feeling overwhelmed and stressed about your research papers? The librarian can help!” Empathetic marketing is the latest marketing trend—showing students how you can meet their core emotional needs. Meeting these needs assists in building connections between students and the library staff, helps ease library anxiety, and provides information about library services in new ways. While all college students experience similar needs, distance students have some unique experiences, feelings, and needs that should be addressed and met. Using empathetic marketing to reach distance students proves to them that we know about these needs and can help meet them. This session will define empathetic marketing, show examples of empathetic marketing, and demonstrate ways that libraries can incorporate empathetic marketing in their outreach endeavors to distance students.

Learning Outcomes: Define empathetic marketing in order to apply its principles to reaching students; Identify empathetic marketing techniques in order to incorporate them into outreach endeavors to distance students; Explain how and why empathetic marketing techniques can help alleviate library anxiety.

Audience: Distance Learning, Marketing and Promotion

Keywords: marketing and communications, unique methods, empathetic marketing, distance students, library anxiety

Tags: Distance Learning; Comm & Two Year Colleges; Diversity

HICKORY 1 - SPONSORED BY GALE-CENGAGE LEARNING**Yes, No, Maybe So? A Continuum of Library Options in Response to the Question of Learning Analytics**

Megan Oakleaf, Syracuse University

As student debt rises and fewer students complete their intended programs or degrees, institutions of higher education are seeking ways to augment their support of students and increase success rates. One approach embraced by a growing number of institutions is “learning analytics.” Learning analytics is the “measurement, collection, analysis, and reporting of data about learners and their contexts, for the purposes of understanding and optimizing learning and the environments in which it occurs.” While librarians have long engaged in assessment and other strategies for supporting student success, learning analytics offers new way of understanding the facilitators and challenges surrounding student experiences in learning environments and represents uncharted territory for many academic librarians. Librarians may wonder, “Is there a role for libraries in learning analytics initiatives? And if so, what does that role look like?” Join this breakout session to come up to speed on basic learning analytics definitions, goals, and premises; reflect upon the unique knowledge, skills, and abilities librarians bring to learning analytics efforts; and consider a variety of options for librarian involvement in learning analytics going forward.

HICKORY 2 - SPONSORED BY EBSCO INFORMATION SERVICES**Strategic Plan as Communications Plan: Using the Library’s Strategic Plan to Formulate and Implement an Effective and Impactful Library Communications Plan**

Melissa Cox Norris, University of Cincinnati Libraries

My role as the Director of Library Communications is to raise the external profile of the library in order to increase and improve collaboration, participation and support. How best to do this so that communications efforts align with the goals and priorities of the library? In creating the Communications Plan for the library, I used the Strategic Plan as a framework and content generator. Its mission, vision, tenets and four pillars determined the content, messaging and audiences of all communications activities and goals. This strategy ensured that the Communications Plan is on target with the priorities and goals of the library, which in turn promoted the value of the library and elevated the work and the profile of the library’s Strategic Plan.

Learning Outcomes:

Attendees will see excerpts taken from the library’s Strategic Plan and how that informed the audience, promotional strategies and messaging of all communication activities. Attendees will learn how to take elements of their library’s Strategic Plan in order to inform and formulate a Communications Plan. Lastly, I will show how results of the Communication’s Plan are tracked and measured and how that data informs future promotional strategies.

Audience: Marketing and Promotion

Keywords: Strategic Plan, Communications Plan, Messaging and Audience

Tags: Comm & Two Year Colleges

CYPRESS 1**Finding Value in Virtual Instruction: A Story of Success**

Nancy Weissman, Cuyahoga Community College

The struggle is real. It's real in the classroom and more so in the online environment. The struggle being how to engage students in library instruction. This is a story of one librarian's adventure into the world of virtual library instruction – she was determined to reach the distance learning students in her college ... and did so. Based on doctoral research, this session will look at the effectiveness of synchronous online learning environments in establishing social, cognitive and teaching presence. The mixed methods research was grounded in the Community of Inquiry framework, perhaps the most widely accepted model of online learning, suggesting that learning online is supported by three presences – cognitive, social and teaching presence. In this presentation the model and each presence will be discussed followed by a description of the virtual library instruction and the results of the research study.

Audience: Distance Learning, Instruction and Reference, Technical, Electronic, and Digital Services

Keywords: virtual instruction online instruction research

Tags: Instruction & Information Literacy; Distance Learning' Comm & Two Year Colleges

CYPRESS 2**Purchasing Accessible E-Resources: Tips and Resources for Licensing and Procurement**

Jennifer Bazeley, Miami University Libraries

Academic libraries are proponents of access for all. Student success is dependent on the ability of academic libraries to provide equitable access to its resources for all patrons. In the years before e-resources were commonly purchased by libraries for their patrons, providing access to students with disabilities meant enabling access to the physical: library facilities and tangible materials and collections. As technology has evolved and libraries have embraced e-resource collections, the challenges of providing inclusive access have increased exponentially. While online formats for textual information, data, audio, and video provide greater potential opportunities for increasing accessibility, they also create new challenges for librarians and students. Libraries no longer handle accessibility requirements solely at a patron's point of need, but proactively from the very beginning of the processes of selecting, licensing, and procuring e-resources. This session will provide information for librarians involved with these e-resource processes, allowing them to better serve the accessibility needs of their students. Discussion will focus on how to communicate and interact with vendors in regard to accessibility standards, how to amend license terms to reflect accessibility needs, and how to collaborate with institutional partners to provide more efficient processes.

Learning Outcomes: Participants will gain a better understanding of accessibility standards such as ADA, WCAG 2.0 and Voluntary Product Accessibility Templates in order to better interact with vendors; Participants will learn from provided examples how to amend license terms to reflect an institution's accessibility needs in order to better serve students with disabilities; Participants will learn how to collaborate with institutional partners on accessibility needs to create efficiencies in selecting, licensing, and procuring e-resources.

Audience: Collection Management, Diversity Issues, Technical, Electronic, and Digital Services

Keywords: accessibility

Tags: Scholarly Communication; STEM; Collection Management; Diversity, Electronic services

SYCAMORE 1**Building On Strengths: Using Asset Based Community Development Principles In Academic Libraries to Improve Library Relationships And Services**

Laura M. Ponikvar, Cleveland Institute of Art

You can't identify your community's needs until you understand your community's assets. Community asset mapping allows you to better understand the strengths of your institution and helps to identify new partnerships so that your library can increase outreach, better assess community needs and improve library services.

As librarians & educators we're often focused on solving problems based on what we see as our institutional or community deficits. But shifting the focus from our needs to our assets is an empowering & positive way to build new relationships and improve library services. Asset Based Community Development (ABCD) principles, including asset-mapping, allow you to identify the assets of individuals, departments and existing relationships so you can build from strength. It's an inclusive means of improving your library's outreach services, aids in spurring innovation, helps identify new partnerships, and ultimately, helps improve your library's services. I'd like to introduce the basic principles of ABCD, including asset-mapping, discuss real life experiences attempting to apply these principals to my work and then spend some time where participants can start work on their own personal & community asset maps.

Learning Outcomes: Learn the basics of Asset Based Community Development in order to identify new community partners; Critically examine community assets in order to ascertain community needs.

Audience: Administration and Supervision, Assessment Practices, Instruction and Reference, Marketing and Promotion

Keywords: Assessment / Asset Mapping / Outreach / Community Partnerships

Tags: Assessment, Comm & Two Year Colleges

SYCAMORE 2**Digital Archives in the Discovery Layer: A Successful Collaboration between Archivists and Technical Services Librarians**

Christina Beis & Kayla Harris & Stephanie Shreffler, University of Dayton

Effective collaboration between archivists and technical services librarians can increase the discoverability of special collection materials. Panelists from a medium-sized institution will discuss archival tools that are available to preserve collections of digital content and how to make the collections available university-wide. Working together, archivists and a technical services librarian created a plan to integrate these collections into the discovery layer so that metadata was indexed on a single, user-friendly platform. Once live, these collections were advertised and usage statistics were collected in order to determine impact. Attendees at this panel will engage in discussion with each other and with the panelists about their own digital archive collections and explore how they can increase their visibility.

