Indiana Library Federation
INDIANA LIBRARIES
Volume 33, Number 2, 2014

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From the Editor's Desk:

By Michael Courtney, Lori Dekydtspotter, Carrie Donovan, and Cherry Williams

Building Bridges Across Indiana

It is with pleasure that we present this special issue of *Indiana Libraries* focused on such topics as information literacy, activities that adopt new and emerging technologies for outreach purposes, and programs that introduce students and adult patrons to library research tools. The articles featured here showcase the innovative approaches that librarians are developing across the state in order to strengthen the role of libraries in empowering and educating diverse communities of users. It is with respect and admiration for the authors that we put forward this issue full of their creative and ground-breaking ideas, as we recognize that innovation also requires risk-taking. We hope that these ideas will inspire others to embrace uncertainty and opportunity as a means of broadening the influence of libraries and librarians in Indiana.

Librarians must move beyond their traditional functions and actively seek out partnerships with patrons of all ages through creative projects and programs that address the learning needs and enhance the research activities of their constituents. Each paper in this special issue clearly shows the reciprocal benefits of library instruction and outreach. Projects such as "Using the Cause of Equine Welfare as a Platform for Teaching the Skills of Information Literacy" and the PLA Highsmith Library Innovation Award-winning, "KiPS – Kindergarten Prep School," showcase the creativity with which librarians are making community connections and establishing their value as educators.

Increasingly, patrons' expectations of libraries' support and services have moved beyond traditional models. Public libraries, for example, have a long-standing commitment to assisting patrons in accessing information about government services. A notable project documented in this edition,"Connecting Communities with Health Insurance: Public Libraries and the Affordable Care Act" demonstrates the response of one public library system to the ever expanding needs of its clientele. Another example of the changing nature of libraries as a result of user needs and new modes of information access is evidenced by "Collaborating for Our Community: A Case Report" which elaborates on a partnership between a public library and two academic libraries merging resources and services to support their community. As you discover some of the many creative initiatives born out of libraries around Indiana, a common theme serves to express the very nature of library outreach and instruction in the 21st century – innovation through collaboration.

Library Collaboration Index: Documenting the Reach in Outreach

By Susan Anderson, IPFW

Combining a structured examination of the library's present operations, staff and collections with a professional vision for the library's future, Indiana University-Purdue University, Fort Wayne (IPFW) staff completed an Academic Program Review and Self-Study in 2013 (Indiana University - Purdue University Fort Wayne, 2013).

The Program Review's value as an inventory and a roadmap is apparent as we begin implementation of our goals. The goals were defined by library workgroups that included every librarian and staff member with input from students, faculty, and administrators across campus. The result is a strategic plan that calls for examining, redefining and reengineering library services, programs and resources, including materials and staff (Anderson &Truesdell, 2013). With these future-oriented goals, we are envisioning a library staff providing services "where and when needed" (2012-2014 Helmke Library Strategic Plan) and collections that will continue to serve a dynamic university community.

This is a necessity, not a choice, as the university we serve and support is itself confronting the changes that are at play in all of higher education: pressures of recruitment, retention and budget, changing demographics and its effect on potential college enrollees, examining program focus, and cementing the university's relationship to the social, geographic and business community. In this time of organizational change, we want to be a resource for those involved in administration and the business of running a university, functions that are central to the organization, as well as those who support academic success and research.

Our over-arching goal is to move beyond the silo of the library building and collections to be more visible and better integrated into campus activities, priorities and operations, extending the library's support of non-academic departments and business units of the university. We are collaborating with campus partners -- faculty committees, student groups, administrative units, such as admissions and student life-- to provide services that support their efforts to recruit, retain, and graduate students. The traditional library service and support for faculty teaching and research, student coursework and research and our academic program of information literacy is just part of the library's service and support for all university stakeholders.

University administrators, faculty and students understand the traditional role of the library, but not everyone thinks of its services beyond collections, reference, bibliographic instruction and quiet study spaces. Too few recognize the library in its broader role in advancing the mission of the institution through its unique contributions to student enrollment, retention and graduation rates, student learning and success, faculty research and teaching, the scholarly communication of students, staff and faculty, institutional quality overall, and community engagement. The Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education address these functions with Principles and Performance Indicators for campus collaborations and messaging about the library and an ambassadorial role for library employees. The ACRL Standards Principles and Performance Indicators urge libraries to engage the campus and broader community. They enumerate multiple strategies to advocate, educate users and promote library value (Association of College and Research Libraries, 2011).

While the library administration has encouraged and supported outreach to all units, we had not systematically documented these activities in a way that could be used to demonstrate library impact and value to the university and community.

The Collaboration Index

Our Program Review included traditional data--circulation, instructional sessions, library hours, reference transactions--which are useful in documenting work performed and comparing ourselves to peer ACRL libraries, but not very effective as indicators of integration into the curriculum and other university activities related to student recruitment, learning, retention and faculty research.

To augment this data, we also sought to capture the library's undocumented contributions to the university students, staff, faculty and administrators, in other words, to capture our activities and contributions "as members of the IPFW community" (Walter E. Helmke Library Mission Statement). Demonstrating the role and involvement of the library in the campus and community outside the library and the classroom is crucial.

This view is also expressed in the ACRL report Value of Academic Libraries: a Comprehensive Research Review and Report which explores ways and surrogate measures that libraries can use to demonstrate their value to students, faculty and staff on an academic campus and to the community in general.

We used the ACRL framework to identify and leverage opportunities and partnerships to enhance awareness and use of library resources and services and most importantly, enhance and publicize the varied skills and contributions of the library's staff and librarians. We have worked through various channels to demonstrate and infuse the value of the library across many campus priorities, from student learning to faculty research, from student retention and graduation to community engagement, and from administrative information needs to global recognition of scholarly and creative output.

Using a simple spreadsheet, we are documenting these outreach and collaborative activities as well as librarians' involvement in campus committees and projects in a library Collaboration Index. This data set, which documents the Activity, Audience, Contact Hours and other information, has been used to describe and quantify the library's impact, value and integration with campus activities in ongoing campus budget and prioritization discussions. These outreach and collaborative activities document the reach and involvement of the library in activities which impact student academic success as well as faculty and staff professional success outside traditional in-house services and instructional, classroom-based venues. It augments the typical reported library data--use of library building (gate counts), use of collection (circulation) and use of services (reference and instruction statistics)--and moves toward documenting our penetration in campus activities and initiatives.

As we began populating the Collaboration Index, it has become a visual representation of the extent of library penetration into the activities of the campus and community. While the main purpose was to demonstrate the value of library services and resources to the university administration, it also illustrated to library staff the power of their combined individual efforts and inspired further ideas for involvement.

Entries: The Collaboration Index

We arranged the entries into two broad categories: Community and Campus. Some of the significant entries include:

Community:

- An ALA/NEH grant for the Muslim Journeys project which supported a campus/community reading and discussion group involving campus faculty, members of the community as well as community religious leaders; the Allen County Public Library was a local partner in the grant.

- An array of digital project collaborations with community partners including the Fort Wayne History Center, Northeast Indiana Diversity Library (LGBT collection), and the Allen County government; the Helmke Library has created several local digital collections housed in mDon (mastodon DIGITAL OBJECT NETWORK) http://mdon.library.ipfw.edu/

- Hosting of community/campus events such as the Remnant Trust Exhibit and programs (2009 and 2013-14), Featured Faculty lecture series, FAME (The Foundation for Art and Music in Education) exhibit and the Appleseed Writing Project

- Library staff service in community organizations and on non-profit boards such as the League for the Blind and Disabled, Ontulili Literacy and Resource Center, and Sophia's Portico

- The library's close ties with its university parent institutions include consortial collaborations for resource-sharing, access to the collections, group purchasing arrangements and collaborations with peers across the system. IPFW has benefitted from collaboration with IU and Purdue University libraries' government documents light archive stewardship, Purdue Library Scholars Grant program, access to copyright and intellectual property expertise, and open access and scholarly communication efforts. The library is also a member of the Academic Libraries of Indiana (ALI) and other consortia.

Campus:

Work with Students: Undergraduate, Graduate, Student Groups, High School students

- Inclusion of new Honors Program Center in Library Learning Commons

Support of undergraduate and graduate student research:

- Two librarians are members of the organizing committee of the annual Student Research and Creative Endeavor Symposium, spotlighting undergraduate and graduate research and faculty mentors. The Symposium is cosponsored by the Library, Honors Program Council and Office of Research, Engagement, and Sponsored Programs. In addition to hosting the poster symposium in the library's Learning Commons, the library offers workshops on developing poster content, using technology to create a compelling poster and providing research assistance to student participants. The Symposium's new poster format (initiated a year ago by the new Student Symposium organizing committee) is growing exponentially each year. With permission, student posters are included in their entirety in Opus http://opus.ipfw.edu/student_research/.

This involvement in student research is part of the library's collaboration and engagement in high-impact educational practices (Kuh, 2008).

- The library is actively pursuing other undergraduate and graduate research design projects, presentations and posters, from departments across campus for inclusion in Opus, e.g. Undergraduate History Conference, Engineering, Technology, and Computer Science Senior Design Projects, Engineering Conference and Bachelor of Fine Arts Senior Exhibits. For students in particular, inclusion in Opus is an excellent introduction to open access and provides a permanent, cite-able repository to the beginning of their scholarly output. Student work in Opus also provides an institutional advantage of highlighting the significant research and co-publishing opportunities for undergraduates at IPFW.

- Librarians are part of Summit Scholars competition day, freshman Honors and Summit Scholars seminar and other campus events.

- We have forged a productive collaboration with IPFW's Student Government (IPSGA) which holds its meeting in the library's Learning Commons and has been a consistent and generous supporter of the library with funding for 24/7 library hours during study and finals weeks, laptops and iPads to be loaned, and new furniture for the Learning Commons.

- The library initiated involvement in Collegiate Connection, the IPFW dual-credit initiative which enables high school students to be enrolled in college courses. Working with IPFW Enrollment Management, the library has made a concerted effort to reach not only the high-school students but also their teachers, counselors and the high school librarians who refer dual-credit students to IPFW resources including the library (see Adkins, Anderson, Skekloff article in this issue).

Work with Faculty and University committees:

Curriculum and Classroom

- The liaison librarians are involved in a pilot program of information literacy instruction assessment within the new Indiana General Education Outcomes Standards.

- Staff are actively seeking and cultivating collaborative opportunities to share expertise and personnel and joint project management, such as partnering with the Department of Communication's for the graduate special project to locate and digitize documents related to the motion picture entertainment activities in the Fort Wayne area during the pre-WW II years.

The digitization projects and partnerships which the library has initiated directly contribute to the University's mission of community-building and contributing to the culture, education, society, and history to northeast Indiana.

Opus, open access, and copyright management

- The library is home to Opus, the IPFW open-access scholarly repository of faculty and student research and creative endeavor. The library is spearheading the campus conversation on scholarly communication and open access. The IPFW Senate Library Subcommittee has unanimously passed a resolution in support of Open Access and has endorsed an Open Access policy which will be brought before the faculty Senate body in fall 2014.

New faculty orientation, Promotion & Tenure workshops, writing workshops, CELT (Center for the Enhancement of Learning and Teaching) and SoTL (Scholarship of Teaching and Learning).

- The library is on the roster of invited speakers for new faculty orientations where the library emphasizes not only our information literacy curriculum but also our services and expertise for faculty research and publishing, citation analysis, altmetrics, publishing and copyright. For faculty promotion and tenure workshops, we have designed and taught a growing number of sessions on writing, publishing and copyright/intellectual property. Librarians also support the SoTL (Scholarship of Teaching and Learning) faculty group.

- Librarians are involved on school-level and campus-wide committees which has increased collegial recognition and awareness of our unique contributions and expertise. Librarians are actively participating on Faculty Senate Committees and other groups appointed by VCAA and other administrative units, such as General Education Committee, Honors Program Council, Curriculum Review Committee, University Budget Committee

Work with other campus units:

- We are increasing contact with campus professionals who have contact with students and who, like the library, are directly engaged in supporting student academic success, e.g. Student Life, the Writing Center, the Center for Academic Support and Advancement, student organizations, TRIO Student Support Services, the Office of Military Support Services, International Student Services, Career Services, New Student and Housing RA orientations, the Admissions Office first-year experience, the Honors Program, Chapman Scholars, returning and online students and the campus health fair.

- With the development of the Learning Commons in the library, we partnered with the campus Writing Center, campus IT Services and Studio M, a high performance multimedia production studio, to provide a one-stop shop for students by connecting research and writing with technology support.

- The library is an internship site for IPFW Career Services and has hosted two interns; we are also involved in career-information classes.

Conclusion

A simple spreadsheet, the Collaboration Index, describes and tracks the library's integration with campus and community activities outside the classroom. By documenting these outreach and collaboration efforts, we can assess future directions and strategic contacts, successes, challenges and areas that need attention and where we are over- or under-committed. Having the documentation will allow us to assess the effort expended and the "return on investment" of time and staff.

Our goal is to reach campus units in a scalable, appropriate manner and to build meaningful assessment into our activities outside the classroom.

We have achieved some very positive qualitative outcomes in terms of campus awareness, involvement and interest. Equally important, we are prepared with concrete examples of our contributions to use in campus conversations involving prioritization and "a shared understanding about the diverse and multiple ways that the library contributes to the institution's mission" (Association of College and Research Libraries. *Connect, Collaborate, and Communicate: A Report from the Value of Academic Libraries Summits*, 2012).

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Library Concurrence: Academic Librarians and School Librarians Working Together with Dual Enrollment Students and Faculty

By Tiff Adkins, Susan Anderson, and Susan Skekloff, IPFW

Concurrent enrollment, dual enrollment, dual credit--the labels vary but they all describe course offerings for a growing population of college students who are still high school students. The common element of a dual credit course is that upon successful completion, enrolled high school students may earn college credits while simultaneously earning credits towards a high school diploma. It is becoming a popular way for high schools to offer more advanced curricula and to provide students with an early introduction to higher education.

A 2013 National Center for Education Statistics publication indicates that 82% of public high schools in the United States had students enrolled in a dual credit course with a total enrollment of about 2 million (Marken, Gray, & Lewis, 2013). Although a large number of public schools offer dual credit courses, not all states have initiated dual credit programs. The Education Commission of the States (2013) reports that 47 states and the District of Columbia have some type of framework for at least one statewide dual enrollment program. Indiana is one of these states.

Indiana requires that all high schools offer at least two dual credit courses to eligible students. Students are not required to take a dual credit course, but the nearly 500,000 students enrolled in grades 7-12 (STATS Indiana, 2013) is a large pool of potential new college students. Currently 38 Indiana university/college campuses offer dual credit courses. In 2007 these universities and colleges cooperatively developed the *Core Transfer Library* (CTL) which now lists over 60 courses that are transferable among all public universities in Indiana and a few private universities as well (Indiana Department of Education & Indiana Commission for Higher Education, 2012). High schools can take advantage of this statewide system and offer dual credit courses from any of the participating state universities to their students. Students can earn college credits for a math course from one university and an English course from another university and both are acceptable at any of the Indiana public universities in which they may ultimately enroll after high school.

Indiana University-Purdue University Fort Wayne (IPFW) began offering dual credit courses in 2005 in an initiative named Collegiate Connection. Piloting the program with one school, the Collegiate Connection program has grown dramatically in the last eight years with increased impact on university resources to manage the program and an opportunity for recruitment and retention. Today IPFW's Collegiate Connection program has an enrollment of over 3,000 students in 44 high schools and is accredited by the National Alliance of Concurrent Enrollment Partnerships. IPFW is one of only 16 institutions in the state to be part of the Preferred Dual Credit Provider List, which has the distinction of offering courses "… taught by high school teachers to high school students throughout the regular high school day" (Center of Excellence in Leadership of Learning, University of Indianapolis, 2012, p. 3). This distinction of working with students in the high school environment has presented us with challenges as academic librarians. These students are unique and face a few more hurdles than on-campus freshmen.

Strategy

The Helmke Library's virtual environment is a resource-rich area for all our students especially those taking courses from off-campus. We recognized the importance of introducing these students and instructors to the university library resources to which they are entitled as dually enrolled IPFW students and adjunct instructors. The typical student enrolled in a Collegiate Connection course, however, is not coming to campus for a face-to-face class meeting, nor are they traditional distance learning students; they are in a familiar academic setting with their peers being taught by their high school teachers. These students and teachers likely already have a library in their school and know their librarian. So how does an academic librarian reach these students and their high school teachers who are now also adjunct college instructors? We decided to approach our colleagues already embedded in the schools, the high school librarians.

We committed to working with our librarian colleagues in the schools because keeping the high school librarians in the loop recognizes their role in the education process, enhances their profile within the school, facilitates access for students and faculty, and enhances the promotional efforts for the library and the university. The high school librarians became our ambassadors in the schools, reminding students and faculty of the academic library at their disposal both physically and virtually.

Helmke Library is the largest academic library in northeast Indiana which is open to the public and is well-known to the community.

In 2011, we initiated a meeting with the administrators of IPFW's Collegiate Connection program to explore how the library, as a key contributor to students' academic success, could be involved in this initiative. The library made a strong case for inclusion in the formal orientation activities for Collegiate Connection faculty and school administrators and also proposed website links and other publicity to showcase library access as one of the academic benefits of the program for both students and faculty. The library is now recognized as a core component of the program and is included in the *IPFW Collegiate Connection Student Handbook* and publicity.

Our individual outreach efforts to high school librarians were well-received by the IPFW Collegiate Connection administrators who invited the high school librarians to orientation sessions and agreed to pay them a stipend for attendance at library workshops. We have hosted three IPFW-sponsored two-hour workshops in the Helmke Library for Collegiate Connection high school librarians, during which we demonstrated the library resources available to Collegiate Connection students and their instructors and to assist in eliminating barriers to accessing IPFW resources. We have been added to the IPFW orientation workshop schedule for faculty and were invited to speak briefly to the guidance counselors at an annual gathering at IPFW. In many high schools, the guidance counselors administer the dual credit programs.

Our liaison subject librarians have held instructional sessions for students at their high school and on the IPFW campus. Since 2012, nearly 400 dually-enrolled high school students in classes of psychology, philosophy, history and writing have participated in library orientations which highlight the use of library resources in person, and more importantly, the availability of the majority of those resources virtually. These orientations are generally connected to a research assignment.

Librarians' Involvement

IPFW librarians began interacting with high school students enrolled in the University's Collegiate Connection program in classroom sessions in December of 2011. The content of the sessions continues to evolve as each brings new information to librarians and instructors alike regarding the most essential procedures and skills needed by these novice college students. Curricular challenges fell into three categories: communication of basic login procedures for access to the IPFW Library's online resources; familiarity with the library's website; and, selection and navigation of databases. Our first classroom encounter took place at South Side High School where two IPFW librarians introduced students in IPFW Ethics, Philosophy, and Psychology classes to the sources most useful for their assignments.

The total enrollment was 62 dual-credit students; however, the classes also included students not enrolled in the program so the actual number of students exposed to the library's resources was higher.

This had the advantage of reaching out to other potential college-bound students; the downside was that some of the students were not able to access the sources we were teaching without an IPFW username and password.

These classes were taught by Tiff Adkins, IPFW Outreach and Education Librarian and Susan Skekloff, IPFW Social Sciences and Humanities Librarian. We quickly learned that the Collegiate Connection students, not unlike other freshmen, did not always know their IPFW user names and passwords that are necessary to access our subscription databases from off-campus, limiting the critical hands-on experience. This was our first major lesson: we need to insure that both instructors and students know their IPFW access credentials as part of the preparatory arrangements for the session.

The content of the initial sessions was at the core of those which would come later with other students.We introduced the library's website, our core interdisciplinary journal database, basic search strategy techniques, and finally gave a brief overview of the specialized databases in philosophy and psychology. Judging by the number of questions about databases and search strategy, both students enrolled in the program and those who were not, were very engaged and interested in the resources available. This initial experience was ideal in several respects: we had the entire class period to present our material and interact with the students and the instructor was a supportive and active presence during each class. While we had some knowledge of the assignment in advance of the classes, more detail regarding assignment requirements, such as suggested databases, would have allowed us to tailor our instruction more effectively. We were also able to meet with the school librarian during the lunch hour period and gain perspective on the sources available to the students in the high school library.

As the number of Collegiate Connection high school participants grew, we realized that it was not possible for librarians to travel to all of the locations. Subsequent library sessions for the Collegiate Connection learners were conducted as part of field trips to the IPFW campus, typically arranged by a Collegiate Connection administrator. The numbers of students who have come to campus during these trips has ranged from 20 to 82 at any given time. In most cases more than one class section comes on the day of the trip. They are divided into two or three groups and rotate between the Learning Commons, Writing Center and library computer classroom. The majority of these classes are comprised of students enrolled in our introductory composition course and the subject librarian for the Department of English and Linguistics, Susan Skekloff, has conducted the library session.

There are approximately 30-minutes to stress the user name and password, make the website a familiar and user-friendly guide to their research, and emphasize how to select the best databases for the upcoming assignment.

When introducing the website, a course-specific library guide is selected to demonstrate the sources most often needed by IPFW students taking this course on campus or online. This has the added advantage of introducing the high school instructor to the course guide and its resources.

What lessons have come out of the field trip sessions as opposed to the high school in-person visits? Students have a busy agenda for the field trip and catching and retaining their focus on library-related content is not as easy. The high school instructor is usually present during only one of the library introductions; a teaching aide or parent may provide the adult presence in the other one or two sessions with the librarian. Thus the high school instructor may or may not be present to reinforce the significance of targeted library resources or be introduced to the library course guide. Also, we are often unable to get the assignment the students are currently working on prior to the day of the session. Due to the unequal lengths of the University academic semester and the high-school academic year, sometimes another library related assignment may not be due for a month or two later. This is especially the case in the composition course which often incorporates both rhetorical analysis and literary criticism assignments. We find it essential to concentrate on the assignment which will be due first and touch briefly on resources for later assignments.

On the other hand, the field trip format has some advantages over going to the high school classroom. It brings the students directly to the campus environment and the University's Library. It allows the students to visit our Library Learning Commons, one of the most popular spaces on campus, and to interact with staff in the IPFW Writing Center, our Learning Commons partner. All of the students who come to campus are enrolled in the Collegiate Connection program and are able to use the databases introduced during the session. The technological glitches may be less likely when on campus so the librarian can concentrate on providing a welcoming and inviting presence and instructional guidance in the setting of a college classroom.

No matter the setting, the Collegiate Connection students are very interactive and have many questions, both library- and university-related, for the librarian. They are very motivated, seeking out answers to questions which the librarian may pose and asking many of their own. There have been some follow-up reference questions via email from students and instructors, and a few in-person appointments with students. The unexpected questions are a delight also such as: How did you get your job and what do you do when you are not teaching us?

The next steps to improve the quality of the library classroom component of the program are related to communication and time. More direct communication with the high school instructor and high school librarian would have positive results. If we have the assignment well in advance of the trip to campus, our online course guides could be emailed to both the instructor and the high school librarian prior to the session asking for possible feedback on which sources might be the best to emphasize. It would also be ideal if the high school librarian could accompany every Collegiate Connection class visiting our library. This scenario would help us to hear directly from school librarians what sources they might currently be incorporating. Fortunately, we do get phone calls and emails from high school librarians with Collegiate Connection student questions. We also have anecdotal evidence of classmates of Collegiate Connection students seeking research assistance at our library. This encourages us to use every opportunity to remind the Collegiate Connection students we interact with that we are team players with their school librarians.

Value to the Institution and the Collegiate Connection Program

Our involvement with the Collegiate Connection program began with a realization of the growing size of this program and the importance of library outreach to this group of IPFW freshmen both for recruitment and retention.The IPFW vision and strategic plan envision IPFW as a collaborator with the community, business and industry to drive the economic, social, intellectual and cultural development of the region. IPFW's involvement with the region's schools fosters individual student and community development. Additionally, the Collegiate Connection program is an important recruitment and retention initiative.

Once the library became part of the program, we were committed to including the school librarians as valuable professional colleagues who could assist the faculty and students on-site and could remind participants of Helmke Library resources available to them as one of the benefits of being an IPFW student.

For the Collegiate Connection students, our belief is that an early introduction to the academic resources and support as well as a friendly staff will make the library a more used and welcoming presence for new students, ultimately strengthening not only recruitment but also retention of these students. Along with academic department contact persons and program administrators, our faces and presence in orientation meetings and classroom sessions become part of the IPFW total experience. The library has become part of the effort to enhance the school/student relationship and introduces the students to resources to enhance their college readiness.

Although these high school programs are not identified or discussed in the Liberal Education and America's Promise (LEAP) initiative, they have many things in common with efforts such as first-year seminars or learning communities in that they reach entering students and provide an early first-year-type experience and clearly "place a strong emphasis on critical inquiry, … information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies" (Kuh, 2008, p. 1).

While we have a goal of better data-gathering and assessment of our impact, our qualitative sense is that the outreach and efforts are appreciated by the high school librarians, by the campus administrators of the program and particularly by the students who have used the library for their courses.

The library demonstrated initiative in being involved and contributing to the campus program. We have provided personalized attention to individuals and classes of students and have concentrated on building a foundation of library awareness and information literacy which will support the students' academic success.

We have successfully marketed the library to the Collegiate Connection administrators on campus. A side benefit has been to increase awareness in non-academic units that help administer this program of the importance of library resources for all of our students and faculty. The library initiated the contact and offer of service and "grew" the involvement.

We have been tracking the questions which come from Collegiate Connection students in our Library user statistics; another possible direction of data-gathering is augmenting the data collection to learn whether questions are related to subject content or to navigation of the library and campus as a whole.

We have also tried to streamline some of the bureaucratic/administrative systems which are crucial for students off-campus but are difficult to navigate and are new to beginning college students. As an example, all students are assigned a username and password in addition to a university ID card. Many of these high school students simply do not retain this information and may not know their social security numbers and therefore are not accessing useful resources such as their university email accounts or importantly for us, logins to library databases from off-campus. Anecdotally, there are many encounters with these students in the library which begin with a reference interaction and end with an in-depth session of ferreting out usernames, talking about university ID cards and providing a guided referral to university IT if we cannot solve the administrative issues. We have worked with administrators and all classes coming to IPFW to remind them of the importance of the passwords and have put notices on the Collegiate Connection website and have relayed concerns to the Collegiate Connection administrators.

We hope that our 'above & beyond' assistance in these areas contributes to the students' sense of knowledgeable, helpful people as resources in the library. By highlighting the staff, service and the 'interpreter/guide' role of the library in addition to the sense of place of the library facility, we hope to engender a sense of belonging and feeling at home. Grallo et al. (2012), have explored this role of the library as "a safe place a student may go to find answers," (p. 190) and suggest that sharing the students' concerns and issues with other campus stakeholders ultimately "aid[s] in the development of programs and services designed to help students adjust to campus life and, ultimately, succeed" (p. 182).

Lessons Learned: Benefits and Challenges

In summary, the Helmke Library's involvement with Collegiate Connection over almost three years has yielded new professional networks with school librarians and has contributed to IPFW's mission and goals related to student recruitment and also to community involvement in northeast Indiana. This list enumerates some of the many benefits as well as the challenges and next steps in partnering with Collegiate Connection school librarians, faculty and students.

Benefits

- Supports institutional mission of increasing recruitment and retention
- Expands resource base of participating high-school students
- Supports faculty in high schools
- Supports solo librarians in high schools
- Expands interaction with departments across the university campus
- Enhances library as campus partner; librarians serve as observers and conduits of student concerns
- Maintaining momentum and contacts
- Coordinating technical requirements and support for enrolled students (passwords etc.)
- Assessing and measuring impact of our library instruction and publicity

Next Steps and Program Building

- Strengthen publicity related to library involvement
- Continue coordination with campus partners such as The Writing Center
- Seek out mechanism for proactive contact with high school faculty
- Secure regular feedback from students and instructors
- Determine best practices and scalable model for library instruction for Collegiate Connection students

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Library Outreach as a Partner for the Early Childhood Educator

By Abby Brown

High school graduation rates, third grade reading levels - these topics dominate the agenda for educators, reformers, and all institutions that take an interest in the academic achievement of Indiana children. However, studies have shown that access to high-quality early learning opportunities before the age of five is critical for learning success, especially for low-income children (Barnett, 2008). The majority of preschool aged children in Indiana regularly spend at least a portion of their week in the care of someone other than their primary caregiver. According to a March 2013 data report from the Children's Defense Fund, 67.3% of Indiana children under the age of six have all parents in the labor force. With so many children in the care of someone other than their primary caregiver and because these early years are essential to the learning development of children, childcare providers must be equipped to foster language and literacy skills.

Libraries are uniquely positioned to not only serve as an access point for community resources, but also to provide valuable training to early childhood programs. Through extensive outreach efforts, libraries can offer much needed support to childcare providers that will strengthen the quality of program curriculum and the experiences of the children in attendance. Through regular visits to home childcare settings and registered ministry programs, libraries can:

- form partnerships with caregivers that promote best practices in early literacy,
- offer access to books and other learning materials, and
- build a bridge to library services that will benefit both the childcare provider and the families that they serve.

In order to offer the level of support that will provide long term benefits to these childcare providers, libraries need to start thinking outside the box and beyond traditional outreach services. Six years ago at the Indianapolis Pubic Library, this revelation resulted in the "On the Road to Reading" program, a focused effort to improve the quality of literacy curriculum in childcare centers and help prepare children for kindergarten. In Marion County, families can select from one of the 789 licensed childcare providers or registered ministry programs in Indianapolis. They range from large licensed centers serving hundreds of children to small home programs that are able to accommodate six or less children.

A majority, 84%, of these childcare centers are smaller licensed home centers and registered ministries (Indiana Youth Institute, 2013). Because of their size, licensed centers tend to have more resources and materials available to their educators so the Indianapolis Public Library chose to focus on these programs. Small home centers and registered ministries are often unable to travel beyond their facility, which makes regular visits from the library even more of a necessity. In order to reach more locations, without sacrificing quality, the library moved from a large bookmobile that required a special driving license to a fleet of SUVs also known as "Itty Bitty Bookmobiles." These Itty Bitty Bookmobiles are more cost effective and allow for staff to easily travel around town making programming stops at 130-150 locations each month serving more than 2,500 children.

Along with rethinking the outreach vehicle, the On the Road to Reading program also takes a different approach to staffing. To offer the highest quality experience possible, the library employs two full-time staff and four part-time staff to facilitate the program. The part-time staff are solely dedicate to the planning and execution of the On the Road to Reading visits. They are not hired based on their experience in traditional library service, but rather their experience in early childhood education. This knowledge base makes them much more effective in offering professional support and serving as an ambassador to useful library resources.

Elements of the Program

Bunny Book Bag

Young children need regular and unlimited access to reading materials, but "several studies suggest that less affluent children have access to fewer books and other reading materials than their more affluent peers" (Lindsay, 2010, p. 3). Many of the smaller home childcares do not have books that children can interact with on a regular basis. Instead of hauling an entire collection of books in a large bookmobile or asking reluctant childcare providers to take on the financial responsibility of checking out books that could be lost or damaged, the Itty Bitty Bookmobiles delivers Bunny Book Bags- fine-free grab bags containing 20 age appropriate picture books.

The Bunny Bags eliminate many of the obstacles that childcare centers face in utilizing library services, by supplying a rotating selection of books each month without any fear of accruing fines and without having to drive to a library branch. A 2012 evaluation conducted by Ruprecht and Hoke found that the books from the Bunny Bags were utilized in a number of different ways (pp. 5-6):

- 36% of providers reported that they allowed children to access the books whenever they wanted,
- 33% use the books during special reading or story times,
- 31% allow the children to use the books with adult supervision, and
- 70% of the providers reported reading to the children on a daily basis.

