FROM THE CLS CHAIR

Dear Colleagues,

It is my honor to serve as the chair of the College Libraries Section this year. I hope that you are having a wonderful Fall semester and greetings to you from lovely Oberlin, Ohio. It is beautiful here as our leaves are starting to turn in all of the Fall’s striking color palate. I imagine that your campuses are very much like mine - with students, faculty, and staff moving about with very full calendars of curricular and co-curricular activities.

CLS’ committees, discussion groups, and members are actively engaged in great and timely work, as many of us continue to negotiate our unique set of challenges and opportunities within academic librarianship in colleges. As such, we must rely on each other for wisdom, support, advice, and self-care practices that will help sustain us throughout the year. Among the practices we will continue is a virtual Midwinter Meeting for this January. This meeting will afford our members the ability to participate in CLS’ important work and dialogues without the financial and travel concerns that can serve as a deterrent for engagement.

We will build upon last year’s successful model with committee meetings and at least one discussion group on a topic of interest via a video conference platform. Be on the lookout for meeting details and announcements on COLLIB-L in the upcoming months.

I have also heard from many of you about the pressures you face within your libraries and institutions. The unprecedented change within the higher education landscape is calling upon many of us to reconsider and re-envision some of our long-standing service and research models. While this can be exciting, it also has the potential of being rather daunting.

Please know that you are not alone. The CLS leadership stands ready to assist you. Feel free to contact me at ahudsonw@oberlin.edu if you need “an ear” and want to schedule time to talk.

Much success to you this season and to those traveling to Philadelphia for Midwinter 2020, I look forward to seeing you!

With gratitude for your commitment to CLS and academic librarianship,
Alexia Hudson-Ward
Azariah Smith Root Director of Libraries
Oberlin College
Chair, College Libraries Section
Resources for College Libraries

Subject Editor Opening

Are you passionate about collections? Do you want to apply your bibliographic selection skills to a Choice/ACRL publication? Resources for College Libraries (RCL), the bibliography of essential titles for undergraduate libraries, is seeking new subject editors.

The RCL subject editor will oversee the ongoing development of the disciplinary collection, with responsibilities including:

- Selecting new title additions, including web resources
- Updating, reviewing, and weeding current selections
- Integrating peer review recommendations
- Maintaining and refining the subject taxonomy, with attention to advancements in scholarship and the curriculum

Successful subject editors balance broad and deep subject expertise, familiarity with undergraduate teaching and research, and discerning judgment to oversee the RCL bibliography of current and canonical works for academic libraries. This is a professional service opportunity with remote workflows, flexible timelines, and an annual honorarium.

For questions or information on how to apply, contact Anne Doherty, RCL Project Editor, at adoherty@ala-choice.org. To learn more about RCL, a co-publication of Choice/ACRL and ProQuest, visit: rclinfo.net.

New Titles from ACRL
Illinois Wesleyan University has launched a new "one-stop" information service for students being coordinated through The Ames Library: Titan Central (https://www.iwu.edu/center-engaged-learning/titan-central/).

Titan Central brings together information resources and services from across different units in Academic Affairs and Student Affairs to provide direct information service to students, and to promote and extend awareness among students of learner support services as well as distinctive academic programs, including undergraduate research and service-learning opportunities.

Currently operating primarily as a digital service program, and available to students through the new IWU mobile app, Titan Central will also provide "pop-up" programs as part of campus events such as the annual RSO Fair for students, as well as in select academic buildings (including The Ames Library) during 2019-20. Also during this year, Titan Central staff will be engaging with students to discuss their information needs, opportunities they have had (or missed) to take advantage of learner support services or other academic programs, and resources they have found most helpful to their own success. These data will be employed for future development of the Titan Central program.

Titan Central builds on the successful integration of other campus-wide programs into The Ames Library, including The Thorpe Center (Information Technology Services), The Writing Center, and The Action Research Center (service learning and community engagement), and is the initial project of the proposed Center for Engaged Learning (https://www.iwu.edu/center-engaged-learning/).

Illinois Wesleyan is currently in the process of strategic planning with working groups in areas such as First-Year Experience and Active and Engaged Learning that will help to shape the future development of Titan Central over the coming year.
ACRL Library Impact Grant Awarded to Heterick Memorial Library

Kathleen Baril, Justine Post and Bethany Spieth from Ohio Northern University have received an ACRL Library Impact Research Grant. Kathleen and Bethany are librarians at Heterick Memorial Library, and Justine is an assistant professor in the English department as well as the director of the writing center on campus. In line with the ACRL priority to “collaborate with educational stakeholders,” the library and the writing center will offer personalized services to first-year students enrolled in a developmental writing course. These services, which are experimental additions to the course, include a library instruction session, individual library research consultations, and ongoing support from an embedded writing center tutor. Developmental writing students have a lower retention rate than the general population and consequently are among those most at risk at our university. This study aims to determine whether coordinating and embedding support services in this course has a positive impact on students’ success and retention.