Learning Outcomes: Attendees will be able to identify services and software to archive and preserve university and library collections of digital content; Attendees will be able to plan and construct a custom digital archive collection within the discovery layer in order to increase the visibility and usage of these records.

Audience: Emerging Technology and Web Services, Special Collections, Technical, Electronic, and Digital Services

Keywords: Collaboration, Archives, Discovery Services

Tags: Collection Management; Special Collections & Archives, Digital services

BIRCH 4**Transforming Student Assistants to Student Assets**

Katrina Rouan, Veronica Bielat, Matt Wisotsky, & Louiza Taylor, Wayne State University

Many libraries, traditionally one of the biggest employers of students on our campuses, have embraced recent trends to expand the roles and voices of student employees in our daily work. Our university is no different, but rather than focusing simply on building job responsibilities, we have adopted a more multi-dimensional approach when it comes to these opportunities.

Recognizing that our student employees are diverse in their academic, professional and personal interests, our program is based on identifying their unique talents and providing them with an avenue to develop through meaningful work on library teams and projects. In addition, we are placing special emphasis on their personal leadership growth so that they may demonstrate team leadership, creative thinking, and influencing to future employers. With our student assets as partners, we have the ability to be more responsive to our broader student community needs.

During this session, we will be sharing the story of how we developed and implemented our student experiential learning program while engaging attendees in activities to identify opportunities to build programs that include library student employees in meaningful professional experiences.

Learning Outcomes: Attendees will be able to articulate the difference between an experiential learning program and discrete tasks in order to build meaningful professional opportunities for student employees; Attendees will participate in a reflection activity in order to develop their own survey to assess their student employee assets.

Audience: Administration and Supervision, Instruction and Reference, Support Staff

Keywords: Library student employees, experiential learning, student success

Tags: Comm & Two Year Colleges, Support Staff

Lunch Buffets: 

Last names A - H
Study

Last names I - P
Study

Last names P - Z
Pre-function Area

Dietary restrictions
Pre-function Area

AWARDS - GRAND BALLROOM

Research and Publication Grant
The Kathryn L. Venditti Mentoring Award
Jay Ladd Distinguished Service Award

Brittany Brannon
Katy Kelly
Katy Kelly

AFTERNOON PLENARY SPONSORED BY OHIOLINK

AFTERNOON PLENARY SPEAKER: DR. DEBRA GILCHRIST

Debra Gilchrist, PhD is Vice President for Learning and Student Success at Pierce College, a community college in Washington State. In addition to academic and student affairs, she leads campus efforts for regional accreditation. Her publications focus on outcomes assessment as a tool for change, demonstrating the contributions of academic libraries through assessment of both learning and program impact. She was the 2007 recipient of the ACRL Miriam Dudley award and the Pierce library received the ACRL Excellence Award in 2005. Degrees: MLS University of Denver, MS in Geography South Dakota State University, Ph.D. Educational Leadership Oregon State University.

Plenary Description:

Academic libraries can and do play a key role in their institutions meeting mission. Planning and assessment that considers those mission elements is a key step in building and supporting the college/university as a holistic community and building evidence of the library and librarians as full partners. Let's explore and improve those possibilities!



1:00 - 4:00 P.M.

**AFTERNOON SNACK-NORTHPOINTE BALLROOM
SPONSORED BY ELSEVIER**

1:00 - 2:00 P.M. EXHIBITORS, POSTERS & ROUNDTABLES

PASSPORT TO EXHIBITORS

Ask at the reception table about our passport to exhibitors card. Visit at least 10 of our exhibitors in NorthPointe 1 & 2 and enter for a chance to win ALAO-branded merchandise (while supplies last - must be present to win) or our grand prize - one free registration for ALAO Annual Conference 2019!

POSTERS - NORTHPOINTE BALLROOM

#1Lib1Ref: How Library Staff Can Help Make Wikipedia Even Better

Cynthia H. Comer, Oberlin College

“Imagine a world where every librarian added one more reference to Wikipedia.” That lofty goal is the main premise behind Wikipedia’s annual #1Lib1Ref campaign, which for the past three years has encouraged librarians—and anyone who cares about access to reliable, free knowledge—to add just one citation to a reputable source in a Wikipedia article. The publicity drive aims to increase the rigor of Wikipedia articles and provide readers with more entry points to explore the research behind an article. Learn how your library can participate! Supported by the Wikipedia Library and Wikimedia affiliates around the world, #1Lib1Ref provides a springboard for library staff to share their expertise with the half billion readers who often choose Wikipedia as their first stop for finding information. This poster explains what #1Lib1Ref is; enumerates the benefits of participating for Wikipedia, its users, and library staff members; offers tips for how to coordinate your library’s involvement; points to online resources that can help with publicity, training, and coordination; and encourages more academic library staff throughout Ohio to contribute to the project. (PS: It’s not as hard as you might think!)

Learning Outcomes:

Describe the basic goals of Wikipedia’s #1Lib1Ref campaign in order to enjoin colleagues to participate.

Explore resources provided in order to better understand how to contribute to and improve one of the world’s most popular websites.

Discover how participating in #1Lib1Ref supports broader library goals, such as promoting the role of scholarly information, sharing knowledge and expertise, and developing new approaches to librarians’ professional practice, especially around issues related to digital literacy.

Audience: Emerging Technology and Web Services, Instruction and Reference, Technical, Electronic, and Digital Services

Keywords: Wikipedia, digital literacy, #1Lib1Ref

Digital Literacy and the Digital Native: Misconceptions and Realities

Myra Justus, Cincinnati State Technical and Community College

Being a “digital native” does not innately imply digital literacy. This poster examines what digital natives are, what traits they may exhibit, and how to encourage development of digital literacy skills with these patrons.

Learning Outcomes:

Examine common traits, negative and positive, associated with digital natives in order to better inform how you encourage the development of digital literacy skill at your library.

Audience: Instruction and Reference, Technical, Electronic, and Digital Services

Keywords: Digital Natives, Digital Literacy, Patron Interactions

Cultivating Instruction Team Success with Low-Stakes Assessment Experiments

Heidi Gauder, University of Dayton

Assessment of student learning has been a component of this instruction team's workload, but the approach was narrow and responsibility was not equally shared. The instruction assessment efforts were based on quiz results from online tutorials, which were administered by certain team members. When the tutorial quiz scores remained consistent over time, the responsible librarians decided that it was no longer useful to conduct an annual tutorial assessment. With the support of the library assessment committee chair, instruction team members were asked to try their hands at assessment using techniques of their own choosing with a class that they selected. Thus, the team initiated low-stakes assessment efforts that went beyond first-year and basic information literacy concepts to include instruction at all levels and more advanced concepts--with the ultimate goal of supporting student success.

Learning Outcomes:

This poster will describe the steps taken to develop a more diverse and comprehensive approach to assessment of student learning. Attendees will be asked to consider their own assessment of student learning efforts and how instruction teams might work together to develop assessment goals. Attendees will learn different assessment techniques that this team tried in order to consider the utility of such at their own libraries.

Audience: Assessment Practices, Instruction and Reference

Keywords: Assessment, instruction, student success

Cultivating Student Success: Library Programming in an Academic Library

Amanda Black, University of Dayton

What is the first activity that comes to mind, when you're tasked with showing a group of first year students the library? Perhaps, a library tour?This is a traditional and effective way for students to understand a library space and the services provided. What if you could allow students to learn and gain awareness of the library through their own perspective, without someone telling them what their viewpoints should be? Learn how a library created programming, where students explored all library floors and spaces on their own. With this guided exploration, the library engaged students in an active -learning preview of the services and resources offered to them. The activity encouraged them to become more familiar with the library's study spaces, special collections, writing /research help and other entities that interest them.