Story Program

In addition to dropping off Bunny Book Bags, library staff present a story program for the children and childcare providers. Story time has long been the backbone of early childhood programming in libraries and when effectively done in an outreach setting, it can be beneficial for both the childcare provider and the children. Children gain a positive association with the public library and have an opportunity to engage with an adult through shared reading. Providers observe the reading program and have the opportunity to learn some best practices to enhance their literacy curriculum. All outreach staff members are trained to model the dialogic reading method, an intentional style of shared reading that encourages vocabulary development and other emergent literacy skills. Studies have shown that "dialogic reading has a positive effect on the language and emergent literacy skills of children" and can be especially effective in closing the language gap experienced by children coming from low-income families (Zevenbergen & Whitehurst, 2003, pp. 174-176). Story programs also incorporate the recommendations laid out in the Association for Library Service to Children's Every Child Ready to Read. This nationwide early literacy initiative encourages caregivers to talk, sing, read, write, and play with young children every day. Each visit includes stories, music and playful activities that can be replicated by the provider or caregiver.

Resources Provided

A primary goal of the On the Road to Reading program is to increase the quality of language and literacy education occurring in childcare settings. In order to meet this goal, libraries must strive to learn the needs of each individual provider through constant conversation and evaluation. During a 2012 evaluation, providers indicated that they would benefit from additional curricular support specifically in the areas of science, math, and social studies. Through a partnership with the local childcare resource and referral agency, Child Care Answers, 50 curriculum enhancement kits were developed for check out by On the Road to Reading providers. Childcare providers can request these thematic curriculum kits filled with support materials connecting literacy to art, science, and math. All materials and activities are intentionally aligned with recommended best practices and Indiana Foundations to the Academic Standards, specifically those that are identified in Paths to QUALITY, the voluntary Indiana childcare quality rating system. In the state of Indiana, the Paths to QUALITY rating is a strong indicator of a childcare program's commitment to educational excellence. Participating sites are rated between one and four with a one indicating that a childcare is just beginning to develop an organized and intentional educational environment and a level 4 rating reflects a national accreditation.

In addition to the curriculum kits, each site receives a letter to send home with parents that includes songs, rhymes, book recommendations and other learning extension activities. The parent-provider connection is a key component to the success of any early childhood program and the library seeks to encourage this through these educational materials. These visits also provide an opportunity to share information with parents about current events and activities happening at their nearby library branch, hopefully encouraging more family learning experiences. Staff will also inform providers about additional upcoming professional development experiences occurring at the Library.

Resources from Community Organizations

Due to critical need for services in these types of childcare centers, On the Road to Reading has attracted several key community partners whose involvement has strengthened the services provided by the library. A partnership with the United Way of Central Indiana has allowed the childcare site to enroll in the Early Readers Club, a program that allows children to receive free books and build their home library. This initiative is providing thousands of free books to children in childcare settings.

As one of the few organizations with direct access to these small home daycares and registered ministries, the library is uniquely positioned to share information about important community services that might be of interest to both families and childcare providers. This has included information about health and dental care, literacy training for adults, family learning opportunities, and other valuable community connections.

Bridge to the Library

In addition to offering outreach service, the On the Road to Reading program is designed to build a bridge for providers to access the large number of resources available at the library. Providers are encouraged to obtain a library card and regularly visit their local branch to stay informed about the services available.

A 2012 survey conducted by Ruprecht and Hoke found that 90% of providers have a library card and 60% of these providers had checked out materials in the past six months. On the Road to Reading participants are also visiting the library; 40% indicated that they visit at least once per month.

Encouraging engagement beyond the monthly outreach visit strengthens the partnership between the library and childcare centers and creates a well-rounded approach to early literacy. For example, during the summer months when the On the Road to Reading program is not in operation, many providers share information about the Summer Reading Program with parents. Additionally, 84% of providers reported visiting the library during the summer to obtain materials for their childcare center. These results are encouraging and suggest that outreach programs do more than just extend services beyond the library walls, they also encourage library visitation.

Future of the Program

Although the On the Road to Reading program has enjoyed several successful years, it is important to constantly reevaluate services and adjust to meet the changing needs of the target audience. Sometimes, this means rethinking traditional aspects of the program in order to maintain an effective program. In an effort to promote quality of care, the library is ensuring that the locations they serve are committed to improving their learning environment. To that end, beginning in the 2014-2015 school year, the On the Road Reading vehicles will only visit programs that have enrolled in Paths to QUALITY. This change will allow for more intentionality in curriculum development by aligning with Paths to QUALITY recommendations. The priority will be serving groups at level 1 or level 2 as these are the sites most in need of additional support. This will be an adjustment, as historically, only about half of the sites participating in On the Road to Reading were also enrolled in Paths to QUALITY. Both the library and their community partners believe that this is a necessary step to encourage childcare providers to take the next step in improving their program.

Along with refocusing the target audience, another change on the horizon for the On the Road to Reading program is the inclusion of technology. For the past four years, the library has been incorporating technology into preschool programming at the branch level. This has included offering experiences with robotics, digital video cameras, animation software and tablets. A 2012 study by the Fred Rogers Center found that within a cohort of 1,457 early childhood educators, the majority had access to traditional forms of technology such as computers and television, but very few had access to the newer tools. Only 29% had access to a tablet computer, 21% had access to an Mp3 player, and only 15% had access to an e-reader (Wartella, Blackwell, Lauricella, & Robb, 2013). Surveys conducted by the Indianapolis Public Library suggest that in Marion County, the numbers are even lower. Adding technology to On the Road to Reading seems to be the next logical step for the program. This will bring new resources to children who otherwise would have very limited access to technological tools and devices.

In the constantly evolving world of early childhood, the future On the Road to Reading program will afford an opportunity for the newest in educational technology to combine with some of the most traditional elements of library services. Hopefully, the result will be thousands of children who are excited to learn and who are ready for kindergarten.

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A New Team, A New Vision: One Library's Adventures in Outreach

By Ashley Clark, Marna Hostetler, and Katie Loehrlein

Abstract: What can a medium-sized academic library accomplish in terms of campus outreach? The David L. Rice Library at the University of Southern Indiana focuses its outreach activities in three major areas: events and promotions, such as Banned Books Week and Blind Date With A Book; dedicated spaces within the library, such as the Information Wall and display cases on each floor; and partnerships between the library and other departments on campus. We hope to reach more students and potential patrons, to help individuals and campus groups feel more comfortable with the library and its staff, and to promote reading as well as increase literacy. This article will detail the library's outreach activities, the creation of a committee to support related goals, outreach, the outreach process, and approaches along with ideas for forming partnerships with other on-campus entities.

Keywords: outreach; committees; library spaces; academic libraries

The University of Southern Indiana (USI) is a public institution located in Evansville, Indiana. Founded in 1965 as a regional campus of Indiana State University, it became independent in 1985 ("History", n.d.). USI's enrollment hovers around 10,000 undergraduate and graduate students, and it offers 80 programs in four colleges – Liberal Arts; Business; Nursing and Health Professions; and Science, Engineering, and Education ("About", n.d.). As of fall 2013, USI employs nearly 700 faculty members (Office of Planning, Research, and Assessment, 2014). USI is a Carnegie Foundation Community Engaged University ("Carnegie Classification, n.d.), with a Division of Outreach and Engagement that offers programs to more than 15,000 participants annually ("About", n.d.). There is a strong emphasis for faculty, staff, and students to be engaged with the community – the USI community, the community of Evansville, and the tri-state region, which encompasses Southwestern Indiana, Southeastern Illinois, and Northwestern Kentucky.

The David L. Rice Library (Rice Library) employs 16 staff members, 10 librarians, approximately 24 part-time student employees, and 8-10 temporary employees. There are four spacious floors with over 200 public-use computers, 30 study rooms, more than 256,000 books, 80 laptops for library usage and 60 iPads for check out.

While we may think of advertising and outreach for libraries as a new idea, the concept was being discussed in the literature more than 100 years ago (Harrison, 1912; Dana, 1910). At that time, librarians were the protectors and keepers of information, allowing access to that information for only a select few. A librarian today is more like a bridge between the public and information. "While [librarians] might focus on specific duties, such as collection development, instruction, cataloging, systems, or borrowing privileges, the real issue is student success" (Mathews, 2009, p. 22). Librarians now focus on users when designing new services and programs to benefit patrons. Instead of the librarian assuming he or she knows what the user needs, librarians begin conversations with patrons and ask them for feedback about services. Libraries today are more often user sensitive and not librarian centered, and part of this shift is a new emphasis on the marketing of library services and resources (Mathews, 2009, p. 2). In recent years, facing competition in the information arena, libraries have certainly stepped up efforts to promote services (Dodsworth, 1998; Carter & Seaman; 2011), and Rice Library is no different.

Although some outreach was being done in previous years, no permanent staff member's time was devoted to such activities. We looked into how other academic libraries approached outreach, and we saw that several had created "outreach" positions but we did not find any literature on academic library outreach committees. Since we did not have the budget for a new position, we created a library committee that would publicize the library and reach out to the campus and community. The creation of a formal committee to support this work allowed the library to expand in new directions.

The Publicity, Outreach, and Marketing Committee (POM) is the largest committee in the library with three staff members, six librarians, and the library's social media intern, a part-time student employee supervised by the Instruction Librarian. Permanent positions on the committee are the Instruction Librarian, Social Media Intern, a representative from Systems for web page input, the staff member in charge of displays in the library, and at least one representative from Administration. Other members rotate on a yearly basis. The committee meets approximately once a month with project subcommittees meeting more often.

Because the POM is so new and large, the group feels empowered to try original things. New program ideas are brought to the group. An assessment is made after each event as to whether to continue with that particular activity. While every library activity is not sponsored by the (POM) Committee, its extensive advertising reach and sheer "people power" is normally utilized to help spread the word about events. Examples of advertising avenues POM has used include elevator signs, the library's web page, the online student portal, newsletters of other units on campus, such as housing or the student activity planning board, a white board placed in a busy part of the building, display cases within the building, and table tents.

Library-Sponsored Events

Rice Library and the POM Committee have sponsored many new and exciting events over the past two years. Since the library is centrally located on campus, the POM committee knew it would be beneficial to have events that interested the public and that would attract people into the library.
At Welcome Week, an annual campus-wide event, we set up an attractive stand outside the library where employees took turns greeting people and handing out bookmarks which included library information.

Rice Library also participates in *Banned Books Week* in September. During that week, Rice Library and the POM committee celebrate the concept of Freedom to Read by hosting Virtual Read-Outs in which students, professors, and campus administrators choose a passage from their favorite banned or challenged books and record themselves reading. The participants' readings are posted on the library's video channel.

POM coordinates Banned Books Week activities to promote reading and literacy. Seeing professors and campus administrators reading from challenged books helps empower students to challenge the status quo and to be more active in their own education and lifelong learning endeavors. The Virtual Read-Out enables this atmosphere to grow. The library helps bridge the gap between teacher and student to strengthen the USI campus community.

Similarly during National Library Week, we asked the university administrators and students to be photographed reading their favorite books in front of a large backdrop poster that said "READ." Knowing professors' reading interests helps build community and trust in the teacher-student relationship.

A new activity for the 2013-2014 academic year was observing Halloween. Departments were encouraged to wear costumes that centered on different literary themes. It is likely that students were more conversational with the librarians that day compared to other days. Many times, the costumes broke the ice between a staff member or librarian and patrons. Halloween 2013 also featured a jack-o'-lantern contest.

Employees from the library were invited to carve or decorate pumpkins in unique ways, and students voted on their favorites.

From mid-January to mid- February 2014, the POM committee hosted Blind Date with a Book, an event in which a few of the committee members chose 75 books that they thought were appealing to students, covered them with craft paper and creative drawings, and wrote bits of information about the books to spark interest. One POM member designed a creative flyer that invited patrons to "spice up" their reading life by going on a blind date with a book and to "risk falling in love with something new!" There were a total of 15 books checked out from this display.

Another new event during the 2013-2014 academic year was the Great Library Scavenger Hunt. The first clue was given out on the library's Twitter feed and was also posted on a large whiteboard which is usually placed on the first floor of the library in front of the Circulation Counter. Students were asked to find clues placed around the library to assemble the secret message. The clues were placed in locations such as the Reference Collection and the Media Hubs and were designed to educate participants about the library. At the final destination, each student was required to sing the secret message – "I Like Big Books, and I Cannot Lie" - to a staff member to receive a prize. There were a total of 14 participants, and everyone received a book bag, library stationery, buttons, and candy. This event enabled students to learn more about different areas of the library and its services through the clues that were given during the scavenger hunt.

The University Archives and Special Collections (UASC) unit hosted "Movies in the Archives," which was held once each semester this year. The public is invited to visit and watch newsreels from the UASC collection. The newsreels include footage from World War I, the 1947 World Series, and a boxing match featuring Joe Frazier. The Archives Librarian plans to digitize the newsreels for greater access to the public and campus community. This event attracted people from the Evansville community and we were happy to showcase the services that Rice Library provides to a broader audience.

The POM Committee also sponsors events during Finals Week, such as special activities to help students and faculty to help them feel less stressed. The library has extended hours during this time, remaining open until 2 a.m. every day in the weeks before finals and throughout exams. We give out candy and ear plugs for studying students and our university mascot joins in on the fun. During finals week, we even offered yoga sessions.

Library Spaces

Since the 19th century, libraries of all types have been slowly shifting from buildings that simply provide storage and access to materials to more flexible, user-centered, and "service-rich" activity centers (Latimer, 2011, p. 118). As the noted archi-

tect Geoffrey Freeman has stated, "Students at all levels of academic proficiency need and want to go to the library now more than ever before. Going to the library adds value to their lives and…[t]here is an expectation that the library is the place to be; it is where the action is" (Freeman, 2005, p. 3). With this concept firmly in mind, POM has not only used events and activities to reach the USI community but we have also focused our outreach through library spaces. We attempted to enhance the space within Rice Library so that it would be inviting, informational, and useful for students, faculty, and staff. Students expect access to multiple types of spaces to study – individual vs. group, comfortable vs. formal, quiet vs. social. Our goal is for the library to not only be a building used for study but also a space that gives students the tools they need to succeed at USI.

At the invitation of the library director, USI's Art Collection Registrar has recently added many pieces of artwork to the library building. The art ranges from traditional paintings large and small to mixed media, drawings, sculpture, and hand-made quilts. The addition of many new pieces recalls the tradition of combining "great libraries, great architecture, and great art" that was common in the world's earliest and most beautiful libraries (Latimer, p. 113).

Rice Library has also purchased several personal device-charging stations. These are a wonderful way to get students into the library for studying and relaxing. The charging stations are right next to our popular reading and comfortable chairs so that students can read or chat with friends while their devices charge. The charging stations are on the first floor, which is not designated as a quiet floor, allowing students to talk to each other and also library staff. Students have consistently said that the charging stations are one of their favorite parts about the library and want to see more throughout the library building and elsewhere on campus. Students sometimes ask if there are chargers that they can borrow and they are always enthusiastic when shown the charging stations. The word has spread that the library has a place where students can charge their devices and more and more students are coming to the library just to use the stations. While they are in the library, we hope to draw attention to with our services and collections.

We use the Library Information Wall on the first floor as a way to not only give students information but also to pose questions to them. The Information Wall is located in a highly trafficked section of the library, near the checkout desk and the copy machines. We consider their answers and think of ways to enhance their experience. For example, during National Library Week 2014, students wrote down why they loved the library. We learned that students love our study rooms, free movies, friendly librarians, and the quiet places to study. These responses show us where to focus our attention. For example, we know that these spaces are being widely used, but how can we make them better?

On the Information Wall, we also have citation guides, library floor maps, and bookmarks for students to take whenever they need or want. Our goal is to draw students to the Information Wall with fun books and displays, buttons they can take, a 'poem in your pocket' and also to give them a place where they can get informational guides to use in their research. The buttons that we place on the Information Wall have proven to be a hit with students. We design and create the buttons in-house, and they always have a literary or library theme. For Banned Books Week 2013, we had about 200 buttons on the Information Wall, and they were all taken. Our outreach goals are extremely important, and we are constantly evaluating ways to make the Information Wall more interactive for students. Adding this interactivity to the Information Wall has also increased the number of books that students take from the wall to check out.

We seek to offer a rotation of interesting displays throughout the library that a POM Committee member assembles. The displays not only reach out to other departments and individuals on campus but they promote library collections and encourage visitors to explore more topics.

A suggestion box has been added at the checkout desk where students can give their feedback on the library in a more formal way. The library director replies via blog posts. Asking for suggestions gives students a chance to share their ideas.

In the past, the Children's Literature and Curriculum Materials was located on a quiet upper floor with no room to browse. During the summer of 2013, the children's literature collection was moved closer to the library's entrance. The collection, which includes curriculum materials, is on low shelves with soft, comfortable seating nearby. We also cleared out a small reading area with rockers for teachers and provided floor pads for the little ones. One of the library's staff members has experience with early childhood education and has offered story hours several times.

Visits for the Children's Literature and Curriculum Materials have increased as has the collection's usage. An unforeseen benefit has been for USI students with children – USI has many non-traditional students - who visit when school is out of session or on snow days. Having the collection there with a place for parents to sit and study nearby has been a welcomed change.

Since students have been asking for individual study rooms and we currently have only group study rooms, plans are currently underway to add 12 one-to-two person study rooms to the top floor of the library. The study rooms will be located where the Children's Literature and Curriculum Materials were located before being moved to the first floor. These rooms will provide alternatives to the 30 existing group study rooms, which are larger and very popular. We hope that this option will be helpful to those who work best with no distractions. This project is an example of using space formerly used

for collections to provide a flexible alternative for study.

Social Media

Our library has several social media accounts in order to reach students, faculty, and staff, such as Facebook, Twitter, Instagram, Pinterest, and a blog. Rice Library does not have a dedicated social media librarian, so the Instructional Services Librarian and a social media intern create posts for the library. Both of these individuals are permanent members on the POM Committee.

Our social media presence is a place where students can ask questions or let us know when someone in the library is being too loud. Students have tweeted staff asking about a variety of topics. One of our ongoing goals with social media is to engage the USI community. We try to proactively give people useful information through social media. We let students know when iPads and group study rooms are available via Twitter, post information about website and content management system outages on Facebook, and we have a study tips-and-tricks board on Pinterest.

Two-way communication is important. Several students posted that they wanted 24/7 library service, and the library director responded with a thoughtful reply. This is a good example of outreach on social media, listening to students, answering questions, and giving them useful information. When analyzing engagement statistics, these posts always have significantly more engagement than all others.

The library also interacts with other departments on their social media channels by reposting their events and important campus information. The USI campus has a page where social media administrators can ask each other to post events or information. We have posted several other departments' events and also asked to have our events posted to their social media pages.

Library staff uses social media to promote reading the library's collection. Every Tuesday we post #booksyoudidntknowwehad, which features new books that may be interesting to students, faculty, and staff on our campus. These titles let students know about fun books that they may have had trouble discovering on their own or did not think we would own. We also post photos from our Digital Image Collection for "Throwback Thursdays." These posts always get a lot of interaction from our fans; the students love seeing photos of the library and campus from different time periods. Hopefully when students want to see more photos of the library or campus, they will search our Digital Image Collection or at least know that the library has access to these photos.

Our blog, Let's Talk Library, showcases new databases students can use for their research; new collections at the library; and provides research tips. We want to educate the USI community about collections at the library as well as different resources available to them.

We aim to strike a balance between fun posts and helpful posts and often try to find a way to make a post fun and helpful.

Our social media posts focus on interaction with students and getting them to engage with us. Not only do we want students to see our posts, but we also want them to like, retweet, favorite, re-pin, or interact with them. Our outreach through social media provides students with an informal way to interact with the library and receive information about Rice Library. The biggest challenge we have faced with social media is posting consistently. During the fall semester 2013, the library did not have funding for a social media intern, and only the Instructional Services Librarian and the Head of User Services were posting. This led to intermittent posts, made at times that were convenient for the busy librarians, but not when students were actually looking at our pages. Once we began to post more consistently, our fan base on social media pages grew significantly and so did engagement with these posts.

While not all of our posts are successful, we have started paying more attention to the best times to post. Luckily, Facebook Insights indicates the times of day when our fans are online. For Twitter and Instagram, we have to manually calculate the best times to post. We have done this by looking at the time of day that our most successful posts went up, checking for commonalities across the content of each post, and listing our most successful posts. Tracking our social media statistics lets us know when and what to post.

Partnerships

Beyond the work of the POM Committee, the library has formed key partnerships across campus. Even though an event or activity is not sponsored by POM itself, the resources of the committee are usually called upon to advertise.

The library has a long-held collaboration with the University Division which is responsible for advising, tutoring, and providing supplemental instruction to students with undeclared majors. The University Division established after hours, off-site tutoring at the library in fall 2011. Tutoring on various topics takes place one night a week at the library and the Recreation, Fitness, and Wellness Center. Under consideration is a possible remodeling of library space to provide a permanent location for more tutoring.

The USI Chamber Choir concerts take place twice a year in the library. The performances are free and open to the public. Again, the library uses its extensive social media presence to both prepare patrons for a little extra noise and to advertise the event itself.

Since a new library director came on board in late 2012, some new partnerships have been formed. The Center for Excellence in Teaching and Learning (CETL) uses the library's small reading room three times each semester as a dedicated space for faculty members to stop by and concentrate on their writing. The CETL likes this program because it offers faculty members a time where they can focus on a specific project and a beautiful, quiet place in which to work. Attendance has been good at each session so far.

Collaborations are important. We have partnered with the Counseling Center which offers many programs throughout the year with some being held at the library. These activities are featured on the library's various social media outlets, and attendance at the screenings far exceed what the Counseling Center was experiencing with other on-campus locations in previous years.

These collaborations increase the visibility of the library, strengthen its position across campus, and bring in visitors to the building. One of POM's stated goals is to increase the comfort level of people visiting the library, and these programs contribute to this goal. Most of these partnerships began with a question to the library director or another library staff member, and the approach has been to give new things a try, assess, retool if necessary, and try again.

In the future, we may experiment with roaming librarians – setting up shop in another on-campus building and offering on-the-spot help. With the children's collection in its new home, we may offer an expanded schedule of story hours, as there is no public library branch nearby. A different type of partnership may include bringing on-campus partners into the building on a permanent basis. Discussions are already taking place for establishing a permanent tutoring space in the basement of the library, allowing the current space in the University Division to be remodeled as a subject-specific center.

Librarians and staff members at the University of Southern Indiana's David L. Rice Library have learned that outreach efforts require time and effort, yet results can be beneficial. We have been surprised and encouraged by how much can be accomplished with teamwork, communication, and commitment. With the knowledge we have gained in recent years – and the new partnerships we have formed – we will continue to explore new ideas, refine successful programs, and reach our community members in meaningful ways.

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Collaborating for Our Community: *A Case Report*

By Kenneth E. Gibson, Timothy Renners, and Brent Stokesberry

Abstract

For approximately three years or so the directors of the three major libraries (Hanover College, Ivy Tech-Madison, and the Jefferson County Public Library) in our rural county have been meeting periodically to find creative ways to collectively better serve our diverse populations. This has resulted in several cooperative database subscriptions, creation of a Local Living Authors document, and shared outreach to local junior high and high school teachers, in addition to more traditional collaborations among our distinct libraries such as inter-library book sale contributions, reciprocal patron agreements, cross-promotion of speaker events, etc. We continue to investigate other possibilities to gain efficiencies and to benefit residents and students served by our libraries.

Keywords
academic libraries, case studies, community colleges, joint ventures, libraries & community, public libraries

Introduction

In July 2010, in advance of an annual review with the Dean of Academic Affairs, the director of the Duggan Library listed as one goal for the upcoming academic/fiscal year, the following: Initiate routine (quarterly?) luncheon/meeting of Jefferson County librarians for collaboration and community sharing (Ivy Tech, Jefferson County Public Library, High School librarians, Historical Society, etc.). This goal was in alignment with the philosophy of the current college president who wanted to increase interactions with the wider community. From this rather modest goal, the first meeting involving the directors of the Duggan Library, Ivy Tech-Madison, and public library was held in November 2010. Discussion of potential areas of common interest to explore included cyber contingencies, grant writing, e-book collections or other shared databases, policy review (for example, public computer use policies in all three libraries), sharing in publicity of events (i.e. a community bulletin board), and a mutually supported seasonal charity, among other ideas. We determined that we should strive to meet every three to four months and to rotate meeting sites.

Our gatherings have been held in all three libraries across four locations (Hanover branch of the public library, main location of the public library, Ivy Tech and Hanover College) as well as in a local coffee shop. Meeting in the individual libraries has helped us to become acquainted with the facilities of each and we have found the coffee shop offers an informal and relaxed atmosphere conducive to brainstorming.

Fortuitously, before the second scheduled meeting in February 2011, the director of the Duggan Library attended the American Library Association (ALA) Midwinter meeting, and went to a vendor session on ebrary Public Complete, a relatively new e-book subscription resource. This product fit perfectly with what had been previously discussed and became the impetus for our initial collaboration. Although guiding principles had yet to be fully articulated, this grassroots venture set the stage for other mutually-beneficial projects that were to come. However, before detailing our various endeavors it may be meaningful to first have an overview of our county and our respective libraries with their diverse populations to provide context for the importance of our cooperative activities.

Overview

Formed in 1811, Jefferson County is a rural county in the Southeast part of the state and resides on the Ohio River. The population according to the 2010 census is 32,428. It contains 360 total square miles making the population density 90 people per square mile (United States Census Bureau, 2014). By comparison, Marion County with 396 square miles and a population of 903,393 has a population density of 2281, or about 25 times that of Jefferson County (United States Census Bureau, 2014). The county seat is the city of Madison with the contiguous town of Hanover being its second most populous. Madison has the largest historic district in the state and the area has a proud Underground Railroad heritage, including Eleutherian College, a pre-civil War site educating all races and genders. Today, visitors come for many reasons, including Clifty Falls State Park, the annual Madison Regatta, and Hanover College, to name but a few (VisitMadison Inc).

Hanover College is the oldest private college in the state, founded by abolitionist John Finley Crowe in 1827. The college has an historical affiliation with the Presbyterian Church and sits on a 630 acre campus. It is a traditional four year liberal arts college with majors in Philosophy, Music, History, English, Modern Languages, Psychology, Biology, Chemistry, Kinesiology and Integrative Physiology, International Studies,

Education, and more. The fall 2013 student FTE was 1,160, including international students. The College's Agnes Brown Duggan Library, named for the sister of philanthropist and donor J. Graham Brown, opened its doors in 1973 and celebrated its 40th anniversary during the 2013-2014 school year. The library provides research level materials, mainly in support of the undergraduate curriculum. Currently, the library holds more than 300,000 print titles and subscribes to more than 40 databases including article, media, and e-book content. Also, provided free via the State Library through INSPIRE are an additional 23 or so databases. Currently, Duggan Library is open during the academic year 95.5 hours per week, with a gate count of 54,348 for the 2012-13 year. A PALNI (Private Academic Library Network of Indiana) institution, sharing an integrated library system (OCLC WMS/Worldcat Local as of July 2014), Duggan also participates in ALI (Academic Libraries of Indiana) and has memberships with MCLS (Midwest Collaborative for Library Services) and ILF (Indiana Library Federation), in addition to the ALA/ACRL (American Library Association/Association of College and Research Libraries). Duggan Library relies on InfoExpress for delivery of items between libraries for purposes of Interlibrary Loan. The library also provides service to the community as a federal depository library and it has significant Archives and Special Collections holdings including the largest Presbyterian archives in the state.

Founded in 1963 by act of the General Assembly, Ivy Tech Community College, offering associate degrees and program certificates, has 31-degree granting locations (campuses) and 75+ educational sites throughout Indiana. Ivy Tech-Madison was chartered in 1968 beginning in a leased building in downtown Madison in 1971 and graduating its first class of 11 students in 1973. Today, the student FTE is 831 and students can study Nursing, Power Plant Technology, Criminal Justice, and Industrial Technology among the many other options available to them. In 1984 the original building on Madison's hilltop opened and the current building was completed and opened in November 2007 including a new state of the art library. The library is devoted to offering a digital-intensive collection with a primary mission of providing access to materials, information, and services that support and supplement the educational mission of the college. Open 60 hours per week, the library gate count for fiscal year 2012 was 33,046.

Like Duggan Library, memberships are held in ALI, MCLS, ILF, and ALA/ACRL. In addition to the Madison location, the director also oversees library services at the Ivy Tech Lawrenceburg and Batesville locations. The Southeast Region library provides access to more than 16 academic databases including scholarly journals, full text e-books, music and streaming videos.

In the latest reporting period more than 161,000 e-books, 57,000 online periodicals, and 20,000 streaming videos have been made available for Ivy Tech-Madison students. In the college's 2013 Strategic Plan, Accelerating Greatness 2013, the library is named as having the responsibility of increasing Ivy Tech's access to the ever expanding universe of published knowledge. In response, over the next five years, the library plans on replacing the existing Voyager ILS with a new Library Service Platform (LSP) and Discovery System, update Ivy Tilt (online library tutorial for distance education students) and add additional staff.

The Jefferson County Public Library (JCPL) has a history going back to 1818 and the Madison Society Library. Its first permanent home was established in 1854 at the southwest corner of West and Second Streets in Madison. In 1888 the Society entered into an agreement with the City of Madison to make the library open to all citizens of Madison ($3 fee). In 1921, the library was moved to the second floor of the Masonic Building on Main Street between Mulberry and Jefferson Streets. There it remained until 1929 when a bond was issued for the purchase of the Powell House (1859), at the corner of Main and Elm, its current location. In 1966 the building underwent major changes and construction resulting in the present structure which was reopened in 1968. A converted bank building, the Hanover Branch, was opened in 2010. The library, serving the population of Jefferson County, is a Class 1 library organized under Indiana Code 20-14. IC 20-14-2-2 which states that public libraries are municipal corporations and it is governed by the Library Board of Trustees appointed by the appointing bodies: Jefferson County Council, Jefferson County Commissioners, Madison Schools, and Southwestern Schools. The library derives benefits by meeting standards of the Indiana State Library such as subsidies for e-rate (about 78% of Internet and phone) and InfoExpress, any LSTA Grants, and Evergreen, an open source ILS. JCPL is in district six of ILF, and like Hanover College and Ivy Tech libraries, is a member of MCLS. The main branch is open 69 hours weekly during the school year and in 2013 there were 141,612 annual visits to both branches.

There is a Friends of the Library (FOL) staffed by volunteers and funded by membership fees. The FOL operates the spring and fall (Chautauqua Festival of Art weekend) book sales that bring in several thousands of dollars which are used to benefit library collections and operations. In addition to print and digital collections, the library's programming is a unique and important component. In 2013 the library held 253 children's programs for children 0-11 years old, 58 programs for young adults (12-18 years old), and 186 adult programs. Types of programs run from story times for infants to computer lab training for adults along with belly dancing, knitting, princess parties, chess club, Saturday morning cartoons, Riverbend Writers group, and many more. Total 2013 program attendance at all library sponsored programs was 11,743.

An important component of the county's vitality has been its libraries, each serving a different primary patron base. Not surprisingly, the libraries have a history of collaboration. In order to maximize resources, services, and programs for the community during recent financially challenging times each

has committed to working even more closely together in ways heretofore not considered. These activities are detailed in the following sections.

