CHANGE IS THE ONLY CONSTANT

It is said that change is the only constant: seasons change, months change, institutions change, and our Libraries are changing. This past year, the Harrison University Libraries underwent a renovation and a major addition and wait until you see it!

In one quick year, the Mortensen Library was transformed from a pretty traditional academic library to this new, modern, open building. In one quick year, collections were rethought. In one quick year, the Allen Library is locating to the newly renovated lower level. In one quick year, the official name of the Library system was changed to the Harrison University Libraries. See p. 2 for more photos.

Along with these changes come others. As we enhance the library facilities, we begin a new age for the University of Hartford. The history of our Libraries has been as leaders in change, as leaders in technology improvement, and as leaders in the library environment. Our staff are leaders not only in the State of Connecticut but also regionally and nationally.

An important change is with the University Libraries Board of Visitors. This steadfast Board is changing to become the Friends of the Harrison University Libraries (p.2). We welcome you to become a member. You will help strengthen not only the Libraries but the entire University with your support and interest.

By the time you read this newsletter, the Allen Library will have moved into its new location on the lower level of the Harrison University Libraries. The new facility will offer students and staff an enhanced experience with improved access to the listening and large and small seminar rooms, improved lighting, and new windows with views to the mighty Hog River.

The new Allen will be a library within a library and retain the same characteristics that make it special.

As the new students arrive in the fall, it will be exciting to watch and see how they use the libraries and how they make the building theirs. This renovation and addition is for now and into the future. ◆
BECOME A FRIEND OF HARRISON UNIVERSITY LIBRARIES
As the completion of the library expansion and renovation project draws near, we thank you for your participation in achieving this milestone endeavor.

Enhancing our library facilities signals the beginning of a new age for the University of Hartford, as we continue to emerge as a vibrant and dynamic force in higher education.

During this exciting time, we invite you to become a member of the Friends of the Harrison University Libraries. This newly formed association replaces the University Libraries Board of Visitors.

Envisioning the Libraries’ Future
President Walter Harrison envisions a future where the Libraries continue to evolve to meet the ever-changing needs of students, faculty, and staff, while enriching and inspiring the larger community beyond our campus.

The Friends of the Harrison University Libraries will be committed to supporting this vision, and ensuring this scholarly resource, bearing President Harrison’s name, remains a vital part of campus life.

Membership
For a minimum annual contribution of $250, you have the opportunity to become a Friend of the Harrison University Libraries.

Your gift will strengthen the Libraries—and the University of Hartford—by supporting:

» Investment in leading-edge technologies, a hallmark of the best academic libraries
» Acquisition of materials (both print and electronic) essential to research
» Innovative programs that bring scholarly and creative work to larger audiences
» Efforts to reinforce ties with the community and expand the Libraries’ role in the region’s educational and cultural life.

Friends will serve as ambassadors, encouraging appreciation of all the Libraries offer to the academic community and beyond.

Join Us!
As a Friend, you will enjoy a special relationship with the University Libraries through a variety of cultural, educational, and social events.

Most importantly, you will play a key role in securing a strong future for the Harrison University Libraries.

INTERNERSHIP SATTELITE OFFICE
The University of Hartford’s incoming Class of 2021 will be put on the path to career-ready success before they take their first class. A new Office of Career Services program called Career-Onboarding Pre-1st Semester Readiness Prep Program, will help incoming students set up LinkedIn profiles and create résumés before their first day of class.

“With this approach, students are already prepared for career events in the fall, when many employers are looking for summer interns,” says Kate Darcy Hohenthal, assistant director of experiential education and student engagement in Career Services, who developed the program.

Sixty-four percent of UHart’s recent graduates had internships while here and 92 percent of our 2016 graduates are employed, in graduate school, in the military, or volunteering. This new program could push those percentages even higher.

Just how important is an internship in helping college graduates get jobs? For Jordan Arruda ’16, a finance major in the Barney School of Business, it was priceless. He landed his dream job in Stanley Black & Decker’s Leadership Program in Finance after completing two internships.

The Career-Onboarding Pre-1st Semester Readiness Prep Program was piloted with 50 students in the Class of 2020 and more than half of them met with potential employers and attended résumé boot camps during their first semester. In just her second semester in college, Yavana Ganesh ’20 landed an internship with the Connecticut Office of the Arts in Hartford, Conn.