Learning Outcomes:

Allow the library to assess library spaces and services to understand the needs and wants of the student population in the 21st century.

Create and review library programming that makes an impact on students to increase their academic success by using library resources.

Audience: Assessment Practices, Diversity Issues, Instruction and Reference

Keywords: summer programs, first year students, undergraduates, academic libraries

POSTERS - NORTHPOINTE BALLROOM**Easy Effort, High Impact, Wide Reach: Cultivating Community Engagement with a Low-Tech Whiteboard**

Cynthia H. Comer & Julie E. Weir, Oberlin College

For the past three years, our library has actively engaged with our campus community through a prominently-placed whiteboard that encourages passers-by to pause and read what their peers are saying and add their own voices to the conversation. Though we employ a wide range of social media platforms with success, none have managed to capture the attention and stir the passions of our users in quite the same way as our low-tech whiteboard. As an added bonus, it is cost-effective and ridiculously easy to implement and sustain. Dubbed MuddSlinger (a nod to the name of the building that houses our main library—the Mudd Center), the board has become not only a catalyst for diverse forms of self-expression, dialog, and information gathering—many of which we never anticipated at the outset, but also an effective outreach tool. The presenters will show why libraries may want to adopt this low-tech, high-impact mechanism for interacting with users, cover best practices to make your own whiteboard project go smoothly, and highlight the benefits to students, the library, and the institution.

Learning Outcomes:

Learn about an easy and fun way to engage and communicate with your library community.

Take away best practices for establishing a similar set-up at your own library.

Gather topic ideas for taking your own whiteboard or similar communication tool to the next level.

Audience: Instruction and Reference, Marketing and Promotion

Keywords: student engagement, communications, outreach, marketing, community, simple solutions, whiteboards

Flying Solo: Implementing a Small Technology Project with Minimal Resources

Brandon Walker, John Carroll University

Due to cost constraints, libraries must sometimes explore open-source and/or community-driven software solutions instead of buying commercial software for small projects. In the summer of 2017 I was asked to implement an open-source software project called Suma so that we could evaluate whether it met our needs for a space assessment project. Neither I nor my supervisor had seen Suma in action. My job was to implement the software and then explore the range of configuration options so that my supervisor could better determine the applicability of Suma to our specific needs. This presentation is about the process of researching and implementing the Suma software package, and recounts critical decision points related to assessing the software requirements, assessing internal resources (personal and institutional), and where and how to get help along the way.

Learning Outcomes:

Attendees will learn to compare skill and resource requirements for small technology projects against personal/institutional resource constraints.

Audience: Emerging Technology and Web Services, Support Staff, Technical, Electronic, and Digital Services

Keywords: resource evaluation, system administration, technology implementation

POSTERS - NORTHPOINTE BALLROOM**Growing Together: Using IL within a First Year Business Course**

Alexandra Hauser, Michigan State University

Librarians at a large research institution have forged a partnership with the undergraduate services unit of the university's business programs through their involvement in a one-credit freshman introduction to the college course. The library not only provides support to this course through information literacy instruction but also one librarian is the instructor of record for one section and is responsible for developing all aspects of course content including lessons, student assignments, and grades. The librarian serving as instructor of record meets with other course instructors and the course coordinator to discuss any common assignments for the semester as well as share ideas for pedagogical approaches to the class and coordinate requested information literacy instruction for the ten class sections. This close working relationship provides an important and unique opportunity for librarians to be on the other side of the classroom instructional experience. This poster presentation will include a discussion of the course planning process covering the initial collaboration, cultivation of the relationship, coordination of assignments and schedules, and ultimately impact on students. The poster will also discuss the coordination of all information literacy instruction for this one-credit class, which ultimately reached over 600 first year students.

Learning Outcomes:

Attendees will be able to identify issues related to coordinating large-scale IL instruction in order to apply potential solutions to their own institutions.

Audience: Instruction and Reference

Keywords: Information literacy, instruction coordination

Lights! Camera! Action! Creating a First-Tier Information Service Point (with less than 30 days' notice)

Rob Withers, Miami University

Libraries are moving towards consolidating service points and cross-training staff. Due to staffing changes, one university library recently decided to consolidate first-tier information service with the circulation desk. Over a month-long period before classes started, library staff worked to cross-train existing staff, integrate student employees from the previously-separate service point into circulation desk operations, and work out a system for referring advanced questions to research librarians. This session will include information about training sessions and training materials, adjustments made during the first semester of this staffing configuration, and lessons learned during the transition.

Learning Outcomes:

Session participants will learn how to: Identify core competencies for fielding questions in order to rapidly prepare classified staff to effectively take on new duties as information providers; Understand and counteract cultural differences between people who previously worked in separate units; Develop tools to assess performance and identify future training needs.

Audience: Administration and Supervision, Assessment Practices, Circulation and Resource Sharing, Instruction and Reference, Support Staff

Keywords: information service; cross-departmental relationships; classified staff training; changing boundaries between librarians and paraprofessional staff

POSTERS - NORTHPOINTE BALLROOM**Maximizing the Impact of One-Shot Library Sessions for Graduate Students**

Daniela Solomon, Case Western Reserve University

Research shows that graduate students are not as information literate as they believe they are nor are they at the level they should be. While successful outreach to graduate students is hindered by a variety of factors, scheduling a library presentation as part of the graduate student's departmental seminars series represents an excellent opportunity for impactful teaching. This poster discusses the benefits of utilizing backward design in combination with classroom polling tools to design meaningful and engaging presentations that maximize students learning. By focusing on topics identified as students' misconceptions, misunderstandings, or as missing knowledge, these sessions were successful in creating a friendly environment that allowed students to learn from librarian led discussions as well as from other participants' shared experiences. The success of these sessions was assessed based on students' engagement, participation in class discussions, the quality of questions asked by participants, as well as comments collected at the end of the sessions.

Learning Outcomes:

Collect several teaching techniques successful for one-shot library sessions for graduate students in order to apply it to your own setting.

Audience: Instruction and Reference

Keywords: instruction, backward design, online polling tools, graduate students

Mapping Student Library Use for Assessment Purposes

Bethany Spieth & Katy Rossiter, Ohio Northern University

Following the renovation of the first floor in our small undergraduate library, we needed a way to evaluate the success of the renovation. Were students actually using the redesigned spaces? Although we had a gate counter at our library entrance, this only recorded how many people entered the library, not what spaces they used. To help us determine how students were using the new first floor relative to the second and third floors, we began an assessment program in which we counted how many students were in each area of the library at four times each day. To analyze and visualize the data, we created maps using Esri's ArcGIS 10.3. We digitized the different areas, creating a single, to-scale polygon for each one. The percent capacity was then input for each polygon and was utilized to symbolize each polygon by how close to capacity, on average, it reaches. Initial results show that the first floor is receiving the most use of all three floors in the library, both by total number of students and by the amount of use in terms of capacity.

Learning Outcomes:

Visitors to this poster will take away the knowledge necessary to be able to create an easy and cost-effective program for assessing use of their library spaces in order to demonstrate the value and importance of those spaces.

Audience: Administration and Supervision, Assessment Practices

Keywords: spaces and facilities assessment; data visualization

POSTERS - NORTHPOINTE BALLROOM**The Library as a Campus Sustainability Champion**

Mandi Goodsett, Cleveland State University

Library collaboration with other campus departments is a key method of cultivating and demonstrating value, both in terms of fruitful connections and increased impact. A library collaboration with the campus sustainability office accomplishes this task, and helps to promote a cause that is important to the entire campus community. This poster will explore how collaborative projects between the library and campus sustainability officer resulted in the increase in the library's status as a champion of innovative and important initiatives, the opportunity to work with students to accomplish projects, and the chance to make a positive difference in the world. Initiatives included creating a library sustainability committee, co-authoring a grant to add plastic bag recycling to the library, switching to compostable dinnerware for library celebrations, creating a large-scale library display for Earth Month, and working with custodial staff to change the ratio and placement of recycling and garbage bins in the library. Even these modest efforts have increased the library's profile and allowed library staff to contribute their efforts to a meaningful initiative. This poster will be especially useful for libraries that are looking to get started incorporating some sustainability topics into their outreach and programming efforts.

