



# Breaking Silos

**S**ilos. All of us face institutional silos in our professional lives as librarians. If you work as a teacher-librarian in a school setting, the library can often seem like a silo separate from the rest of the school. Public library departments can serve as silos, competing not only for limited resources in an ever-shrinking budget but also for mind share amongst the library's patrons. Also, the branches of a public or university library system can themselves serve as silos in that they create but institutional and physical barriers that can make collaboration difficult. In higher education settings, the library often functions as a silo that is in direct competition with other units on campus for resources and relevance. The profession of librarianship also contains silos, with librarians of differing types often feeling separated from each other. This begins at the very start of our careers in library school, with future academic librarians taking different classes than future public and school librarians. ALA as an organization reflects these professional silos, with most prominent divisions and sections being devoted to one type of library and/or librarianship.

What attracted me to LIRT is that it has as its mission the breaking of these silos that separate librarians at its very core as an organization. LIRT encourages librarians of all different types to come together and discuss issues related to library instruction. For example, our Transitions to College committee is working on a database of instructor librarians designed to pair academic librarians who are engaged in information literacy instruction with the public and school librarians that provide the foundations that incoming students bring with them to their higher education experience. Also, LIRT's annual conference program aims to provide presentation on instruction from different types of librarians, thereby stressing common trends and concerns related to library instruction. At our yearly discussion forum held at ALA Midwinter, librarians of different types come together to discuss instruction, generally finding that their experiences have more in common than anticipated and that there is much to learn from librarians outside of one's own professional silos.

As LIRT moves forward with the development of a new five-year strategic plan, we plan on identifying and implementing new ways to break the professional silos that separate librarians and serve to prevent collaboration on issues related to library instruction.

If you would like to play an active role in this process, volunteer for a LIRT committee. You can see a list of the committees and fill out the volunteer form at <http://www.ala.org/lirt>

See you in San Francisco!

*Andy Revelle*

LIRT Vice-President



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*The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.*



# From the editor



## bursting into spring

by Susan Gangl  
University of Minnesota  
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Well, I hope winter is over in your neck of the woods! The birds are singing in Minnesota after a cold winter with surprisingly little snow. If you attended Midwinter ALA in Chicago you likely have fond memories of a slushy walk to the shuttle, and if you live on the east coast, well, I hope you're thawed out and warmed up now.

This issue is just bursting with news from Midwinter including several reports, plus photos from our meetings and from our very lively Midwinter Discussion Forum, **Keeping It Real: Tech Tools for Information Literacy Instruction**, hosted by LIRT's Teaching, Learning, and Technology Committee. There are photos from Bites with LIRT and our committee meetings at midwinter. See our friendly LIRT officers and members chatting and planning good things for the future.

Come on out to San Francisco and experience LIRT first-hand at Annual. You can grab a "Bite", "Help Yourself!" and, best of all, get involved!

Ready to dive into the details of connecting with experts for interdisciplinary research? Tech Talk's Billie Peterson-Lugo has the scoop on Vivo—open source semantic web application—from Cornell. Not sure what that is? Billie explains it all!

Jacalyn Bryan submitted great ideas for marketing instruction. Jacalyn is Assistant Professor and Reference and Instruction Services Librarian at SLU's Cannon Memorial Library, last year's winner of the Innovation in Instruction Award. And hey - the winners of the LIRT 2015 Awards have been announced! Read about these leaders in the profession.

Rachael Elrod is featured in this issue's Member A-LIRT spotlight! Rachael is Head, Education Library, University of Florida.

We don't stop with LIRT at ALA, either. There are many events and meetings of interest to instruction librarians - so we have liaisons who serve as our scouts and bring back Liaison Reports. We like to connect the dots and learn all we can. Ok - on with the show: *Happy Reading!*

*Susan*

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# LIRT AWARD Winners

The LIRT Awards Ceremony and Reception will be held at ALA Annual 2015 in San Francisco on Sunday, June 28th from 5:30-6:30 p.m.