Collegial Collaborations

Hanover College Duggan Library, Ivy Tech-Madison Library, and Jefferson County Public Library have a proud history of collegial collaboration rooted in the relationships formed by the current directors' respective predecessors. For example, longtime Duggan Library director, Walt Morrill, served for years on the public library's board of trustees as has the former Ivy Tech-Madison Library director, Margaret Seifert, who in her role as a Hanover town council member was a driving force behind the formation of the Hanover branch of the public library. And, former public library director, Charlene Abel, for a time operated a library council that included county librarians from the local school systems, historical society, academic institutions, and other organizations so that each could stay informed of ongoing activities. These examples helped to set a foundation for our current practice of working closely together.

The three libraries worked in partnership in support of the ILF District 6 Conference which was held at the new Ivy Tech building on Friday, April 4, 2008. Co-chaired by Margaret Seifert and JCPL's Donna Errett, the event was well attended and received, with Duggan Library paying for brochures and the staff of all three libraries helping to facilitate the event. A couple of other examples include the Duggan Library borrowing from the public library's computer use policies for minors, and upon the opening of the nearby Hanover branch, the college was able to eliminate its expensive recreational reading subscription without adversely affecting area residents, allowing those funds to be used toward academic titles.

As is likely the case with many Indiana counties and communities, our libraries continue to provide ongoing support of each other's libraries and patrons. One such important agreement is reciprocal borrowing privileges. JCPL offers Ivy Tech and Hanover College students the ability to obtain a borrower's card. Hanover College and Ivy Tech provide reciprocity through ALI, and Duggan Library provides community patron cards to non-college borrowers for a nominal annual fee. All three libraries welcome guests to use their public computers to access resources in-house.

Book sales remain an important revenue generator for many small libraries. Duggan Library routinely provides unprocessed gift books to both the public library for their semi-annual sales and to Ivy Tech which has held AAUW (American Association for University Women) book sales.
Our libraries also support each other's guest speaker events through shared publicity, often through each other's social media outlets via Twitter, Facebook, and Pinterest. Examples of recent speakers include a Bob Dylan expert who spoke at the Duggan Library that was well attended by the wider community and noted Kentucky author and poet Wendell Berry who gave a talk at the public library in support of the One Book One Community program. Several Hanover College and Ivy Tech employees and students attended. Also, the Ivy Tech-Madison library supported Madison's La Casa Amiga Hispanic Society's Summer Reading Program for the second year in 2013. This successful event including a story time and craft activity was offered once per week over a six week period and was attended by more than twenty children (ages 3-12).

Investing in our Community

If the collegial collaborations outlined above were all that we were able to accomplish together we could certainly be proud but such activities are not unique to Jefferson County. It was the very tactical shift from collegial collaboration only to a strategic alliance that made our informal, yet purposeful, partnership atypical. This transformation came about as a result of our investigation of a jointly provided subscription to ebrary Public Complete and the subsequent, more intentional, approach to shared resources and consultative services that redefined our efforts. In fact a review of Library, Information Science & Technology Abstracts provided by INSPIRE, indicates only a few relevant articles that touch on non-merging joint ventures between multi-type libraries. We've been given support and trust from our various administrations and this makes us agile and free to explore possibilities without burdensome bureaucracy that is inherent across different types of libraries with their unique fiscal years, funding sources, business offices, governing bodies, and stakeholders.

As mentioned, ebrary Public Complete became the first joint venture of our three organizations. While any of the partnering libraries could have subscribed on its own, either directly to the vendor, or perhaps through an existing consortium membership such as MCLS, the incentive to work together on behalf of our community while saving each library some money and consolidating technology requirements (such as authentication of users) were driving forces. This product was of particular interest to Hanover College Duggan Library because it had yet to capitalize on the burgeoning e-book market. At first, it may seem that an ebrary Public Complete subscription may not fit the mission of a college library but upon closer glance one finds that included subjects such as career development, interviewing, and personal finance are very much germane to college students. Ivy Tech's interest in the product was also understandable as most of their resources are in electronic format and that best fits the needs of their mobile student body. The public library's interest was rooted in the database's targeted market of community patrons.

From the outset, our experience with ebrary's sales and marketing was encouraging as they were eager to customize a quote for our self-defined cooperative as well as develop the site while ensuring authentication for each library constituent. Additionally, they simplified billing for us by invoicing just the public library which then remitted invoices to Hanover and

Ivy Tech for their share of the payment. (In Ivy Tech's case the funds used were made possible by a memorial gift).

By July 2011, we had a fully functioning subscription that made more than 24,000 ebook titles available to every citizen in the county and to every student on both campuses. In the July 16, 2011 edition of the community newspaper our efforts garnered a front page article, Local libraries join to offer e-books in Jefferson County (Madison Courier, 2011, p. A1), and just four days later there was a glowing editorial in the newspaper which stated, "We must say, however, that the new e-book library being offered…is a great service to the communities they serve….That's the kind of government-education interaction that we need to encourage….The libraries are to be congratulated for having the foresight to pursue the ebrary concept" (Editorial, Madison Courier, 2011, p. A4). During the first full year there were 21,474 page views from 517 unique titles and during the last fiscal year (July 2012 – June 2013) total page views across all three libraries increased to more than 27,000 (from 477 unique titles). Based on the collective subscription price, a very elementary cost-benefit analysis indicates that each ebrary title accessed cost less than had they been purchased in print. Additionally, the cost per access is less than what charges the respective libraries would have incurred to borrow via traditional Interlibrary Loan. Among the many lessons learned during this first venture is that vendors are willing to work with self-defined groups to provide financial discounts and technical support.

Since that initial joint database subscription, our county-wide cooperative has gone on to subscribe to two more databases. In 2012 we collectively subscribed to Proquest's Ancestry Library edition. While Ancestry may be viewed as primarily a personal genealogical tool (and thus ideally suited to public libraries), it has numerous data sets that are appropriate in academic studies and research. This database has proved to be wildly popular at all three sites. During the 2012-13 fiscal year the public library saw 20,625 searches, while Hanover College searched the database 19,200 times, and Ivy Tech had 12,263 searches. The interesting takeaway with this database is that the most active user group was the colleges, with combined usage statistics that ranked more heavily than the public library (which, due to authentication restrictions, is limited to in-house use only).

The most recent database subscription this local cooperative has investigated is with Mango Languages. Mango provides access to 60 language courses with unlimited users both on and off campus. Initial enthusiasm was curbed however, when Ivy Tech disclosed that it already had an active subscription to the resource.

However, realizing the benefit for program support for the Modern Languages department at Hanover College in addition to students wanting a primer on a foreign language before studying abroad, along with citizens county-wide who are interested in language acquisition skills, the public library and Duggan Library decided to go ahead and subscribe together as we collectively still realized savings. More importantly we realized that an all-in scenario was not always necessary when considering products of mutual benefit. In other words, the lesson learned with this experience is to remain flexible rather than enforce self-imposed rigidity. Since our subscription commenced in August 2013, the public library has had 149 total database sessions to date (mid-February 2014) while Duggan Library patrons have accounted for an additional 167 sessions.

Our strategic cooperation with databases developed out of ascertaining common needs for our collective population groups. Additionally, due to gaps in critical mass for cost savings to certain products across our collective memberships and consortia we determined that savings, both in database cost and in unnecessary duplication of work such as promoting these new resources, is best achieved collectively rather than individually. One example of promotional activity is our celebrating National Library Week 2014 by placing a quarter-page advertisement in a local monthly paper, *Roundabout Madison*, highlighting our mutual database subscriptions. We have found that our collaborative actions with these subscriptions provide value added benefits to the community (such as Spanish language e-books and language support for our growing Hispanic population) and to our institutions (community goodwill among other things). We have also found that vendors are eager to work with us by providing a custom quote, as well as technical support, invoice consolidation, and marketing tools.

Other Synergies

Early on in our meetings, in addition to cost efficiencies provided by joint database subscriptions, the library director at Ivy Tech urged the group to consider developing a Local Living Authors document. With the input of all three directors as well as involving the owners of a local bookstore we identified authors in the county who had published books (defined as having an ISBN). A PDF document was produced that lists all these authors and it resides on the website of each library. This document reveals that we have a wide array of writing talent in the county, ranging from scholarly titles to local history and interest, poetry, and children's books. This was an eye-opening moment because we realized that the cooperative development of such a resource could be as useful to the community as a collective purchase.

A corollary to the initial ebrary database subscription was providing consultation to teachers in our community schools on the availability of e-books to them and their students, and how they could access these books at any of the participating libraries.

Staff from our libraries provided live demonstrations of the resource to teachers at two different districts during in-service training days. One Duggan reference librarian also made a

separate presentation to teachers attending a staff meeting at her daughter's elementary school. Students who wanted to access these e-books from the public library required a library card. For those students who didn't own a card this new resource offering was viewed as a potential incentive for them to obtain one.

Another consultative opportunity occurred when our local hospital was transitioning to their new facility. We contacted the community relations director to see if there were patient education needs we could fulfill or perhaps provide assistance for their medical staff library. While these offerings were appreciated they were not deemed necessary given the facility and organizational structure. However, we did make the hospital community relations director aware of health-related databases freely available through INSPIRE for patients, family members, and medical staff for which we received thanks. These consultation opportunities reminded us that our collective professional expertise and experience can be beneficial to a targeted segment of the wider community.

Unrealized Endeavors

After the production of the Local Living Authors document we realized that we might be able to parlay that into a celebrating local authors event, complete with a meet and greet book signing, a keynote speaker, and perhaps a publisher-led workshop to provide guidance to would-be authors. As we continued to brainstorm, we talked with a local bookstore owner and a member of the Madison Human Relations Commission that coordinates the One Book One Community program for the area. Quickly, we had gone from a simple idea of getting local authors together to a vision of a full-fledged Book Festival occurring over an entire weekend. Madison, of course, is known for successful weekend activities ranging from the previously mentioned Chautauqua Festival of Art and annual Regatta competition to Soup, Stew, Chili & Brew, Ribberfest, and RiverRoots Music & Folk Arts Festival weekends. However, the bigger the notion became we realized that it would have to involve the Chamber of Commerce, local businesses, media, and more. Suddenly, what seemed plausible became something beyond our capacity due to the coordination of outside constituents and resulting time constraints. As a result, we have what we still believe to be a good idea but we have not been able to follow through with it to date. Perhaps we need to scale it back to our original vision of a one evening event.

Another unrealized endeavor was the acquisition of the Foundation Center Cooperative Collection to expand non-profit resources to the community. The public library had received a request from the Community Foundation of Madison & Jefferson County to inquire about the collection.

We thought that collectively we might be able to pursue the database and merge it with the training possibilities offered by the Hanover College Grant Development Officer. Unfortunately, we could not get clarity on what constituted an area by the Foundation Center (eligibility for the collection requires a minimum of 100 non-profit organizations) and the initiative has since lost steam.

Both the local author event and Foundation Collection illustrate that good ideas sometimes go by the wayside. There can be any number of legitimate reasons, from a mushrooming vision and time constraints, to lack of funds or coalescence of other organizations that might be required. Instead of allowing these to become roadblocks preventing new plans to be considered, we have accepted that this is the nature of an informal coalition and that not having any certain sense of expectation from our respective administrations gives us the freedom to move on without any associated stigma.

Forthcoming Possibilities

In our most recent meeting, one of the issues we discussed was future possibilities to explore. A few items were easy to identify. These included a review and update of our Local Living Authors document, a reconsideration of a joint purchase of the Newsbank Madison Courier Online database which provides an index and full text back to 1997 for our local newspaper, and assessing database statistics to justify their ongoing subscription (databases are presented as a trial offering with their continuation based on use). Another area of consideration is investigation of mutual staff development and training opportunities. There is precedent for this as a Duggan Library staff member a few years back attended a book repair workshop provided by a vendor that was hosted at the public library. One specific opportunity that was discussed was shared training on emergency response to active shooters. We may also want to look at the possibility and need for shared instruction to local high school students. Lastly, at the invitation of the Ivy Tech library director, we were joined at our September 2013 meeting by the library director of IU-Southeast in New Albany. Though this campus is beyond our county lines, we are interested in seeing whether there are plausible benefits to be derived by expanding to a regional mindset, and there is also the possibility of inviting the local historical society librarian to our group. However, we remain aware that any growth may come at the expense of increased complexity in results-oriented achievements.

Conclusion

As we enter a new reality of library funding and staffing, combined with the rapid pace of technological change, and changing demographics, libraries must be attentive to opportunities that encourage community based multi-type library collaboration rather than sustain old silos. To move forward together, it is important to recognize that not all libraries are equal. While there may be some overlap in resources and services, that overlap is small.

Each of our libraries has a distinct mission and focus, not to

mention separate facilities and staff. The Duggan Library seeks to provide access to a diverse intellectual community as users maximize their potential as scholars. Ivy Tech serves as a source of instruction and assistance in the use of its primarily digital resources and services for its students, faculty, and staff. The public library provides collections and services greater in depth and scope in support of children's activities, adult literacy, recreational reading, programming, etc.

Collectively, we believe the libraries to be complementary, not competitive, and proactively working together we can provide cost-sharing benefits, product development, and consultation services, to more effectively and efficiently meet the scholarly, recreational, and literacy needs of our rural community.

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Resources

Ancestry for Libraries: http://www.proquest.com/products-services/ale.html

ebrary Public Complete: http://www.ebrary.com/corp/public.jsp

Foundation Center: http://foundationcenter.org/

Hanover College Duggan Library web site: http://library.hanover.edu

INSPIRE: http://www.in.gov/library/inspire

Ivy Tech-Madison Library web site: http://wwwcc.ivytech.edu/library/southeast/index.html

Jefferson County Public Library web site: http://mjcpl.org/
Local Living Authors: http://library.hanover.edu/pdf/localauthors.pdf

Mango Languages: http://www.mangolanguages.com/

Newsbank: http://www.newsbank.com/

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Outreach and Engagement through Instagram: Experiences with the Herman B Wells Library Account

By Kjersten L. Hild

Abstract

Instagram, a social media tool designed for photo sharing, is increasingly being used as an outreach and engagement tool by academic libraries. Current successful strategies used by academic libraries are discussed, including lessons learned from running the Herman B Wells Library's account and future plans for the account. The author considers the place of Instagram in the Wells Library's social media presence, its value, and how it complements other platforms. Finally, worries about tension between students and libraries, an authority figure, and whether students want libraries in their social media spaces are addressed.

Keywords: social media, Instagram, library outreach, library engagement, academic libraries

In November 2013, Indiana University's Herman B Wells Library joined Instagram, a popular social media platform among young adults used primarily for sharing visual content. During library orientation sessions with new first year students that fall, one of the instruction librarians conducted some informal polling of these new students and found that Instagram was the most popular social media site among them. Wells Library decided to spend this past year doing a soft launch of the Instagram account, so they could build up some content and followers and experiment with running the account.

When developing the library's Instagram account (http://instagram.com/hermanbwells), staff were inspired by several academic libraries using Instagram very effectively as an outreach and engagement tool. North Carolina State University's Hunt Library was one of the first to use Instagram well, using a program to harvest all photos tagged #huntlibrary, upload them to a site to create a visual archive of how their users are engaging with the library, and allow users to vote on pairs of photos (Enis, 2013). In this way, users curated Instagram photos of the library. Hunt Library also used broadcasting of tagged photos on visualization walls in the new building to create student interest and increase participation (Enis, 2013). Powell Library at UCLA also runs an effective Instagram account. They connect with users through liking photos whose tags relate to the library, reposting photos from students, and tailoring content to topics they know students care about (architectural/place-based photos, unusual items, historic photos, events, and content related to the UCLA curriculum) (Salomon, 2013). Using a similar method to Powell Library, Bond University Library in Australia has been using Instagram as "a way of connecting physical and digital spaces, enhancing online presence and identity, interacting with customers and for marketing and promotional purposes" (Abbott et al., 2013, p. 1).

The Powell Library (http://instagram.com/ucla_powell_library), NCSU's library account (http://instagram.com/ncsulibraries), and Bond Library (http://instagram.com/bondlibrary) accounts make use of a wide variety of photos in their Instagram accounts. All of the accounts have plenty of architecture and landscape photos, which can capture the beauty of the library building and are one of the most popular types of photos with users. Bond Library has more staff portraits in their feed, connecting users with staff members and hopefully making them more approachable to users. NCSU and Powell Library's accounts make more use of photos taken by library users, reposting high quality photos to share with their followers and providing a glimpse into how users are interacting with the libraries. All the libraries use Instagram as a promotional tool as well, from advertising events happening at the library to drawing attention to funding or job opportunities to showcasing library items. Not just images of beauty are posted either, but also more playful, silly images, sometimes with a clever caption, which keeps the account as a more informal space.

Howard Tilton Memorial Library at Tulane University saw a slow start to their Instagram account (http://instagram.com/howard_tilton). Many of their initial images were photos of screens or fliers, which got little response from users. However, as they started posting more dynamic, visually appealing photos, engagement with the account has greatly increased. They also successfully used their Instagram to provide a novel outreach program to their users. Users could express their interest in a personalized scavenger hunt on the Instagram account, and directions would be sent to that user through Instagram's direct message feature (howard_tilton, 2014). At the end of the scavenger hunt, a small prize of a Howard Tilton pin was waiting. Users documented their success through a specific tag, and photos were reposted to the official library account. This scavenger hunt provided a way to link social media with teaching students about the physical space of the library.

Examining these successful accounts provided guidance in starting the Wells Library account as well as inspiration for where to take the account when the formal launch occured in the fall with the new class of incoming students. Staff were able to see what kind of content received the most engagement from students. The quality of the photos being posted matters, but the content of the photo matters as well. The most visually appealing photos usually get the most likes, however, a photo with a funny or engaging subject can be equally popular. While having an official library hashtag (#wellslibrary) has been useful, many students simply use Instagram's automatic addition of a geotag, so it has been important to monitor both of those sources of user-generated content.

These accounts have also inspired us with their engagement strategies, such as curating photos on a certain theme with a chosen hashtag. The account has primarily been driven by reposting photos taken by a variety of users. This has provided us with more diverse content than if simply a designated staff member or two were taking all the photos, since everyone sees and uses the library and documents that in different ways. As Brian Mathews, a librarian at Virginia Tech, put it, the goal of the social media account is important in making it successful:

> It's not about promoting the library, this is about building brand loyalty. It's not about posting library news for students, but about building an ambassadors program, a network of friends and allies. The goal is a [sic] transition patrons from being library users to library advocates (2011).

This is reflected in the images students tend to find most engaging on Instagram. Announcements, which are primarily one-directional, receive little engagement and do not provide opportunities for interaction. But photos engaging users through beauty or humor elicit much more reaction. Reposting also allows for more of this loyalty building. While social media spaces are certainly useful for making announcements, using them to create new library lovers and advocates is equally important.

Currently Wells Library is present on several social media platforms, the most active of which are Facebook, Twitter, and Instagram. The goal of all of these accounts is to do outreach at a student level, however the kind of outreach varies between the accounts. Facebook and Twitter are focused on raising awareness of events and services which the library offers, along with some tips and tricks for research, as well as some fun library-related information. While the Instagram account is occasionally used to raise awareness of library services and events, the primary goal of the account is more to engage with library users in how they are seeing and using the space. The content of both the Twitter and Facebook account is primarily generated by librarians and staff, making Instagram a different space where the content is primarily generated by students and reposted by the official Wells Library account.

The library hopes to have more formal engagement activities through our Instagram, such as a photo contest and special hashtags for bringing together users photos of certain content ("what's your study buddy?", #shelfie inspired by the New York Public Library's account). Wells Library is being renovated, so staff will have a chance to display user photos on a public screen, increasing awareness of the account and providing motivation for more users to engage with it, by providing an even wider audience for users' photos/art. It is helpful as well to avoid having each library social media account operating in isolation from each other. Regular meetings between the people responsible for the various social media presences can help to provide fresh ideas and to develop a coordinated strategy across the social media platforms, even if it is only cross-posting or referencing the various accounts.

There can exist some degree of tension between students and a library, which can be viewed as a policing/authority figure by student users. This raises the question of how to respond to sensitive photos posted by users on Instagram, doing such things as breaking library rules. Bond University's librarian suggested this as more of an opportunity to see how your users are really using the library and posting a humorous response instead of chastising the poster (Abbott et al., 2013). Doing so helps keep Instagram a more informal, casual place where users feel comfortable sharing. Also, simply because a sensitive photo has been posted, it does not mean the photo needs to be reposted to the official library account or the library account needs to directly address the user.

One thing many academic libraries must address is the question "Do students even want us in their social media space?" Some people may feel that students do not want such an authority figure as the library examining their photos. However, previous research suggests that engaging with students in these spaces can actually increase credibility. Mazer et al. (2009) researched teacher self-disclosure on Facebook with undergraduates and found evidence suggesting that disclosure of certain information, such as personal pictures and messages, may help students perceive similarity between themselves and their instructor and cause an increase in the instructor's credibility.

Instagram offers academic libraries new opportunities to connect with users and to build user loyalty. The primarily visual format allows for a different form of engagement than services like Twitter or Facebook. So far the experience of using Instagram at Wells Library has been very positive. Even before the formal launch and advertisement of our account, staff has seen a high level of engagement with our image posts. We have also been able to see how our users view and use our library. Previously established successful accounts have informed our strategy with Instagram, along with careful consideration of what we wanted to achieve with this social media.

While each university and its population are different,

Instagram offers a novel way to engage with users of academic libraries and receive feedback, direct or indirect, on how they are using the library spaces.

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Making Connections: Reaching Online Learners at the Ball State University Libraries

By Lisa Jarrell and Sara Wilhoite-Mathews

Abstract

This article will describe approaches to managing information literacy instruction for asynchronous, synchronous, in-person, and hybrid course formats and will provide best practices and practical examples of learning objects. Technologies to be discussed include screencast tutorials, LibGuides, and discussion boards and quizzes within a course management system.

Keywords: distance learning, online learning, information literacy instruction

Introduction

Reaching online learners continues to be an important part of the information literacy instruction landscape. A frequent challenge in providing online information literacy instruction is making a connection with students who might never visit campus. Like many other universities, Ball State has seen steady growth in the number of students choosing to take courses off campus in an online format. In the 2007-2008 academic year, 1,985 undergraduates were enrolled in at least one off-campus course. By the 2012-2013 academic year, that number was 3,993. The number of graduate students taking at least one online course increased from 1,512 in 2007-2008 to 3,068 in 2012-2013 (Ball State Unviersity, 2014). The challenge in reaching these students at Ball State University is the variety of formats the online courses may take. Courses are offered in an online environment (either asynchronously or synchronously), in person, or a hybrid model.

As librarians have struggled to sort out approaches to information literacy instruction that meet the needs of online learners, many possible models have emerged. This article will describe approaches to managing information literacy instruction for asynchronous, synchronous, in-person, and hybrid course formats and will provide best practices and practical examples of learning objects. The definition of a learning object we are using in this article is "a reusable instructional resource, usually digital and Web-based, developed to support learning" (Mestre et al., 2011, p. 237). Learning objects to be discussed include screencast tutorials, LibGuides, and discussion boards and quizzes within a course management system.

The learning objects we choose and the way we approach each class is contextual and dependent on the needs of the students and faculty members. Therefore, we have adopted the approach advocated by Cheryl LaGuardia and focused on "what [our] students need, and what [we]…can do to fill that need" (LaGuardia, 2011, p. 304). We will describe an agile, flexible plan we have developed to meet the various needs of faculty and students and explain how we have promoted our services to faculty members.

Asynchronous Online Classes

Online education at Ball State can take various forms. One way Ball State teaches classes is through online asynchronous learning, meaning there is not a set time to meet each week. Instead, students are given deadlines but complete the assignment on their own time when it is appropriate to their schedule. At Ball State, these classes include students who live on-campus and choose to take online asynchronous classes as well as students who live at a distance away from campus. Asynchronous online classes allow students to "combin[e] education with work, family, and other commitments" (Hrastinski, 2008, p.52).

There are several problems that librarians must overcome to work effectively with students in asynchronous classes. Often, students choose asynchronous classes so they can complete their work on their own time. Therefore, a librarian should take special consideration of this non-traditional learning situation in which a librarian may receive questions at any time of the day. This can be tricky because a librarian cannot be expected to hold online chat hours and check email at all hours of the day.

Another issue with asynchronous classes is that librarians need to determine the best ways to communicate with students. When librarians are embedded in classes either through the course management system, within assignments, or both, communication can be much easier and a community can be built. Communication may be through various methods including email, Skype or other video service, instant messaging, and discussion boards. The communication may not be face-to-face in the traditional sense and may feel disjointed at times, but it is worthwhile in establishing a rapport with students. While these are all important aspects to consider when working with asynchronous classes, maybe the most difficult is

making sure the online class is not so demanding that it takes over your full work schedule or life.

Ball State offers many asynchronous courses across various departments. One program that has been especially active with Ball State's library is the Department of Family and Consumer Sciences. Several of the faculty members of the online graduate courses have added information literacy components into their classes. For example, a professor of FCFN 643: Energy Balance, Obesity, and Weight Control, an online graduate course, has assignments that require students to do research in this field. A librarian-created welcome guide introduces students to a specific librarian embedded in the class and shows students how to utilize the LibGuide tailored to that class. The LibGuide includes contact information for the embedded librarian, basic library services, such as interlibrary loan, assignment assistance, regarding background information, books, and articles, and citation guidance. Screencast tutorials and handouts with screenshots are included on the LibGuide with information provided on how to find specific types of research articles (ex. randomized controlled trial, meta-analysis, and review article) in the MEDLINE database and how to export citations from MEDLINE to EndNote, the recommended citation tool. The librarian created both types of tutorials because various learning styles were considered.

Previous research done by Lori S. Mestre (2012) supports this approach; she found that the students in her study "demonstrated that a screencast tutorial with images can be more effective than a screencast video tutorial." (p. 273) A library quiz is set up in Blackboard that is worth 10 points and asks students basic questions about the LibGuide and on finding articles. Two other assignments that include research are: 1) finding three specific types of articles, doing an APA citation for each, and writing a summary for each, and 2) searching for information related to commercial diets. The librarian embedded in the class offers many options for students to contact her or another librarian including chat (IM on the Ask a Librarian page and Blackboard IM), Skype, email, telephone, texting, and in-person meetings.

Synchronous Online Classes

Synchronous classes are another format for online learning that many institutions provide. Ball State offers very few synchronous classes. The difference between synchronous classes and asynchronous classes is that the students attend class via the course management system at a scheduled time. One major benefit of taking online synchronous classes is that they allow a student to work during the day and take a class in the evening, even if the student is at a distance from campus. A major benefit from a librarian's perspective is that the librarian can host a real-time session through video conferencing software, which is more personal and fluid like an in-person session. In addition, synchronous classes can "help e-learners feel like participants rather that isolates" (Hrastinski, 2008, p.52). This is because the students log in at the same time and can ask questions in real time. Overall, synchronous classes can do the same activities as asynchronous classes with the added bonus of real-time instruction and classroom discussion as well.

Because Ball State has few synchronous online classes, we have had limited experience in this area. However, one experiment with online synchronous learning at Ball State came in the form of workshops in which students could attend the in-person session or login via the webcast. The idea to offer these webinar-style opportunities for students was suggested by several graduate students and faculty members who were consistently unable to attend in-person workshops. In response to repeated requests, we arranged to offer one of our most popular workshops for graduate students in webinar format. We spread the word and ran the session but had no online attendees. We do offer recorded versions of this session and others. Other workshops have been offered as synchronous online sessions, but those have not been successful either. Despite perceived demand, we have abandoned this format in favor of recordings of live workshop sessions and screencasts for these workshops. We are still interested in trying live sessions with specific synchronous classes as we believe real-time online instruction works better when there is a target audience.

Hybrid and In-Person Classes

Ball State University offers a number of hybrid courses. Hybrid courses contain a mix of in-person class time and designated time for learning online within a semester. Classes typically meet one day each week in person and participate in an online module and accompanying activity in lieu of the other weekly in-person meeting. This model takes advantage of technology to provide flexibility in scheduling for students and faculty, while still providing face-to-face time for instructors and students.

The hybrid classes are well suited for blended and embedded approaches to information literacy instruction. Blended and embedded librarianship are well-documented in the literature. John Shank and Steven Bell (2011) note that "as courses progressively become more blended…, instructors will need to partner with librarians…to develop more effective courses that enhance student learning, retention, and success" (p.107).

Blending online and in-person time is well suited to our information literacy instruction and research help for students. We offer students screencasts, help pages, and LibGuides, as learning objects they can access and use from anywhere. Librarians are also available online via our chat reference service and by e-mail for students working away from campus. However, because the students are expected to be on campus for class meetings at least one day each week, they are also able to make an appointment to meet with a librarian for research help. Many instructors teaching hybrid courses invite librarians to their classrooms during in-person meeting times to teach information literacy concepts face-to-face and to assist students individually with research assignments.

The hybrid course allows for flexibility in information literacy instruction sessions. Session content that once took up valuable in-class time can be moved online. Database demonstrations, discussion of interlibrary loan services, and similar information can be covered in screencasts, a LibGuide, or instructions posted in Blackboard, providing a flipped format for the face-to-face session. The in-class time can then be used to address larger information literacy concepts, to assist in developing manageable research questions, and to work individually with students on their research plans. Each student can work at his or her own pace through the online learning objects, reviewing as much as necessary or skimming through mastered material. The face-to-face help and "big picture" work, the most useful part according to faculty members, now takes up the majority of in-class time. This format has been popular with students and with faculty, providing self-paced learning as well as focused class time for research help and social elements of learning, such as group activities and discussion.

An example of this approach is a hybrid section of English 104: Composing Research. This required first-year writing class has a course-integrated information literacy component that, in a traditional course format, is taught in person by a librarian. There are flipped classroom components in the in-person sessions. An online tutorial provides a baseline of instruction for students in the mechanics of research, while the in-person session allows the librarians and faculty member to focus on specific resources and skills needed for course assignments as well as conceptual topics related to information literacy. The in-person session is integrated into the course at the time most appropriate for the assignment(s) and in collaboration with the course instructor. Some instructors schedule several sessions with the same librarian. The presentation and activities are tailored to the learning outcomes for each individual instructor. Translating this level of customization, integration, and collaboration to a hybrid course format requires advanced planning, but it can be done effectively and is of great benefit to the instructor and the students.

In hybrid format, course- and assignment-specific screencast videos are created for each course section and instruction to supplement the online tutorial modules that all English 104 students take regardless of the format of their course. These videos are designed to assist students with specific elements of their individual research assignments, regardless of whether an in-person session is planned. The librarian embedded in the course is available via e-mail and for in-person appointments as needed. Students benefit from the flexibility of 24/7 access to instructional videos and from personal consultation with a librarian. This model has been found to be successful in addressing multiple learning styles and preferences in a preliminary study by Elizabeth W. Kraemer, Shawn V. Lombardo, and Frank J. Lepkowski (2007) at Oakland University.

In addition to working with students, collaboration with faculty is important for success. A review of best practices by Amy C. York and Jason M. Vance (2009) found a common theme that emerged was collaboration with course instructors. One particular instructor at Ball State created her own set of screencasts to accompany the librarian's. The instructor's recorded lecture and slides replicated the comments she would have made in the live, co-taught session with the librarian. In this way, the students get to hear the perspectives of the writing composition instructor about the importance of information literacy concepts and skills.