Learning Outcomes: Attendees will be able to: Articulate the value of collaborating with the campus sustainability officer or office in order to justify collaborative efforts to library administration and colleagues; Identify useful strategies for promoting sustainability on campus through library programming in order to increase the library's campus profile and contribute to a meaningful cause; Consult useful resources for beginning or strengthening a library sustainability program in order to take appropriate, institution-specific next steps in sustainability initiatives.

Audience: Administration and Supervision, Marketing and Promotion

Keywords: Sustainability, outreach, collaboration, displays, space, facilities, marketing, leadership

Moving to Action with Your Student Employees: Cultivating Success at the Reference Desk

Jillian Sandy, University of Dayton

Because the student employees at our reference desk are skilled and motivated to learn, we have recently created training that emphasizes the achievements and transferable skills they develop in their role. Applying Kuh's high-impact educational practices to student employee experiential learning, we aim to address students' academic and vocational interests, support their personal growth, and strengthen their commitment to community building. Drawing inspiration from the IOWA GROW program, student employees complete online training modules, set learning goals for the semester, provide leadership to junior members of the team, and participate in unique workshops and collaborations with faculty and staff. The greater self-awareness and sense of responsibility to library patrons raises the level of engagement at this desk, improving service and motivating student employees to further expand their roles. This poster outlines the current elements of our reference desk training and its development, providing a worksheet with suggested questions to consider when evaluating and advancing student employee learning on the job.

Learning Outcomes:

Participants will learn planning strategies and practical exercises for engaging library student employees in order to expand training, vocational focus, and professional skills that aim to increase the value of their role for both the library and the student employees themselves.

Audience: Administration and Supervision, Instruction and Reference, Support Staff

Keywords: Reference student employees, Training, Transferable skills, Vocation

POSTERS - NORTHPOINTE BALLROOM**Should Library Media Items Join the Dodo? Media Format Preferences of Performing Arts Faculty and Students**

Joe Clark, Kent State University

There was a time where students came to the library to view videos and listen to music required for their coursework. With the Internet's many audio and video streaming sites, those days are mostly gone. Institutions have acquired both streaming video and audio libraries for their users, but are they preferred by today's students and faculty? This poster presents data from three studies examining these questions, and offers some guidelines to developing media collections going forward.

Learning Outcomes:

Attendees will be able to see and compare data from three studies in order to understand user preferences and more wisely spend acquisition funds.

Audience: Collection Management, Instruction and Reference

Keywords: collection management, budget

Taking Action to Contain College Expenses: Cultivating a Collection of Textbooks for High Use Classes

Rob Withers, Miami University

The cost of tuition and related expenses has become a hot topic. The College Board estimated that the cost of textbooks per student per year was nearly \$1,200. One institution has created and maintained a collection of textbooks for high-enrollment classes for the past decade. This session will provide an overview of how this project began and has evolved over time to respond to challenges (anticipated and otherwise). Those viewing this poster should be able to identify possible financial resources for starting a service, potential issues which must be anticipated, and possible responses to these issues; or, if they have a similar service, they may gain an understanding of different choices that have been made at another institution and how they have played out. Topics addressed in this session will include: Creative strategies for obtaining funding, publicizing availability of textbooks, usage patterns, strategies dealing with un-returned items.

Learning Outcomes:

Identify partnerships for raising and sustaining financial support for a textbooks on reserve program in order to provide sustainable funding; Identify policy issues which need to be addressed and assess the strengths and weaknesses of various options associated with each issue in order to make informed decisions; Effectively collect and disseminate usage data to key stakeholders in the textbooks on reserve program in order to generate usage and support for the program.

Audience: Circulation and Resource Sharing, Collection Management

Keywords: Textbooks on reserve; affordability of higher education; creating relevant collections

POSTERS - NORTHPOINTE BALLROOM

VR, AR, MR and Their Possible Application for Academic Libraries

Jane Wu & Allen Reichert, Otterbein University

VR (virtual reality), AR (augmented reality) and MR (mixed reality) can create unique experiences that expand learning opportunities and engagement for end users. What do these developments mean for academic libraries? The academic libraries can be well positioned to provide VR and AR resources, spaces, strategies, and connections to support the creative endeavors of their patron. Through a Professional Learning Community, the librarians worked with faculty and students to explore the pedagogical use of VR and AR aligned with campus student learning experiences program. The purchased virtual and augmented reality equipment were facilitated through the library and the campus STEM center. The project and the literature review provided a pathway for librarians to understand how these new technologies may enhance library services. This presentation will help the participants better understand the VR, AR and MR applications and how libraries can develop a support mechanism for the campus to utilize virtual and augmented realities to transform teaching and learning in different disciplines. Find out how free and low-cost applications that libraries can use to enhance the user experience and to improve and extend library services.

Learning Outcomes: Understand the VR, AR and MR applications for possible innovative pedagogical use in different disciplines; Critically examine virtual and augmented realities applications that libraries can use to enhance the user experience and to improve and extend library services; Recognize potential planning considerations for possible service implementation.

Session Outcomes: Emerging Technology and Web Services, Marketing and Promotion, Technical, Electronic, and Digital Services

Keywords: VR (virtual reality), AR (augmented reality) and MR (mixed reality); academic library services; pedagogical innovation

ROUNDTABLE DISCUSSION SCHEDULE

| Room | 1:00 - 1:30 p.m. | 1:30 - 2:00 p.m. |
|------------|---|---|
| Hickory 1 | Assessment Interest Group | Instruction Interest Group |
| Hickory 2 | Distance Learning Interest Group | STEM Interest Group |
| Cypress 1 | Collection Management IG | Special Collections & Archives IG |
| Cypress 2 | Technical, Electronic, and Digital Services IG | Curriculum Materials Centers IG with Ohio Educational Library Media Association (OELMA) |
| Sycamore 1 | Scholarly Communications IG | Diversity Committee |
| Sycamore 2 | C2YCLIG Take Two: Conversation with Deb Gilchrist, part 1 | C2YCLIG Take Two: Conversation with Deb Gilchrist, part 2 |
| Birch 4 | PROgramming, Outreach, and Marketing (PROMIG) | |

ROUNDTABLE DISCUSSIONS 1:00 - 1:30

Assessment Interest Group - Hickory 1 - Sponsored by Gale-Cengage Learning

This roundtable will engage with a wide array of assessment topics important to academic librarians, and serve as a space to share information as well as successes and challenges. Participants can share or listen to others discuss recent assessment projects and findings; methods of analyzing results, and changes implemented based on findings. We'll also discuss the strengths and impact of our libraries on our communities, as well as where to look for expertise and partnerships in our institutions.

Distance Learning IG - Challenges in Serving the Distance Learner - Hickory 2 - Sponsored by EBSCO Information Services

What challenges or issues is your library (institution) currently experiencing which affect your ability to serve your distance learning population? Please join the DLIG roundtable to share your experiences and to also suggest training or other learning opportunities which would help you better serve the Distance Learner.

CMIG Membership Roundtable Discussion - Cypress 1

Join the Collection Management Interest Group (CMIG) for a wide-ranging discussion about collection development and the professional development opportunities you would like CMIG to offer in the future to meet the changing landscape of collection development. Bring your ideas for workshops and other programming that would be beneficial in the coming years. New CMIG co-chairs Fred Jenkins and Sean Kennedy are hosting this roundtable discussion and are interested to meet everyone and learn how to best serve the CMIG membership.

TEDSIG - Technical Services Staff Needs - Cypress 2

We will discuss current issues for Tech Services staff, including how to stay involved, not getting isolated and how to seek out new training and professional development.