Details: <http://www.ala.org/lirt/>

## LIRT Innovation in Instruction Awards Committee:

Sherri Brown, Georgia Institute of Technology (Chair)

Jonathan Dembo, East Carolina University

Jeff Knapp, Pennsylvania State University Altoona

## LIRT Librarian Recognition Awards Committee:

Michael K. Saar, Lamar University (Chair)

Jacalyn Bryan, Saint Leo University

Paula C. Johnson, New Mexico State University



## Farmer Wins 2015 LIRT Librarian Recognition Award

The Library Instruction Round Table (LIRT) has chosen **Dr. Lesley S. J. Farmer**, Professor of Library Media at California State University Long Beach, as the 2015 recipient of the LIRT Librarian Recognition Award. The Librarian Recognition Award was created to recognize an individual's contribution to the development, advancement, and support of information literacy and instruction. Farmer was chosen as the 2015 winner based on her contributions at the international, national, state, and local levels in support of information literacy and instruction.

Michael Saar, chair of the Recognition Award selection committee, noted Dr. Farmer's wide range of influence, including her strong publication record and participation and leadership in a variety of committees, as determining factors in the committee's selection of Farmer as this year's winner.

Farmer's emphasis on the importance of information literacy in instruction has aided librarians at both the K-12 and university-level, beginning in 1981 at Virginia Commonwealth University and spanning through her most recent work as Coordinator of the Teacher Librarian Services/Librarianship Program and Chair of the Department for Advanced Studies in Education and Counseling at California State University Long Beach. She has provided training on teaching information literacy to librarians in the United Arab Emirates, and has presented on information literacy-related topics internationally in numerous countries including France, Canada, and Australia. She was instrumental in the development of the California Model School Library Standards and the AASL/ACRL information literacy online toolkit, and is currently serving on the ACRL Information Literacy Competency Standards for Higher Education Task Force. These are just a few of her many accomplishments.

Dr. Farmer commented on the personal importance of winning the Librarian Recognition Award, explaining "I have worked for twenty years in the area of information literacy and instruction, especially with an eye on gendered issues, so it was such an honor to be recognized for this long-term effort. This award enabled me to look back at this work, which reminded me of the extent of information literacy and its changes over the years. Yet the underlying ideas – and the need for information literacy – remain as vital as ever." The LIRT Awards committee couldn't agree more.

Dr. Farmer will be presented with a \$1000 cash prize and a plaque at the LIRT awards ceremony, scheduled for 5:30-6:30pm on June 28<sup>th</sup> at ALA Annual in San Francisco. Dr. Farmer will also receive a \$500 travel stipend for attending ALA Annual.

***LIRT AWARD Winners, continued on page 4***

## Claremont Colleges Library Wins 2015 LIRT Innovation in Instruction Award

The Library Instruction Round Table (LIRT) is pleased to announce that the 2015 Innovation in Instruction Award will be presented to the Claremont Colleges Library (CCL) at ALA annual in San Francisco. Created to recognize a library that demonstrates innovation in support of information literacy and instruction, this year's award specifically recognizes the Visual Curriculum Mapping project created by librarians at the CCL.



The project team included:

**Char Booth**, Director of Research, Teaching, & Learning Services, CCL

**Dani Cook**, Information Literacy & Learning Technologies Coordinator, CCL

**Natalie Tagge**, Social Sciences Team Leader, CCL

**Sara Lowe**, Educational Development Librarian, Indiana University-Purdue University Indianapolis (IUPUI), former CCL Assessment Librarian