While the creation of these screencasts and other materials does take time, responses from faculty and students indicate that the materials are a valuable addition to the hybrid courses. In addition to hybrid courses, technologies used for online learning also can be used to supplement courses that meet in the traditional face-to-face format. As noted above, English 104 students do an online tutorial as basic introductory research instruction to supplement their tailored, in-class presentation by a librarian. This model can be used with other in-person format courses as well. The flipped classroom model allows for quick review of the mechanics of searching and basic library-specific information so the class session can focus on larger conceptual issues and individual assistance.

Another example is the library session sequence for English 601: Literary Research Methods. This graduate course is an important introduction to future work in the graduate program in English. For the course, the librarian is embedded for the semester into the Blackboard classroom. In addition, the librarian offers six separate sessions for the course. Each of the sessions is focused on a particular source type or approach used by literary scholars. Because there is so much content to cover, the librarian embedded in this course created a LibGuide to help students keep track of the resources discussed. Students are asked to explore the resources in advance of each session and answer questions using the sources. Again, the technology used for online learning helps in-person students take charge of their learning outside the classroom.

Marketing

Promoting and marketing the Ball State University Libraries' information literacy instruction initiative to online and distance education faculty members for their classes can be a daunting task. Often, it is difficult to obtain a full list of faculty members who teach online classes because they span across various disciplines. At Ball State, we started promoting our services through newsletters at the beginning of each new semester. The newsletters were online and emailed to a list of faculty generated by going through the upcoming semester's online class schedule. Very little response was received from faculty, other than encouragement and appreciation for the information.

Next, handouts with information regarding what librarians can do to assist with online classes were placed in faculty members' mailboxes or given directly to faculty in their offices. Using this method, a specific department was targeted. Unfortunately, this approach generated little interest.

Finally, a LibGuide was created that contained examples of learning objects that a librarian can design for faculty to utilize in their classes. This guide served as a toolkit that could be shown to faculty members so that they could see real examples of what is possible. Then faculty members could decide, with the help of a librarian, what is relevant to each individual class. Again, how to distribute this guide was a challenge. Emails were sent to selected departments where the librarians knew of an immediate need. Yet again, we received little response. Ultimately, we have decided based on our experiences and research that our best marketing efforts have been by chance encounters and word of mouth. Interactions with faculty on a more one-on-one basis (ex. already providing information literacy sessions to the in-person classes taught by the faculty member, sharing committee responsibilities, etc.) seem to be the best approach (York & Vance, 2009).

Conclusion

Whether in asynchronous, synchronous, hybrid, or in-person courses, it is important to connect with students in a variety of ways based on the format of the course. From our experiences, we find that every course format can be beneficial in fostering information literacy skills, which is supported by Karen Anderson and Frances A. May (2010), who found that "all methods of instruction can be equally effective" (p. 498). The best approach depends on a variety of factors, including faculty preferences, course goals, research requirements, librarian expertise, and available technology. Getting the word out to faculty about your services is a crucial but tricky step. However, if you have the opportunity to work with faculty to integrate information literacy components into an online or hybrid course, the partnership can be beneficial to students. In the future, we hope to build our online information literacy program, and ultimately, we hope to assess these courses to learn what works best for our students. We continue to experiment and to be flexible, which we feel are important when developing learning objects: one size does not fit all.

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Meeting in the Middle: Assessment Ideals and Campus Realities

By Lisa Jarrell

Abstract

This article describes the development of an information literacy assessment plan for course-integrated instruction sessions at the Ball State University Libraries. The impact of conflicting needs of stakeholders, the realities of staff time, and the university's campus culture related to assessment came together to impact the outcome of the assessment plan. The process of developing and enacting a plan allowed Information Services Librarians to begin to understand the relationship of their instruction assessment work to the larger library and campus assessment process.

Keywords: information literacy, instruction, assessment plans, authentic assessment

Introduction

Librarians are inundated with articles proclaiming best practices for information literacy assessment. However, these best practices can be difficult to reconcile with an institution's campus culture and the specific needs of individual stakeholders. This article tackles this issue by describing the development of an information literacy assessment plan for course-integrated instruction sessions at the Ball State University Libraries. The impact of conflicting needs of stakeholders, the realities of staff time, and the university's campus culture related to assessment came together to impact the outcome of the assessment plan. The process of developing and enacting a plan allowed Information Services Librarians to begin to understand the relationship of their instruction assessment work to the larger library and campus assessment process. The group also learned about the importance of authentic and formative assessment, which resulted in changes in librarians' teaching practices. In addition to sharing some lessons learned, this article also describes plans for the future of information literacy assessment at Ball State University.

Ball State University is a mid-sized doctoral degree-granting institution with approximately 21,000 students. More than 17,800 students attend classes on the main campus in Muncie, Indiana. The University Libraries' Information Services unit includes seven librarians and one paraprofessional staff person who teach information literacy instruction sessions. Generally, these are one-shot sessions or a series of two or three sessions per course, each focused on different concepts and skills related to different research assignments for the course. The sessions are course-integrated; they are developed in consultation with the course instructor and are tailored to meet course goals and built around course assignments.

Specific student learning outcomes for individual information literacy sessions are determined collaboratively by the instructor and the librarian. The instruction program does have at its foundation the ACRL Information Literacy Standards for Higher Education and librarians connect course goals to specific parts of the Standards. Historically, there had been no formal assessment of student learning during these sessions by librarians. Some faculty members assign worksheets, quizzes, or other assignments based on the information presented in the sessions, but those activities are determined by individual course instructors and not consistent. The library instructor may or may not know of the assignment in advance, and may never know how students performed. The evaluation of the sessions has been used as part of the performance evaluation process for library instructors who teach the sessions.

The only mechanism for feedback for library instructors about the sessions was a one-time survey of faculty satisfaction used to gauge the success of the sessions from the faculty members' perspectives and was used primarily as a check on the library instructors' performances. Librarians also wanted to collect information about student learning during the sessions and to connect our sessions to the success of students in the classroom. In October of 2012, I attended ACRL Immersion Program's assessment track. This week-long training focused on assessment of student learning in information literacy instruction. One outcome of the program for each participant is the development of an assessment plan.

The assessment plan was designed to assess course-integrated instruction for first year writing courses. "ENG 104: Composing Research" was chosen because library instructors teach many information literacy sessions for this course, the content is generally consistent across sessions, and all of the library instructors participate in teaching them. Thus the assessment plan would benefit the most students and involve all of the library instructors in the process.

Though focused on student learning in the sessions, another goal of the assessment plan was, as Megan Oakleaf describes, "assessment as learning to teach." (Oakleaf, 2009, p. 541) I hoped that through the act of assessing, we would have an opportunity to reflect on our teaching practices and improve the teaching in our program. We would have a chance to think about learning outcomes for our sessions and gather evidence that students were (or weren't) "getting it." I wanted to share some of what I had learned in the Immersion program and give all of us a chance to learn about the assessment process and about our classroom practices.

The Assessment Plan

The assessment plan was designed to allow for the most flexibility possible; this was an important consideration due to the customizations and tailoring of presentations for various courses. Several possible learning outcomes for English 104 were identified, and each could be emphasized or deemphasized, depending on the course instructors' individual goals for the session and the librarian's lesson plan. Each time a librarian taught a session for ENG 104, he or she was expected to choose one of the identified learning outcomes to assess based on course instructor goals and assignment, and to choose a formative assessment activity. We used Thomas Angelo's *Classroom Assessment Techniques: A Handbook for College Teachers* as a guide for selecting, adapting, and implementing these. Eight of 9 library instructors participated in the pilot project in the spring semester of 2013.

Of 103 sessions conducted for ENG 104 in the spring semester of 2013, students in 61 sessions (59%) participated in some sort of formative assessment activity. Assessment activities used in the sessions were varied, and selected based on the concept being taught and what the librarian wanted to measure or collect feedback about. Activities included one-minute papers, worksheets, and a variety of exercises that asked students to perform research tasks required by their research assignments. The most common format of the formative assessment was a worksheet devised by the library instructor (19), followed by a "one minute paper" exercise (12). Other types of activities used included chain notes, written feedback and reflection from students, and polls and quizzes using our audience response clickers.

Outcomes measured included identifying keywords and generating search strategies in databases (32), identifying library resources or databases to use (22), and evaluating information sources (9). Student performance on the formative assessment activities was evaluated by individual library instructors. Library instructors created criteria for the assessment activities they used in class. For purposes of flexibility and simplicity, library instructors categorized the results of each student's assessments as mastery, satisfactory, and unsatisfactory based on the librarian's own criteria. This allowed librarians to see the range of results of the assessments and to decide what constituted success. In addition to measuring student understanding of these concepts in information literacy sessions, this plan allowed us to see which information literacy concepts were being taught by our faculty partners and requested as part of the information literacy sessions.

Some library instructors also experimented with formative assessment techniques in other instruction sessions besides ENG 104. Students participating ranged from visiting high school groups to graduate students, and classes included intensive English courses for non-native speakers of English, business, business law, nutrition and journalism. Library instructors established student learning outcomes to measure based on the course and assignment. They devised formative assessment activities to measure student performance and established criteria to judge outcomes. Two library instructors were able to see the final assignments and assessment information from professors in order to assess the impact of the information literacy sessions. This was a positive outgrowth of our experiment. Several librarians became more confident and excited about the program and took the opportunity to look carefully at outcomes and results from other class sessions.

This experiment in assessment was successful in a variety of ways. The library instructors learned new assessment skills, found new ways to engage students in class, and took advantage of the opportunity to reflect on their personal practices. We also collected information about what skills and concepts were being emphasized by our faculty and assessed as part of their writing courses. Faculty members responded positively to the assessment activities, and many were happy to assist librarians by sharing student work based on the content of the sessions. The impact of the assessment pilot project was positive at the ground level. However, we also learned important information about our campus culture, the process for campus-wide assessment activities, and the realities of our assessment environment within the library.

Conflicting Needs of Stakeholders

A major goal for librarians during the pilot was to understand their classroom effectiveness using data about student learning. We also needed a way to engage students and make sure they were learning concepts deemed by their course instructors as important. By thinking carefully about what we were teaching, how we were teaching, and how we would know whether that teaching was effective, librarians gained valuable feedback about instructional practices and what students are learning and taking away from the sessions.

Not surprisingly, one of the most important issues that arose during the assessment experiment was the fundamental conflict between the kind of data valuable to library instructors and the data required by library administration. The assessment plan was, by necessity, flexible and the data collected was individualized due to the structure of our program and the culture of our campus. Though they had expressed interest in the data at the beginning of the pilot, administrators were

disappointed in the nature of the results. While the assessment experiment provided useful data for library instructors, library administrators did not find meaning in the results because they were not generalizable or summative. As Megan Oakleaf (2009) notes, it is important to consider the information needs of decision makers who receive data and reports and to plan reporting accordingly. Clearly, there is a difference of opinion between library instructors and library administrators about what useful assessment data is. As a result, library administrators were not compelled by the perceived success of the experiment. Instead, success was felt by those who carried out the sessions and by the students and faculty who participated in them.

This conflict was resolvable, but its resolution did impact the ability of library instructors to continue the assessment work they came to value in the classroom. Library administrators expressed a preference for a return to the survey for faculty members and the creation of a survey for students to collect information about perceived value of the sessions. Due to the wide variety of content and because the faculty members emphasize different information literacy outcomes, there is no way to measure or test student learning across all sessions. Library administrators wanted session instructors to collect standardized data from all session participants. As a result, a survey was devised to collect students' perceptions of their learning experiences in the sessions. A survey was also sent to faculty members asking about their experience and whether their session(s) met their goals and objectives. In this way staff are able to capture some information that is standard across all sessions, but it does not collect any evidence of student learning, which was the original intent of the assessment plan.

The loss of authentic assessment opportunities is an unfortunate outcome of reverting back to a survey. Librarians are no longer assessing tasks that are meaningful and connected to real assignments and course learning goals. Survey data does not document actual behaviors or allow for the collection of artifacts of learning. Thus, the "assessment as learning to teach" aspect of the assessment plan has been lost. Likewise, opportunities for students to practice and demonstrate learning and receive feedback from librarians have been reduced. As Oakleaf (2009) notes, students learn from completing authentic assessment activities. The "assessment as learning" element has been reduced or lost in some sessions. However, staff are still dedicated to incorporating the in-class active learning element of these authentic assessment practices whenever possible.

Class Time

The survey is administered at the end of each session. Though library instructors were not explicitly asked to stop using formative assessments in sessions, the reality of the time needed for the survey and to deliver content did not allow for the focus on formative assessment activities that librarians had used during the pilot. The time constraints of a 50 or 75 minute session made it difficult to include formative assessment activities, group and hands-on learning activities, and the survey during class time. It became difficult to find time for students to complete the survey and still provide activities that assess student understanding in the sessions.

Many of the library instructors have found creative ways to fit in the survey and to keep some of the assessment activities they found beneficial. The experience with assessment in the sessions has taught library instructors to reduce the number of "essential" topics to be covered in sessions. Instead of attempting to "cover" more content, many of the library instructors have shifted their thinking about the sessions they teach. As a part of the pilot, library instructors were required to think carefully about learning objectives and to identify the most important one or two concepts for a session. Planning has become focused on information literacy concepts rather than traditional point and click instruction. Time in the sessions is used more productively. The results of the in-class assessments are not reported officially, but they still serve an important function in the program.

Campus Culture

The data required by library administrators is related to the structure of assessment on campus and the role of the University Libraries on campus. Ball State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. According to the accreditation information on Ball State's website, there is no specific mention of information literacy concepts in the criteria. The criteria do state that the institution must provide students and faculty "the infrastructure and resources necessary to support effective teaching and learning." Libraries are considered to be a resource in this category. The other mention of libraries and information literacy in the criteria is the requirement that the institution must provide "guidance in the effective use of research and information resources" to students (Ball State University, 2014).

The University Libraries creates a report for accreditation that describes collections and programs, including Instructional Services. Statistics related to information literacy instruction included in the report are number of sessions taught and the number of students who attend. Results from the student and faculty surveys are also shared to demonstrate the value of the sessions to students and faculty. In this way, the library's assessment is linked to the assessment of the larger campus assessment process. We are not, however, contributing information about student learning. As Bonnie Gratch Lindauer states, "assessment of library performance should be defined and shaped by its connections and contributions to institutional goals and desired educational outcomes" (Gratch Lindauer, 1998, p. 547). Our assessment plan as it currently exists does support our campus assessment plan and educational outcomes, but in different ways than suggested in prevailing library literature.

Our campus situation is likely not unique, as many librarians seems to struggle to strike a balance between needs and expectations of campus stakeholders and librarians in the classroom. The literature is full of success stories and it is easy to feel dismayed when one's own experience is different and perhaps not as successful in the ways cited in the literature. However, every campus is different and each library instruction program must meet the needs of its faculty, students, and administrators, and accept the parameters of campus culture. While the literature can be seen as idealistic, those success stories give us examples and ideas that can be adapted to local situations.

The campus-wide assessment of student learning outcomes at Ball State is carried out in academic departments. Faculty members report grades and other assessment data according to departmental guidelines and procedures. Any data collected by library instructors is not reportable by departments as part of their accreditation reports. While faculty colleagues are supportive of information literacy instruction assessment, they do not need the data and have no stake in the assessment of library sessions other than the impact our improvement of teaching has on their students' learning.

Lessons Learned

Overall, the assessment experiment was successful in many ways. Library instructors were encouraged to observe the students' learning in their sessions, and many followed through. They created more opportunities for students to receive feedback about their learning. For me as the program coordinator, the results provided a macro view of what individual faculty members and library instructors emphasized in their sessions and how library instructors individually judged student success. Library instructors were encouraged to include activities and interactions in their sessions, rather than relying on lecture and individual hands-on practice. Once again, some library instructors adopted these practices and others did not. Based on feedback from course instructors, they were pleased with the more active and participatory sessions and appreciated the opportunities to assess student learning. Library instructors' teaching was reinvigorated and many library instructors seemed excited about the activities in the library sessions.

A compromise position was reached with regard to expectations of library administrators and library instructors. Library instructors and the program coordinator learned to use assessment techniques to develop their own practice and to ensure students are engaged and learning during their sessions. The current faculty and student surveys do gather some useful information about the program and about individual sessions that is useful for our library administrators and supports the assessment culture of our campus. The process also allowed the program coordinator and the library instructors to learn about the process of assessment on campus.

Despite the challenges of conflicting needs and expectations, library instructors continue to find ways to capture meaningful assessment data about their sessions to improve student learning while still providing useful data to library administrators.

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Making Hay While the Sun Shines: Using the Cause of Equine Welfare as a Platform for Teaching the Skills of Information Literacy

By Elizabeth A. Lorenzen

Abstract
This paper will tell the story of how a librarian's involvement in a cause served as a catalyst for a whole new way of thinking about teaching, learning and the entire information seeking process. Grounded in community service, this teaching model is based on the principles of service learning and embedded librarianship, continuing to evolve as it literally carries its tools "out in the field", using mobile technology to teach new skills to users in unexpected environments.

Having begun her career as a public librarian, Elizabeth Lorenzen was always interested in outreach. During her undergraduate years at the Herron School of Art, IUPUI, she came up with the idea of having "a place in the country where I could take in horses that no one wanted, giving them a wonderful life." Her concept finally came to fruition when she founded Peacefield Equine Sanctuary, Inc. (PES) in 2008. While realizing that "we could never save all the horses that needed us, our only hope was through education, and teaching the right way to care for our equine friends."

When the Philosophy Department at Indiana State University reached out to Peacefield in 2011 to allow students to receive classroom credit for community service at an animal shelter, the concept continued to evolve, and Lorenzen has not looked back. Youth groups all over the Wabash Valley have participated in PES's ever-expanding volunteer program, from Scouts and 4-H clubs, to at-risk youth in the schools and members of substance abuse rehab programs. Participants learn, not just about the cause of equine welfare, but how to care for these majestic animals while using different types of technology to mine and gather the information, increasing their information literacy skills in exciting and stimulating ways.

Peacefield has been honored nationally for the impact it has made on its community, and beyond. In addition, a new contribution to the community is developing as Peacefield is assisting with training and information dispersal for large animal disaster response.

Introduction

The decision to start a non-profit horse rescue was not an easy one, but one that took about two years of thorough and careful planning, mainly because of the understanding of the expenses involved in caring for horses. Finally, though, it happened, with the Sanctuary receiving non-profit status in the summer of 2009. The decision to create a nonprofit corporation came from the business plan, and the need to go after private funding for the project. During this time, federal laws changed that prevented horse slaughter, and there was an all-time high number of homeless horses in the United States, so the services were in high demand by the time the horse rescue was established.

Although Peacefield's primary mission was to rehabilitate horses and provide sanctuary for them, education was always at the heart of the mission. We could never save all of the horses that needed us, so our only hope was to educate the public about the right way to care for them, so that horses would never have to be rescued in the first place. In addition, one unfortunate reality of the horse world is that there are all kinds of horse owners who would not be considered on the surface to be abusers, but who inflict pain on their animals out of ignorance. Providing information to this group was also something that was greatly needed. In addition, there was a need to educate the public intelligently about horse slaughter issues without any political bias. What better person to do this than a librarian? So, it was inevitable that the educational mission would play a central role, and that the author's career in librarianship and academic education would integrate with her passion for horses. I just didn't see how it was going to play out right away until the situation actually came around to presenting itself. This project is all about context, about taking a learning process and changing its venue in order to present the adventure of information seeking in a new and creative way. So, in addition to telling about Peacefield's beginnings, this article will illustrate through a series of vignettes a few of the educational programs that have been developed, and introduce the reader to some of Peacefield's wonderful volunteers, telling what they learned about information literacy and the stories of their favorite equine friends.

Peacefield's Educational Mission

Peacefield Equine Sanctuary exists to care for horses that need both medical attention and/or behavioral training, with the goal of making them good equine citizens. Their care will be tracked throughout their entire lives in order to ensure their permanent safety. The Sanctuary also exists to educate the public about equine care and rehabilitation, and about the politics of the abolishment of horse slaughter.

From Peacefield's beginnings, there were always plans in place for educational programming. It was felt that through fully educating the volunteers about horse care, we would begin to grow our own potential future adopters and advocates for our cause. We also simply realized that the organization would never get off the ground without a sound volunteer base. Volunteers could teach each other once they learned a new skill, thus solidifying what they learned in their own minds. When the organization began, there was not yet a realization that there would be a community engagement component that would eventually reach all four local colleges and universities; that part of the program formed later as faculty learned about Peacefield through the librarian. Educational seminars for the general public also formed as the volunteer base developed and collaboration to develop the programs could transpire.

There is always more to learn about caring for our equine friends, and Peacefield now spends a significant amount of time and energy bringing professionals into the immediate geographic area to educate the public about issues such as farm and pasture management, dental care, feeding practices, and other aspects of horse husbandry. The list of topics to be covered for the future is endless! The process of documenting all of the programming, while largely resting with the librarian, in the future will also involve the students as part of their information literacy training.

Why Use Horses as Teaching Tools?

Even though rescuing the horses was always the primary goal of Peacefield Equine Sanctuary, we soon realized that we could never even begin to save them all, so education was going to have to be key—and teaching information literacy skills in the context of the horses would fuel an interest in learning that might not otherwise happen, cultivating a future knowledgeable horse owner and animal rights advocate. But, the question still remains: why use horses as a teaching tool? Horses have long been recognized as being invaluable therapy animals, being used in work with every kind of group from the physically handicapped child, to the at-risk young person, and the wounded war veteran. Countless studies have been done in the world of science to try to document what it is about being around horses that is inherently therapeutic, and they are far outside the scope of this article; but at the end of the day, their connection with human beings is in part a mystery, having gone on in history for centuries. However, we do know from experience that:

- Working with horses requires focus, emotional control, and self-awareness;
- Learning responsibility for and engaging in work with a horse puts a person in a state of openness to learning new ideas;
- Working with abused and injured horses teaches personal responsibility and organized thinking; being herd animals, horses crave daily regular routine;
- Being around horses is just fun and makes learning no work at all!

When Peacefield began, it was always of prime importance to its founder that the horses receive the very best of care and attention on par with that of a permanent home. It was also important to be very selective about adoptions. Teaching these goals to students helps them to understand many different things about life, from philosophy and ethics of animal care to what it means to run an organization with personal integrity. Once acquired, these skills translate to the development of the ability to create a research plan and see it through, effectively using the information to meet a goal. It might even take a volunteer on a journey to a new career path.

"Seeing horses as our teachers awakens a level of trust, relationship and respect that goes both ways, and in so doing, shifts our relationship to the world."—Linda Tellington Jones (Lieberman, 2007)

Why Was ISU a Perfect Setting for this Project?

As soon as Peacefield acquired its non-profit status in the summer of 2009, work began to identify students from all four colleges and universities who would be interested in participating as volunteers, the main goal being to have enough manpower to care for at least eight horses on a daily basis. One local college, St. Mary-of-the-Woods, has an equine studies program, and those students in particular were tapped for internship experiences. Students could not be offered pay, but were given incentives for volunteer hours, from riding hours to personal reference letters, to encourage compliance with the program. Success was mixed, though, until the Philosophy Department at Indiana State University contacted its departmental liaison, who was also the executive director of the Sanctuary, about allowing students to have an experience at the facility that would result in a written reflection on empathy and their experiences with the horses there. With an assignment that required a set number of hours of participation and a grade, compliance was more eminent, and the relationship between Peacefield and ISU's Philosophy Department began.

Ironically enough though, there was no interest on the part of the Philosophy Department in integrating information literacy concepts into the Peacefield experience. It is the author's opinion that it was seen as something that would intrude into the syllabus and rob the instructor of time to cover other topics. The positive side of this challenge, was that it created an opportunity to think of some creative alternatives and integrate some information literacy related activities into the volunteer experience, while the students were actually working hands-on with the horses.

Indiana State University has a long history of campus community engagement activity, and has actively cultivated a culture of service learning among both students and employees alike. Recently, within the past few years, it has received awards from the Washington Monthly College Guide,

The Corporation for National and Community Service, and the U.S. Department of Education for its efforts.

Now, the Center for Community Engagement (http://www.indstate.edu/publicservice/) serves as the front door to the campus, connecting staff and students with nonprofit opportunities. According to a press release from the ISU Newsroom, ISU was among a select group of colleges and universities from throughout the nation appearing on the President's Higher Education Community Service Honor Roll with distinction, an honor that went to only 110 of the more than 640 institutions. The President's Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. By the time the current academic year ends, an estimated 6,600 ISU students will have provided 1.1 million hours of community service, according to ISU's Honor Roll application.

Faculty and staff have joined students and Sycamore Service Corps (AmeriCorps) members in serving nearly 150 community agencies. During the first year of a new program that provides up to two days per year of paid leave to faculty and staff for community service work, 168 employees provided 1,200 hours of service to 68 Wabash Valley agencies. ISU maintains a goal for every student on campus to have at least one community service experience before graduation. "Indiana State has made community service a core component of what we do. It is embedded in our teaching, our co-curricular activities and our employee benefits and recognition. There is an expectation that if you are a Sycamore, you will be involved in community service," said Dan Bradley, president of ISU. "It is exciting to see that the hard work of the staff in the Center for Community Engagement and our faculty, staff and students has garnered the number one ranking in the nation."

Indiana State was also among the first universities in the nation to be recognized by the Carnegie Foundation for the Advancement of Teaching in a special category of colleges and universities that are committed to both an academic approach to community collaboration and extensive outreach and partnerships (Taylor, 2013). In addition, another accolade for its commitment to community engagement has come from the Department of Recreation Management, with its certified and award winning Non-Profit Leadership program.

So, what does this mean exactly for Peacefield Equine Sanctuary?

- With this extensive infrastructure in place, it is much easier to notify students and staff of volunteer opportunities

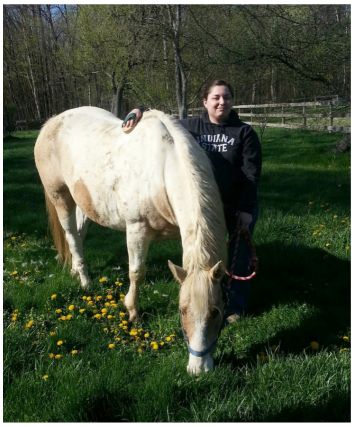
- Since community service is integrated into the curriculum, course credit is attached to the activity, so motivation to follow through and complete projects is higher

- Staff, and in this case, fellow coworkers, have an opportunity they might not have had otherwise to volunteer, given their work schedules and family responsibilities, thus serving as another source for the volunteer base;

- Given Peacefield's educational mission, there is not just the opportunity to teach about animal welfare and horse care, but to give instruction in the use of the tools to find the information about said topics.

(UNIQUE) The Ethics of Animal Welfare: The Case of Jessica and Her Friend Pete

When Jessica first became a part of Peacefield's volunteer program, it was as a member of a Philosophy class at Indiana State University called the Ethics of Animal Welfare. In addition to being interested in animal welfare issues, Jessica was also interested in pursuing a career as a veterinarian or other related field, and wanted to learn more about her options. Learning about the many different special needs of the horses at Peacefield gave Jessica ideas for possible specialties to explore. For example, PES's attending vet also practices Traditional Chinese Veterinary Medicine and other holistic veterinary alternatives, giving Jessica the opportunity to experience firsthand the benefits of these methods. Utilizing our mobile devices out in the barn, we researched veterinary schools that taught Traditional Chinese Veterinary Medicine, and learned about the philosophy behind it. It is not unusual for a volunteer to gravitate toward and befriend a particular horse at the Sanctuary, and Jessica was no exception. Her choice was Pete, a palomino pinto gelding who had become blind because of a chronic case of uveitis, an infection and inflammation of the eye. Pete also had an untreated leg wound upon intake which had caused much scarring and subsequent discomfort. Through learning to care for Pete's health issues, Jessica didn't just learn about empathy, but she also learned about issues related to equine healthcare, and whether or not she really wanted to be a veterinarian. Even after the course requirement ended, Jessica has continued to volunteer at the rescue so that she can be near her friend Pete. She has been helping further with his rehabilitation and training. Pete loves people and interacting with them, but has issues related to harsh treatment in the past that he has had to overcome. His friend Jessica is there to help him transition to his new life.



We Know That Service Learning Builds Good Citizenship—So

Why Is It An Ideal Model for Teaching Information Literacy?

Students need to learn about being information savvy—how information literacy is important for everyday living. Service librarianship helps with that by making the information seeking process practical. It is in the "doing", or the engagement in the activity, that its applications are fully realized.

In service librarianship, the librarian is embedded into the service learning project or effort so that research and learning about finding, evaluating and using relevant information happens at the same time as the service learning activity. By performing a service learning activity while learning about the concepts of information literacy, a volunteer/student gains a sense of purpose connected to learning through new experiences. This better prepares the student for life after college, possibly catapulting them into a new career (Barry, 2014).

In the context of Peacefield Equine Sanctuary, for example, the difference between the animal getting adequate care upon intake to the Sanctuary depends upon access to just-in-time information about equine health and knowledge of emergency care that needs to transpire before the veterinarian arrives. The real-world connection between the volunteer/student and the animal solidifies the importance of immediate access to correct information in a real-time setting. Experiential learning is nothing new, and neither is academic library instruction, but letting the horses be the professors in the learning process creates a unique mental and emotional playground for the learning that reaps great benefits. It also encourages the volunteers to take personal responsibility for their own learning processes, as it is essential to the welfare of the horse that is in their charge.

During the last few years as the program for student volunteers grew, there were many online resources collected for use by those working with the horses. In some cases these resources might be used in conjunction with immediate care of the horses or they might be used as tools for outreach programming. Many of the following tools are highly visual and utilize various social media programs. In order to make the information most relevant to the students, choosing tools that are accessible with mobile devices is imperative. Some of the tools that were utilized are illustrated in the article's accompanying vignettes.

Examples of Equine Teaching Tools for Information Literacy

- Pinterest boards to collect and display information on animal husbandry http://www.pinterest.com/liblore/

- Pinterest boards to display book, art, and film information about horses, concentrating on trying to see from the animal's point of view (utilized for informal book talks)

- The next step in book talks is transitioning to digital storytelling to make the medium more interactive and easier to share with the general public

- Facebook as a communication and information sharing tool https://www.facebook.com/pages/Peacefield-Equine-Sanctuary/74909584079

- Animal Welfare LibGuide: http://libguides.indstate.edu/animal

- Peacefield's web page as a source of information about the non-profit (http://peacefield-equinesanctuary.org)

- YouTube channel for sharing movies that tell Peacefield's story, as well as information resources that are in the form of film. https://www.youtube.com/user/PeacefieldEquine/

- Mobile device apps for information gathering and sharing are investigated and evaluated for use by students, other volunteers, and members of the general public (see end of article for list of resources)

- Ipads used in the field in conjunction with broadband mobile devices—excellent for displaying Pinterest boards of resources, as well as other social media tools.

(UNIQUE) Peacefield as the Centerpiece of a Graphic Design Project –Taking Research about Horses and History Home

Even when you are a subject liaison with a degree in the subject area, networking can still be difficult in a department, and the Art Department at Indiana State University has been no exception. Between staff shortages and the mandate to increase studio class sizes, along with shortages of funds for equipment, there have been many challenges for the department to face. But, in the midst of all of those things, there was an opportunity to connect with faculty who had an interest in giving back to their community and were exceptionally interested in animal welfare.