Scholarly Communications Interest Group - Sycamore 1

Current, past, and potential members of the Scholarly Communications Interest Group (SCIG) are invited to join the co-chairs, Mark Clemente and Carla Myers, to discuss trends and issues in Scholarly Communications as well as ideas for Group programming for the coming year.

C2YCLIG - Community & Two Year College Libraries Interest Group - Sycamore 2

Take Two: Conversation with Deb Gilchrist (Part 1: 1:00-1:30, Part 2: 1:30-2:00)

Join the Community and Two Year Colleges Libraries Interest Group as we talk with Deb Gilchrist. **Join us for one or both sessions.**

PROgramming, Outreach, and Marketing (PROMIG) - Birch 4

Does your role involve outreach in some capacity? The PROgramming, Outreach, and Marketing Interest Group (PROMIG) will foster a community of support and discuss programming, outreach, and marketing issues that impact libraries and higher education. Please join us in this conversation and share ideas on developing best practices to successfully engage campus communities.

ROUNDTABLE DISCUSSIONS 1:30 - 2:00

Instruction Interest Group - Hickory 1 - Sponsored by Gale-Cengage Learning

Join the ALAO Instruction Interest Group for a discussion centered around reflective teaching practice, in keeping with the “Cultivating Success” theme of the conference. We’ll spend a few minutes giving a recap of our spring workshop, which explored critical thinking in online learning objects, then dive into some questions about how to bring more awareness and self-assessment to our teaching. We’ll end the discussion by exploring areas of interest for our members, which will inform our topic selection for next year’s annual workshop. Hope you can join us!

STEM Interest Group - Hickory 2 - - Sponsored by EBSCO Information Services

The STEMIG Roundtable at the annual ALAO Conference is an opportunity to meet other STEM librarians, share ideas and projects, and to let us know what we can do for you. Come join us and help us plot the future of this exciting new Interest Group!

Special Collections and Archives Interest Group: Taking Action in Special Collections and Archives - Cypress 1

Please join the Special Collections and Archives Interest Group (SCAig) for a round table discussion on the actions archivists and special collections librarians can take to cultivate success and convey value, whether it’s implementing new workflows or tools, conducting outreach, procuring grants, establishing partnerships, or simply overhauling descriptive practices. Attendees are encouraged to come and share their experiences and ideas for communicating the value of their work and collections and fostering success both within and beyond their institutions. We would also love to hear your ideas for future SCAig workshops and meetings. We look forward to a lively discussion! All are welcome.

CMCIG/OELMA - Cypress 2

The Curriculum Materials Center Interest Group (CMCIG) provides opportunities at a statewide level for curriculum materials center personnel to meet and exchange information. We also partner with the Ohio Educational Library Media Association (OELMA) to share ideas and to help connect the work of CMC personnel with the needs of future educators.

Join CMCIG during the Roundtables session to get acquainted with colleagues and meet OELMA representatives. Discussion will center on how we can work together to create information literate patrons.

Diversity Committee - Sycamore 1

Meet the ALAO Diversity Committee members and chat with us about your diversity initiatives and ideas.

Judith Cerqua (Ohio State University) and Krista McDonald (Miami University Hamilton) will co-lead this roundtable. Judith has been a long time member of the ALAO Diversity Committee, and she can share expert advice and tips for diversity program planning and execution. Krista is a past President of ALAO and has worked with a variety of departments and student groups to plan diversity programming on her campus.

The ALAO Diversity Committee hosts an annual Spring Workshop, and we also hosted a webinar in January 2018. If you want to share your ideas about our future ALAO programming or what you’re doing at your library, please stop by and chat with us.

HICKORY 1 - SPONSORED BY GALE-CENGAGE LEARNING**Scholarship as Conversation: A Vital ACRL Frame for Student Engagement**

Melissa Engleman, University of Tennessee at Martin

Out of the six current frames of the ACRL Framework for Information Literacy for Higher Education, Scholarship as Conversation has lent itself to fairly easy implementation in even one-shot library instruction sessions. Sometimes, this can be as simple as talking to students about the why behind citations. This ease of integration in instruction belies the depth this frame offers us as information literacy educators, scholars, and as partners to other campus departments. The presenter will share ways to integrate this frame throughout an information literacy program, share research from various fields as it relates to the specific frame, and hypothesize that Scholarship as Conversation can be considered the most vital frame for engaging students.

Learning Outcomes: Participants will be able to identify various ways to integrate the Scholarship as Conversation frame into an information literacy program in order to engage students.

Participants will be able to recognize research opportunities based on the Scholarship as Conversation frame in order to advance librarian scholarship and engage in professional development opportunities.

Audience: Instruction and Reference

Keywords: Framework, threshold concepts, information literacy, Scholarship as Conversation

Tags: Scholarly Communication, Instruction & Information Literacy

HICKORY 2 - SPONSORED BY EBSCO INFORMATION SERVICES**Plan, Assess, Repeat! Cultivating a Culture of Assessment**

Ann Marie Smeraldi & Ben Richards, Cleveland State University

Instruction librarians understand the importance of assessing student learning. We read articles and books, attend workshops, and experiment in the classroom. We plan assessments, collect data, and if we're lucky, we review findings and reflect. Just as we seem to be moving towards / moving in on closing the loop, we suddenly find ourselves bamboozled by real challenges or imagined fears. What if we discover students haven't learned? How do we use the data to demonstrate the library's impact? How do we convince colleagues and campus partners to join in? Do we even have any idea what we are doing? Through the telling of their assessment story, the presenters will share how they figured out what they were doing along the way and provide practical advice for overcoming the uncertainties that come with assessment in the academic library. Attendees will learn about a library's prior assessment efforts, problems and solutions they encountered in building a culture of assessment, examples of assessments used in and out of the classroom, and how all of this has contributed to a more robust assessment program that effectively communicates the value of the work librarians and staff are doing.

Learning Outcomes: After attending this session, participants will be able to: Explain common challenges in building a culture of assessment in order to anticipate and plan for the barriers that they may encounter at their institutions; Identify effective assessment methods and planning strategies in order to grow an assessment program; Use findings gathered during the assessment process in order to improve teaching, student outcomes and, library programs.

Audience: Assessment Practices, Instruction and Reference

Keywords: student learning, student evaluation, teaching, program evaluation, collaboration

Tags: Instruction & Information Literacy, Assessment

CYPRESS 1**You Talked To Your Users--What Now?: Developing Codebooks For Qualitative Data Analysis**

Brittany Brannon, OCLC

Qualitative data collection allows you to gather rich, detailed data about how and why your services impact your users. Once you've gathered qualitative data, what can you do with it? Coding is a method of analyzing qualitative data by identifying a consistent set of themes across your dataset. It allows you to mine the richness of your data while also analyzing the data thematically. This presentation will discuss the major decisions that need to be made as you develop a codebook, including potential sources of themes, organization of themes, and applying codes to data. Participants will also get hands-on practice extracting and organizing themes.

Throughout the presentation, theoretical discussion will be supported by examples from the development of the codebook for the IMLS-funded study *Researching Students' Information Choices: Determining Identity and Judging Credibility in Digital Spaces* (<http://guides.uflib.ufl.edu/RSIC>). This study examines the information-seeking behavior of 180 STEM students from 4th grade through graduate school as they judge the credibility and resource type of online sources. The codebook for this study was applied to think-aloud protocols gathered during these activities, after being developed from analysis of the think-aloud protocols and relevant literature.

Learning Outcomes: Participants will learn the basic considerations of developing a codebook in order to determine the best approach for their data; Participants will know how to identify themes in data and consolidate themes across sources in order to develop their own codebook.