**Sean Stone**, Dental Librarian, IUPUI, former CCL STEM Team Leader

The Claremont Colleges Library serves the five undergraduate colleges and two graduate institutions that make up the Claremont University Consortium in Claremont, California. Committed to fostering intellectual discovery, critical thinking, and life-long learning, the library ties the academic community to varied cultural and scholarly traditions. The Visual Curriculum Mapping project involved visually mapping the Library's curriculum with the support of a 2013 IMLS Sparks! Innovation Grant. According to project lead Char Booth, the mapping process "provided unexpected insights and created an unprecedented resource for the Claremont Colleges, one that enables consortial conversations and allows us to rethink the way we as liaison librarians approach information literacy instruction, outreach, and information resource development." Booth was quick to point out that the award recognizes the work of all of the Subject Specialist librarians at the CCL who engaged in the project and the mapping process. "This project emphasizes the importance of program planning for effective pedagogical and outreach activity, which has provided a unique perspective on our colleges and facilitated productive collaborations among our faculty, librarians, and students, particularly in the area of cross-colleges grants and initiatives," Booth explained.

In addition to applauding the project's initiatives and success throughout the Claremont Colleges, the Awards Committee also noted the work that the project team put forth in making the mapping templates available to other institutions under a Creative Commons license. "The work that the CCL team did in mapping their curriculum is noteworthy in and of itself," explained Sherri Brown, 2015 Awards Committee Chair, "but the fact that they readily shared their templates for other institutions to use clearly ties into the award's recognition of low-cost and easily reproducible innovations."

The Visual Curriculum Mapping template materials can be found at [http://scholarship.claremont.edu/ccct\\_cmaps/52/](http://scholarship.claremont.edu/ccct_cmaps/52/)

The final Visual Curriculum Mapping IMLS Grant report can be accessed at <http://bit.ly/ccl-imsreport2014>

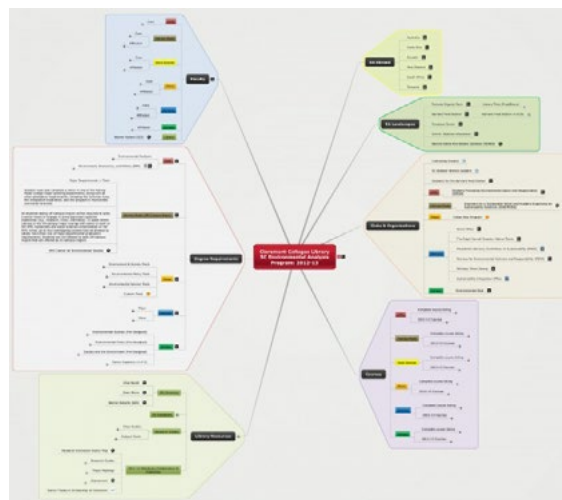


Image from Report at <http://bit.ly/ccl-imsreport2014>

The Claremont Colleges Library will be presented with a \$1000 cash prize and a plaque at the LIRT awards ceremony, scheduled for 5:30-6:30pm on June 28, 2015 at ALA Annual. The Claremont Colleges will also receive a \$500 travel stipend for its librarians attending ALA Annual.



## LIRT CONFERENCE PROGRAM

### Help Yourself!

### Library Instruction That Supports Self-directed Learning

Sunday, June 28, 2015 1:00 p.m. to 2:00 p.m. San Francisco Convention Center



As a place, the library has evolved from a static repository of information to a multi-dimensional place for patrons to access technology, information, meeting and creation spaces. As library buildings have transformed, so has the nature of librarianship – including library instruction. Traditional, face-to-face and stand-alone, instruction sessions have expanded to include, or at times have been replaced by, self-paced modules and online instruction. Instruction can now occur digitally via research guides, podcasts, and in pre-recorded or live video feeds. Even the delivery of text-based instruction in libraries has evolved into the 21<sup>st</sup> century, with basic standardized placards giving way to colorful, customizable displays, librarian-created content, visual infographics, or digital touch pads.

This program will focus on some of the ways in which librarians are delivering non-traditional library instruction. A panel of three speakers – representing academic, public, and school libraries – will share their experiences in providing non-traditional library instruction.