After years of networking, an opportunity presented itself to work with a senior level graphic design class with a community service component. Peacefield Equine Sanctuary was added to the non-profits list for a "Causes" assignment, where students would select a local non-profit as a client and then design promotional materials for that organization, such as billboards, brochures, business cards, and the like. One student chose Peacefield as her client and designed a business card, trifold brochure, and billboard for her finished project. During the process of creating the materials, there were multiple opportunities to get together in the library and work on the research for the project.
When working with art students who want to make contri-

butions for graphic design and advertising there is always an opportunity to show the research behind PES's branding concepts.

Peacefield was the name of President John Adams' farm in Massachusetts, and was chosen as an homage to the director's family name. The theme behind all of the publicity therefore stems from research about 18th century America and its art, and gives the perfect opportunity to show a practical use for research concerning this period of time in American history.

Through the use of books, internet resources about 18th century art history, and materials telling the story of the horse in art through the ages, not only was the student engaged in helping Peacefield, but was gaining the tools to learn how to perform historical research by time period, and the use of historical timelines. In this particular case, the added bonus after the completion of the student's project was that she was hired by the library as a student assistant for the Public Services Department, and had already gained some basic training in research, so she was more than ready to go with regards to her work at the Information Desk—a solution that benefited all parties concerned.

(UNIQUE) Teaching Empathy Through Community Service: The Anna Sewell Book Talk

"My doctrine is this, that if we see cruelty or wrong that we have the power to stop, and do nothing, we make ourselves sharers in the guilt." - Anna Sewell

Evenings after feeding time are a popular time for group talks at Peacefield Equine Sanctuary. The volunteers and I may use the time to recap what we have done with the horses on the farm that day; or, we might talk about the students' impending writing assignments. An assignment that they all regularly have in common is to write a story about an interaction with an animal they have helped and show how it illustrates empathy.

In order to verbally illustrate to the students the concept of empathy, I enjoy telling them about the story of Anna Sewell, the author of a best-selling novels, *Black Beauty*. The novel was an innovation, as it was the first of its kind to put the horse's voice into the story as the narrator, thus putting the reader into the horse's point of view. Anna was born into a Quaker family, and prevention and alleviation of all forms of cruelty, which was a strong Quaker principle, was a strong belief and habit central to her young life (Gavin, 2004). Early in her life, she became lame and could not walk, as a result of an accident for which she may have not have received adequate treatment. In fact, she was plagued with ill health for a great portion of her life. She therefore depended greatly on horses for transportation, and had the chance to observe firsthand the ways in which they were treated by the society in which she

Solomon, Peacefield's own Black Beauty, with his person, Elizabeth. He was always present for the book talks and enjoyed weighing in on the discussion.

lived. *Black Beauty* was her response to that observation, and was written in the last six years of her life. After reading an essay on animals by Horace Bushnell, Anna stated that one of her goals in writing was "to induce kindness, sympathy, and an understanding treatment of horses." In talking with the students about the concept of empathy, it is often discovered that there is confusion between sympathy and empathy. It is one thing to feel sorrow and compassion for someone, but quite another to put oneself in their place. By working with the horses and hearing about their stories, students find that they can personally identify with an individual horse's life and misfortunes, and it can change their point of view about the world. Whether Anna knew completely the far reaching impact that her book would have we cannot know for sure, but in contemplating the plight of the horse and choosing to write her novel from his place, she really did make an impact. Critics of Sewell have accused her of being overly emotional and typically Victorian in her point of view regarding the feelings of the horse; yet, recent scientific studies have shown that not only are horses emotional beings, they develop attachments to their human friends and do not forget them, even after being separated for long periods of time (Viegas, 2010). Anna may not have had science to back up her perspective at the time, but observation taught her otherwise, and because of that observation she was able to create a work of art that turned the tide in her short lifetime regarding the treatment of horses. Students need to hear these kinds of stories.

Conclusion

Developing a passion and intense interest in a subject or issue can have a profound impact on a person's ability to absorb and learn about the information being presented. Horses have always been a part of the fabric of the human experience, and have a connection to human beings that cannot be easily calculated.

The therapeutic value of working with them has been seen time and again in the therapeutic riding centers, horse sanctuaries and rescues, and other similar facilities across the country. Through using horses a tool for learning, students derive purpose from the education that they are receiving, and the horses are helped at the same time. As Peacefield's educational programs grow, new ways to collect, organize and acquire information resources will grow as well. Peacefield's slogan is "Where Compassion and Education Meet." The results of the collaboration between Peacefield Equine Sanctuary and Indiana State University are a perfect result of the intentions behind this short yet powerful directive. And, not only has Peacefield transformed the students who have become friends with the horses, it has had a transformative effect on the life and career of a librarian, whose reinvention caused her life's work to be seen in a new light.

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KiPS: A Community Success Story

By Sandy Petrie

KiPS – Kindergarten Prep School. You may have heard of it at a conference or read about it when it won the Public Library Association Highsmith Library Innovation award at ALA in 2011. You may have never heard of it at all, but are now curious and if so, I
encourage you to read on.

I thought about all the things I wanted to say about the KiPS program, but I think the following write-up from the Dekko Foundation's 2009 annual report sums it up well and with their permission I have included it here, with a few updates and final thoughts at the end.

> Dekko Foundation turned them down, but stick-to-itiveness got the job done. Sandy Petrie and Dr. Stacey Hughes just couldn't stand it. So many children in their community of Albion, Indiana were coming to school unprepared to learn. The librarian and then-superintendant hurt for these kids. They'd seen the statistics. They knew what happens to so many children who struggle early at school. Petrie offered the library building and staff to help address the problem and Dr. Hughes had teachers and buses to add to the equation. Together they hatched a plan for a summer kindergarten prep school called KiPS.
>
> Year one carried a $30,000 price tag, but Petrie didn't worry. She planned to approach the Dekko Foundation for support, and this project was right up their alley. No problem. Except it was 2009, and the Dekko Foundation's granting resources had been shrunk by the economic downturn. What resources did remain were needed to sustain important programs and services already underway. 'We weren't totally surprised that the Foundation didn't support us,' Petrie said. 'In fact they'd kind of warned us. But KiPS was so good we still thought they'd fund a piece of it. When we got their letter we told ourselves, 'We're doing this with or without the Dekko Foundation. What can we cut?'
>
> KiPS was launched in the summer of 2009, thanks mostly to cooperation and creative ingenuity. Teachers volunteered their time and classroom resources, businesses and individuals gave goods and services and precious financial resources.
>
> The Central Noble School Community School Corporation found a way to kick in transportation.

> The result was that children learned the skills they needed to set them up for math, reading and social success. Did the cash crunch mean KiPS had to cut the number of kids served? Nope. In fact more kids came than anticipated. The cost? Just under $2,000.
>
> With a year's perspective, Petrie now sees the Dekko Foundation's declination as something of a blessing in disguise. 'If we'd have gotten the grant we wouldn't have gotten our community involved' she says. 'We wouldn't have given so many people the opportunity to help.'
>
> Planning for KiPS 2010 is underway and the experiences of the past year have given leaders a new mindset. 'As we move forward with KiPS, and other projects, it's realistic to think that we may not have the resources we've had in the past,' Petrie says. 'From now on I know I'll ask myself 'Is there a better way? 'Should we even do this?'"

By the time this special issue of *Indiana Libraries* goes to print, KiPS will have completed its sixth successful year. Even as I write this in February of 2014, businesses have already begun to send in their checks to support this program. Many of those businesses now have KiPS as a line item on their budgets.Last year, we even had a township trustee call and offer to give us $500 with a promise to do so annually since this program serves the children in their township. As a result of the total community support through donations and volunteers, KiPS is entirely self-sustaining.

Basic facts about KiPS

- Funds come from donations from businesses and individuals, families are asked to pay $10 for the entire 10 week program. We received award money from the Highsmith Library Innovation Award, which we keep in reserve for years it may be needed. The Dekko Foundation also granted us $3000 in our second year to keep in reserve if needed.

- The financial cost of the annual program is between $1700 and $2000 which is also the approximate revenue. Out of that we buy supplies for the program and school supplies for each child so they begin the school year with the same things. With any money left over we try to give teacher stipends to our KiPS teachers to help with gas or small expenses. They don't expect or demand it, but they do appreciate it.

- The program itself is a 10 week program that meets once a week for three hours. The kids are divided into six groups and have a group leader that stays with them as they rotate through six learning stations: Math, Art, Reading, Writing, Fine Motor Skills, and Large Motor Skills. Social skills are learned throughout the program such as raising your hand, walking in a line, washing hands after going to restroom, and taking turns.

- We attend Kindergarten round-ups where we are invited to speak about KiPS and begin to enroll children at those events, but the school continues to encourage KiPS involvement as other Kindergarteners register at the schools.

- The program is open to ALL incoming Kindergarteners of our local school district. Some parents give more than their $10 to ensure that other families can participate. Regardless, no child is turned away.

- Since year one, we have enrolled approximately 70% of each incoming class which is anywhere from 50-80 students. We found the ideal group size to be 10-12.

- It takes about 15 people to run this program; six instructors (we use the Kindergarten and other teachers for this and possibly our children's librarians if needed), six group leaders, one person to call parents if a child does not show up (similar to what the school does), and two people to prepare and provide snacks at snack time.

- The school provides bus transportation which is CRITICAL to the success of KiPS. We have set stops in communities where we know we have large groups of children, such as at daycare centers. Parents can meet the bus at those locations or choose to bring their children themselves. We meet the kids at the bus once it arrives at the library or we have parents pull through and drop off kids similar to at school. Parents may NOT come into the library with their children which helps begin to deal with separation anxiety (mostly on the parent's part).

Some of what KiPS does:

- Begins to build relationships with other children and teachers before school starts. We have two elementary schools and by allowing the kids to get to know each other in KiPS we hope it will help them merge better once in school.

- Deals with separation anxiety and lessens it, so that kids are eager and ready to learn on day one of school.

- Gets kids acclimated to the bus before they have to ride with older children.

- Teaches social skills so that teachers can dive right in to teaching on the first day of Kindergarten. KiPS kids model behavior for the small percentage of students who do not attend KiPS.

- Levels the playing field for kids who may not have had opportunity to attend pre-school.

- All kids benefit and love KiPS even if academically advanced.

- Because KiPS meets the entire summer and ends right before school starts, they don't lose what they've learned.

- Almost all of the children will be able to write their name, know basic colors, know upper and lower case letters, jump on one leg, count to at least twenty (usually much higher), and be able to follow simple directions.

- And finally, KiPS brings our community together for a common purpose.

For those of you that swear by statistics, we have tracked achievement levels for each KiPS year through pre and post testing. The overall average increase in skill improvement is 18%. We saw a 36% increase in ability to "cut on a line" and a 29% increase in ability to "write name." For those interested in "stories", our biggest success story was in our first year when a child had taken the KRT (Kindergarten Readiness Test) in the spring achieving only a score of 24. The parents were told that the child was not ready for kindergarten and recommended he be held back one more year. The parents enrolled the child in KiPS hoping it could improve his scores and he was tested again at the end of KiPS scoring a 36 which was a huge improvement and showed he was more than ready to enter kindergarten.

In closing, KiPS is a program that can be adapted for any community. We are willing to share our documents and what we've learned with any library that would like to start

something similar or at least begin a conversation with your schools. Though every community is different, there are concepts of KiPS that can be applied anywhere. Please email me with any questions at spetrie@nobleco.lib.in.us.

Connecting Communities with Health Insurance: Public Libraries and the Affordable Care Act

By Jennifer Lynn Rembold

Introduction

Public libraries have a long-standing commitment to providing access to and information about government services. In today's digital world, this frequently means connecting patrons with e-government resources. According to the Public Library Funding & Technology Access Survey, 96.6% of libraries help patrons apply for e-government services. In addition, 70.7% of libraries assist patrons with completing e-government forms (Information Policy & Access Center, 2012). People come to the library looking to file taxes, apply for unemployment benefits, enroll in Medicare, research citizenship requirements, and discover information about numerous other government topics. The public turns to libraries to fill these needs for a number of reasons. The main reason is because they lack access to computers and Internet at home (Bertot, 2013). Thirty-eight percent of American households and 53% of rural households do not have high-speed Internet access (Information Policy & Access Center, 2012). For these individuals, public libraries are often the only resources available for free access to the Internet and e-government services.

Although controversial, The Affordable Care Act (ACA) is essentially an e-government service that provides new opportunities for public libraries to assist their patrons. The ACA designates the creation of the Health Insurance Marketplace as a place where consumers can apply for health insurance plans, research their options, and enroll in health insurance. During open enrollment, applications were accepted by phone and mail, but the preferred method was to apply online at healthcare.gov. Staff at the Jeffersonville Township Public Library (JTPL) recognized that many of our patrons would turn to the library to provide access to healthcare.gov and to assist with the application process.

According to the United States Census Bureau, Clark County, IN had 16,004 uninsured residents in 2012, which represented 16.7% of the county population (2012). The percent of uninsured people in Clark County was similar to the 16.6% uninsured across the state of Indiana (United States Census Bureau, 2012). For this first open enrollment period, no Federal Navigators were located within JTPL's service area. When the Health Insurance Marketplace opened, the four Federal Navigators located in Indiana had not started conducting outreach. Affiliated Service Providers of Indiana, Inc. (ASPIN) and United Way Worldwide later offered education and enrollment assistance in Clark County, but these services were not initially available. Based on the population served and the lack of Federal assistors located in Southern Indiana, JTPL predicted high demand for assistance with the Affordable Care Act.

Getting Started

In response to the anticipated demand, a staff member was chosen by the Jeffersonville Township Public Library as the coordinator for our Affordable Care Act assistance. After researching the law, It was determined that the first step was to become certified to assist consumers with the Marketplace application. Since Indiana utilizes the Federal Marketplace, an individual must be certified through the Centers for Medicare & Medicaid Services (CMS) as either a Federal Navigator or Federal Certified Application Counselor (CAC) before helping the public apply for health coverage. The Federal Navigator program provides grant money to organizations to conduct health insurance education, outreach, and enrollment in their communities. Unfortunately, JTPL did not discover the details of this program until after the application deadline. At that point, the best option for the library was to become a CAC organization and train a staff member to become a CAC. Certified Application Coordinators perform many of the same functions as Federal Navigators, but they do not receive federal funds and are not required to conduct outreach like Navigators are. The application to become a CAC organization is available on the CMS website.

The Certified Application Counselor training is free and conducted entirely online, which makes it quite convenient for time- and money-strapped public libraries. It consisted of several modules to complete and two exams to pass. The training focused on health insurance basics, an overview of the Marketplace, the health insurance application process, and privacy and security standards.

Shortly after the Marketplace officially opened,we received notification from the Indiana Department of Insurance that a staff member needed to become a certified Indiana Navigator in order to be in compliance with state law. Unfortunately, the CAC training never mentioned the possibility of additional state certification requirements, so this development came as a surprise.

The Indiana Department of Insurance was exceedingly cooperative and allowed JTPL to continue assisting patrons while we completed the Indiana Navigator application and training requirements.

The Indiana Navigator certification is completely separate from the Federal Navigator grant-funded program. Anyone who assists consumers with the Federal Marketplace application within the state of Indiana must be certified as an Indiana Navigator. Additionally, since JTPL employed someone who assists the public with https://www.healthcare.gov applications, the library is required to be certified as an Application Organization. The details of the Indiana Navigator and Application Organization requirements can be found on the Indiana Department of Insurance website. In general, an Application Organization must register with the state, pay the non-refundable application fee, report all Indiana Navigators working on their behalf, and disclose any conflicts of interest.

To become an Indiana Navigator, an individual must submit the application, pay the non-refundable application fee of $50 for Indiana residents or $100 for non-residents, complete pre-certification training, pass the Indiana Navigator certification exam, and disclose any conflicts of interest. As this description shows, becoming an Indiana Navigator was more expensive and time-consuming than completing the Certified Application Counselor certification process.

Assistance in Action

After determining the appropriate certification requirements, we were ready to plan how we would assist patrons with the Affordable Care Act. Based on interactions with the public, it was clear that many people were confused about the new healthcare law and did not know how it would directly affect them. Therefore, we initially focused on providing small-group informational sessions. During these classes, an overview of the Affordable Care Act, penalties for not having health insurance, the basics of the Health Insurance Marketplace, financial assistance for purchasing insurance, and where to go for additional assistance were discussed. In addition to the small-group sessions, a staff member offered drop-in assistance once a week and individual appointments for people who could not attend the scheduled options. The drop-in assistance did not require registration and was a good option for patrons who preferred not to schedule appointments.

Since only one staff member certified to assist consumers with their health insurance applications, the rest of the library staff referred patrons to that staff member. From the beginning of October through the end of March, staff stayed rather busy answering questions and working one-on-one with patrons. In total, 348 patrons were assisted during the open enrollment period. Chart 1 shows the number of patrons assisted each month. There were many questions about the ACA during October, but the healthcare.gov website issues prevented many people from actually completing health insurance applications.

As expected, there was a surge in demand for appointments in December, because many consumers needed new healthcare plans before January 1, 2014. March was definitely the busiest month, especially toward the end of the month as the March 31, 2014 deadline approached. The demand for assistance was higher than initially anticipated, and the library received a good return on its investment in training and staff time.

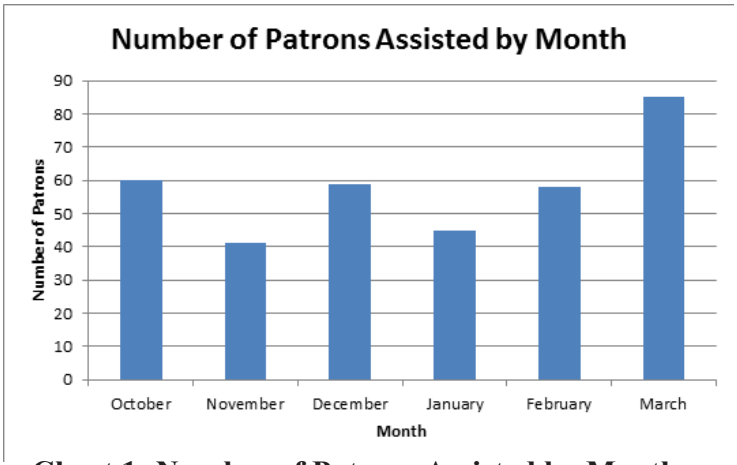

Chart 1: Number of Patrons Assisted by Month

Although JTPL experienced high demand for its ACA programs, the library faced several challenges during the open enrollment period. The process of becoming a certified Indiana Navigator was costly, and unfortunately, there is no state funding available to help cover these expenses. Thankfully, JTPL has a supportive director and library board who strongly believed in the importance of offering ACA-assistance services to our library patrons. Although the federal government does not provide grants to Certified Application Counselors, the financial burden of this program was much lower, because it does not cost money to apply or to complete the CAC training. Because only one staff member was certified to assist patrons, it was not always possible to have a trained staff member present to assist patrons. It was understandably frustrating at times for patrons to call or visit the library when assistance was unavailable to answer ACA questions. The only way to prevent a similar situation in the future would be to add more certified staff members, which would require another significant expenditure in time and money. Additionally, there are numerous privacy and security requirements to keep in mind when assisting people with health insurance matters. The CAC and Indiana Navigator trainings emphasized these requirements, however implementing them in a public space like a library was challenging at times. Helping patrons away from the public computer lab and reference desk was the best way to minimize other people overhearing sensitive information. Additionally, it was important not to retain any personally identifiable information from the patrons assisted.

Lessons Learned

The first open enrollment period was an exciting process for JTPL. Throughout this time we learned several important lessons. We discovered that many people do not understand the differences among Certified Application Counselors, Federal Navigators, Indiana Navigators, and insurance agents. In particular, it is essential to be open with people about what you can and cannot do based on your certification. For example, as a CAC and Indiana Navigator, our certified staff member was not allowed to give advice about selecting an insurance plan. It was explained to patrons that we could examine the insurance plans with them and explain what the complex language meant, but could not advise them about which plan would be the best choice. Additionally, it is helpful to be aware of organizations that offer assistance with Medicaid enrollment. Here in Clark County, we have a Family Health Center that serves as a Medicaid Enrollment Center. We focused on assisting people with the healthcare.gov application and referred individuals to the Family Health Center if they wanted to apply directly to Indiana Medicaid.

Since this was the Health Insurance Marketplace's first time in operation, there were various issues to be resolved and frequent changes occurring. It was essential to remain alert to changing deadlines, application requirements, system upgrades, and other miscellaneous modifications. The Centers for Medicare & Medicaid Services (CMS), the organization that manages the CAC program, had extremely beneficial emails and webinars designed to inform assisters about upcoming changes related to the Affordable Care Act. In terms of JTPL programming, we found that the informational sessions were best before and at the start of open enrollment when people are looking for general information about the Health Insurance Marketplace and the ACA. One-on-one assistance had more demand, and people were more interested in completing their applications and selecting health insurance plans. During February and March, we stopped offering the small-group classes and increased the amount of walk-in assistance available for patrons. The demand for assistance was so high that we offered as many walk-in times as possible, varying the times and days of the week to fit with various schedules. The lessons learned from this first open enrollment period will allow JTPL to provide even better Affordable Care Assistance in the future.

Summary

Public libraries are already well-attuned to assisting patrons with e-government services. The Affordable Care Act provides a new opportunity for Indiana libraries to serve the public by providing high-speed Internet access to healthcare.gov and facilitating health insurance enrollment on the Federal Marketplace. The Jeffersonville Township Public Library identified the need to have a staff member certified to assist consumers in southern Indiana. Through individual appointments, small-group informational sessions, and drop-in assistance times, JTPL's assistance programs were successful in helping 348 patrons during the open enrollment period. The initial training and certification requirements required time and money, but those expenditures were worth being able to assist patrons with the new Affordable Care Act.

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Beyond Library Space and Place: Creating a Culture of Community Engagement Through Library Partnerships

By Frances Yates

Abstract

Academic library faculty and staff can be active partners in campus initiatives for community engagement. This article documents the development and operations of a Center for Service-Learning within the Library at Indiana University East, a medium size regional campus of a major public university in the Midwest. It provides information that may be useful to assist academic libraries in transitioning into expanded service roles within their constituent communities.

*Keywords:*service-learning, community engagement, community service, academic library roles

Collaboration is a key to enhanced library role in learner engagement

Collaboration among campus and community partners can transform courses into active learning experiences and help students become civically-engaged citizens. Academic library faculty and staff can play a key role in facilitating a process that connects college faculty with service-learning projects that are infused across the curriculum. This article documents the development of a Center for Service-Learning (CSL) within the Indiana University (IU) East Campus Library. It provides information that may be useful to other libraries to transition into expanded service roles within their constituent communities.

A Center for Service-Learning in the Library?

Academic libraries continue to fulfill new and dynamic roles that reflect their commitment to informing and preparing students for a world outside the halls of academia. In the classic report L*ibrary as Place: Rethinking Roles, Rethinking Space published in 2005 by the Council on Library and Information Resources* (http://www.clir.org/pubs/reports/pub129/pub129.pdf), they ask the still-relevant question "What is the role of a library when it no longer needs to be a warehouse of books and when users can obtain information without setting foot in its doors?" Diverse perspectives stimulated readers to think about the services and roles of the library with an emphasis on the importance of the "library as place—or base—for teaching, learning, and research in in the digital age" (CILR, preface).

Discussions turned into actions as libraries responded to the need for enhancing relevance to the learning communities they served. They created information commons, learning commons and makerspaces. The "library as place" movement prompted additions of game tables, more comfortable seating, additional group study space, coffee kiosks and even full-service cafés. Digital natives have come to expect wireless connections, interactive white boards and 24/7 service. But to get to the heart of education, to proactively facilitate engaged learning, libraries need to be in a position of partnership with campus constituents and the community they all serve. This can be accomplished through Centers for Service-learning hosted in library spaces, with library staff serving as integral members of a service engagement team.

Nutefall (2011) in Why Service Learning is Important to Librarians notes that service-learning centers and academic libraries are ideal partners. They both help build curricula, and as the partnership evolves so does the "mutual understanding" and provision of the "knowledge" needed (p. 2). In discussing service learning and engagement in the academic library, Herther (2008) asserts that it expands and deepens the librarian's role with both faculty and students—in effect creating a new type of "social contract" between the libraries and our users.

Service-learning represents the core values of the mission of academic libraries, including democracy and social justice, diversity, promotion of multiple perspectives, building a foundation for lifelong learning, developing and applying real-world skills, and commitment to social responsibility. Service-learning provides students with the opportunity to work with people of diverse socioeconomic and cultural backgrounds who share mutual goals. Student learning outcomes include exploration of their roles in the workplace through community engagement, enhancement of critical thinking skills, and increasing understanding of diverse individuals. Service-learning is a collaborative effort, in keeping with the learning partnerships academic libraries seek within the community of higher education.

At Indiana University East in Richmond, Indiana, the Campus Library partners with the Center for Service-Learning to develop and diversify the opportunities for service engagement to encompass a variety of academic pursuits.

This article uses the IU East Campus Library as an example to provide relevant information in the exploration of service-learning partnerships between academic libraries and all academic units on campus. It includes highlights from a literature review that provides the context and rationale for the library's involvement in service learning, and answers the questions of what, why, and how academic libraries can be fully involved in vital education to help students grow into community-minded citizens.

Service-learning 101 and the connection to campus libraries

The basic concepts of service-learning are explained well as the "5Cs" that Giles and Eyler developed and elaborated in their book, *Where's the Learning in Service-Learning* (1999). The 5Cs are *connection, continuity, context, challenge and coaching*.

Connection eliminates the artificial separation between the learning arenas of the campus and the community and helps establish more authentic (i.e., real world) learning-by-doing. The service-learning philosophy at IU East presumes that an academic library is an integral partner in the campus learning arena.

Continuity establishes learning as a lifelong process built from both on- and off- campus college experiences. Students develop understanding through encounters that challenge their beliefs, values and knowledge. At IU East, we educate a range of students, including direct from high school, working adults returning to school, transfers from community college, and first-generation attendees. The campus library provides a central location for gathering diverse individuals who have the unifying goal of serving the community.

Context necessitates using knowledge in adaptive ways as students develop strategies to process complex issues. The library academic partner can be useful in this realm, providing information literacy skills to assist students in finding facts and exploring ideas to develop their thinking from multiple perspectives. It is an opportunity to work in tandem with faculty in an effort to integrate research skills into the curriculum in a more comprehensive way than is possible with one-shot library instruction sessions.

Challenge is a central dimension of learning that occurs as new experiences impact students' intellectual and emotional development. Growth occurs as students use information to problem-solve and answer questions, conflicts and dilemmas within their community service experiences.

Because challenge without adequate support can overwhelm or stymie learning potential, Eyler and Giles (1994) identify coaching as an important component for effective service-learning. This *coaching* responsibility can be fulfilled dually by faculty and librarians but does require flexibility to recast academic roles.

Using the 5Cs as a framework in which librarians and faculty plan service-learning opportunities results in an interconnectedness of theory and practice, while using the specific expertise of each individual involved.

Service-learning and information literacy improve student learning outcomes

Research studies since 2000 have documented the benefits of service-learning for increasing students' critical thinking skills (Astin, Vogelgesang, Ikeda, & Yee, 2000; Novak, Markey, & Allen, 2007; Conway, Amel, & Gerwing, 2009; Celio, Durlak, & Dymnicki,2011). Spiezio, Baker, and Boland (2005) note the importance of information literacy for increasing students' abilities to analyze and synthesize information, with a consequent benefit of applying logical decisions to situations they encounter in their service-learning experiences. Riehle and Weiner (2011) concur that when students apply information literacy skills to real-world situations, they gain enhanced understanding of issues.

Overall, research indicates that students who participate in service-learning are able to contribute to a more robust scholarly dialogue. The library is well-positioned to integrate information literacy into courses when the Library serves as a campus clearinghouse for service engagement and library staff has regular opportunities to interact with faculty seeking service-learning opportunities.

How it happened at IU East ... integration of the Center for Service-Learning within the Campus Library

The library director at IU East teaches a course in children's literature and in 2009/10 was awarded a service-learning grant for students to create literacy bags. These were portable thematic units comprised of books and materials for activities, to be used in community schools and after-school programs. These resources would be housed in the curriculum center of the campus library and would be available for circulation to teachers and childcare providers. That successful foray into service engagement led to the library director having a role as a faculty liaison for service-learning. In 2012, the Center for Service-Learning at IU East was established in the Campus Library, in a space formerly used as a group study room.

Two library staff members were recruited to each have a part-time role. A support staff member works 29 hours per week as a campus/community liaison. This person is responsible for matching students with service placements and communicating with faculty about logistics and progress.The instruction coordinator allots 20% of his time to supervising the liaison, overseeing data collection, approving memos of understanding, and ensuring policy compliance.

The Center for Service-Learning receives 40-60 hours of

work-study allocations each semester, to hire students whose work will comply with the federal mandate that seven percent of a university's work study dollars be used towards community service jobs (http://www2.ed.gov/programs/fws/index.html).

A service-learning faculty committee, inclusive of all local schools, serves as an advisory body. They assist in promoting service-learning opportunities within programs and departments, help communicate to faculty the importance of compliance with university and federal guidelines, particularly in regard to service with youth, the elderly, and persons with disabilities, and connect interested faculty with the resources and services of the Center For Service-Learning.

Integration of the Center for Service-Learning within the campus

The mission of the Center for Service-Learning at IU East is to promote service engagement as an integral component of a student's civic education and to facilitate campus connections with the regional and online communities we serve. The goals are to systematically collect, document, and report all service-learning activities generated through courses, projects and events by IU East, assist in the development of partnerships that improve community quality of life and enhance student learning, support faculty and staff development through sharing of research, best practices, and resources for effectively implementing community service and civic engagement, and actively participate in assessment of service-learning.

A resource guide (http://iue.libguides.com/servicelearning) serves as an online location to post opportunities, introduce faculty to service-learning, and house survey forms for reflections and data collected from faculty, students, and community partners. It is used internally by CSL/library staff and also as a public space to explain some procedures and logistics for implementing service-learning at IU East.

Library staff collaboration with faculty for service-learning takes various forms. Some faculty find a community partner, plan a project, and inform the CSL of their plans. Others come to CSL for ideas and to learn about community organizations that have requested students for specific projects. Service placements for each student in a class may be coordinated by the CSL campus/community liaison or a whole class may participate in a one-time event. Examples of service-engagement include nursing students' trips to a Native American reservation to provide health care, students in a composition course writing grants for a local non-profit they had researched and volunteered for, Spanish language and culture students creating activities for a Hispanic Heritage festival, online writing students partnering with local middle school students to share journal entries via a secure interface, history students creating displays at the local museum, and elementary education majors gaining experience in other teaching venues by doing service in local senior centers.

Building collaborative instructional teams

Academic library involvement in service-learning will of course take different forms, depending on what service engagement is already available on campus, what type and scope of collaboration exists, and whether there is faculty and administrative buy-in. To be realistic, there are time and staffing constraints. The most comprehensive policies and efficient logistics on paper don't always translate into compliance and practice. There will be faculty who do not even adhere to mandatory requirements such as students completing background checks prior to working with youth. But alignment of service-learning with the library mission of promoting civic literacy, in partnership with faculty, has beneficial outcomes that are worth the effort.