Audience: Assessment Practices

Keywords: user research; data analysis

Tags: Scholarly communication, Assessment

CYPRESS 2**Librarian as Archivist in Africatown: A Grassroots Experiment**

Eboni A. Johnson, Oberlin College Libraries

The presenter will talk about her recent experience wearing different hats as both a librarian and "field archivist" on an NSF-funded research project in the Africatown area of Mobile, Alabama. Africatown is an area of national significance as the landing site of the last ship known to bring enslaved Africans to the county. Currently its residents are facing – and fighting – climate change and environmental justice challenges that threaten its existence. A team of students and faculty from the presenter's institution are researching connections between African-American and Indigenous communities around these important issues. The presenter will discuss her growing role in this effort, which includes designing archival systems that empower the community to document and preserve records and photographs that are crucial to helping Africatown tell its own story.

Learning Outcomes:

Participants will be able to: Cultivate faculty relationships in order to create delightful, unexpected opportunities for library engagement; Navigate community partnerships outside the purview of academic libraries in order to demonstrate our value beyond our campuses; Generate library buy-in and support for community-based and community-directed work in order to incorporate this kind of work with your current job role.

Audience: Diversity Issues, Emerging Technology and Web Services, Instruction and Reference

Keywords: Community engagement, archives, digitization, community partnership, outreach

Tags: Diversity; Special Collections & Archives

SYCAMORE 1**Doing More with More: Propelling the Library forward with Usage-Based Purchasing Models**

Elizabeth Bernal & Stephanie Church, Case Western Reserve University

Collection development is challenging for academic libraries, due to the rising cost of e-resources. Over the past 5 years, our library has been experimenting with new ways to actively address these issues through specific strategic initiatives. We have been successful in reallocating one-time funds to user-driven purchasing initiatives, such as demand-driven and evidence based acquisitions models. Our usage data proves these models are cost-effective and aid in the research process by offering a wealth of content at the user's point of need. This culture shift has influenced our collection development policies, and has changed the way we review and assess collections for one-time purchases and subscriptions. With concrete data-driven evidence, we can confidently communicate the library's fiscal responsibility with our stakeholders. Innovative purchasing initiatives are making a significant impact on library collections, adding value to the library and to the university as a whole.

Learning Outcomes: Apply collection assessment to make better strategic decisions; Understand and implement innovative purchasing models; Communicate effectively about the value and impact of collection development and assessment.

Audience: Assessment Practices, Collection Management

Keywords: Assessment & Collection Strategies & Value/Impact

Tags: Collection Management, Assessment, Comm & Two Year Colleges

SYCAMORE 2**Five Ways to Cultivate Open Education on Your Campus**

Mandi Goodsett, Cleveland State University

As academic institutions focus attention on student retention and rising higher education costs, increasing attention has been paid to reducing the costs of instructional materials. Studies show that the high cost of textbooks, for instance, can impact student course choices, academic performance, and retention. Many faculty have found free, open textbooks and other open educational resources to be a successful alternative to expensive commercial textbooks. However, initiating an open education or affordable learning program on your campus can be tricky. Faculty are sometimes resistant to open education, administrators don't always understand it, and librarians only have so much time to devote to supporting it. This presentation will explore five ways, from modest to extensive, to begin promoting open education right away on your campus. Methods will include collaborative efforts, outreach activities, and impact reporting. The presenter will draw from four years of program growth on her own campus, as well as successful examples at other institutions. Whether you are just beginning to think of open educational resources in your library, or are already taking steps to promote them on your campus, you'll find something relevant to take home and implement.

Attendees will be able to: Articulate the value of open education for their students, faculty, and administrators in order to begin productive conversations around affordability at their institutions; Identify specific strategies for promoting open education on their campuses in order to begin open education initiatives that meet the unique needs of their campus communities; Develop an affordability initiative plan-of-action in order to begin implementing appropriate actions at their institutions efficiently and effectively.

Audience: Curriculum Materials, Emerging Technology and Web Services, Instruction and Reference

Keywords: Open education, open educational resources, affordable learning, student retention, outreach, collaboration, programming

Tags: Scholarly Communication; STEM; Collection Management; Comm & Two Year Colleges

BIRCH 4

In Perfect Harmony: Libraries and TRiO Programs Partnering for Student Success

Carrie Girton & Krista McDonald, Miami University Hamilton & Julie McDaniel, Sinclair Community College

The U.S. Department of Education funds TRiO Student Support Services (SSS) on college campuses. With over 70 TRiO programs in colleges throughout Ohio, there is a tremendous opportunity to develop connections between academic library staff and first-generation college students and to impact student success. During this session, presenters will discuss collaborations between library staff and TRiO programs at two institutions. One regional campus incorporated the SSS program into the library's space, directly impacting student success. The other community college's SSS program provided space for a "Librarian on Location," which allows SSS students to meet library staff on their own turf and for collaboration between library and SSS staff. Presenters will discuss the partnerships' impact on student success, logistics of these collaborations, and future plans.

Learning Outcomes: Examine the collaborations described in this session in order to adapt and apply them to other settings and institutions; Identify similar collaboration opportunities at the home campus of audience members in order to impact student success and increase library value.

Audience: Administration and Supervision, Instruction and Reference, Support Staff

Keywords: collaboration, community college, student success, spaces and facilities, regional campus, partnership, two year college

Tags: Comm & Two Year Colleges; Diversity; CMC

3:10- 4:00 P.M.

BREAKOUT SESSION 4

HICKORY 1 - SPONSORED BY GALE-CENGAGE LEARNING

Collaborative Design: Partnering with Students to Improve Library Spaces and Services

Daniel J. Harper & Katy Mathuews, Ohio University; Linda Rich, Michelle Chronister, & Kari Johnson, Bowling Green State University

This session will be an opportunity to learn about two similar collaborations at two different institutions, each with the intent of gauging user experiences and desires related to library design and services.

Presentation #1 will detail the collaboration between an interior architecture faculty member and academic librarians in assessing how students envisioned the fine arts library of the future and specifically the role of makerspaces in the academic library setting. This presentation will feature library design proposals created by interior architecture students and will summarize key design features which students proposed as a result of their research.

Presentation #2 will detail the collaboration between an academic library and the College of Business and their students to gather meaningful feedback and data about library services and resources through a design thinking process. The findings resulted in a richer understanding of user experiences and desires while providing College of Business students first-hand experience with data collection and analysis.

Attendees will learn not only about the findings of each collaboration but also how each scenario was structured so that they might use a similar model to engage with and learn from academic partnerships at their campus.

Learning Outcomes: Learn about collaborations between librarians and faculty in order to model a similar experience; Understand the student perspective on library space and services to better inform library planning and decision making.

Keywords: makerspace, collaboration, library of the future, student engagement, design thinking

Tags: Comm & Two Year Colleges

HICKORY 2 - SPONSORED BY EBSCO INFORMATION SERVICES**Special Collections Outreach: Using Liaison Librarians to Promote the Use of Special Collections in the Teaching and Learning Process**

Cindy Krolkowski, Wayne State University

Special Collections Librarians need to promote and encourage the research and curricular use of Special Collections in the academic setting. Liaison or Subject Librarians have an interest in informing faculty and students of all the resources available to them for research or classroom activities. Our Special Collections Team partnered with the Liaison Librarians to help integrate the use of Special Collections in the teaching and learning process on campus. With the end goal of attracting faculty to a Special Collections drop-in session, a presentation was developed to quickly introduce all the Liaison Librarians to significant Special Collections in their subject areas.

This program will explain the planning, execution and results of this collaboration. Liaison Librarians were prepared to contact faculty with specific examples of the Special Collections available to them, and to personally invite faculty members to a Special Collections drop-in session to learn more.

Learning Outcomes: Participants in this program will learn about a collaborative effort involving Liaison Librarians and Special Collections librarians that helped facilitate a better understanding of Special Collections to the liaisons; Participants will be encouraged to think about small but potent ways that a better integration and demystifying of Special Collections at their own libraries can enhance the provision of reference, research and instructional services to their patrons.