#### Featured Presentations:

##### **“Can’t make it to the library? Let the librarian come to you!”**

Corinne Dedini, Associate Director of Academics, The Online School for Girls, [mcorinne.dedini@online-schoolforgirls.org](mailto:mcorinne.dedini@online-schoolforgirls.org)

Learning is no longer place dependent, but relationships are still at the heart of excellence in education. Nowhere is this more true than “in” the library—the cornerstone of our school campuses that is increasingly virtual. Today’s librarians need to not only partner with classroom teachers to deliver blended instruction modules but they are also asked to facilitate entirely online lessons in research techniques that can run asynchronously. In this presentation, Online School for Girls, which provides the best education in a digital environment to girls around the world, will offer a pedagogical framework for librarians who are stepping into the virtual classroom. By the end of the presentation, participants will have the basic tools that they need to begin to organize an online learning space and build connections with students beyond the library walls.

##### **The Bridge at Main: SFPL’s new literacy and learning center**

Melissa Gooch, Branch Manager, and Yemila Alvarez, Community Engagement Manager, The San Francisco Public Library, [mgooch@sfpl.org](mailto:mgooch@sfpl.org) and [yemila.alvarez@sfpl.org](mailto:yemila.alvarez@sfpl.org)

The San Francisco Public Library has created a new department to address the changing literacy and learning needs of the community. As the use of technology expands and the need for greater access to literacy and learning resources grows, the question of how to coordinate, facilitate access, and provide expert staff becomes an even higher priority. The Bridge at Main was developed to offer a broad range of services, programs, and resources for the public that are designed to address the need for 21<sup>st</sup> Century Literacy skills development. We will discuss why SFPL created a new learning and literacy center, the development of our new staff division- the Learning and Instruction Unit, the range of public instruction we offer through the new center, and our change in focus from a transactional to a relational service environment.

##### **“Self-directed learning that supports the learner: Three case studies from Virginia Tech”**

Rebecca Miller, Assistant Director of Learning Services, Virginia Tech, [millerk@vt.edu](mailto:millerk@vt.edu)

At Virginia Tech, we are always considering new ways to offer sustainable, scalable, and high quality teaching and learning, and one of the ways that we have succeeded in doing this is developing methods of reaching learners that do not require the physical presence of a librarian. This presentation will explore three case studies, each of which includes a specific form of self-directed learning. Each case study will focus on a different type of learner—including undergraduate students, graduate students, and teaching librarians—and the various formats of self-directed learning that is most effective for these different types of learners.



# CANDIDATES FOR LIRT OFFICES

## VICE PRESIDENT

### Jeff Knapp



**Statement of Purpose:** If elected, I will work hard to increase LIRT's profile in ALA and provide additional ways for LIRT to serve school, public, and academic librarians. I will focus on leveraging the diversity of our membership to find the common threads between the different fields of librarianship and look for ways to best serve our many members who are unable to travel for conferences.

**Bio:** As Chair of the LIRT Newsletter Committee, I initiated the elimination of the print edition of LIRT News, saving LIRT over \$9,000 per year that can be used on enhanced programming and services to our members (notably, Spectrum Scholar sponsorships). Professionally, I made great strides at Penn State Altoona in getting the library more integrated into the academic programs we offer and doubled the number of course-related instruction sessions we taught each year since I started. I have also taught a 3-credit Library Studies course, "Research Methods for Law & Government Information"

online for Penn State's World Campus, producing some innovative videos and tutorials for helping students understand the legislative process by way of examining primary government sources.

## TREASURER

### Victor Baeza

**Statement of Purpose:** I have been involved with LIRT for 15 years. I have served as a committee member and chair for the Conference Programming Committee, which required budget oversight and fiscal responsibility, and I served as LIRT Treasurer-elect/Treasurer in 2012-2013. I believe there is more to being a Treasurer than just "balancing the books" because proper financial oversight helps to ensure successful outreach and educational activities. Being treasurer is about investigating different ways for LIRT to get the most out of its finances in order to be as effective and relevant as possible for its members. If elected, I will work to maintain LIRT's sound fiscal status, to ensure the continued health of the Round Table's funds, and to investigate ways to get "more bang for the buck."