“Internships are an amazing opportunity to learn by trial and error before you go into the real world,” says Yavana, who is pursuing a double major in chemistry and politics and government in the University’s College of Arts and Sciences.

The Career-Onboarding Pre-1st Semester Readiness Prep Program is open to more than first-year students. Hohenthal has trained more than a dozen students who host pop-up “Internship Satellite Offices,” around campus so students can learn more about internships. “The idea is to meet students where they are,” she says. In just six months of operation, nearly 400 students have signed up to learn more about internships through the satellite offices.

The innovative Career Services program is already impressing prospective students. “I think it is a very unique program. I like that they are preparing students early on,” says Tiona Martin, a high school junior from Berlin, Conn. who visited and is considering attending the University.

ARCHIVES
In December, during the campus’ introduction to President-Designate Gregory Woodward, President Walter Harrison remarked that while the University has many logos and wordmarks, he has always been partial to the University’s seal. He stated that “. . . for me [it] represents the history of the University, and its future, and what’s the same from the day it was founded ‘til today.”

In honor of that sentiment and Harrison’s retirement, the Archives would like to share with the University community this image of Alan Tompkins (Hartford Art School director) standing next to the many different University seals which he designed for the Board of Regents to consider. This image appeared in the March 25, 1958, issue of the University Callboard (the student newspaper at the time). The process of creating the seal took several months, but in the end the seal that we know today was approved unanimously by the board.

It should be noted that the Tompkins family donated many of his personal papers and remaining artwork to the University Archives and Special Collections last summer. The material is now open to researchers who can make appointments by contacting archives@hartford.edu or 860.768.4143.
The Next Version of Koha

Since its inception in February 2014, The Harrison University Libraries Outreach Committee continues to offer programs and events for the University of Hartford community.

This semester, students returned from winter break to a brand new space. To ease the transition, members of the Mortensen Library Reference Staff created a trail of whimsical selfies, at the end of which was a table filled with doughnuts. Librarians were also on hand to greet patrons and answer questions.

To celebrate Valentine’s Day, we brought back our second annual Blind Date with a Book display. We offered approximately 40 books with their identities concealed in brown paper. We provided only a few clues to the book’s true identity listed on bright pink hearts affixed to the front of the book. Within two weeks, almost all of the books had been checked out. Jillian Maynard also collaborated with Sharron Dillon to create a display for Law Day, which occurred on May 1, 2017. The theme this year was the 14th amendment. We were able to highlight books from our collection, as well as ephemera supplied by Sharron.

In addition to our new outreach initiatives, we continue to offer a couple of programs that have been popular in past semesters. The Mortensen Library ran the wildly successful Question of the Week contest. Students, faculty, and staff are given the opportunity each week to win a $5 gift card to Starbucks if theirs is the first correct answer drawn. We also ran the Stress Busters program during finals week. Giant word search pages, coloring pages, “candy cures,” and jigsaw puzzles were available to students to help during this stressful time!

The committee is currently in the planning stage for a large-scale welcome back event set to take place in the newly renovated library early in the fall 2017 semester. We hope to highlight the many different library departments of the Harrison University Libraries that will be all together under the same roof for the first time. Stay tuned!

We are always looking for new ways to collaborate with other departments and organizations within the University. Please contact Kyle Lynes with thoughts and ideas (lynes@hartford.edu or ulreach@hartford.edu).

Current Outreach Committee members include: Mike Anderson, Ed Bernstein, Diana Hellyar, Kyle Lynes (chair), Jillian Maynard, and Melanie Van Haelen. ◆

revised to avoid the popup boxes LibLime created in their new version. We did something similar with the virtual shelf browsing feature, and it came out really well. We modelled our redesign on another vendor’s virtual shelf browse feature and then dressed it up a bit. We think you’ll like it once we go live with the new version.