Audience: Instruction and Reference, Marketing and Promotion, Special Collections

Keywords: Subject Librarians, Liaison Librarians, Special Collections, Special Collections Librarians, Faculty, Students, Research

Tags: Special Collections & Archives

CYPRESS 1**Behind the Scenes, Ready for Action: Cultivating and Conveying a Large-Scale Humanities Monograph Weeding Project with Campus Stakeholders**

Heidi Gauder & Fred Jenkins, University of Dayton

Weeding books is a scary prospect for many librarians and faculty, particularly for humanities faculty, since monographs are critical scholarship in those disciplines. At this library, a renovation in one area created the need for a large-scale review of monograph collections in other areas. Library leadership began conversations with campus stakeholders early on, emphasizing renovation needs and outcomes, careful deselection methods, stakeholder opportunities for input, and sustainable collections. In the Fall 2017 semester, all subject librarians began identifying relevant titles for deselection and communicating with departments about the process. The Humanities librarians found themselves making additional collection considerations and working more closely with those departments to assure faculty that the deselection process would not unduly compromise the quality of the existing collections.

This session will describe the steps taken to cultivate and engage the campus in a large-scale monograph deselection project, with special attention to the humanities disciplines. Attendees will be asked to imagine how they would approach their own weeding projects and how they might communicate the need for such a project. Attendees will learn how apply collection evaluation tools to humanities collections and determine relevant strategies and communication methods in order to convey value.

Learning Outcomes: Attendees will be asked to imagine how they would approach their own weeding projects and how they might communicate the need for such a project in order to be successful on their own campuses; Attendees will learn how apply collection evaluation tools to humanities collections and determine relevant strategies and communication methods in order to convey value.

Audience: Administration and Supervision, Collection Management, Instruction and Reference

Keywords: Monograph deselection, humanities, communication, data-informed decision making

Tags: Collection Mangement

CYPRESS 2**Building Bridges: College and High School Partnerships for College Credit Plus**

Lorena Popelka, Columbus State Community College & Deborah King, Westerville South High School & Kristen Macklin, Big Walnut High School

As the number of students enrolled in College Credit Plus courses continue to rise across the state, many colleges and universities find themselves challenged to adequately serve and provide support to this unique group of students. A public two-year community college addressed this rising need by creating and sustaining partnerships with local area high school librarians and media specialists. Employing a 'train the trainer' model, a community college equipped high school librarians and media specialists with the resources necessary to address the college level research needs of their College Credit Plus students as well as meet the requests of College Credit Plus instructors in their high school. The collaborative efforts resulted in mutual support, engagement, and a true partnership between secondary and post-secondary institutions.

Attendees will explore the steps taken to build a collaborative community of both academic and high school librarians with a focus on student success, academic achievement, and college readiness. Presenters will share their perspectives on the collaborative effort, and engage in discussion with the audience on how to best institute similar concepts at their own academic institution.

Attendees will be able to: Explore methods to build a collaborative community of both academic and high school librarians in order to improve understanding of academic standards and goals of each partner; Collaborate with key campus departments and outside partners to foster support for student success, academic achievement, and college readiness; Implement program concepts to institutional needs to better the success of students enrolled in the College Credit Plus program; Identify challenges and discuss best practices in implementation of program.

Audience: Distance Learning, Instruction and Reference

Keywords: College Credit Plus, collaboration, K-12 partnerships

Tags: Comm & Two Year Colleges; Distance Learning; CMC

SYCAMORE 1**Creating A Meaningful Learning Framework for Volunteers, Internships, Practicums, and Co-Ops**

Michelle Sweetser & Colleen Boff, Bowling Green State University

Creating meaningful and mutually beneficial experiences for those interested in experiential or co-curricular learning at your institution can be exhausting and time consuming, especially when these requests come at busy times of the year. Yet these types of opportunities have the power to recruit others to the profession, to help the library make gains in completing special projects, and to provide information literacy skill-building experiences that serve students in the classroom as well. Whether an individual is looking for an undergraduate or graduate research project in the archives or a recent graduate is curious about the behind-the-scenes work in the cataloging department, those of us who work in academic libraries genuinely want to provide a good learning experience. The presenters in this session will share the learning outcomes, syllabus and other supporting documents they have crafted to provide a structured, self-paced experience for these types of exploratory or co-curricular requests. This framework is easily adaptable for all types of library work from access and technical services to reference / instruction and archival work. Attendees will leave this session with the framework materials and a list of experiential learning projects developed by the presenters as well as audience participants.

Learning Outcomes: Participants will be able to make minor adaptations to a learning framework for volunteers, co-ops, practicums, and internships in order to structure a meaningful learning experience for this population; Participants will leave this session with ideas for projects they might use in experiential learning experiences at their own institution.

Audience: Administration and Supervision

Keywords: volunteers, internships, co-ops, practicums, experiential learning

Tags: Comm & Two Year Colleges, Special Collections & Archives

SYCAMORE 2**Integrating Information Literacy without a University Requirement: Digital Badges as the Tool**

Emily Rimland & Victoria Raish & Anne Behler, Penn State

It can be challenging to integrate information literacy instruction in a systematic manner when there is no university-level requirement for undergraduates. Librarians must find ways to be successful in building a library instruction program without required participation. At the same time, the context of higher education is rapidly changing. Over six million students took at least one online course in 2015, while at the same time residential course offerings may be decreasing. Even residential courses often have blended learning components. Clearly, the traditional model of teaching information literacy in face-to-face, one-shot sessions needs to be re-examined in light of these challenges and changes. This session will demonstrate an extremely successful program that built information literacy instruction into over 150 course sections through the use of digital badges which are virtual representations of accomplishments. Our discipline agnostic digital badges scaffold information literacy instruction in a meaningful way that connects information literacy to the course assignments. Specifically, we will cover the implementation, partnerships, scalability, and impact of this approach. Attendees should walk away with the philosophy that sustainable flexible instruction is key towards strategic programming and that meaningful interaction with students does not live strictly within the physical classroom.

After this session, attendees will: Understand that design of a program can determine success; Have ideas for sustainable instruction that is flexible and can fit all needs; Acknowledge that meaningful interaction with students isn't limited to the classroom.

Audience: Distance Learning, Emerging Technology and Web Services, Instruction and Reference

Keywords: Implementation, partnerships, scalability, impact, assessment/partners

Tags: Instruction & Information Literacy; Distance Learning; Comm & Two Year Colleges

BIRCH 4**Periodical Holdings Audit: Correcting Discrepancies and Improbabilities in Catalogs and Periodical A-Z Lists**

Ken Irwin, Wittenberg University

Many libraries provide periodical holdings information in both online catalogs and through an online "A-Z" list such as Serials Solutions, EBSCO Publication Finder, etc. Errors can occur in both systems. This presentation will outline a method for conducting an audit by comparing catalog information with A-Z list records and identifying discrepancies and improbable data. Six methods for identifying problems will be discussed, as well as workflows for correcting problems. Finally, the presentation will include recommendations for avoiding future problems.

Learning Outcomes:

Identify several ways of detecting incorrect information in online periodical holdings management systems in order to implement a procedure for correcting problems.

Plan serials management workflows in order to avoid creating discrepancies between systems.

Audience: Collection Management, Technical, Electronic, and Digital Services

Keywords: serials management, technical services

Tags: Comm & Two Year Colleges, Electronic services

ALAO ANNUAL CONFERENCE 2018 AT-A-GLANCE

REGISTRATION & BREAKFAST

7:30 - 9:00 a.m.