**CANDIDATES FOR LIRT OFFICES, continued on page 7**



**Bio:** Mr. Victor Dominguez Baeza is an associate professor and the Director of Library Graduate and Research Services for Oklahoma State University. He provides leadership in the areas of services, resources and training for faculty and graduate students. He has 18 years experience in designing, directing and delivering workshops, training sessions, and seminars to the academic community. Victor holds a B.S. with honors in Communication from Eastern New Mexico University and a M.B.A. from Texas Christian University. He earned his M.L.S. from the University of North Texas College of Information, Library Science and Technologies.

## SECRETARY

### Kristin Strohmeyer



***Statement of Purpose:***

I have been involved with LIRT for many years now, and have greatly enjoyed and learned from my membership and participation in LIRT leadership. If elected Secretary, I would be honored to continue maintaining and disseminating the LIRT meeting records, and by serving as a conduit for feedback from our members to the LIRT officers.

***Bio:***

I am the Research and Outreach Librarian at Hamilton College, where I have worked since 1988. I graduated from the State University of New York at Potsdam with a degree in English Literature and European History. I received my Masters of Science in Library and Information Science from Simmons College in Boston. I have served previously on many committees in the ACRL Instruction Section, served as President for the Eastern New York Chapter of ACRL, served on the ALA Conference Planning Coordinating Team, and of course, many committees and leadership position in LIRT, including Secretary and Archivist.



# LIRT COMMITTEE REPORTS

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## **Adult Learners Committee**

Matthew Pierce

The Adult Learner's Committee is currently creating an Annotated Bibliography related to Adult Learning. We are focusing our energies on this project to ensure its completion prior to Annual, and we've migrated our digital workspace from a Wiki to ALA Connect.

## **Awards**

Committee Chair: Sherri Brown

We discussed about this year's awards nominees, possible future changes to the rubrics, and planning for the awards ceremony to be held at annual. The group decided on the basic structure of the Awards Ceremony to be held at ALA Annual. Decision to announce award winners before annual approved by LIRT Steering Committee.

## **Conference Program Committee, Current**

Kristin Bernet

The group met and reviewed program and speakers for ALA 2015; also discussed proposals for 2016 Program and decided on 2016 conference program topic evidence based instruction techniques for active learning.

## **Membership Committee**

Ning Zou, Kenneth Orenic

The Committee discussed the LIRT membership brochure and decided to retain it. We also discussed ideas for a LIRT social program. At our virtual meeting we discussed ways to offset the cost of lunch to LIRT members attending Bites with LIRT, and ways to assist students in ALA accredited Library and Information master's programs.

## **Organization & Planning Committee**

Barbara Hopkins

Discussion of ALA Strategic Planning and how ALA plans fit with our retreat plans. Met with retreat facilitators and formed a plan for the retreat and for gathering information before the retreat, to be held on Friday, all day, at annual. Will send out second "Save the Date" announcement following midwinter.

## **Teaching, Learning, & Technology Committee**

Sarah Smith, Co-Chair and Karen Tercho, Co-Chair

Sarah Smith was present at the committee meeting, where she met with a new LIRT member who expressed interest in TLT involvement. The Midwinter Discussion, hosted by TLT, took place with 27 attendees. The "2015 Midwinter Discussion Forum: Keeping It Real: Tech Tools for Information Literacy Instruction" was a success! A sample of positive feedback from post-session evaluations follows: "liked the opportunity to share/learn from each other" / "As a recent library school graduate the session was very helpful. I'm leaving with a number of ideas and tools for delivering instruction." / "Excellent session. Very practical information I will use immediately in my instruction." *[See photos from the Forum at the end of this March issue]*

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LIRT COMMITTEE REPORTS, continued on page 9