Right now the question is: When will we upgrade? We still have more work to do nailing down the features we’ve been working on, and we also need to test the changes that LibLime has made to the core software. Sometimes, when one thing gets changed, it has an effect on something else, and we need to make sure that nothing was inadvertently broken. Additionally, we have a list of go/no-go functionality that we need to check. There are things we are looking forward to, and things that might not be ideal but we can live with, but there are changes and deficits that we simply can’t have and these would prevent us from agreeing to move to the next version of Koha. But once we are done tweaking and inspecting it, we will roll out the new version. It’s been a lot of work, and we can’t wait to show you. We just know you’ll love it. ◆
There are lots on new features and enhanced functionality coming in the next version of Koha out-of-the-box. Now we do heading searches is a good example. While stock Koha relies on a linking record for authoritative headings searches, our OPAC searches for the text strings of the headings. We still feel that this method of tracking down related subjects and authors is better so we incorporated this feature into the new DL too. There are also places where we felt like we could improve on the changes that LibLime had made. One of those is the course reserves module, which we completely oppose to progress, and we appreciate the innovations that LibLime creates, but in some instances where what we had before was better than what Koha provides out-of-the-box. Now we do heading searches is a good example. While stock Koha relies on a linking record for authoritative headings searches, our OPAC searches for the text strings of the headings. 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REPORT ON THE MLA MEETING

This was my first meeting in years where I did not have board, committee, or speaking obligations, so I was able to attend more sessions than usual. This meeting in Orlando, Florida, was also the first ever Pan-American Regional IAML meeting. (IAML is the International Association of Music Libraries, Archives, and Documentation Centres, of which MLA is the U.S. national branch.) The meeting was hosted in collaboration with the Canadian National Branch of IAML. The week featured sessions on music libraries and archives in Latin America, their collections and patrons, geopolitical history, initiatives, practices, and reference resources. Some of these are archives that our students have used in person or online, so I was grateful for the opportunity to learn more. The meeting itself proved to be a catalyst for assembling directories of some of these resources. I was also interested to learn that general librarian training is codified by law in some of the regions, but music library and archival practices are not, which makes it harder for some regions to develop the expertise they need to care for music archive collections and make materials intellectually and physically (or virtually) available. This has an impact on research and knowledge. There has been an emphasis in MLA on breaking down geopolitical barriers so information can more freely flow.

This year’s poster sessions were especially rich, with topics ranging from Latin American archives, to cataloging gift collections to historical arts topics to systems migrations. In one session, librarians from Kent State University’s Performing Arts Library highlighted their Personal Librarian program aimed at both undergraduate and graduate students in dance, music, and theatre. The goal is to rebrand services and establish a connection with users, and to improve student success and retention. Letters with chery introductions and a photo of the students’ assigned librarian are sent to the homes of new students before they arrive. Upon arrival, students are given tours, see posters, and are given stickers to wear or affix to belongings (I just met my personal librarian). A web presence has video interviews with librarians and electronic scheduling for consultations. Many great ideas can be found in the book The Personal Librarian: Enhancing the Student Experience, available in our libraries at Z 675.U5 P472 2014.

Most people probably do not think of YouTube when they think of scores and other printed media. Matthew Ertz (University of Louisville) highlighted the phenomenon of contemporary music scores with embedded audio, that are then posted to YouTube channels. His talk primarily focused on Score Follower, a 501(c)(3) non-profit organization that facilitates this process by providing a platform, and that builds relationships with composers and publishers (no-one is completely into it at the start), secures copyright permissions, obtains the media, inserts page turns, and so forth. They use Photoshop, Final Cut, and Adobe Premiere for processing. They have a staff of 15 people (e.g., production, web design, managers, legal counsel, musicological) and an international competition. A quick glance shows works by Beat Furrer, Thomas Adès, and Andrew Norman, among others. Ertz reported that the site is having an impact on younger composers. It is a different way of discovering and experiencing music, and is something of a rite of passage to have a piece posted. It is one of many new and interesting resources to keep an eye on: scorefollower.com.

On May 8, Allen staff hosted a Snack and Sign event for library users and other members of the extended University community, so everyone could say farewell to our current Allen Library facility and celebrate our upcoming move to our new space. Allen staff and colleagues from the Mortensen Library provided cookies and snacks, visitors shared memories from the old Allen space, and people made their mark on the new space by signing new shelves (on the underside). Staff answered questions about the upcoming move, and showed visitors drawings and photographs of the new space.