Tips for making it work

How can libraries effectively partner with faculty colleagues to facilitate community engagement? Academic library missions may be similar but stakeholders, organizational landscapes, strategic plans and commitment to collaboration can differ extensively. This list of suggestions may be helpful for academic librarians to begin reflection and planning about how to add a service-engagement role to library operations:

- Determine awareness of and expectations for service-learning by faculty, community partners, students and library staff

- Be familiar with core campus issues, focus, and the campus strategic plan

- Consider logistics in terms of campus and community context, which may include location, town relations, availability of student transportation, needs of community partners

- Frame the library-faculty relationship in terms that create mutual understanding and recognition of potentially new and evolving roles and responsibilities

- Recognize that motivation may be needed, such as course development grants or professional development stipends

- Ensure you have administrative support, in terms of space, staffing, and communication with faculty that service-learning is recognized as valuable in annual reviews and the promotion and tenure dossier

- Establish mutual goals through provision of memos of understanding for service placements

- Position the library as a clearinghouse of information and a comprehensive source of service opportunities

- Promote service-learning to faculty across disciplines through committees, workshops, training for individuals and groups, and targeted communication to faculty about specific service opportunities.

- Maintain a streamlined structure, including a primary contact person, delineation of responsibilities, and consistent contact with campus and community partners

- Assess individual, institutional and community impact through persistent and systematic data collection

A final "why do it in the library?"

The integration of service-learning as a function of academic libraries provides opportunities to advance curriculum development, form productive relationships with faculty colleagues, and provide direct impact to students. Libraries as a learning hub for the campus and the community are in a good position to promote and facilitate service-learning. Reading the reflections of students, faculty, and community partners is a gratifying affirmation of the impact of our efforts. As a student wrote, *"It is important to not be wrapped up in our own little world. We need to be aware and understand that there is more out there, people different from us, ways we can help our community."*

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Library WOW! Fun Outreach and Orientation in an Academic Library

By Willie Miller and Mindy Cooper

Abstract

Indiana University Purdue University Indianapolis's (IUPUI) Division of Student Affairs leads a two-week festival of activities at the beginning of each fall semester known as the Weeks of Welcome (WOW). IUPUI University Library participates in this initiative by setting up a WOW table in the library's lobby and welcoming new and returning students with activities and giveaways. This article will provide detail on the planning and implementation of this outreach initiative and authors will provide best practices from five years of successful execution.

Keywords: outreach, orientation, academic libraries, student engagement, student affairs

At the beginning of the fall semester at Indiana University Purdue University Indianapolis (IUPUI), the Division of Student Affairs leads a festival of activities which aims to immerse new students in the campus culture and to inform those and returning students about units, services, organizations, and opportunities which exist to assist their academic success. These jam-packed two weeks are known as the Weeks of Welcome (WOW). IUPUI University Library participates in this initiative by setting up a WOW table in the library's lobby and by welcoming new and returning students with prizes and activities.

Orientation at IUPUI

IUPUI is Indiana's premier urban university, with 19 schools and academic units granting degrees in more than 200 programs. More than 30,000 students come from all across the U.S. and from 142 countries to study on our campus (IUPUI, 2014). To inculcate new students into the campus culture and welcome back returning students, Weeks of Welcome (WOW) (Division of Student Affairs, 2014). Most academic and service units on campus participate in WOW in some capacity, either hosting events, partnering with others, and/or giving away promotional material. Through collaboration in orientation services, libraries can make a difference in the lives of first-year students, which can benefit an institution's retention efforts (Tenofsky, 2007, pg. 292).

Many academic libraries participate in or create their own orientation for new and returning students. Librarians at Pennsylvania State University have appealed to students' affective feelings about the library by hosting an open house organized around a party theme, including games, prizes, and incentives (Cahoy & Bichel, 2004). In a related fashion, IUPUI University Library does its part for the campus welcome by setting up a table display and playing games to teach new and returning students information about the library's services and resources during the first week of fall classes. WOW provides the library an opportunity to engage with new and returning students before coursework fully begins, a time when energy is high and minds are open. We channel the excitement of the new academic year into a fun library outreach effort.

Planning and Popcorn

The University Library Campus Outreach Group (COG) plans the library's WOW effort. This group comprises four librarians and four library staff members, and its function is to promote University Library resources and services to IUPUI students, faculty, and staff in support of the IUPUI mission. COG represents the library at orientation events, creates marketing materials, and develops outreach programming.

A major goal of WOW at the library is connecting students to librarians and library staff. "The library", Regalado (2003) points out, "is more than just a place for studying or becoming information literate: it is a crucial element in fostering a broad-based and positive student experience" (p.90). As the library is a place of people invested in student success and academic achievement, we believe that our faculty librarians and staff are our greatest resource and assets.Therefore, it is important they be on display during this event. COG coordinates the scheduling to allow most librarians and many library staff to serve at the welcoming table and meet students.

We also use this event to connect students to the library's resources and services. One way this goal is achieved is by providing promotional materials and swag from the library's database vendors to the students. We use the materials to distribute information about the library's holdings, and the swag is used as prizes for games. COG augments the swag from vendors by ordering two or three small giveaways for the library (such as temporary tattoos, staplers, notepads, etc.), including a library t-shirt.

COG also creates handouts and/or library pamphlets for the WOW table, offering more substantial pieces of information about the library for new and returning students. The library's pamphlets for new students (undergraduate and graduate) and faculty and staff received honorable mention at the 2013 ALA Best of Show and PR Xchange sponsored by the Library Leadership and Management Association. These handouts complement a series of four 6' banners which graphically display the library's mission to inform, connect, and transform.

Figure 1: Former Associate Dean of Collections, Access, and Information Robin Crumrin stands in front of the WOW table, ready to welcome students to the library

Figure 2: From the left: Director of Library Development, Kindra Orr plays a game with a student; image of 2013 library t-shirt

Games

The University Library attracts students to the table by offering popcorn and uses a prize wheel to help connect students to the library through an informal, fun information activity (Regalado, 2007, pg. 90). Students are asked to answer questions about the library and earn prizes.

Figure 3: Graduate student Stephanie Derrick takes a spin on the prize wheel

Initially, the games we used involved simple true or false and multiple-choice questions dealing with library polices, services and resources. The games were color-coded on the wheel with one color for each set of games and one additional prize slot. The prize wheel inserts were simply labeled "Trivia." For the library staff, the sets of games were printed on corresponding sheets of paper. The library staff person would choose one of the questions from the colored sheet that matched the slot on which the spinner wheel landed.

The wheel was successful in the first year, so we expanded the content to inform students about more library services and resources. We grouped together similar questions from the three sheets and arranged them into categories. These categories or games were named "Get a Room" (special rooms and areas of the library), "Shhhh!" (library policies) and "Check this Out" (circulation services and loan periods/limits). We came up with games that introduced students to their subject librarian, to the Library of Congress classification system and to new library services and new methods of getting help.

We use a number of pictures to facilitate our games. "Who Am I?" involves a page with pictures taken from LibGuides of all the subject liaisons. Students are asked about their major, and if they can point out their librarian. Business cards are also provided to the students so they can contact the librarian when needed. "Picture This" involves photos taken around the building of service points and useful equipment/collections. Students are asked to name the floor on which the various points of interest are located. Additionally, we have a fun picture game, "Which One Doesn't Belong?" in which students choose the one item that cannot be found in a particular area, floor, or in the building in general.

Some of the games require the use of library iPads. Students must find information using our library's mobile site playing "UL on the Go." To solicit opinions on new library services, such as text and chat reference, we have used Survey Monkey and Google Drive to create questionnaires to be completed for "Is This Thing On." We compile the data and distribute it to team leaders or project managers who are working on the survey's selected topic.

There are two games that deal with the location of books using LC classification. In a simple version called "Map It," the student is asked about their major. The staff person at the table would then give a handout with the general LC classification system. The student then finds their subject area on the handout and then locates the area in which books with that call number would be found on a library map provided to them. To advance the learning outcome of "Map It" from knowledge to application, and to give an opportunity to win a library t-shirt, students playing the "Call Number Challenge" must go to the stacks and find a book that matches the call number found on a strip of paper. The call number usually is in an area associated with the student's chosen major. After returning with a book matching the call number, the student is awarded a library t-shirt. Students are always excited about the prospect of being able to win one.

Rounding out the 12 slots, there are two categories in which students do not have to answer questions about the library, but just have to either ask library staff a question that they have about the library, (Ask a Librarian), or tell us something about themselves (Tell Us About You). This is a great way to determine what people may not know about the library and let students see that library staff are approachable people and available to answer their questions.

What We've Learned

Over the years planning WOW events, we have learned many things about managing projects, people, and popcorn. The most important: support from our colleagues and library administration is vital. We are fortunate to have library administration that values the potential of first-contact with new students and returning students during the fall semester. COG typically is allotted approximately $2000 for giveaways, t-shirts, and supplies. This budget funds our WOW effort, and leftover giveaway prizes are available for librarians to use with classes or for COG to use during other outreach events.

Good relationships with colleagues are important to get volunteers for WOW. Cahoy and Bichel (2004), note that it is important for staff to feel a vested interest in the success of the event and to be trained in their roles (pg. 53). We usually require about 40 volunteers to do various tasks: make popcorn, play games, talk to students, etc. These tasks are speciously simple, but things can easily get stressful when an average of 150 students an hour visit the table. Every year, we provide training to staff and volunteers to review the games and materials.

Good relationships with database vendors are also important. Most COG members do not have direct contact with vendor representatives, so we rely on our acquisitions team for contact information. In cases in which the library has strong ties or a new subscription, we usually get better items (t-shirts, universal phone chargers, highlighters, pens, keychain lights, etc.) and not just handouts.

However, we have also learned that students are happy to receive just about anything as a prize. We have also given away card-sized ice scrappersand the t-shirts continue to be popular. For this reason, we make t-shirts hardest to earn. Students have to either demonstrate finding a book in our stacks through the "Call Number Challenge" or another higher-intensity task.

In WOW planning meetings, we try to remember that WOW is about fun. Students are excited to be on campus and in the library. We want them to learn about the library, but it is essential that we create structures to support maximum fun. If a game is too complicated, we take it out. If a student answers a question incorrectly, they still get a prize. Everyone is welcome, everyone wins, and we all have fun. Again, Regalado observes, "[l]ibrarians can provide first-year students with the competence, confidence and connections they need for a smooth adjustment to college" (p. 90). Events such as Pennsylvania State's Open House or IUPUI's WOW are a great way to engage students with library staff and to create memories linked to positive feelings of accessible services and friendly people in the library.

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Bios

Willie Miller has been Chair of COG since 2011, and Mindy Cooper has been a member since the group was created in 2009.

Games in the Classroom

By Nikall Miller

Abstract

Games are used in an academic setting as a method to meet and reinforce learning objectives. In this analysis, observations were made regarding student engagement during instructional sessions before and after two games were introduced as a method to teach American Psychological Association standards for reference citations. Student and instructor comments, student behavior and the use of technology were considered to make improvements and to draw conclusions regarding the success of implementing these games.

Keywords: games, student engagement, classroom activities, college libraries

Visual media and entertainment techniques are effective methods for encouraging student engagement in the classroom. One method is to use games to meet learning objectives. The components of a game can be utilized to motivate and provide structure to reinforce concepts and teach key principles. Roberts, Arth and Bush characterize a game as, "organized play, competition, two or more sides, criteria for determining the winner, and agreed-upon rules" (1959, p. 597). The elements of a game can provide many advantages when using games in a classroom setting. Games create friendly competition which, for some individuals, can increase motivation. They can also foster understanding of the material. Rieber and Noah explain that "Games are a way of knowing the world, a mediation between experience and understanding" (2008, p. 79). Games make a great method for teaching because they allow students to engage with the material in an interactive way, thus developing an understanding of desired learning objectives.

Games have been used in the academic environment in a wide range of forms. Smale explains that games, including digital and more conventional means such as board, card, pen-and paper or dice, have been used successfully in higher education institutions (2011). This indicates that games can be used to teach students in a variety of formats. Literature shows that games have been implemented in various academic subjects.

For instance, several games taking the form of the popular television game show, Jeopardy, have been developed and used in the classroom to teach different areas of study, such as business and health sciences (Azriel, Erthal, Starr, 2005; Rajasekaran, Senthilkumar, Gowda, 2008). Successful use of this game in different academic areas demonstrates that games can be adaptable for various subjects.

The following review contributes further to the body of knowledge that games can be used successfully in an academic setting. Student behavior was observed during traditional instructional library sessions and then games were introduced as a method of reinforcing concepts. The instructional sessions focused on teaching reference citations. Instructor and student comments were considered, along with student body language to assess the success of implementing games in a library instructional session. These observations led to conclusions about the positive impact that games can have on students' motivation and educational experiences.

Background

Harrison College is composed of 11 Indiana campuses, one Ohio campus, one North Carolina campus, and an online division. The 2012-2013 Stakeholders Executive Summary shows the student body is comprised of mostly females, over 24, with a dependent (Harrison College, 2013). As one can see from these statistics, the majority of students at Harrison College would not be considered traditional college students.

Harrison College is career-focused with 42.5% of the students in the School of Health Sciences. The next highest area of study is School of Business with 24.7% of the student population (Harrison College, 2013). In addition to these areas, Harrison College offers a diverse group of programs including degrees or certificates in the Schools of Criminal Justice, Information Technology, Veterinary Technology, and Culinary Studies. Across all academic areas students follow the 6th edition of the American Psychological Association (APA) standards for reference citation. Librarians play a very important role in helping students to understand how to cite references by providing resources and instruction.

Instructional sessions performed by Harrison College librarians are on a variety of topics including introduction to library services, APA reference citations, plagiarism, and research. Information literacy is considered an essential competency for students at Harrison College.

This competency is fulfilled in a variety of ways including but not limited to an information literacy course, which is required for all students, and instructional sessions provided by librarians. The librarians are provided with several tools to ensure they have the knowledge to prepare instructional sessions that meet and measure specific learning objectives. These resources include initial training for librarians new to Harrison College and a collaborative workspace located on the Harrison College intranet. Updates are provided to the librarians on information literacy topics and teaching techniques by the functional specialist of instruction. Librarians analyze the effectiveness of instructional sessions through creating assessments and analyzing feedback.

The following study was performed in Lafayette, Indiana with students who were taking on-campus classes. The initial instructional sessions performed on the Lafayette campus were conducted using a formal lecture method. Topics discussed during these sessions included constructing APA reference citations, format standards for writing a report, and plagiarism. The instructional sessions were conducted when instructors requested a session with content related to APA formatting. During these instructional sessions, observations were made, noting that the students were focused on other tasks and were not actively learning or paying attention to the subject. These results provided the conclusion that the students needed to be more engaged.

Method

In order to actively engage the students in the learning experience two games were developed with different learning objectives. The first game created was called the Wheel of APA. The purpose of this game was to insure that students had an understanding of reference citation. At the beginning of class the students were divided into groups. The class size determined how many students were in a group. The initial wheel was created using Microsoft Office PowerPoint. The wheel was divided into the various parts of a reference citation. When students were playing the game, the PowerPoint automatically ran through the slides.The PowerPoint was displayed on a projector from the instructor's computer. During a team's turn, one student would come up to the instructor's computer and pause the presentation to make the wheel land on a particular section, the delay from the automatic rotation would create unpredictability. Before the instructional session, a reference citation was divided on a piece of paper into the various sections, which corresponded to the parts on the PowerPoint wheel. These sections were cut into pieces, placed in a packet, and given to each team. The students would earn the section of the citation, based on what area of the wheel they landed. The teams would take turns spinning the wheel and collecting the sections of their reference citation. If a student would land on one section of the reference with multiple items, such as a comma, the students would be able to earn all of the commas for that reference. There were a couple of areas of the wheel that were created to generate a twist in the game. If a student landed on "bankrupt" the group would need to take away a section of their reference. When the students landed on the wild card space they could choose any section of the reference that they still required. Along with the cut-up reference pieces, the students were given a guide on how to prepare the reference and a copy of the resource. The first group to earn all the citation pieces and place them in the correct order won the game.

The second game, the Walk of APA, was created for students to understand where to find answers to their citation questions on the library website, how to proofread their reference citations, and recognize the importance of not plagiarizing. The game board was created using a PowerPoint slide. Cards were created with various questions on formatting, plagiarism or an APA citation that contained errors in which the student would need to identify the mistake (see Appendix for example questions). Other game pieces included a die and colored magnets. In the computer lab, the PowerPoint Slide was projected onto a magnetic white board. Depending on the class size the students were broken up into groups or played individually. A student would start by selecting a question card. Students were given the opportunity to explore the library website and locate the answer. If their response to the question was correct, they would roll the die and move forward on the game board. The first student to the finish line won the game.

Observations and Improvements

After the games were implemented the level of student engagement in the instructional sessions increased. Students were actively participating in learning. It was observed that students working in groups worked collectively to understand the concepts. These activities helped to build relationships within the classroom community. Students were asked to provide verbal feedback regarding the instructional session. The comments received were positive. Results were consistent with students in various program areas. The instructors also had positive feedback regarding their students' experience. One instructor was so impressed she adapted the concept of the Walk of APA for a test review that she used in class. When presented to the fellow librarians, they were encouraging about the concept. In the feedback, one of the librarians recommended thinking about how we could adapt this interactive environment for online students.These observations indicated that the students' level of enjoyment increased regarding learning about the topic of APA.

Some changes to these games have been made based on suggestions and observations. One of the suggestions was to improve the game pieces on the Wheel of APA game. The students mentioned games pieces made of paper were hard to handle, so the game pieces were laminated to make them easier to use. Changes in the Wheel of APA board have also been made over time. It was observed that the PowerPoint presentation was a bit awkward to play.

This led to using SMART Board technology to create a wheel that would automatically spin when the students touched the wheel. With the discovery of this Flash-based wheel, the game became easier to play, creating a better experience for the students.

These games have also been adapted to create various versions, since this topic is covered across several classes. By slightly changing the content of these games, students that are exposed to the instructional session more than once will be exposed to slightly different information. For instance, for the Wheel of APA the initial game was created specifically for a journal article however, since the successful implementation, other reference citations have been created for a book. These changes have allowed the games to be used multiple times without repeating the exact information for the students, thus keeping the subject interesting.

Conclusions

Games can be used as a positive way to engage students. From the students' body language and comments, it was apparent using games in the classroom was a successful method of motivating the student to actively participate in the learning process. The Wheel of APA could not accomplish the same learning objectives as Walk of APA, thus different game structures and rules helped to meet various learning objectives. It was observed that the use of technology was important to facilitate smooth game play. Further exploration of game content can be made including investigating the use of these games in the online environment. While these preliminary observations are helpful, research can be performed regarding how much the students retained from the learning objectives. This article has shown that games can be a powerful way to engage students in information literacy concepts. The experiences detailed here suggest that games should continue that games should continue to be considered in various forms for library instruction and information literacy as a way to motivate students to take an active role in the learning process.

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Appendix

There were one hundred and four questions made for the Walk of APA. You will find a sampling of the questions listed below.

1. What is the abbreviation for no date?
2. What is a DOI?
3. What size do you set the font for a paper formatted in APA style?
4. True or False: You should alphabetize your reference list by the first work of the citation.
5. What is wrong with this reference from a journal article in print?

Ostrander, M. (2008). Talking, Looking, Flying, Searching: Information Seeking Behavior in Second Life. *Library Hi Tech*, 26(4), 512-524.

6. How would you cite a website article with no author?
7. On the library website, where can you find information about how to locate an eBook's URL?
8. What is the proper spacing throughout an APA formatted paper?
9. What is missing in this book reference?

Gratzer, W. 2006. *Terrors of the table: The curious history of nutrition*. New York, NY: Oxford University Press.

10. Where do you find information on the library website about citing more than one author?

Bring Your Own Device in the Information Literacy Classroom

By Ilana R. Stonebraker, M. Brooke Robertshaw, HP Kirkwood, and Mary Dugan

Abstract

In the 2013 school year, a team of librarians in the Parrish Library of Management and Economics at Purdue University taught a business information literacy course to approximately 500 management students in eight 70-person sessions. Due to limitations on a set of iPads borrowed from another department, one of two concurrent classes was taught with a set of iPads, while another had a Bring Your Own Device (BYOD) policy, where students brought their own laptops or iPads. Focus groups, observations of behavior, and final evaluations were utilized to evaluate the comparative perceived effectiveness of the two technology approaches. This paper consists of three parts: an introduction to both methods of content delivery with a description of the results of the project; a discussion of the relative value of each method; and finally, proposed best practices for where, when and why to use each method for library instruction based on the TPACK (technological, pedagogical, and content knowledge) framework.

Keywords: instructional technology, libraries, TPACK, information literacy, business librarianship

Introduction

BYOD (bring your own device) is an important emerging trend on college campuses. As wireless connectivity has become pervasive and the presence of personal devices a fixture in today's classroom, universities look to devices to provide additional instructional support to students. In 2012, BYOD topped the Educause's top 10 IT issues affecting education and IT professionals (Grajek & Pirani, 2012).

In some ways, libraries have been operating on a BYOD model for many years. More structured library instructional sessions typically lack explicit BYOD policies even though formal information literacy instruction often depends upon real-time access of library resources in the classroom in order to reinforce concepts. For example, if a librarian wishes students to gather together multiple resources to make an argument, they will need to access those resources, but this activity is stunted if access is not feasible.

We sought to investigate BYOD in the information literacy classroom for a practical reason: to decide what technology to request in the future for planning of instructional lab spaces. In addition, we also wanted to use the technology comparison as a means to reflect on how our information literacy pedagogy is affected by the technology we employ. We had several guiding questions we considered when setting up the study: How well does a BYOD policy work in the information literacy classroom? Do students use their devices effectively in the information literacy classroom? How can we better integrate BYOD into our content and pedagogy? Does an explicit BYOD policy affect student satisfaction in the classroom when compared with a section where devices were not required?

In order to address our guiding questions fully, we adopted the TPACK framework (Mishra & Koehler, 2006; Niess, 2005). TPACK is a helpful framework for thinking about device use in the information literacy class as it incorporates diverse aspects of teaching into one model. The framework is made up of seven constructs: pedagogical knowledge (PK), content knowledge (CK), technology knowledge (TK), technological content knowledge (TCK), pedagogical content knowledge (PCK), and technological pedagogical content knowledge (TPACK, see Figure 1) (Mishra & Koehler, 2006; Niess, 2005). For our purposes, TPACK is serving as a framework that can guide reflection to help librarians as they incorporate technology into learning environments.

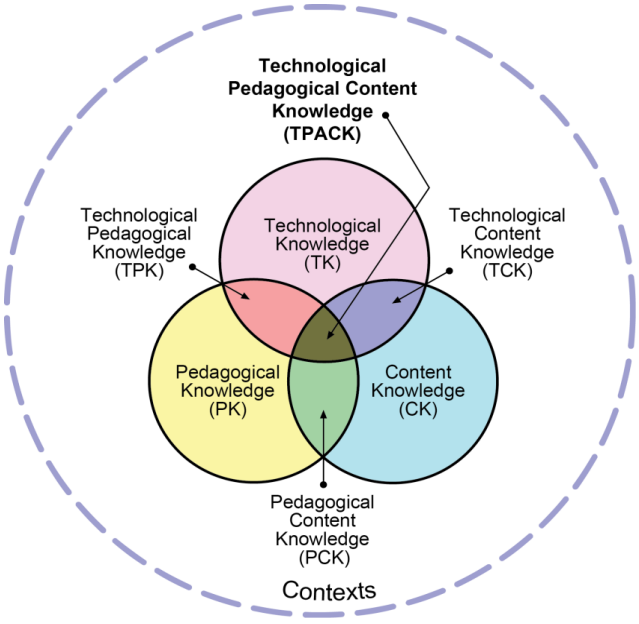

Figure 1- TPACK framework (reproduced by permission of the publisher, © 2012 by tpack.org)

This paper shows the results of a small comparative study, but is also meant to be reflective and address ways librarians think about BYOD, supply iPads, and other technology options in the scope of the larger issue of how to connect students, content, and learning in meaningful ways.

Introduction to Course

MGMT 175 is a one-credit, eight-week information literacy course required in the School of Management at Purdue University. It is usually taken upon entering the school. The purpose of the course is to teach students business information literacy skills as well as traditional information literacy competencies. In addition to identifying scholarly, trade journal, and other types of articles and general library information, students also learn the basics of business research, such as how to find information on companies, markets and industries. The stated primary goal for MGMT 175 is: "Students will be able to evaluate & synthesize information in order to accomplish a specific business purpose" (MGMT 175 Syllabus).

Data-driven decision-making is an important skill for business people who have to use many different types of information throughout their careers. The course has an explicitly problem-based curriculum where students solve problems both individually and in groups on topics ranging from solar panels to chocolate to over-the-counter pharmaceuticals. The 70-student sections are taught by three business librarians' in an active learning classroom. Students sit in four to six person groups, with one desktop computer per table provided (see Figure 2).

Figure 2- MGMT 175 Class in Session.

A version of the course had been taught for six years, but the requirement for all 500 incoming management students was new for the 2013-2014 school year. Previously it had been taught to groups of 40 in a computer lab space. The librarians redesigned the course to accommodate the larger group. Since the enrollment was larger than any available computer classroom, the course was moved out of the computer lab space to an active learning classroom furnished with tables favorable to group work. However, since the course still required real-time use of business information to reinforce concepts, the need for access to web-based resources was still extant. Because the course objectives revolved around business information and student real time access to it, we began to explore other technology frameworks, including BYOD and borrowed iPads.

During the spring of 2013 the three librarian instructors participated in Purdue University's course transformation program "Instruction Matters: Purdue Academic Course Transformation" (IMPACT) wherein the course was redesigned from primarily lecture to using flipped learning. In the spring 2013 semester, in the midst of course redesign, they distributed a technology survey to 32 students in a computer lab section. The survey showed that while most students had laptops, phones and clickers, they were reluctant to bring them to class. Thirty students owned a laptop computer, and 30 owned a smartphone. When asked how comfortable they would feel bringing a laptop regularly to class, 17 percent (n=5) were uncomfortable. In addition, they did not want to share computers with other students. When asked if the student would be willing to share their laptop with others in a group project setting, a majority of the students (n=17) said no.

BYOD versus BYOD light: A Comparison

In the fall 2013 semester, two librarians were each teaching a 70-seat section of MGMT 175. A cart with 15 iPads to lend students during class was available during one of their weekly course sections but not available during the other. Seeing an opportunity, they decided to compare their sections in terms of course evaluations.

The courses had the same learning objectives and were taught using the same quizzes and videos. In one section (BYOD class), students were required to bring their devices (laptop, tablet, or smartphone) to class every week. In the other section (BYOD light, or iPad class), it was only recommended that students bring their devices, with iPads available in class for their use. Students had the option during the class to check out an iPad using a written form which included the student's iPad inventory number. The iPads were pre-loaded with apps for internet access; there was also an instruction sheet available that walked them through how to download free apps like Prezi. Students did not need an ID to use the device, though they did need an Apple ID in order to download apps.

The classes were assessed in three ways: behavior in class (did students take iPads, did students vocally protest having to bring their laptops to class), mid-course focus groups and course evaluations.

Small Group Instructional Diagnosis (SGID) focus groups were conducted by the Center for Instructional Excellence and were conducted with the instructors out of the room. SGIDs are a commonly used tool to obtain objective feedback from students about what they feel is working and isn't working in their learning environment (Coffman 1991). Data was collected from individual groups, discussed as a class, and group consensuses were noted.

In the first week of the iPad class, all 15 iPads were used. The next week, that number decreased to five. Every week, more students elected to bring their own devices rather than use the provided desktop computer or iPads. The use of iPads did not entirely diminish. Some students (2-3) would check out iPads throughout the semester, based on what was going on in the class, and how many of their group members brought laptops. When asked, students said they liked having a computer with which they were more comfortable. In the BYOD class, students did not protest when BYOD was introduced. This was a surprise for the instructors, as they had expected from the survey a large amount of push-back. Students had articulated a very clear distaste for bringing their laptop to class in theory, but when they were required to do so explicitly, they seemed to be less concerned.

SGID results showed that BYOD students were divided on the policy. Students pointed to it being beneficial to have devices to follow along in class and made them more likely to duplicate results on their own. Students reached consensus that sitting in groups and working with their own monitors was helpful, but there was a minority who also believed that having devices was distracting. BYOD light students did not mention the iPads specifically as distracting but the iPads were not viewed as necessary and commented "bring our own device is fine, everyone has them and it's not hard to bringing your laptop with you" (SGID results).

On a 1-5 scale, overall, students rated the BYOD class higher, rating the course a 3.46 mean versus a 3.16 for course overall. This is significant at the .1 level, which is appropriate for exploratory research such as this (Gall, Gall & Borg, 2007). However, t-test for quality of means did not find this difference significant as on .05 level, $t(102)= 1.718$ $p=0.089$, $d=0.35$ (see table 1). The effect size (d) shows that there was a small, significant, magnitude of difference. As another comparison, the information on a computer lab version of the course, the mean course grade was also 3.46. In analysis, only one question was found to be statistically significant at the 0.05 levels: this course has clearly stated objectives.

Question	Course	N	Mean	Std. Deviation
Overall I would rate this course as	iPad	56	3.16	.968
	BYOD	48	3.46	.798
Overall would rate this instructor as	iPad	56	3.59	.890
	BYOD	48	3.54	.824
My skills at finding and using information have improved	iPad	56	3.80	.862
	BYOD	48	3.90	.857
This course has given me skills and techniques directly applicable to my career	iPad	56	3.82	.855
	BYOD	48	3.88	.789
This course has clearly stated objectives	iPad	56	3.96	.894
	BYOD	48	3.54	.743
My instructor used various activities that involved me in learning	iPad	56	3.32	1.193
	BYOD	48	3.69	.879
My instructor made effective use of classroom technology	iPad	56	4.11	.731
	BYOD	48	4.13	.890

Table 1- Descriptive Statistics

Relative Value of Each Method for Library Instruction: TPACK Framework

As described within the TPACK framework, the technological content knowledge was changed but the pedagogy was not considered by the instructors when designing the course for the altered environment (Niess, 2005). The higher mean for student evaluation could be attributed to instructor variability. The lack of difference in course evaluations lends itself to larger questions within this comparative study: even though the technology in the classroom was changed, the pedagogy and instructional design was not. Databases worked appropriately on student laptops, students bringing their own devices were comfortable with their devices and could access documents to share with other students. Each method also had disadvantages: database websites often did not work on tablet screens, nor did they allow for the quick changing of windows that students needed in order to look at more than one document at a time. Laptops required more plugs and more room on student table workspace. Figure 3 shows how the TPACK framework was represented in the current instructional design of MGMT 175.

In a 21st century higher education classroom, students might bring laptops one day and smart phones the next. To be truly agile, librarians should think about how technology affects the classroom, but also about how content and pedagogy (pedagogical content knowledge) can work with technological knowledge (Shulman, 1986). However, since the assignments were still focused on gathering information from multiple sources, students preferred the tool that facilitated this activity most effectively as evidenced by the diminishing use of iPads and the increasing use of personal devices, especially laptops, in the iPad course.