## Top Twenty Committee

Name of Committee Chair: Ladislava Khailova

The Committee has been meeting virtually and actively participating through email and Google docs since August 2014. We are on schedule to select the "top twenty" articles on library instruction and information literacy and submit them to the LIRT Newsletter at the beginning of April 2015. Specifically, members have completed two important steps of the article selection process so far: they have each individually nominated articles for Round I of ratings (183 nominations this year) and rated an equally distributed portion of the studies in Round I (52-53 per rater). In mid-January Committee members have also reviewed the literature for end-of-year articles and made recommendation the Chair for inclusion. Out of this pool the Chair, in cooperation with the Co-Chair, selected six studies to be added to the 60 articles read by all Committee members in Round II.

We have also made two significant changes in the selection process compared to last year's procedures. While in the past year, each Round I article has been reviewed only by one member of the Committee, we have decided to have two members read each Round I study because of a relatively low inter-rater reliability we noted in last round of ratings in 2014. In view of the increased confidence in the validity of our ratings, the Committee has then unanimously agreed that top 60 of the Round I studies would advance to Round II of ratings. This again represented a change from the last year's procedures, when any Round I article that has received a rating of 3 and above would advance to Round II. Last year's practice resulted in over 90 articles advancing into Round II and being reviewed by each committee member in just little over a month, which was quite overwhelming. We hope the new practice will allow for more in-depth readings of the Round II studies.

ALA Midwinter, only the Chair and Co-Chair were able to attend. We had a productive discussion focused especially on the need to revise and norm the Rubric. The LIRT Top 20 Ad Hoc Committee, led by Jo Angela Oehrli, is currently charged with revising the Rubric, and the Co-Chair is the Top 20 Committee's liaison to this group. She will keep us posted on new developments. We would also like to get more insight into how individual Committee members are selecting and then rating the articles on library instruction and information literacy. To that end once this year's selection process is completed, we are planning to poll the members, probably by setting up a conference call. Possible talking points include strategies for scanning existing scholarship for article nominees; avoiding "rater fatigue"; and applying the Rubric adequately to scholarship from different types of libraries (e.g., academic library articles and school library articles are often bound by very different writing practices). We would like to collect this feedback to be able to initiate new members to the Committee work and to norm the Rubric next Fall, thus further increasing the group's inter-rater reliability.

We also discussed issues related to membership and the danger of a complete Committee turnover at the end of this academic year. In consultation with other members of the LIRT Steering Committee, it has been agreed that at least two new members be recruited to begin term in August 2015. Since six of the current seven members expressed interest in continuing to serve on the Committee, we also made a recommendation that three of the members interested renew their membership for another two years and three for an additional year.



## ALA MIDWINTER 2015 LIAISON REPORTS

### Assessment in Action Cohort 2 at ALA Midwinter 2015

Sherry Tinerella, Arkansas Tech University

#### **Background:**

The Assessment in Action: Academic Libraries and Student Success (AiA) is part of the ACRL's Value of Academic Libraries Initiative. A grant from the Institute of Museum and Library Services supports this program which is undertaken in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The purpose of this program is to provide academic librarians with the skills needed to be campus team leaders in a research project that assesses the impact of the library on student success. The emphasis is on creating a community of practice that include campus administration, faculty, and librarians. Facilitators, Debra Gilchrist, Lisa Janicke Hinchliffe, April Cunningham, and Carrie Donovan, guide librarians through the entire project from forming the team through presenting poster sessions. The first cohort completed their projects and presented poster sessions at Annual 2014 in Las Vegas while the second cohort met for the first time. It was beneficial to be part of the second cohort because of the opportunity to visit the sessions of cohort I. Applications are now being taken for the third year until March 4, 2015.