Allen staff members Mike Anderson and Lisa Wollenberg assembled festive decorations, a slideshow of Allen through the years, including archival photos of Allen going back decades, provided by University Archivist Sean Parke, and kept it festive with music from our streaming audio database Jazz Music Library. A good time was had by many!

RETHINKING ASSESSMENT

Assessment isn’t an activity. It’s a state of mind.
—Gavin Henning

Recently, I attended a workshop on the value and impact of assessment, sponsored by the Association of College & Research Libraries. Up until now, I always viewed assessment as a ritual for measuring and not measuring instruction, as well as satisfying the reporting requirement for accreditation. However, two points from this workshop really stuck with me and completely changed the way I now view assessment: One, the notion that assessment should focus on the process not the end result; and two, assessment should measure student learning. Certainly, efficacy of instruction and accreditation reporting are both part of the assessment process, but the focus should be shifted to what students are learning and where their needs lie. With this change in perspective came the realization that having a clear picture about student learning could help us make better informed decisions about a number of different things outside of instruction, such as our services, the purchase of materials, the configuration of library space, and so on. After coming down from the “conference high,” which for me is usually a combination of feeling excited, overwhelmed, and motivated over a new set of ideas from a conference or workshop, we have to be ready to engage in the hard work of truly assessing our services.

The first step is to define our assessment philosophy. Some questions we might ask ourselves are: Why are we assessing? What do we want to know? Once these questions are answered, we can focus on the types of assessment projects we would like to develop. We already have a couple assessment initiatives in place, such as quizzes embedded into lesson plans and citation assessment. These will likely continue, but we would like to create additional opportunities that ask students to reflect upon their own learning processes and information seeking behavior. This could include a variation on the one minute paper or a few questions asked at the end of a reference interview. We can also explore partnerships with other stakeholders on campus. The end of the day, we don’t exist in a vacuum. Every one of us is responsible in some way for improving student success and retention.

Therefore, we owe it to our students to get involved in the larger conversation about assessment on campus. There may be opportunities for data collection which are beneficial to everyone involved. Ideally, we would like to develop a longitudinal assessment initiative in collaboration with other departments on campus. The hope is that by implementing a number of diverse assessment initiatives, we can improve the resources we offer to improve student success.

Moving a Library — p. 4

space. For instance, in most spaces, the shelving is only five openings tall, but in some areas, materials are smaller. If we shift them (and their shelves) downward, we can fit in a sixth shelf, thereby creating growth for future incoming materials. This too takes planning, time, and energy.

Finally, there is the management of change. By diving into the project, by showing users their future space, and by planning for new possibilities, library staff come to embrace the space, even while giving homage to the space that served generations of users over many years. In my last column, I thanked many people who helped make the building project a success, and now I must thank the Allen staff (Jennifer Olson, Michael Anderson, Lauren Perala, and Lisa Wollenberg, and their immediate predecessors who assisted, Carol Lubkowski and Andrew Barnhart, and earlier on the project, Sam Cook, Ben Klein, and Jared Cowing), along with Harrison University Library director Randi Ashton-Pritting. For their ongoing and tireless hard work, their experience and knowledge, and their willingness to dive into most any task, no matter how daunting . . . enough thanks cannot be said.

For artist renderings, floorplans, and construction photographs, please see hartford.edu/libraryrenovation.
REPORT ON THE MLA MEETING

—Jennifer Olson

This year’s Music Library Association (MLA) and Music OCLC Users Group (MOUG) meetings in Orlando, Florida, were packed with informative sessions and discussions. Among these, an informational meeting about the newly re-formatted Reference, Discovery and Collections Committee, whose charge is to advocate for improvements to OCLC’s public interfaces. (As an example, OCLC’s WorldCat lists library holdings from all over the country.) We met with an OCLC representative about the kinds of information librarians, students and casual researchers need to see in WorldCat. As a cataloger, I was able to explain where data is found that can help users to connect with resources, and the group provided examples of how people use the resource. The OCLC representative, who is somewhat new, seemed appreciative of our feedback.