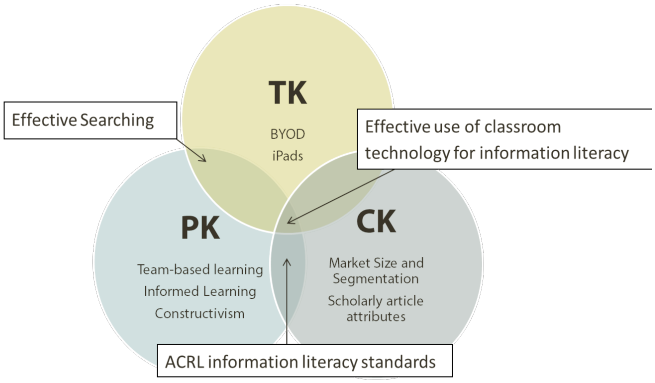

Figure 3

Where, When, and Why: A TPACK Approach

Upon examination of BYOD using a TPACK framework, evaluation of perceived effectiveness of two types of technology in a classroom is more nuanced. Context becomes more important than the technology container. When librarians consider what technology to employ in a classroom, they should consider their pedagogical and content knowledge objectives, as well as additional technological content knowledge they want to introduce in the classroom. Some questions to consider:

- Where does the technology fit into how they conceptualize teaching with technology, thus their own TPACK?
- When are they introducing the technology and what objective does the technology have?
- Why are they bringing this technology into the classroom?

Conclusion: Towards Best Practices

This paper focused on comparing alternate device approaches within a Technological Pedagogical Content Knowledge Framework to the information literacy classroom in order to identify potential best practices in BYOD policy use. Our results suggest that students responded positively to a strict BYOD policy, and even when a BYOD policy was not in place, they preferred to bring their laptops rather than use desktops or iPads. Future iterations of MGMT 175 will be taught using an explicit BYOD policy only.

In addition, the class is being moved from a room where every group of six students had a desktop to a room where there are tables for six but no outlets in order to give students more space for collaboration.

This paper also sought to reflect on ways that librarians think about technology in the classroom. Substantially more research needs to be completed before any best practice can be defined. Possible future areas of research could investigate the interplay between content, pedagogy and technology in further depth. We think about technology as tools to leverage, but we should also consider technology as one component of our larger framework. Ultimately, technology should be seamlessly integrated into curriculum design with content and pedagogy. TPACK can be used to help librarian teachers reflect on designing a classroom experience that is meaningful, contextual and uses technology in a way that makes sense.

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Redesigning Library Instruction: A Collaborative Process

By Melissa Ringle

Abstract

Redesigning library instruction should be a collaborative process, contingent on contributions from librarians and faculty. Librarian-faculty collaboration to redesign library instruction reinforces course curriculum and learning objectives, integrates information literacy standards across curriculum, promotes critical thinking and technology skills, and demonstrates academic librarians' knowledge of pedagogy and instructional design. Indiana Tech's McMillen Library in Fort Wayne, Indiana uses a variety of methods to foster collaboration between librarians and faculty during the library instruction redesign process. This collaborative process creates a learning environment built upon the academic, professional, and lifelong learning successes of students.

Keywords: instructional design, librarian-faculty collaboration, information literacy, lifelong learning

Academic librarians have long been champions of information literacy, critical thinking, and technology skills on college/university campuses, and, as such, have become knowledgeable in pedagogy and instructional design. Librarian-faculty collaboration and instructional design have become familiar topics in library literature. Seminal titles, such as Raspa and Ward's (2000), *The collaborative imperative: Librarians and faculty working together in the information universe*, emphasize the importance of librarian-faculty collaboration in promoting information literacy and reinforcing the role of academic libraries and librarians in higher education. Academic librarians are collaborating with faculty to integrate information literacy across curriculum, embed library instruction into course management systems, and redesign traditional one-shot lecture-based library instruction programs to meet the changing needs of today's students (Hoffman, 2010; Johnson, 2012; Kumar, Ochoa, & Edwards, 2012; Xiao, 2010; Zanin-Yost, 2012). Faculty, nevertheless, may not always pair pedagogy and the library together; yet, they are a natural fit. Collaborating with university faculty to redesign library instruction demonstrates librarians' aptitude to foster information literacy education and lifelong learning while reinforcing course curriculum and learning objectives.

Redesigning library instruction should be a collaborative process reliant on contributions from librarians and faculty. Traditional one-shot lecture-based library instruction has minimal impact on college students' information literacy, critical thinking, and technology skills in the 21st century. The traditional undergraduate student population is now largely composed of digital natives who are often bored by the emphasis of library resources, resource evaluation, and anti-plagiarism while the non-traditional population is comprised of digital immigrants who are frequently dazed by the influx of technology and resources used in the classroom (Jesnek, 2012; Kenner & Weinerman, 2011; Levine & Dean, 2012; Mears, 2012; Rosen, 2011; Rosen, 2010; Sheldrake & Watkin, 2013). The use of traditional one-shot lecture-based library instruction on campuses fails to align with this diversification of the student population. Seeking partnerships with university faculty to redesign library instruction—in an effort to move away from traditional library instruction—can create a vibrant learning environment built upon students' academic, professional, and lifelong success.

The collaborative process at Indiana Tech's McMillen Library is purpose driven—it's both intentional and meaningful in nature. An instruction/reference librarian position was established at McMillen Library during the 2013-2014 academic year to address the information literacy and instructional needs of students at Indiana Tech. The creation of this new position initiated the evaluation of instructional design, learning objectives, and assessment tools at the library. Faculty members interested in instructional design and classroom innovation were approached initially by the librarians about redesigning library instruction. These faculty members have worked with the librarians to redesign library instruction based on the skills necessary for lifelong learning while reinforcing information literacy standards, critical thinking, technology skills, and course goals.

Efforts to increase faculty involvement in the instructional design process of library instruction sessions at McMillen Library have increased the quality of library instruction, library instruction requests, and student satisfaction, as indicated by library instruction statistics and post-library instruction evaluations. McMillen Library has traditionally offered two types of library instruction, Orientation to Library Resources and Specific Instruction Related to a Class Project (SIRCP).

Orientation to Library Resources is designed as a basic library orientation and covers the fundamentals of using academic libraries—electronic databases, Library of Congress, online catalogs, subject guides, etc. Whereas, SIRCP is course/assignment driven—instruction and activities can vary greatly. These sessions are administrated by the librarians based largely on subject liaison areas and availability. By using a variety of methods to collaborate with faculty at Indiana Tech, McMillen Library is expanding beyond traditional one-shot lecture-based library instruction to offer recurrent and embedded instruction, as well as project-based learning activities. Below are descriptions and tips regarding the different methods that McMillen librarians use to build meaningful collaboration between the library and faculty.

Fun & Meaningful Activities

Librarians work together with faculty at Indiana Tech to design fun hands-on activities for library instruction sessions that align with students' needs. These are primarily project-based learning activities that encourage student engagement and collaboration while incorporating information literacy, critical thinking, and technology skills into the project design.
The librarians at McMillen Library normally request that faculty schedule library instruction one week in advance. Project-based learning activities, however, take a substantial amount of time to coordinate and plan. Librarians need time to incorporate information literacy and lifelong learning skills into classroom activities while faculty need time to adjust their course curriculum and schedule for project-based activities. These activities at McMillen Library are being planned up to a year in advance.

While these activities can be time consuming to develop, students benefit from the interactive approach. The extra time spent on effective library instructional design has correlated with an increase in post-library instruction evaluation scores for both McMillen Library and its librarians. Students' evaluation of library instruction jumped .12 points from 4.27 to 4.39 (on a 5 point scale) between the fall and spring semesters during the 2013-2014 academic year. Students indicated a higher understanding and ability to use library resources, and a greater comfort level with the library as a whole.

Tips:
1. Design activities that gauge students' technology, critical thinking, and information literacy skills while highlighting library resources and course goals.
2. Have co-workers and/or student workers participate in a trial run of the activity to identify any design flaws.

Flexibility with Scheduling

It is important to schedule library instruction sessions based on specific faculty and course needs. Faculty may be unaware of the different services offered by the library.

The librarians at McMillen Library let faculty know, whether during a formal liaison meeting or an informal passing conversation, that library instruction can occur in many different forms. An upper-level research course may benefit from recurrent library instruction sessions on advance research methodologies throughout the duration of the course, while an introductory course may benefit from a library scavenger hunt and a post-activity reflection session.

Tips:
1. Interview faculty to ensure that services requested, services rendered, and services needed align.
2. Avoid a preset formula for library instruction.

Gather Research Topics

At McMillen Library, librarians collaborate with faculty to generate a list of students' course-specific research topics to increase engagement and interaction during library instruction. According to Fox and Doherty (2012), "In its simplest form the concept of backward design in education is the process of defining the desired knowledge, skills, and attitudes/dispositions . . . associated with a course or curriculum, and then building the course or curriculum in ways that help the student achieve these outcomes" (p. 145). In this sense, librarians and faculty can use the backward design model to redesign library instruction based on course-specific research topics. For example, the course and assignment objectives can be paired with the course-specific research topics to establish learning outcomes for the library instruction session. Those learning outcomes can then be used to design the library instruction session.

Tips
1. Emphasize the importance of generating a research topics list to the development of library instruction sessions to faculty.
2. Use the research topics list during the instruction session to highlight relevant library resources.

Assignments & Assessment Tools

Librarians at McMillen Library assist faculty in designing library and information literacy related assignments and assessment tools for their courses when needed. Assignments and assessment tools can reinforce information literacy standards, be course-specific, and tied directly to or independent of library instruction, critical thinking and technology skills, and/or library resources. A reflective essay, for example, can allow students to gather what they already knew, what skills they struggled with, and what they learned during a library resource scavenger hunt. Librarians and faculty should work together to determine appropriate assignments and assessment tools based on student and course needs.

Tips:
1. Share past experiences with faculty and teaching staff—both successes and failures—in assignment and assessment design.
2. Be bold. Do not be afraid to be adventurous or creative with design.
3. Consider using the backwards design model to design assignments and assessment tools based on students' needs and course learning objectives.

Syllabi & Assignment Collection

Collecting syllabi and assignments enhances librarians' abilities to provide class-specific instruction while also providing an avenue for faculty to contribute to library instructional design. McMillen Library has a long standing tradition of syllabi and assignment collecting. Faculty often send syllabi and assignments to the library as new courses are developed. The syllabi and assignments are filed at the reference desk of the library and are periodically updated. As librarians prepare for instructional sessions, they are encouraged to use the syllabi and assignment collection to develop course-specific instructional sessions.

Tips:
1. Request that faculty and staff submit syllabi, assignments, and other relevant course materials as part of the library instruction scheduling process.
2. Maintain an accessible archive of course syllabi, in-print or online, for librarians and library staff to access.

Conclusion

The library can create a vibrant learning environment that promotes academic, professional, and lifelong success by using a variety of methods to collaborate with faculty to redesign library instruction beyond traditional one-shot lecture-based instruction. Efforts to redesign library instruction at McMillen Library have opened the door to recurrent and embedded instruction, as well as project-based learning activities, and have increased the quality of library instruction, library instruction requests, and, most importantly, student satisfaction. Librarian-faculty collaboration to redesign library instruction reinforces course curriculum and learning objectives, fosters information literacy standards, promotes critical thinking and technology skills among students, and demonstrates librarians' aptitude in pedagogy and instructional design.

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Get Hired! Academic Library Outreach for Student Job Seekers

By Christina Sheley

Abstract

This article briefly outlines academic library outreach initiatives that engage student job seekers and reports on the Business/SPEA Information Commons' (Indiana University-Bloomington) HIRE ED research consultation service, developed in February 2012, for undergraduate, business students pursuing internships or full-time employment. Service parameters were informed by faculty and corporate recruiter feedback and student need. Consultations are personalized interactions that provide company and industry information desirable for interview preparation. Marketing and promotion is done in partnership with the Kelley School of Business' Undergraduate Career Services Office and other entities. HIRE ED has garnered approximately 200 appointments to date, and preliminary assessment indicates that users are extremely satisfied with the overall experience and results.

Keywords: career, career guidance, vocational guidance, library services, academic libraries, library outreach, career collaborations, career placement, career services, business students, research consultations

Academic libraries engage student job seekers through career-focused collections, services, and instruction. These efforts are often performed in collaboration with career services or placement offices (DeHart, 1996; Joranson and Wider, 2009; Rose, 1988) and reportedly produce greater awareness, enhanced community connections, and expanded roles.

Purdue University's Management and Economics Library's (Dugan, Bergstrom, & Doan, 2009) initiative to coordinate campus-wide career resource purchasing and create a centralized, resource wiki brought about "positive changes such as an increase in the awareness of the library resources, greater communication among units, and library faculty being seen as innovators" (p. 134). Stronger student connections, as well as proactive marketing of library services and collaboration with additional units, resulted when Song (2007) provided a career research workshop and individual consultations to graduate students. Hollister (2005) leveraged a relationship with career services to create new opportunities for the library (i.e., instruction, reference service, collection management, and web development), which increased visibility and "reached a population of students who might not normally view libraries as relevant to their needs outside of academic coursework" (p. 110).

The opportunity to achieve similar outcomes and assist student job seekers spurred the Business/SPEA Information Commons to create the HIRE ED research consultation service for undergraduate, business students pursing internships or full-time employment.

Background

The Business/SPEA Information Commons' mission is to support the teaching, research, and learning needs of Kelley School of Business and School of Public and Environmental Affairs (SPEA) stakeholders. Career education and services figure prominently in the Kelley School curriculum and experience. Students initiate an active relationship with the Kelley School of Business' Undergraduate Career Services Office (UCSO) early in their tenure. In addition, they are required to complete three, credit-bearing courses focused on career exploration, resume writing and interviewing, and leadership and teamwork.

The Business/SPEA Information Commons often supports these career classes and activities by teaching one-shot instruction sessions focused on finding company and industry information. A number of factors, however, indicated additional outreach to student job seekers might be well received. First, business faculty and corporate recruiter feedback showed that, even with library instruction, student job seekers were not finding and synthesizing appropriate and/or adequate company and industry information; this was evident in their inability to generate insightful and informed queries during the "do you have any questions" interview phase. Next, reference desk interactions signaled student job seekers wanted "on demand" assistance in locating interview preparation materials. Finally, a conversation with a UCSO employee exposed a willingness to direct student job seekers to the library when a career information need arose.

Consultation Parameters & Process

A HIRE ED research consultation is a personalized interaction that assists student job seekers in locating company and industry information—most often a company profile or report, an industry report, and company news—to prepare for an interview. The company profile and news help student job seekers answer both factual questions about the company and more complex queries related to growth and performance.

In addition, news can reveal a great deal about organizational culture and why one may want to work for a particular firm. The industry report assists in providing analysis and context and insight into macro-level conditions influencing a company (Joranson and Wider, 2009). Staff demonstrate how to locate each source in a library database and provide instruction about content and use. A summary e-mail, including copies of found items, is sent to the student job seeker at the consultation's conclusion.

Student job seekers make a HIRE ED consultation request, at least 48 hours in advance, using a web-based form (http://libraries.iub.edu/schedule-hire-ed-meeting) or by e-mail (hireed@indiana.edu). All HIRE ED requests are forwarded to a staff member who then corresponds with the requestor to schedule an appointment. Workflow is tracked via an Excel spreadsheet. Once details are finalized, a reference staff person is assigned the consultation. Preparation for a consultation occurs prior to the appointment; the amount of staff time dedicated to preparation varies, and often depends upon the complexity of the request. For example, longer preparation times are typically required for consultations focused on small, private companies—where readily available information is limited.

Marketing & Promotion

Being able to proactively promote HIRE ED, and talk about the service with business stakeholders, career services staff, and colleagues, required the creation of a unique name and logo. Flyers were made and placed in the UCSO and other campus libraries. The HIRE ED logo, along with marketing copy, resides on the Business/SPEA Information Commons' website. A PowerPoint slide, with consultation parameters and details, is used when speaking about the service during applicable instruction sessions or library orientations.

Assessment

HIRE ED has garnered approximately 200 appointments to date. In fall 2013, we created a five question survey to gauge participants overall satisfaction with the consultation and experience. A survey link was sent to 50 student job seekers via the consultations' concluding e-mail. Of the 12 respondents, all indicated a rating of "extremely satisfied" (the highest possible) when asked if HIRE ED proved helpful in preparing for an interview. In addition, survey respondents were "extremely satisfied" with the experience and felt the Business/SPEA Information Commons' staff member conducting the consultation was courteous and knowledgeable. All specified they would recommend HIRE ED to a friend.

Conclusion

The HIRE ED research consultation service is highly used and student job seekers indicate satisfaction with the experience. More broadly, greater awareness of library resources and better alignment with business career education and services has come about because of this outreach. In addition, knowledge gained from working with student job seekers has helped inform students of other library activities and services. Moving forward we hope to modify the existing HIRE ED consultation to appeal to MBA students preparing for internships and to develop supplemental reference and instructional material.

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Reaching Underserved Patrons by Utilizing Community Partnerships

By Christina C. Wray

Regardless of the size of a library or the outreach budget, it can be challenging to get the right message to the right patrons at the right time. It becomes even more difficult when working with a small staff, tight budget and a dispersed audience. One way to increase the impact of outreach efforts is to build partnerships with community members who already have strong relationships with the patron group with which libraries would like to have a stronger connection. This article will explore ways to identify potential partners; identify their training needs; design training for a new audience; and promote your library as part of the training curriculum. Real life examples from the Center for Disability Information and Referral (CeDIR) will be used to help illustrate practical applications of the concepts discussed.

CeDIR is a small specialized library that serves people with disabilities, their families and caregivers, service providers and educators throughout the state of Indiana. One of the greatest challenges that CeDIR faces is that people with disabilities and their families tend to need information at specific times in their lives, such as when they first receive a diagnosis, times of transition and emerging symptoms or changes/increases in behaviors. The sporadic nature of information needs for families and people with disabilities makes it difficult for CeDIR to build lasting relationships and maintain a presence in patrons' minds who are not professionals in the field with ongoing needs.

Identify target patron group

The first step is to articulate the problem or goal. In CeDIR's case it was, "How can CeDIR connect with patrons at the point of need?" The answer to this question varies based on a variety of factors such as age, culture and location. This question was too broad to tackle at once, so it was important to narrow it down. To design a successful outreach program it is necessary to clearly identify a definable target patron group. Here are some questions to answer before getting started:

- What patron group is the focus of this outreach initiative?
- What are the demographics of this patron group in the community?
- Are there subgroups within this patron group that may interact with different community groups?
- Is this group easily definable?
- Is the library ready to support the needs of this patron group in increased numbers?

CeDIR chose to focus on families with children aged zero to three. Building relationships with patrons at the beginning of their journey when there is a more sustained information need helps CeDIR maintain a connection when information needs become more sporadic.

Identify potential partners

Once the goal of the outreach project and the target patron group has been identified, then it is time to identify potential community partners. When choosing partners ask the following questions:

- Who does the target group come in contact with on a regular basis?
- Who do they go to for support?
- Who holds a position of authority in their community?
- Who is a natural fit to talk about resources with the target population?

It can be difficult to answer these questions as an outsider, but a first step to answering these questions may be to interview members of the target audience to help identify potential partners.

Parents of children with disabilities interact with a variety of community partners influenced by a number of factors including economics, availability of appropriate childcare in their area, religious beliefs and cultural background. However, only a few of those community partners have statewide reach. When identifying partners, it is important to think about how much of the target population they interact with. Choosing partners with similar coverage to the library can potentially increase the impact of the partnership.

With this in mind, CeDIR chose to focus on building relationships with service providers working in the First Steps program. First Steps is a state run program through the Family and Social Services Administration for families of children experiencing developmental delays or who are likely to experience developmental delays based on a diagnosed condition (Indiana Family and Social Services Administration).

It is open to all families who qualify and provides a sliding scale of cost for services based on the annual income of the families. First Steps providers are a good partnership because:

- They provide a variety of services to the target population which are topically related to CeDIR's collection and services.
- They are a state-wide organization, like CeDIR.
- They work will families from diverse socio-economic backgrounds.
- They are often present or contacted during times when information needs arise.
- They are a strong patron group in their own right.

When choosing a partner, libraries should ask: Does the library have something to offer the partner, and does the partner bring the library closer to the target population? If the answer is yes to both parts, pursuing a partnership is a good idea. Identify potential partners training needs.

Once a potential partner has been selected, libraries can approach them in a variety of ways to begin building a relationship with them. Partners can be approached as a "gateway" to the target population; libraries can offer "integrated" programming; and sometimes partners give libraries "opportunities" by approaching the library. Each approach has its pros and cons; it is important to evaluate the partner and the goals of the outreach programming to determine which option is the best fit.

Gateway

Approaching a potential partner and explicitly stating that the library would like to form a partnership so that they can better serve mutual populations of interest works best if the library already has an established relationship with the partners. Partners are more likely to act as advocates for the library with the target population if the partners independently value the library and have a high degree of knowledge about resources and services that the library can offer the target population. In these situations, libraries can develop training opportunities that increase knowledge about resources and services that may be of interest to the target population and create library advocates.

The pros of this approach are:
- Develop highly effective outreach campaigns for the target population through shared knowledge of wants and needs.
- Strengthen partnerships through shared goals.
- Easily gauge impact of outreach activities by creating project specific access points.

Cons:
- It is less likely to succeed if a strong pre-existing relationship isn't already in place.
- Often the goals of one side of the partnership take precedence.
- It can be a missed opportunity to provide better services to the community partner.
- May change the dynamic in negative ways between the library and partners.

Integrated

The integrated approach is subtler, harder to quantify, but arguably more organic and sustainable. When libraries take an integrated approach on a project, the focus of the programming becomes meeting the needs of the community partner while highlighting ways that the library can also serve the target population.

Pros:
- Libraries have the opportunity to provide valuable services to community members, who in turn have a personal connection to the library resulting in strong library advocates.
- By selecting partners who have influence with the target population, libraries can dramatically increase the impact of programming hours.
- Creating a strong foundation with a community partner allows opportunities to develop balanced "gateway" opportunities in the future.

Cons:
- It can be difficult to find the right balance between meeting the partners' needs and highlighting services for the target population. If the highlights are too overt, the partners' needs will not be met, resulting in a negative experience. If the highlights are too subtle, the partners may not recognize the library's value for the target population.
- If libraries do not successfully connect with the community partner, they may in turn negatively influence the target population against library services.
- It is difficult to assess the impact of integrated programming on the target population's library use.

Many partners may struggle to find quality, affordable professional development opportunities on technology and 21st century literacy skills. It is important to keep in mind that the audience of the proposed programming is the community partner, not the target population. Here are a few options to initiate contact with community partners:
- Explore whether partner members have continuing education requirements. If so, could the library be a qualified provider?
- Approach the partner with a menu of types of programming or customized trainings that the library could offer to community partners.
- Contact the education coordinator or leader of the organization and ask if there is any way the library could be of service.

CeDIR began working with First Steps by having informal talks about their collections and services with local divisions of First Steps service providers.

The librarian at CeDIR was later approached by the company that oversees the continuing education program for providers to develop a three hour program on finding disability related information online efficiently and ways to keep abreast of new research in the field. This format allowed the librarian to highlight resources that they could share with their clients, one of which was CeDIR. This opportunity allowed the librarian to:

- Establish CeDIR and herself as an authoritative resource on disability related information as well as online technologies.
- Highlight ways that CeDIR could help First Steps providers improve their knowledge and resources.
- Highlight ways CeDIR could directly help First Steps providers' clients.

This has resulted in an ongoing opportunity to connect with a community partner that has created new users in the partner community as well as the target population.

Opportunities

Libraries are often approached by community partners to provide training or space. This is also an opportune time to brainstorm about target patron groups with which these partners may interact. Be sure to take advantage of opportunities offered as well as sought. The positive opportunities like this are that the partners are already interested in building or strengthening a relationship with the library. The drawback is that the community partner will likely already have a preconceived notion of what the programming should look like. It can be difficult to integrate opportunities to highlight resources and services for the target patron population. If it does not work out for this programming opportunity, keep this community partner in mind for future opportunities. They already feel connected to the library and comfortable working together—trust is established

Design training for a new audience

Once a community partner has been confirmed and it is time to design programming, the most important thing to identify is what outcomes the partner has in mind. Typically library programming objectives are at the discretion of the library. When libraries start offering customized training opportunities or continuing education opportunities, community partners may be used to more formal educational settings. Also, there may be education objectives that are required for participants to receive credit. Here are things to keep in mind when developing a more formal training:

- Build a relationship with a contact that can help guide educational outcomes to best meet the needs of the community partner.
- Before planning the programming, find out the type of environment where it will take place. If participants will not have access to technology, it is important to plan accordingly.
- Provide community partners' leadership with a detailed outline of the training, including educational objectives. The University of North Carolina at Charlotte has created a helpful guide to writing educational objectives using Bloom's taxonomy and can be found at: http://goo.gl/cM8JwU (University of North Carolina at Charlotte Center for Teaching at Learning).
- Check ahead of time to see if any of the participants need accommodations.
- Be sure to provide feedback opportunities (i.e., reviews, evaluations).

Promoting the library

Promoting the library during trainings is particularly important if the training takes place outside the library or is not directly dependent on library resources. Further, it is important to remember to promote the library on two levels: first as a resource to support the training objectives and second as a resource for the target outreach population. There are a variety of ways that the library can be reinforced as an important resource. Here are a few tips that may be helpful:

- Provide resource guides for participants that highlight library resources.
- Host the resource guide on the library's website.
- Be sure to provide the speaker's contact information and reinforce that participants are welcome to contact the speaker or stop by the library for more information.
- If the programming takes place outside the library and it is possible to provide remote checkouts, bring potentially useful materials and allow participants to check them out on the spot.
- Provide topically related resource guides that participants can share with the target patron population in their own work.
- If you utilize public databases such as Medline Plus, ERIC, etc. and they are linked on the library's website, be sure to navigate to the databases through the library's website.

Any time a connection can be made to library resources or services in a natural way, be sure to do so! One of the best ways to promote the library during a program is by giving participants a friendly face to associate with the library. Utilizing networks of community partners benefits all members of the network. By actively cultivating library advocates at a systems level, libraries can help partners provide better services to their clients and exponentially increase the impact of outreach programs that promote library resources and services.

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Fostering Collaborations to Support Adult Learners in Research and Writing

By Latrice Booker

Abstract
Many adult learners at Indiana University Northwest were unsuccessful in writing research papers. After a general discussion about this problem between the coordinator of library instruction and the coordinator of academic advising and tutoring of TRIO Student Support Services, a collaboration was born. The two departments decided to combine their expertise to help students succeed in writing research papers. Initially, each department offered workshops separately and attendance was low. After combining skills and expertise into one session, not only did students attend, but they continued to seek help from the library and Student Support Services on future assignments. This paper will discuss the collaboration between the library and Student Support Services in addressing the needs of adult learners in writing research papers and the evolution of that collaboration.

Keywords: adult learners, collaboration, information literacy, andragogy, higher education

Adult learners are continually making a comeback onto the academic scene. Adult learners attending college are now a significant demographic that cannot be ignored (Cooke, 2010, p. 209). Adult learners are also referred to as nontraditional students, and typically are over the age of 25 (American Council on Education, 2014). However, due to the steady increase in adult learner enrollment, the definitions of traditional and nontraditional students will soon have to be revised. Between 1997 and 2011, colleges in the United States had an enrollment increase by 50% among students between the ages of 25-34. This number is expected to increase an additional 20% between 2011 and 2022. In addition, students over the age of 35 are also returning to college with their population expected to increase 23% from 2011 to 2022 (Hussar & Bailey, 2013, p. 21). The admittance of adult learners into college demands an alternative approach to providing students with the necessary resources to succeed academically. The specific needs of this population are regularly overlooked and the library is one point of service that can help with their transition into college (Cooke, 2010, p. 209).

Adults are self-directed learners, meaning they are independent goal-setters and determine for themselves what is necessary to learn. According to Knowles, Holton, and Swanson (2012), one of the six assumptions from the Andragogical Model assumes that adult learners must know why they are learning something. Similarly, Tough found that adults "will invest considerable energy in probing into the benefits they will gain from learning it and the negative consequences of not learning it" (as cited in Knowles, Holton, & Swanson, 2012, p. 63). Once students have assessed what is needed to learn, they hold themselves to a higher level of scholarship than their younger peers (Kasworm, 2010, p. 150). When adult learners do not understand an assignment or a learning concept, they take an active approach to learning and seek help (Cannady, King, & Blendinger, 2012; Kasworm, 2010). Due to this inherent sense of responsibility for their own learning, nontraditional students will take advantage of multiple resources in order to achieve a higher academic standard. Adult learners are known to have multiple responsibilities and try to find a balance with juggling various duties. The stresses of work, school, family and personal life can be very daunting for these students. Giancola, Grawitch, and Borchet (2009) studied 159 adult learners at St. Louis University and found that the students' workplace caused the greatest amount of stress and that personal life also provided more stress than school. With the variety of stressors in adult students' lives, it is essential for educators to take a direct approach and to make the learning environment open, active, and free from ambiguity.

Background

Indiana University Northwest (IUN) is a mid-sized commuter campus located in the Chicago Metropolitan Area and serves a sizable population of adult learners. Adult learners are often perceived to feel the added pressure of succeeding in school that of their younger counterparts (Kasworm, 2010, p. 155). The anxiety adult students displayed at IUN, especially about the processes of research and writing, was noticed by two departments: the library and TRIO Student Support Services. At IUN the coordinator of library instruction and coordinator of academic advising and tutoring of TRIO Student Support Services discussed this issue. The coordinators noticed that there was a problem with students' writing, the resources cited, sentence structure, and the overall organization of their research papers.

The IUN Library and Student Support Services are both service-oriented and focus on student success. Student Support Services (SSS) is one of eight Federal TRIO programs designed to help college students with retention by offering

tutoring assistance in "reading, writing, study skills" etc. (United States Department of Education, n.d.). The program is funded through a competitive grant to help students from "disadvantaged backgrounds." Many of the students participating in the SSS program are first-generation college students, low-income students, or students with disabilities. Many of these disadvantaged students enter college and are overwhelmed, not only with personal life, but with the entire college experience.

The IUN Library Instruction Program consists of three instruction librarians who cumulatively teach over 2,000 students each year. Typical instruction sessions are one-shot sessions related to specific courses. The Library Instruction Program is able to reach most students through the introductory English composition course, which is required of all students with the exception of transfer and returning students. Though these library instruction sessions are for the introductory English courses, instruction librarians teach the information literacy skills students need to help them through the research and writing process. Even after taking this course, however, many adult learners still feel overwhelmed and uncomfortable with the using the library's resources and writing research papers.

The library is the main hub on campus for students to collaborate and work on projects and assignments. When in the library, students approach librarians for help on many issues, including their research papers. Many of these students are adult learners and are very anxious, especially with writing assignments. Adult learners are faced with various barriers that contribute to their anxiety. Holmes states that "excessive life obligations, …fear of inadequate study and cognitive skills, fear of achieving poor grades, or perceived competition with younger traditional undergraduate students" add to the anxiety of adult learners (as cited in Cooke, 2010, p. 213). IUN has various resources for students to receive help with writing, such as private tutors from SSS and the Writing Lab. Even though these resources are available, multiple students were not taking advantage of their services. The collaboration between SSS and the library presented such an opportunity for students to get help from experienced professionals.

The collaboration between SSS and the library began with a general conversation about students' performance on writing research papers. Both coordinators noticed that there were problems faced by adult learners when attempting to write research papers. The SSS coordinator felt that many of the TRIO students would come to their department when they needed help with finding sources for their research papers. The same issue was being found in the library with many students approaching librarians to help them with writing a research paper and wanting editing advice. Since finding research and writing papers are connected, it was evident that collaboration between the two departments needed to exist (Cannady, King, & Blendinger, 2012).