#### **Thursday January 29, 2015, 1-5 pm:**

Before getting started with the afternoon's events, the large meeting room was filled with the lively conversations of AiA librarian team leaders reconnecting and sharing doubts and revelations of the research projects each as created for this program. Many of these projects involve library instruction in one way or another though they are all unique. The group had first met in Las Vegas and have been working online together since early 2014. As the afternoon session got underway facilitators discussed qualitative and quantitative data collection and analysis. What makes AiA meaningful is that the team of facilitators are all accomplished librarians and researchers with experience in leading and teaching in academic librarianship. Therefore these discussions were focused and relevant to the kind of work being done throughout the room and the country for that matter. Following that, librarians were to choose a group based on the stage of data collection they are at in their project. Each of the four groups was led by a different facilitator. This proved to be an excellent way for people to discuss issues common to the specific point in research. The next part of the afternoon was called "Choose Your Own Adventure" and the options were as follows: Speed Data, To IR or Not, Team Management, and Unpack Your Instrument. Each person had the opportunity to participate in two different adventures. Each activity was designed to get the librarians to share elements of the project.

#### **Friday January 30, 2015 8:30 am – 12:30 pm:**

The focus of the Friday morning meeting was on how to use research results. The poster sessions scheduled for this cohort to present in San Francisco this summer will mark the end of the program for this group. It will be a new beginning for many who have found value in the practice of using assessment to improve instruction and services. Those who have formed collaborative relationships on campus now have the tools to produce evidence of the library's impact on student success as it relates to institutional goals. A good portion of the morning was used in preparing for "The Ask" or making a case for library needs with information that validates the importance of the library to students as well as the institution. Another part of the morning was spent in small groups to practice the art of the elevator speech. The morning concluded with a wrap-up and a bit of sadness due to the fact that this would be the last meeting of the cohort as a whole. I appreciate the effort, hard work, and thoughtful planning put into this program and others like it that help move our profession forward.

### Framework for Information Literacy at the ACRL Board Meeting

Sarah Morris, Loyola University Chicago

At an ACRL Board meeting on January 31, the Task Force formally presented the new Framework for Information Literacy to the Board for consideration, and many were there to take advantage of an opportunity to address the Board. The Task Force ran through information that can be found on their website and

ALA MIDWINTER 2015 LIAISON REPORTS, *continued on page 11*



promoted the Framework as a new way to think about information literacy and about how collaboration with faculty can work. The Task Force also noted that they were in favor of sunsetting the old Standards so that people could fully engage with the new Frames. The Board had a number of interesting questions for the Task Force members, including questions and thoughts regarding relatively low feedback numbers (considering the entire membership of ACRL) and the issue of what to do with the old Standards.

I was most interested in hearing from my peers and colleagues, and the range of opinions expressed when people had the chance to address the board were thought-provoking. Some people said that the Frames work and support their teaching. Others took a more negative stance and felt that the Frames undermined work that had gone into the old Standards. A few librarians also expressed concern over how to utilize the Frames in situations like one-shot instruction settings. But a very common thread running throughout many of the comments was the question of what to do with the Standards, and a number of librarians were in favor of revising the standards to exist alongside the Frames.

See the Task Force website here: <http://acrl.ala.org/ilstandards/>

See the ACRL's Board's decision regarding implementing the Frames and keeping the old Standards (for now) here: <http://www.acrl.ala.org/acrlinsider/archives/9814>

## Monday Ignite Session: Speak My Language: Teaching Information Literacy to Millennials

Sarah Morris, Loyola University Chicago

Mandi Goodsett (Cleveland State University) gave a great talk about teaching millennial students, blending information about millennial character traits with suggestions for ways to best engage this student population. Mandi defined millennials as individuals born between 1981-2000, making them between the ages of 15-35. As such, there are librarians in the millennial age bracket who are teaching fellow millennial students. There are certainly large differences in this generational grouping in terms of technology use, digital literacy, etc., but it is also interesting to consider what links this span of individuals together under the millennial banner. For millennials in the classroom, Mandi notes that millennials like instant feedback, so services like Poll Everywhere are a great way to engage students. Making content relevant is also crucial, whether it is connecting ideas to pop culture or just providing clear "why" explanations for tasks and ideas. Millennials also enjoy team work and competition, so chances for peer learning and in-class games can be a fun way to keep them engaged. Mandi also noted that, as digital natives, millennials can respond well to technology in the classroom, but millennials do not always reach outside of their technology comfort zones, so librarians will need to teach new tools to them. Finally, Mandi spoke about digital badges and how they can appeal to millennial learners.