I am on MLA’s Content Standards Subcommittee of the Cataloging and Metadata Committee, so I attended several sessions on content standards, which are the rules that metadata professionals use to describe materials. The current standard, Resource Description and Access (RDA) will have major changes to the underlying theoretical model this year. The new model (the International Federation of Library Associations and Institutions Functional Requirements for Bibliographic Records Library Reference Model (IFLA-LRM)) has expanded to be a more complex model that better fits the way data models are developing in other fields, and better expresses different relationships and concepts. This will benefit users by creating more avenues for discovering materials, such as being able to trace works that are based on other works. Our internal online resource (the RDA Toolkit) will reflect rule changes, and will be reorganized to be more in line with how the model is applied by metadata professionals.

There was a lot of discussion about linked data developments. Different groups are working with different models and encoding standards, and the Library of Congress began working on an encoding standard to replace the MARC record. The format is called BIBFRAME 2.0, which is an improved version of the BIBFRAME encoding standard used in the Linked Data for Production (LDP4) project (which includes Stanford, Cornell, Harvard, Princeton, Columbia and the Library of Congress) that began last year. In addition, the LDP4 project is evaluating different tools for working with linked data. To summarize, a lot of things are happening, but it is still very much in the experimental phase.

Although I don’t do much classroom library instruction in my position, I like to keep up with how librarians approach teaching. One presentation on instruction was by Marci Cohen (now of Boston University, but then at the Berklee School of Music in Boston). She suggested that “non-faculty” wanted students to know how to find and use scores in the library. Marci created a session to get students more familiar with different types of scores and situations in which one might choose a particular type of score. One obstacle was the sheer number of students who needed this instruction at the same time, too many students, or not enough staff time to devote to the project. However, when using more complex mobile games if you have a small library space, too many students, or not enough staff time to devote to the project. However, when mobile gaming is appropriate, Kelian Adams of Green Door Labs is available to work with librarians on their projects. Adams demonstrated the Edventure Builder game-design platform, which supports a wide variety of fun, interactive library orientation and instruction games. Anne Shaffer shared the University of Oregon’s Research Race model of instruction for one-shot library sessions. Students compete in teams to answer research questions with minimal instructor lecturing. In this way, students learn by doing, and answer discipline-specific questions similar to those they might need to answer in the real world. She found discovering materials can be a lot of time to prepare, the Research Race engages students far more than a typical instruction lecture.

In one of the most informative sessions of the conference, Madeline Dietrich (Old Dominion University) and Holling Smith-Borne (Vanderbilt University) discussed best practices for interacting with transgender library users. They used the Genderbread Person (publichealthpost.org/databyte/genderbread-person) to illustrate that there are many ways a person may feel and display their gender. It is important to be sensitive and compassionate to all library patrons. Some helpful tips include the following: avoid gendered language in your speech and written materials, include gender identity and gender expression in non-discrimination policies, don’t make assumptions about a person’s gender, respect everyone’s privacy, and be understanding of a person’s feelings and the issues they may be dealing with.

IN MEMORIAM—MYLA MATILDA EGAN

Myla Matilda Egan passed away on May 18, 2017. Myla was a librarian at the University of Hartford in West Hartford, Connecticut. Myla and her husband, Peter, raised their children in West Hartford. Together they had six grandchildren and four great grandchildren. Myla was predeceased by her husband and daughter Myla.

In lieu of flowers, donations in her memory may be made to The ALS Association, Connecticut Chapter, 4 Oxford Road, Unit E4, Milford, CT 06460.

THRESHOLDS, GAMES, AND THE GENDERBREAD PERSON: LIBRARY INSTRUCTION AND PATRON RELATIONS AT THE MLA ANNUAL MEETING

—Lisa Wollenberg

This was my first year attending the Music Library Association (MLA) meeting as both professional librarian and presenter. Part of my time there was spent with former coworkers, presenting a poster session titled From Nasal Spray to Grammy Awards: The Leonard Bernstein Collection at Indiana University. In the rest of my time, I attended as many Public Services sessions as I could find.

There was a wide variety of sessions focused on library instruction. Erin Conor (Reed College), Beth Christensen (St. Olaf College), Theresa Burress (New College of Florida), and Maribeth Clark (New College of Florida) shared their ideas for how to work with music faculty using the Association of College & Research Libraries (ACRL) Framework for Information Literacy, a new model for teaching and assessing information literacy adopted by the ACRL Board in 2016. They suggested thinking about thresholds beyond threshold concepts, the ACRL Framework, that is, what thresholds must a student cross to move forward in their specific discipline? These are questions that KellyAnne is so basic that experts may not even realize they’re doing them. Librarians can help figure out which thresholds are sticking points for students, and help them through to the other side. One speaker emphasized, listen not for what students know, but what they don’t understand.