It took time to find the best way to properly form the partnership. First, scheduled days and times were marketed before final exams for students to receive personalized assistance if they needed help with finding resources or writing their paper. The coordinator of library instruction was located in a computer lab ready to help students narrow their topics and find resources. At the same time, the coordinator of academic advising and tutoring was in his office, ready for students to stop by with their writing questions. Unfortunately, this approach was unsuccessful; only one student took advantage of the times scheduled and visited the librarian. The student considered herself a research expert and needed the librarian to help with writing business letters and memos, so it was clear that the librarian's support role had not been well communicated. In addition, SSS did not receive any students during that time.

A theory formed on why this attempt was unsuccessful. Both the library and SSS coordinators knew that students needed help in both finding research and writing papers, but the scheduled times to assist students did not appeal to them. Students were not able to understand exactly what they would gain by consulting with a librarian or an academic tutor, which is important for motivating adult learners. Together, the librarian and the SSS staff realized that a better approach would be to teach students what they needed to know and inform them on exactly what they will learn. Cooke (2010) talks about students having a certain level of library anxiety and may be afraid to ask questions. These students may "not want to appear unknowledgeable" and would be intimidated by scheduled times to seek specific help (p. 210). Resources such as reference and the SSS program were already available to students if they wanted to ask for help. A more proactive solution was needed to provide students with a low-risk setting where they could learn what they needed and ask questions only if they desired.

Instead of having individual scheduled sessions, the two program coordinators decided to combine the two sessions into one compact workshop where they would each teach students how to write a research paper from start to finish. The first workshop, "How to Write a Research Paper," was scheduled for the 2012 fall semester. The advertisement, highlighted topics of: how to conduct research; organizing research papers; and MLA and APA citation styles coverage. This approach appealed to students as they knew exactly what they would learn in the workshop (Knowles, Holton, & Swanson, 2012). Since adult learners must know what they are learning and the benefits of learning it, outlining the various segments of the workshop contributed to the widespread appeal of the session.

Implementation of Workshop

The first workshop had about 18 adult learners in attendance. The goal of the session was to take them step-by-step through the entire research process, from deciding on a topic, to writing the paper and citing sources.

Since many adult learners are already overwhelmed and anxious, the coordinators decided to limit the workshop to one hour. As we learn from Cooke (2010), "Immediacy provides the crucial spirit necessary to produce positive and effective teaching and learning interactions," so we attempted to design the workshop to be as relevant to students' learning needs as possible. The workshop gave students brief tools to help them with research and writing and was not meant to provide extensive information on any particular topic. Some desired learning outcomes for the workshop were:

- Students will know how to find credible information by using the library's resources and the web
- Students will be able to form a thesis statement
- Students will know how to organize a research paper
- Students will know how to cite using APA and MLA styles guides

Students were shown the very first step to writing a research paper, which is to find and narrow a topic. The coordinators' intention was to meet these students where they were and to teach them their most immediate needs. Since most of the students were comfortable with using Google and Wikipedia, they were shown how to use them appropriately. Proper use of these familiar sources sparked conversations on the origin of the information they find and how it is created. For the workshop to be relevant to students, it made sense to build it based upon their prior knowledge by incorporating the sources these students were using and teach them how to use them differently and more effectively.

Multidisciplinary library resources were demonstrated briefly, with the librarian teaching students how to find articles and books and when to use them. Students were also taught how to properly use Google Scholar. Many of the students already knew about Google Scholar but assumed that every source found within it was a peer-reviewed article.They were shown how to confirm if an article was peer-reviewed and how to acquire sources from Google Scholar via the IUN Library's licensed resources. When discussing their issues with writing research papers, many did not realize the importance of credible sources. The next section showed them how to organize the research paper. The coordinator of academic advising and tutoring taught students how to create an outline and discussed parts to a research paper. The importance of constructing an outline was stressed, as it helps with the initial flow of a paper and limiting the possibility of writer's block. Students learned the three different parts of the paper: introduction, body and conclusion, with the majority of the time being spent on the body and the thesis statement. Students were told to have at least three supporting arguments/points to support their thesis statements, which raised the question, is only one source needed per argument. The coordinators addressed this question together, stating that multiple sources should be gathered per supporting argument.

Research projects are often assigned as a course capstone experience or as a summary of learning that constitutes a large percentage of a course grade. Because of these high-stakes, students, especially adult learners, are anxious about using sources correctly and plagiarizing unintentionally. In order to address this, the workshop provided a brief overview of APA and MLA, the most commonly used citation style guides at IUN. Participants in the workshop learned how to create a bibliography and include in-text citations. Students learned about the importance of recognizing authorship and giving credit when necessary. Plagiarism and citing sources were the most common problems noticed by both the library instruction and SSS coordinators among student research papers. Sentence structure and overall writing style has been a problem, but is minor compared to unintentional plagiarism.

Outcomes of Workshop

After the workshops, verbal feedback from students, faculty and staff confirmed that the workshop was helpful. This success led to another collaboration that involved teaching at-risk students in the all-male Brother2Brother College Success Program during their summer orientation. In addition, the "How to Write a Research Paper" workshop is taught in conjunction with the end of semester *study tables*. Because the workshop is taught in the vicinity of the study tables, students are able to attend the workshop and receive extra help on their research papers and other assignments from the study tables. Students who attended the workshop during the study tables were given evaluation forms to fill out. Most of the attendees thought the session was "informative." The decision to provide quick and relevant information proved successful overall, even though a few may have preferred a more thorough presentation. Faculty are now requesting similar sessions for their classes that incorporate lessons on the entire continuum of research and writing. With the success of the workshop and many students struggling to write research papers, library instruction has evolved to incorporate how to properly organize and write research papers for a few select courses. All SSS students are required to take the workshop in order to receive academic support services from the department.

Another outcome of the workshop was a strengthened personal relationship between the students and the coordinators. Students who attended the workshop sought out additional help from the library instruction and SSS coordinators. Young and Jacobs (2013) reported that graduate students who attended a library skills workshop were more comfortable and likely to "seek additional help from a librarian" (p. 186). The intimate atmosphere of the workshop gave students confidence to seek additional help when needed. There is no evidence that these students are using the library more or seeking additional help from other library or SSS staff, but the possible correlation of "academic intimacy" as a result of the workshops to student retention would be an opportunity for further study.

Conclusion

Overall, the collaboration was a success and our work is being becoming known throughout campus. Having established the workshop design and content collaboratively, the workshop is now taught solely by the library instruction coordinator. As a result, students are referred to the library instruction coordinator when they need help finding information and when they have a question about writing their research paper. This is an example of how the roles of libraries and librarians are evolving to include unexpected responsibilities. One unexpected result of incorporating a more diverse set of learning outcomes into the workshop is that the library instruction coordinator's role solely of an "information expert" has diminished. Instead, students contact the librarian for information assistance, writing assistance, and citation questions; thereby broadening the opportunity for the librarian to support student learning and making the act of asking for help on the research and writing process more seamless for students.

Making contact with adult learners and alleviating their anxiety has strengthened the relationship between students, the library and SSS. The workshop not only gives students what they need to write a research paper, it provides them with personal, informal connections to consultants when needed. Collaboration allowed the library and SSS to reach more students at the point-of-need in an efficient way. Adult learners have unique needs and this collaboration was formed to successfully meet those needs. As the needs of adult learners change, so will the role of the information specialist. We must remain open to the possibilities of future collaborations and where those can lead us in order to support these learners in their journey to becoming life-long learners.

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Coming to Terms with America's Civil Rights Struggle: A Community Outreach Endeavor

By Deloice Holliday and Brittany Lee

Abstract
Conversations about race relations in the United States was and still is a subject that is difficult for many to discuss. In an effort to address this complex and vital issue at local levels, the National Endowment for the Humanities partnered with the Gilder Lehrman Institute of American History during the summer of 2013 to provide communities across the country the opportunity to discuss race in a more meaningful way. Out of this partnership the Created Equal project was born, offering successful grant writers the chance to screen four documentary films that illustrate how little or how much race relations have changed since the dawn of the civil rights movement. The project required that the recipient's partner within the local community, with colleges and universities, and with civic groups to promote the films and facilitate conversations on race and race relations. The Neal-Marshall Black Culture Center Library (NMBCCL) at Indiana University in Bloomington (IUB), Indiana, is one of the many applicants selected to receive the $1200 stipend and film collection. This article highlights the challenges and opportunities encountered at the NMBCCL.

Keywords: race, civil rights, film series, community outreach

Introduction

The troubling history of race relations among people in the United States is evident even in the 21st century where it is still a subject that is often too difficult to discuss without controversy and hard feelings. In order to make the discussion easier for individuals, as well as communities across the country, the National Endowment for the Humanities (NEH) in partnership with the Gilder Lehrman Institute of American History (GLIAH) has created a unique outreach opportunity sponsoring a series called, Created Equal: America's Civil Rights Struggle. This series features four documentary films that highlight the issues of civil rights in America.

The series was established to coincide with the anniversaries of the Emancipation Proclamation (1863) and the March on Washington (1963). The overall goal of the partnership is to allow communities throughout the United States to use the documentary films to initiate public conversations on the meaning of freedom and equality in America (http://createdequal.neh.gov/).

A competitive grant application was launched during the spring/summer of 2013 via the Internet and distributed widely to libraries colleges, universities, and community groups. The films are being screened in more than 500 communities and will be shown from September 2013 to December 2016 (http://createdequal.neh.gov/). NMBCCL began its film screenings during the fall semester of 2013 and will continue the screenings until the end of the 2014-2015 academic year.

Background on the films

The four films making up the series are the Emmy-nominated, *The Abolitionists* (2013) and *The Loving Story* (2011); and Emmy-winning, *The Freedom Riders* (2011) and *Slavery by Another Name* (2012).

The Abolitionists (2013), directed by Rob Rapley, tells the story of five powerful players in the abolitionist movement: newspaper editor, William Lloyd Garrison; former slave and author, Frederick Douglass; *Uncle Tom's Cabin* author, Harriet Beecher Stowe; slave owner-daughter turned abolitionist, Angelina Grimke; and John Brown who executed the attack on Harper's Ferry.

Slavery by Another Name (2012), directed by Sam Pollard, is based on Pulitzer Prize winner Douglass Blackmon's book of the same title. This film explores the tale of Southerners, mostly men, who were arrested, bought, sold, abused, and forced to work under deadly and dangerous conditions as unpaid convict labor (http://createdequal.neh.gov/).

The Freedom Riders (2011), directed by Stanley Nelson, shares the story of both blacks and whites who took the civil rights fight on the road.

The Loving Story (2011), directed by Nancy Burski, tells the story of Mildred and Richard Loving, an interracial couple who were arrested in July 1958 for violating Virginia's miscegenation laws that banned interracial marriages. The film chronicles the legal troubles throughout many years of this, then controversial issue with the case eventually going all the way to the U.S. Supreme Court. Interviews and pictures for the film are drawn from interviews with Life Magazine (http://createdequal.neh.gov/).

Challenges

With the grant, NMBCCL staff understood that part of its obligation was to promote the films community-wide. Promotional flyers were created and distributed throughout the Neal-Marshall Black Culture Center, the NMBCCL, and the Herman B Wells Library (Wells Library). Another technique used was connecting with the Bloomington community through the community listserv so that Bloomington residents could get information about the screenings. Additionally, the Created Equal listserv was used as a form of communication and support. Placement of promotional materials regarding the times and dates of the screenings on the list, proved to be an effective way keeping with the stipulations of the grant award. This communication method also proved to be a successful vehicle for getting the word out regionally; in fact, another grant recipient, the Knox County Public Library was present at the first screening, *The Loving Story*. The NMBCCL's Facebook page was used to promote the series as well to its "library friends."

The second challenge was setting dates for the screenings. During the planning process, it was mutually agreed among staff that the films would be screened on Saturdays and on Mondays, in case of conflicts or just to give students the opportunity to come view the films while experiencing down time on campus. The other reason for choosing Saturdays and Mondays was the assumption that people living and working in the surrounding areas would have more free time on those days and the campus parking situation is less stressful on the weekends. Getting the community involved was also a challenge. The first film screened was, *The Loving Story*. Unfortunately, audience turnout for the showing was low. However, the NMBCCL staff determined that the low attendance was not for lack of campus interest (viewership included staff, faculty and library users). A range of factors (i.e., bad weather, conflicting campus events) contributed to the low attendance numbers, therefore it was decided to give *The Loving Story* a second screening.

A third challenge was making sure the NMBCCL was in compliance with all the rules stipulated by the Created Equal project. Despite the unexpected low turnout, staff were confident that because of the aggressive promotion strategies instituted following the first screening, the snags would work themselves out and there would be wider audience participation during subsequent screenings. Staff were pleased that Wells Library was given the opportunity to participate, promote, and create awareness in young adults of the educational value of the films and the unique learning experience for those interested in the civil rights movement and the history and life of African Americans living in the United States during the middle and late 20th century.

The next film screened was *The Abolitionists*. This film was shown during the University-wide celebration of the Dr. Martin Luther King Jr. holiday and also during Black History Month. The film was divided into three parts for a showing time totaling more than three hours; ultimately, it was screened in segments on three occasions. The reason for segmenting the film was so that the audience would not be overwhelmed because of the film's length. To change the dynamics and the way we were showing the films, the library staff decided to run the films in the NMBCCL instead of in the Exhibit Room. This allowed library users taking a break to watch the film as well as those coming in specifically to watch and appreciate the educational value of the film. With the film running in its entirety for the four hours the library is operational on Saturdays, we now felt confident about the remaining films and the end of series celebration, scheduled for the fall of 2014. These techniques proved successful in garnering interest in the films already screened and those yet to be screened.

The second film screening took place in the spring of 2014 with the idea of implementing new strategies for attracting a bigger audience. One strategy involved reaching out to colleagues at the Wells Library to promote the films via social media. Although, the NMBCCL staff had already used this strategy, the Wells Library has a wider reach in connecting with people missed during the initial promotions. Another strategy was the use of Twitter by the NMBCCL to reach out to younger audiences who may never heard of or read about the events that happen collectively in each film. The staff also reached out via email to select faculty of the Indiana University (IU) History Department faculty hoping to partner with them by offering students extra credit to attend the screenings. This proved successful because some of the faculty did decide to offer their students extra credit.

During the summer of 2014, the film, *Freedom Riders* will be shown for the first time as a part of the Juneteenth Celebration, the oldest celebration recognizing the ending of slavery in the United States. Working with the local Dr. Martin Luther King Jr. Commission, plans for screening the film will include community involvement, and promotion of the film series on the NMBCCL's Facebook page, Twitter feed, and through the distribution of creative flyers. The library is also considering inviting an actual freedom rider to the end-of- year screening of all four films. This gives the students, staff, and faculty of IU as well as the Bloomington community an opportunigy to interact with a living person belonging to an earlier period of time. Finding an actual freedom rider may prove to be a challenge, however it's hoped that the NMBCCL will be successful in achieving this goal for attending the screenings.

Opportunities

Receiving the grant from the National Endowment for the Humanities and the Gilder Lehrman Institute of American

History encouraged us to learn, have conversations, promote widely, and showcase the good work of the Gilder Lehrman Institute of American History and the National Endowment for the Humanities through respective websites featured on all the promotional materials created by NMBCCL. Working with these films enabled the library to engage with the greater IUB community as well as with the local Bloomington community in educating and reeducating the public about this critical period in American history. Showing all the films at the NMBCCL was a great tool in introducing new clients to the library's collections, ongoing exhibits, readers' advisory, and the African American classic book shelf. Watching the films exposed attendees to the history of interracial marriage (*The Loving Story*), and provided a more in-depth look inside the challenges, burdens, and successes of the abolition movement (*The Abolitionists*).

At the first screening, viewers discussed the film, shared their opinions, and asked questions. The engagement in discussion increased the knowledge base of the participants – the kind of outcome hoped for by the NEH and the GLIAH. Showing the films ultimately proved to be both a challenge and an opportunity. Staff shared that the opportunities were greater than the challenges because the project enabled them to build on their outreach skills in order to promote the film series and the library collections. Lastly, this opportunity has given NMBCCL a chance to standout among other campus libraries, to promote it as a place where teaching and learning can take place, and to prove that conversations on race can occur in a safe and civil environment.

The hope is that with community and university members' participating in these conversations feelings and thoughts will emerge to the forefront becoming an invaluable contribution to the ongoing conversations on race and race relations in the United States and Indiana. These conversations would not have been possible without the help, support and guidance of the staff at the GLIAH and the stipend provided by the NEH together in their work to help promote the conversation on civil rights in America and also to further expose the struggles and hardships of African Americans in the United States. The NMBCCL will continue the film screenings throughout 2014-2015.

Conclusion

As we move forward into the upcoming academic school year, NMBCCL and its staff are poised and confident about the screenings of the last two films in the series: *Slavery by Another Name* and *Freedom Riders*.

The staff of NMBCCL will continue exploring new avenues and ways to welcome the general public as well as the campus community into the library, and will continue promoting conversations on race. The challenges faced during the 2013-2014 academic school year were simply a catalyst for experimentation and provided more opportunities for the upcoming 2014-2015 season.

Libraries interested in hosting a film series but lack funds to help facilitate the cost, should consider searching collections for items on subjects to consider for screenings. For example, the NMBCCL hosted a screening using films the IUB libraries owned. We titled the series, "Opening the Dialogue: A film series on 'Culture,' Identity, and Critical Media Literacy" and selected these films: Howard Zinn's, *You Can't be Neutral on a Moving Train; The American Ruling Class; Life & Debt; Tough Guise: Violence, Media, and the Crisis in Masculinity; Young, Muslim, French*; and, *Beyond Killing Us Softly: The Impact of Media Images on Women and Girls*. We also hosted a Native American Film Festival where films such as *Alcatraz is not an Island; Homeland; The Spirit of Annie Mae*; and, *Smoke Signals* were screened.

When doing a film screening, it is important to remember to make sure the films are used for educational purposes and that public performance rights have been purchased for the screenings. Also, gather input from the librarians and staff when planning programs, whether film screenings, poetry readings, or crafts and academic workshops, and remember to include as many partners as possible whether from the local community or the university in order to reach the widest audience possible. Third, consider having facilitators / speakers to enlighten and engage the audience in discussions relating to the films being shown, make sure that both the library and the speaker's schedules blend well together. Speakers do not have to be librarians but those who have an interest in or knowledge of or participated in the civil rights movement. One last thing to note is that libraries should pursue every avenue available for publicizing their programs. This can include using social media, as well as the more traditional ways of advertising such as flyers, emails, and invitations. The more aggressive and creative you are with promoting your programs, the more success you will have reaching your audience with your message.

Investing in Student Employees: Training in Butler University's Information Commons Program

By Amanda D. Starkel

Student employees have been called the unsung heroes of most modern academic libraries. As the roles of librarians have shifted, the role of the student employee has too changed. They have been asked to take on more duties such as staffing the primary service point, handling circulation and reference, shelving, digitization.

Some librarians feel concerned that students are now responsible for tasks that used to fall under their purview. As the line between "librarian work" and "student employee work" has been blurred, expectations for student employee performance have gotten progressively higher. Supervisors responsible for the management and training of student employees feel increased pressure to ensure that student employees are capable of these. When expectations are not met, members of the library staff worry that levels of service are decreasing. Over time, this pressure builds and "supervisors run the risk of not only the inefficient use of valuable resources, but also a bad employment situation for the student, the supervisor, and the library" (Kathman & Kathman, 2000, p. 176). This is not cost-effective or beneficial for any of the involved parties. Libraries want to provide what Scrogham and McGuire call "an opportunity for involvement that is both meaningful and educational while assisting them in becoming successful members of an increasingly global society" (as cited in McGinniss, 2014). How can an environment be created where student employees meet high expectations and successfully accomplish all that is ask of them? Butler University has been successful with a unique approach to student employment known as the Information Commons (IC) program.

Background Information: The IC Program

The IC program was born from a natural partnership between Butler University Libraries and the Center for Academic Technology (CAT). The libraries were investigating the trends of having students begin to staff the reference desk. Instructional technology services offered by CAT were growing in demand on campus, and librarians were seeing more demand for classroom instruction and support within certain disciplines.

Both parties found value in having a group of students who were cross-trained in research, technology, and customer service to assist with consultation and meet these needs. Beyond these initial motivations, both departments wanted to create a program that focused on the professional development of students and connected to the larger student learning outcomes of Butler University. This distinction has been key in setting Butler's IC program apart.

The IC student handbook explains the expectations of the library's professional program. When students are on the clock, they are to be focused on work tasks, they are expected to act and dress professionally. From the very beginning, it is clear: this is not an average part-time on-campus job.

The Information Commons program is a unique opportunity to grow professionally and gain practical, in-demand skills. Butler University is fortunate to be able to offer a higher wage than the state minimum, an annual wage increase and opportunities for advancement. The initial offer of employment rolls from semester-to-semester. As long as students are meeting expectations, they can count on employment with the university library throughout the remainder of their academic careers. The library is flexible with scheduling and offers the potential for summer employment. Outstanding students within the program can be promoted as supervisory students, a role that provides leadership and management experience and an increased wage. However, a higher wage and ongoing employment is not always enough to convince students to adhere to our higher standards. It is important for students to buy into the value of the program, both for retention and motivation purposes. The mission of the program is discussed during the hiring process, training, staff retreats and socials, and in group and individual meetings. We take every opportunity to encourage students to internalize these values and connect them to their own personal goals.

From the beginning, the IC program strived to mirror the values of Butler University as a whole. Butler University is a liberal arts institution committed to "providing the highest quality of teaching and achieving the highest ideals of student learning, which include clear and effective communication, and appreciation of beauty and a commitment to lifelong learning, community service, and global awareness" (Butler University, 2013).

Butler's nine university learning outcomes include similar elements focusing on information literacy, collaboration, diversity, and service. The IC program has been aligned to these larger institutional goals so that the program will be "an integral component of a student's academic experience and

career arc" (Michael, 2013, p. 6). The library looked beyond their own institution to trends within higher education as a whole. The IC program exemplifies several LEAP High-Impact Educational Practices, including collaborative projects and experiential learning (Kuh, 2008). It also fits in well with the current movement to optimize the student employment experience.

Additionally, the library has recently worked to align the program to Butler Libraries' 2013-2016 strategic plan. The six goals of this strategic plan relate to library instruction, resource allocation, learning spaces, outreach, and scholarly communication. The training and job experiences that IC students undergo helps achieve several of these goals.

Due to the success of the IC program, library administration felt confident in moving forward with a plan to consolidate service points in the fall of 2014. This merger allows for resource re-allocation and provides opportunities for opening up new learning spaces. The library hopes to provide opportunities, in the future, where IC students can offer insight and play a role with outreach and ongoing scholarly communication efforts.

The library is committed to these core values within the program, and must accomplish their day-to-day tasks and ensure that students are meeting service expectations. The assistant director of CAT manages the CAT side of this, and the Information Commons librarian manages the library side. Within the library side, student employees are responsible for a wide range of reference, research, and technology questions in face-to-face consultations at the Information Commons desk and virtually. Student workers need to understand how to search by topic, find specific titles, locate items in the stacks, assist with printing and copying, answer questions about citation, and more. This ongoing list of responsibilities is lengthened by the skills that student employees will have – information literacy concepts such as the ability to help develop a topic or understand creative commons and the basics of copyright.

Training: Revamp

Upon the hire of a new Information Commons librarian in August 2013, it was decided that a revamp of the student training process highest priority; "If librarians wish to have a more adequate level of service, a top priority for student employee supervisors should be to devote time to the planning and implementation of training programs" (Kathman & Kathman, 2000). From the outset, we decided it was important "each student would receive the same training and thereby eliminate inconsistencies and reduce the time commitment involved with individual training" (Manley & Holley, 2014, p. 77). Several IC student supervisors were instrumental to this process; they offered insight about the needs of the service point and the program. They also generated great ideas about activities for and methods for training. All aspects of this revamp focused on creating intentional learning opportunities based upon methods that have seen success within other instructional venues.

Butler University is a residential college with a mostly traditional-age student body; nearly all of the students within the IC program are of the millennial generation. As such, they are "'hands-on', experiential learners" who "expect to deal with multiple formats and media" (Zink, Medaille, Mundt, Colegrove, & Aldrich, 2010, p. 112) Millennials are highly visual and social, and appreciate project work that engages them in collaboration (Zink et al., 2010). Traditional library instruction sessions have shown that students learn best through active learning exercises that they feel are relevant to their lives. This led library staff to create competency-based activities that incorporated text, videos, and graphics for the delivery of information. Students are asked to read, watch, listen, act, respond, and create. Opportunities are created for interaction, and student supervisors facilitate and mentor their peers throughout this process. They are prompted to reflect and make connections between the skills they are learning, their work within the program, and their lives outside of work. Student workers are able to go through the work at their own pace, and are encouraged to revisit trainings at any point in the process. Many exercises allow freedom to express creativity or customize the training in ways that add meaning. Intentionally working all of these elements into the revamp helped to create a more genuine learning environment and a more invested student employee.

During the first few weeks of employment, IC new hires undergo extensive training. Training for both sides of the program is housed in Moodle, the campus' learning management system. Using Moodle has been advantageous for all; it is accessible to students and supervisors in both locations, it allows for self-directed progression, and makes it easy to add or update content. Content has been ordered deliberately so that the most important concepts will be addressed first and the trainings will continue to build on each other. The following is a sampling of the training activities for the library side of our Information Commons program:

Training: First Shifts

A student supervisor or the Information Commons librarian is present during the first shift or two to physically walk the student around the space. This allows new hires to feel supported and establish mentorships with their supervisors from the beginning. A checklist is provided for consistency in the orientation. Highlighting all support resources (both online and in person) is a key.

Training: Basic Tasks (implemented through Moodle)

Reviewing and practicing policies and procedures: Every IC student worker must be familiar with polices and procedures. These are housed on a private LibGuide, and during training,

IC students must read through the instructions about the statistics tracking system, dealing with technical issues, answering virtual reference questions, and handling emergencies. This part of training is followed by hands-on activities. These activities, including simulations of answering phone calls, emails, and chat questions, are set up in Moodle so that they provide immediate feedback.

Getting familiar with library spaces

The Butler University libraries wanted to give students an opportunity to explore their workspace on their own. Students were given blank floor plans for the entire library, and are asked to use free time on shift to explore the library and fill out the plan as they see fit. Students are asked to pay particular attention to areas such as, study spaces, restrooms, collections, etc. Many students appreciate the chance to learn about the building and express a little creativity.

Training: Research Skills (implemented through Moodle)

Using Google & Google Scholar: It is important for students to feel confident with all the resources available to them, especially Google tools that may be used throughout the rest of their lives. Training on these concepts accounts for various confidence levels so students research and familiarize themselves with Google and Google Scholar as they feel necessary. Then, students take a short five-question quiz, which asks about Google's ranking system, limiting searches by type of site, forward reference searching, and the advantages and disadvantages of Google Scholar. Many students found these questions were difficult to answer quickly. Therefore, each question gives an immediate explanation and often includes links to learn more or see demonstrations of the concepts discussed.

Testing retrieval skills: IC students are responsible for helping patrons find specific items, therefore they need to be very competent at information retrieval. Training for this concept is two-pronged. Students first learn about our most-used resources (catalog, PRIMO, Journals A-Z) by reading background information about the tools, watching demo videos, and trying out guided searches, then, they are asked to complete an activity in which they are given citation information for five different sources (note: the citation is not always complete or correct). Students must search and determine if the book or article is available through the library, available freely online, and/or blocked by an Internet paywall. The activity offers feedback after every question, and explains concepts like embargos and why it's important to know how to work from an incomplete citation.

Using databases: Before creating training for this concept, it was agreed upon that it is preferred to have students become familiar with a few databases and the transferrable skills of database searching than to have them do dry point-and-click training on every database in our collection. Therefore, training asked students to self-select one of the most popular databases, thoroughly explore it, and then create a LibGuide page about it. The LibGuide is private, but students were directed to create a product that could be used elsewhere in the library. Students are encouraged to select a database that is new to them, and are asked to look at other pages on the guide and compare them. Reflections after completing this activity showed that students learned more about the database collection and made connections between these tools and academic work.

Training: Information Literacy (implemented through Moodle)

Understanding our users: Far too often in training, focus is placed on the "finding" part of the research process and time discussing the beginning steps of research is neglected. This aspect of training has students think holistically about research as a process. It also asks them to think about the implications of technology on their research and educational processes. Students must participate in two different forums. In the first forum, they study and reflect upon the most recent ECAR Study of Undergraduate Students and Information Technology. In the second forum, students view a video and an infographic containing national data on college research habits from Project Information Literacy. Students then reflect on how being aware of this data can help them improve their service at the library desk.

Ethical use of images: Training includes information about citation styles and management tools, however staff wanted to specifically highlight the issues related to using images. Students watch a video that introduces creative commons and reviews other resources about attribution best practices, then they must explore online resources like Flickr, locate images with appropriate licenses, and post the image and attribution to a private LibGuide. Feedback shows that, for most students, these are completely new concepts that are transferable to their academic work and professional careers.

Continual Development through Projects

Michael states that "training is not a one-time occurrence, but an ongoing program of measurement and feedback that organically links training and assessment of the student staff contributions to the library" (2013, p. 6). Even though Butler University's student worker training is fairly comprehensive, staff wanted students to continue to practice and develop their skills. Therefore, once an IC student employee has completed their library trainings, they move onto a project phase. Projects arise from librarian suggestions or data assessments of patron need. Examples of library projects from the past year are below:

- Assist with the updating of our FAQ (LibAnswers)
- Create a LibGuide about the Winter Olympics
- Make the e-Book LibGuide more user-friendly
- Create a promotional poster about the library for new student orientation

- Update the Plagiarism LibGuide and assist with related classroom instruction

A free tool called Trello is used to manage all project work, both for the library and CAT sides of the program. IC student supervisors assign projects, often based on personal aptitudes or expressed interest. This allows students to make connections between their academic and career interests and their work within the program. Alternatively, projects sometimes allow students to branch out and challenge themselves in completely new ways. Some projects are solitary, but most allow students to work in close collaboration with other students or professional staff. Many projects allow for the synthesis of multiple skills learned through training. The Olympic LibGuide project is a good illustration; the student had to utilize research, technology, design, and citation skills to be successful. Additionally, project work fosters the development of crucial soft skills such as time management, teamwork, customer service, communication, and creativity. Project work allows students feel that they are making meaningful contributions to the work of the library.

Assessment is another aspect of continual development. Student supervisors give feedback and support to their peers on a daily/weekly basis. A mid-semester quiz is issued as a way to monitor student progress. In the fall, a more formal assessment process for student performance by applying a customized rubric will be implemented. The libraries also plan to distribute the LibQual survey and plan to use data to show satisfaction with services in addition to the numerical statistics tracked. This combined information helps to continually assess not just student performance, but the effectiveness of trainings.

Conclusion

Student employees are an amazing resource for modern libraries, and the list of duties assigned to them is continually expanded. However, too often responsibilities and expectations are increased without providing adequate training and professional development opportunities. As Michael writes, it is "an investment of time and effort" but it clearly "leads to greater library success" (2013).

Butler University Libraries have found success with their Information Commons model and the recent revamp of training within this program. The program was established with core values that align to those of the institution and the libraries. The program is forward-looking in that it envisions employment as a professional development opportunity and encourages students to make meaningful connections between their work, their academics, and their future careers.

In addition to these values, student employees are responsible for essential service tasks in both locations of the program. In order to help students meet these high service expectations, library trainings were revamped in the fall of 2013.

The revamp process was challenging, with extensive training that engaged students, received positive feedback, and adequately prepared students to meet service expectations. Students are more satisfied with their work, patrons are receiving better service, and supervisors are getting more out of the student workforce.

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Indiana Libraries

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