BUSINESS MEETING & AWARDS

8:25 - 9:00 a.m. - Grand Ballroom

KEYNOTE BY DR. MEGAN OAKLEAF - SPONSORED BY OHIONET

9:00 - 9:50 a.m. - Grand Ballroom

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|--|---|-----------------------------|--|--|--|--|
| Sponsored by Gale-Cengage Learning | Sponsored by EBSCO Information Services | BREAKOUT SESSION ONE | | | | |
| | | 10:00 - 10:50 a.m. | | | | |

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|--|--|---|--|---|---|--|
| Hickory 1 | Hickory 2 | Cypress 1 | Cypress 2 | Sycamore 1 | Sycamore 2 | Birch 4 |
| Traitors to One World, Imposters in Another: Research Assignments as Academic Engagement Opportunities for First-Generation Students | Rethinking Fines: Considering Equity, Inclusion, and Retention | Acting on IP: Valuing Students Rights as Intellectual Property Creators | An Autoethnographic Approach to Actionable Environmental Support Evaluations | More Than Shiny Toys: Conveying Value of Multimedia Technology and Services | Break Out of the Box: Developing and Implementing an Escape Room to Teach Information Literacy Skills | Cultivating Connection by Caring: Using Empathetic Marketing to Reach Distance Students and Ease Library Anxiety |

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| Sponsored by Gale-Cengage Learning | Sponsored by EBSCO Information Services | BREAKOUT SESSION TWO | | | | |
| | | 11:00 - 11:50 a.m. | | | | |

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|---|---|--|---|---|--|--|
| Hickory 1 | Hickory 2 | Cypress 1 | Cypress 2 | Sycamore 1 | Sycamore 2 | Birch 4 |
| Learning Analytics with Dr. Megan Oakleaf | Strategic Plan as Communications Plan: Using the Library's Strategic Plan to Formulate and Implement an Effective and Impactful Library Communications Plan | Finding Value in Virtual Instruction: A Story of Success | Purchasing Accessible E-Resources: Tips and Resources for Licensing and Procurement | Building On Strengths: Using Asset Based Community Development Principles In Academic Libraries to Improve Library Relationships And Services | Digital Archives in the Discovery Layer: A Successful Collaboration between Archivists and Technical Services Librarians | Transforming Student Assistants to Student Asset |

LUNCH, AWARDS, & AFTERNOON PLENARY BY DR. DEBRA GILCHRIST - SPONSORED BY OHIO LINK

12:00 - 1:00 p.m. Grand Ballroom

EXHIBITORS, POSTERS & ROUNDTABLES

1:00 - 2:00 p.m.

Visit exhibitors and poster sessions in NorthPointe Ballrooms 1&2; Join Roundtables in the breakout rooms.

AFTERNOON SNACK - NORTHPOINTE BALLROOM - SPONSORED BY ELSEVIER

1:00 - 4:00 p.m.


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| Sponsored by Gale-Cengage Learning | Sponsored by EBSCO Information Services | BREAKOUT SESSION THREE | | | | |
| | | 2:10 - 3:00 p.m. | | | | |

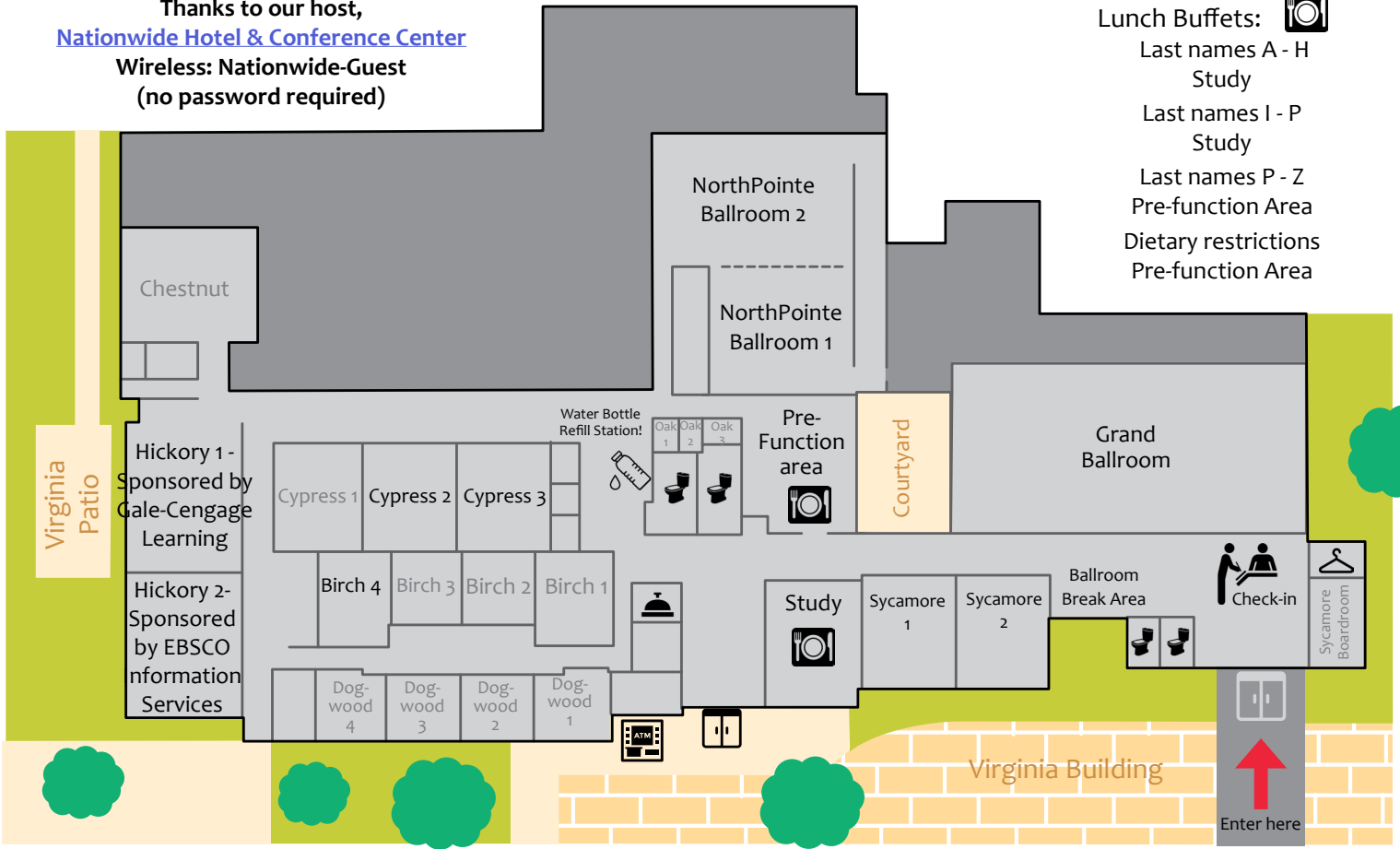
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| Hickory 1 | Hickory 2 | Cypress 1 | Cypress 2 | Sycamore 1 | Sycamore 2 | Birch 4 |
| Scholarship as Conversation: A Vital ACRL Frame for Student Engagement | Plan, Assess, Repeat! Cultivating a Culture of Assessment | You Talked To Your Users--What Now?: Developing Codebooks For Qualitative Data Analysis | Librarian as Archivist in Africatown: A Grassroots Experiment | Doing More with More: Propelling the Library forward with Usage-Based Purchasing Models | Five Ways to Cultivate Open Education on Your Campus | In Perfect Harmony: Libraries and TRiO Programs Partnering for Student Success |

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| Sponsored by Gale-Cengage Learning | Sponsored by EBSCO Information Services | BREAKOUT SESSION FOUR | | | | |
| | | 3:10 - 4:00 p.m. | | | | |

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|---|---|--|--|--|---|--|
| Hickory 1 | Hickory 2 | Cypress 1 | Cypress 2 | Sycamore 1 | Sycamore 2 | Birch 4 |
| Collaborative Design: Partnering with Students to Improve Library Spaces and Services | Special Collections Outreach: Using Liaison Librarians to Promote the Use of Special Collections in the Teaching and Learning Process | Behind the Scenes, Ready for Action: Cultivating and Conveying a Large-Scale Humanities Monograph Weeding Project with Campus Stakeholders | Building Bridges: College and High School Partnerships for College Credit Plus | Creating A Meaningful Learning Framework for Volunteers, Internships, Practicums, and Co-Ops | Integrating Information Literacy without a University Requirement: Digital Badges as the Tool | Periodical Holdings Audit: Correcting Discrepancies and Improbabilities in Catalogs and Periodical A-Z Lists |

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