Other presenters gave examples of fun ways they have engaged students in library instruction. Zoe Rath from the Berklee College of Music used Plickers (app) and WhoSampled (website) as easy ways to engage her students with technology. She cautioned against using more complex mobile games if you have a small library space, too many students, or not enough staff time to devote to the project. However, when mobile gaming is appropriate, Kelian Adams of Green Door Labs is available to work with librarians on their projects. Adams demonstrated the Edventure Builder game-design platform, which supports a wide variety of fun, interactive library orientation and instruction games. Anne Shaffer shared the University of Oregon’s Research Race model of instruction for one-shot library sessions. Students compete in teams to answer research questions with minimal instructor lecturing. In this way, students learn by doing, and answer discipline-specific questions similar to those they might need to answer in the real world. She found discovering materials can be a lot of time to prepare, the Research Race engages students far more than a typical instruction lecture.

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STAFF HAPPENINGS

The Office of Marketing and Communication is delighted to announce the new appointment of Barbara Dessureau to the Web/Digital Communication Committee, and Web Policy & Spa on May 4. Their session dubbed How We Became the Yellow Submarine discussed managing a diverse workforce including students, full-time and part-time employees, volunteers, consultants, and contractors. Dessureau’s section also sponsored Kyle K. Courtney, Esquire, a Harvard Scholar, internationally recognized lawyer, and librarian. His presentation The Copyright Super Powers of Libraries was well-attended (standing room only) and enlightened the audience as to what librarians and patrons can and cannot do regarding copyright compliance.

Diana Hellyar, reference librarian, was selected to be on the eResources Advisory Task Force for ResearchIT CT, which is a part of the Connecticut State Library. She is one of five academic librarians on the 18-member task force. ResearchIT CT is part of the Connecticut Education Network. It provides students, faculty, and residents throughout Connecticut online access to library and information resources such as databases, ebook services, and more. The task force is responsible for evaluating the various online resources provided through ResearchIT CT in an effort to provide patrons with quality information.

On another note, a blog post Hellyar wrote last year while she was a graduate research intern for the Program on Information Science at the MIT Libraries was recently cited in a blog post out of Australia discussing augmented reality and in an addition resources for the Presidents’ College. Her abundant experience and knowledge in the world of web will undoubtedly be an asset in guiding the advancement of the University website to success, now and into the future. Dessureau is also chair of the University’s Web Advisory Committee.

Laurie Haggan, acquisitions specialist and chair of the Connecticut Library Association’s Technical Services Section (TSS) and Gail M. Syring, program administrator of the Connections Wellness Center presented at the 126th Connecticut Library Association’s annual conference Uncharted Waters: Navigating the Changing Tides of Librarianship at the Mystic Marriott Hotel & Spa on May 4. Their session dubbed How We Became the Yellow Submarine discussed managing a diverse workforce including students, full-time and part-time employees, volunteers, consultants, and contractors. Haggan’s section also sponsored Kyle K. Courtney, Esquire, a Harvard Scholar, internationally recognized lawyer, and librarian. His presentation The Copyright Super Powers of Libraries was well-attended (standing room only) and enlightened the audience as to what librarians and patrons can and cannot do regarding copyright compliance.

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The University hosted its annual Recognition Day event to honor our faculty and staff for their valued service to the University of Hartford. This year’s event took place on March 30 at the 1877 Club and recognized not just one Library staff member but two: Ben Ide and Nick Wharton both celebrated their 10-year anniversaries.

Ide, head, Resources and Metadata Services, came to the University from Harvard’s Lamont Library and with experience from Bryant University. His expertise is in the monographic and serials cataloging along with being the system administrator for our library open source catalog. Wharton, head, Reference and Public Services, came to the University with experience at the Widener Library at Harvard and Brown University. Being service oriented, Nick has been instrumental in pushing the Mortensen Library into an information literacy program and using data to back decisions. He has also been an advocate for the 24/7 extended hours for the library. Where did the 10 years go? Congratulations to both Ide and Wharton.