RBMS Conference: Power, Resistance, and Leadership
June 23-26, 2020

This conference program seeks to critically examine the existing power structures that have shaped and continue to impact special collections and archives. The conference program will explore the power dynamics within our profession and the ways in which we experience, exert, and/or defy power. We are interested in stories of resistance, large and small, successful or not. We want to provide participants tools and strategies that will inspire and hopefully lead to transformative change. Proposals are due Nov. 3, 2019
http://conference.rbms.info/2020/
Redesigning the Resurrection University Library

The Resurrection University Library Team in Chicago, Illinois conducted an experiment: they redesigned the library like a bookstore. Here is their story.

Background: Health science students enjoy reading, but there is very little time to read outside of their required studies, let alone browse the bookshelves. Locating materials in a health science library can be overwhelming for students who have not been previously exposed to library classification systems, let alone the National Library of Medicine (NLM) classification system. Minimal research exists about student user attitude regarding NLM.

Problem: Library circulation plateaued at Resurrection University, so the library team decided to undertake a design challenge by relocating the most current and high circulated items books from the stacks to subject-specific shelves in the front of the library.

Method: To make room for the experiment, the library team integrated the reference and new books sections back into the circulation collection. The emptied shelving units were then labeled according to Bachelor of Science in Nursing (BSN) undergraduate courses and additional programs. The shelves were organized according to NLM for the library staff, omitting the need for students to learn NLM. Signage and arrows were secured prior to the new semester and no announcement was sent to students.

Participants: A survey was sent to 533 BSN students to measure their experience and one question measured Likert-satisfaction scores (5: very satisfied, 1: very dissatisfied) of the new layout of subject shelves comparing the former layout. The un-incentivized survey contained six questions from a SurveyMonkey free account.
Resurrection Library (cont.)

Conclusion: Designing a library to fit the needs of the users, instead of the needs of the librarians, may increase circulation usage, as was the case at Resurrection University. The Likert satisfaction score and percentage increase of circulation materials also resulted in less time the librarians needed to leave the reference desk to located materials for students. Additional note: since the redesign, no inquiries or complaints about the reference collection being integrated into circulation have been submitted.

Results: Out of the 536 BSN students, 135 students responded. Since the free version of SurveyMonkey was utilized, only 100 responses were released. Out of 100 responses, 94% of students reported that rearrangement of the subject shelves helped locate materials for specific classes and 84% reported that the new layout helped discover unknown materials. For the Likert-scale question, 88 students responded with: 42 Very Satisfied, 35 Satisfied, 11 Neither Satisfied or Dissatisfied, 0 Dissatisfied and 0 Very Dissatisfied. The Likert average was 4.35 satisfaction with the layout design. The final question was optional, asking for qualitative suggestions to improve the layout of the library and 65 responses were submitted. Suggestions provided guidance for future designs. After the new design was applied, circulation increased from 547 materials checked out in May-June 2019 compared to 397 materials from May-June 2018, an overall 37% increase.
Oberlin College Receives CIC Grant

Oberlin College was awarded a $10,000 grant from the Council of Independent Colleges’ (CIC) “Humanities Research for the Public Good” initiative. Oberlin is among 25 CIC member institutions in the inaugural cohort of the program, which promotes student research at private colleges and universities, addresses issues of public significance, and highlights the rich archival, library, and museum collections held by participating institutions. The grant initiative is generously supported by the Andrew W. Mellon Foundation. Oberlin’s grant will fund expansion of the Oberlin Sanctuary Project, an online digital exhibition created in 2017, to create a traveling exhibition as well as educational and public programming. The grant provides the opportunity for one or two student research assistants to help plan public programs and explore the collections of the College Archives and the Oberlin Heritage Center to discover additional stories and resources for the Oberlin Sanctuary Project.

ACRL Diversity Alliance – Join or Renew for 2020!

The ACRL Diversity Alliance program unites academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups. By working together and thinking more broadly, ACRL Diversity Alliance institutions will help diversify and thereby enrich the profession. The commitment of each library leader to create one or more residency positions will expand the opportunities available to individuals from professionally underrepresented groups to gain knowledge, skills, and competencies necessary to thrive in an academic context. Renewals will go out this fall for 2019 institutional members. If your institution is not a current member and you’re interested in joining the ACRL Diversity Alliance, please contact ACRL Program Manager for Strategic Initiatives Allison Payne at apayne@ala.org.
Bring In-Person training to your campus

ACRL’s RoadShow workshops open the door to for academic and research libraries to bring high quality professional development directly to their campus, chapter, or consortium worldwide at an affordable cost. These day-long workshops engage participants to learn new skills and strengthen existing competencies to tackle the greatest issues facing the profession today. Current workshop topics include:

- Assessment in Action
- Engaging with the ACRL Framework
- Putting the Standards for Libraries in Higher Education into Action
- Research Data Management
- Scholarly Communication: From Understanding to Engagement

For more information, visit http://www.ala.org/acrl/roadshows.