Lisa Wollenberg gave a poster presentation at the Music Library Association annual meeting in Orlando, Florida, February 24, entitled From Nasal Spray to Grammy Awards: The Leonard Bernstein Collection at Indiana University. While Lisa was listed as a co-presenter in the program, she wrote the proposal, designed the poster and handout, and (due to unforeseen circumstances) handled the session mostly by herself. The project described in the session involved an archival collection that had languished in a library not set up to be an archive. Wollenberg was said by others to be instrumental in bringing order at minimal cost.

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OER—RAISING AWARENESS ON CAMPUS

The Open Educational Resources (OER) Movement has been in full swing for a while now across the nation, and here at the University of Hartford a committee has been formed to bring that movement to campus. OER are defined as “teaching, learning, and research resources that are free of cost and access barriers, and which also carry legal permission for open use” (SPARC Open Education). In many places, this movement begins as a way to reduce textbook costs for students, but it has grown into much more. They have many benefits and are already making significant, positive changes at universities and schools across the country. One such benefit of OER has to do with licensing. Being licensed under Creative Commons, OER carry with them what are known as SR “open” permissions: Retain, Reuse, Revise, Remix, and Redistribute, meaning that they can be adopted, adapted, mixed, and freely used at any time. This contributes significantly to the Information Literacy Framework regarding scholarship as conversation. By creating these resources and sharing them with other professors, remixing them and so forth, students and professors alike are sharing knowledge and improving education.

Libraries have served as a central player to this movement, often working collaboratively with other departments on campus. Jillian Maynard, reference librarian at Mortensen Library, is co-chairing the OER Committee with Jean McGivney-Burelle, executive director, Center for Teaching Excellence and Innovation. The task for the committee is to investigate OER, gather information, and find a way to encourage its use among professors at the University in order to expand the scholarly conversation and also to be a part of this nationally-recognized movement. Currently, they are in the early stages but are excited about the prospects for the future.

—Jillian Maynard
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LOEX = p. 12

and avoid the trap of unreliable, post-truth sources. One of his most salient points had to do with confirmation bias, in which students are more inclined to agree with something if it confirms a pre-existing belief. The key, then, is to avoid topics that would trigger that confirmation bias, in order to give them the tools to be more discerning before they approach the more controversial topics. This is a part of what he called the post-truth pedagogy, in which librarians can help students by reaching them early in the assignment process, have them talk to each other about why they consider a source solid or not, and encourage reflection. I hope we can incorporate some of these ideas into our classes, particularly our WRT 110 classes where the students have more freedom with sources (beyond just peer-reviewed ones).

Brian Sullivan and Malia Willey from James Madison University presented Making Information Literacy More Accessible through Universal Design for Learning. Since I am a part of the Accessibility Committee on campus, this session seemed like a perfect fit. Universal Design for Learning (UDL) is a concept in which any time you are designing a lesson, an assignment, or learning materials, you design them to be as accessible as possible from the start for a multitude of learning styles with as little need as is reasonable for adaption by someone with a disability. The idea of UDL actually came from architecture, since now we design buildings with the Americans with Disabilities Act (ADA) in mind. In order to create materials and lessons with UDL, the what, the how, and the why are important to keep in mind. The what correlates to representation, meaning you are providing multiple options for comprehension and understanding. The how correlates to action and expression, in which you are providing multiple options for expressing the information you are teaching and for students to receive that information. The why relates to engagement. Are you providing multiple options for application of the lesson and reflection for the students? We then worked in groups to brainstorm ideas for a UDL-designed lesson plan. At Mortensen, we are already keeping accessibility at the forefront of our lesson plans and learning materials. I hope we can start to incorporate some UDL characteristics as well.

Diana Hellyar

The first session I went to was titled Growing insights: Course instructor perspective on Assignment Design presented by Ryne Leuzinger and Jacqui Grallo from Cal State Monterey Bay. In this breakout session, Leuzinger and Grallo discussed a survey they designed in an effort to get a better understanding of the research assignments given across campus. What Leuzinger and Grallo talked about was that they discovered in their survey that often times students did not have a good understanding of the importance of the assignment and why information literacy was an important skill to have throughout their careers and not just in school. One idea I had after this session was (during instruction) to ask the students to explain their assignment, emphasize why they are doing this assignment and discuss the importance of these skills.

The last session I attended was titled Speed Dating: A MatchingMaking Activity for Students and Library Databases presented by Jill Chisnell from Carnegie Mellon University and Teresa MacGregor from Carnegie Mellon University in Qatar. In this session, Chisnell and MacGregor outlined an activity they put together to get students to learn about multiple databases in one information session. The activity was set up in a speed dating format, they created profiles for each database and allowed students five minutes to read the profiles and search in the database. The attendees of this session had the opportunity to do a modified version of this activity and it was a big hit. This could be a fun way to collaborate with faculty and get students acquainted with our databases in some of our instruction classes.

Overall, this was a wonderful opportunity to interact with passionate, like-minded individuals. We hope to integrate many of the ideas into our instruction sessions and daily activities in the coming semesters. As always, we are thankful for the opportunity to attend this amazing conference and hope to attend again next year in Houston, Texas!
Reference librarians from Mortensen Library attended the 45th Annual Library Orientation Exchange (LOEX) conference, which took place this year in Lexington, KY from May 11–13. This conference offers professional development for librarians in the areas of library instruction and information literacy. Attendees are given the opportunity to attend breakout sessions, lightning talks, and poster sessions to learn more about pedagogy, assessment, practical applications, and more. The theme for this year’s conference, Growing Stronger Together: Diversity and Community in Information Literacy, reflected not only on Lexington’s growth as a city, but also on challenges and opportunities facing librarians when dealing with unique and diverse student groups. Many of the breakout sessions featured horse-themed titles, playing up Lexington’s affinity for horses, and covered specific topics surrounding pedagogy, assessment, leadership, technology, and collaboration. While each of us attended several breakout sessions, here were some of the highlights.

Kyle Lynes

Of the many breakout sessions I attended, the two that stood out the most offered practical applications for introducing active learning concepts into the classroom. The first session, Anticipatory Sets: Laying the Groundwork for Active Learning, covered the different ways we can not only engage students at the start of an instruction session, but also prepare them mentally for the content that will be covered throughout the session. Anne Deutsch and Brandon West, both from the State University of New York, explained how they use anticipatory sets to activate prior knowledge, or to generate interest in the lesson that follows. They argue that having students complete these short tasks at the beginning of an instruction session also help build a positive rapport between the instructor and students. One of the examples that stuck out the most to me involved having students look at a photo as they enter the classroom (in this photo, it was a pair of boots) and then have them try to find the item in an online store. The idea is that students have to come up with criteria for searching and then choose an appropriate online retailer. This process is similar to how students would choose keywords to represent a research topic, and then perform a search for sources in the appropriate database. This type of activity gets students engaged, while also priming them for a lesson on database searching.

The second session, Breaking New Ground with Old Plows: Revitalizing Low-Tech Library Instruction Tools (sometimes), identified ways to integrate low-tech teaching tools, such as index cards, into instruction to promote deeper comprehension of specific learning outcomes. During this interactive session, Terence Bennett from the College of New Jersey, and Amelia Landenberger from the University of Kentucky, had participants complete several short exercises that could be adapted for a variety of lesson types. During one exercise, we worked in groups to organize citations printed on index cards in order of source quality. This could be very useful in a first semester writing course when we teach students about different types of sources and exploratory research. During another exercise, we were asked to look at a photo and write down all of the words or phrases that we thought best described the image. An exercise like this would be very useful when teaching second semester writing students about advanced searching and building search strings, where they are required to find synonyms for the main concepts of their research questions. As an added bonus, many of these exercises allow for assessment opportunities because there is a physical artifact that can be collected at the end of the session.

Jillian Maynard

I attended several sessions at LOEX this year, and a couple stood out to me as having the most potential impact on our library. The first was Teaching Popular Source Evaluation in an Era of Fake News presented by Lane Wilkinson of the University of Tennessee at Chattanooga. With the rampant increase of fake news and click bait titles on the Internet, he argued that we have entered a post-truth era in which the rhetoric of fake news encourages skepticism toward mainstream news sources. As such, it is becoming more important for librarians to teach students the tools they need to evaluate popular sources