## SXSW LAM Unconference Meeting

Sarah Morris, Loyola University Chicago

SXSW LAM is an organization of librarians who attend and participate in library networking and outreach events at SXSW Interactive, a technology conference that happens every year in Austin, TX. The librarians who volunteer with SXSW LAM work to promote libraries and librarians to SXSW Interactive attendees, participate on panels at SXSW, and engage in salon-style discussions and networking at the Idea Drop House (sponsored in part by ER&L). If you're interested in learning more about the group, or if you are coming to SXSW and would like to interact with fellow librarians, you can explore this website: <http://www.sxswlam.com/>. Learn more about the Idea Drop House and its programming last year here: <http://www.electroniclibrarian.com/erlplus/ideadrop2014/>

## GameRT Forum

Tiffany Anne Baglier, University of Florida  
John Pappas, Bucks County Library System, and James Tolbert, Director of the Milan-Berlin Library District,



shared their experience with game collections at the GameRT Forum on January 31, 2015. The session began with John Pappas talking about Small Boxes and Big Fun: Starting a Board Game Collection. Pappas first stressed the importance of knowing the audience when designing a library game collection. He believes games in the collection should encourage repeat play, require a short play time, have a small ruleset, be expandable for large groups, contain a small footprint, be player driven, and social. Once Pappas explained his collection tips, he then presented his list of top ten adult board games. James Tolbert finished the session discussing designer games with More than Monopoly. Tolbert began his discussion defining designer games and why libraries should provide access. He then talked about the different game mechanics, such as worker placement and deck building, while providing examples of each. Tolbert finished his talk sharing YouTube game information channels and a game publisher list. John Pappas' and James Tolbert's slides can be accessed at <http://alamw15.ala.org/node/26019>.

## Update on the National Center for Education Statistics (NCES) Academic Library Survey

Tiffany Anne Baglier, University of Florida

Robert Dugan of the University of West Florida discussed changes to the Academic Libraries Survey component in the Integrated Postsecondary Education Data System (IPEDS) on January 31, 2015. Data collection is mandatory for Title IV postsecondary institutions and will be collected annually, through a fall and spring collection, in the United States starting with the 2014-2015 survey. Currently, collection is in the spring collection cycle and, according to Dugan, data collection includes fall enrollment, finance and human resources (including academic library staffing) where academic libraries are considered non-instruction departments. Institutional IPEDS key holders are now responsible for ensuring completion of the 2014-2015 academic library component. Additional users may be appointed by institutional key holders, but will be unable to lock the information. Dugan noted the academic libraries survey section only looks for libraries expending more than \$100k. It will not contain a complete library picture which raises questions about institutional comparison, benchmarking and best practices; the component focuses on book holdings, circulation and financial expenditures with a third part about interlibrary loan and virtual services. The survey locks on April 22nd, but it is unclear when compiled data will be available.

## ACRL IS Midwinter Virtual Discussion Forum

Amanda Nichols Hess, Oakland University

The ACRL Instruction Session's 2015 midwinter virtual discussion forum focused on the concept of design thinking and how it can be applied to reshape information literacy instruction. Although originally conceived as a way to reapproach to product design, design thinking can also be imbued into educational experiences to deepen students' learning. Cinthya Ippoliti, Associate Dean for Research and Learning Services at Oklahoma State University (and formerly of the University of Maryland), served as the convener of this discussion, and she detailed how the University of Maryland Libraries used design thinking to reframe library instruction for undergraduates. She framed their work around design thinking's four core principles in educational contexts: design is human-centered, collaborative, optimistic, and experimental. From this scaffold, she described how the University of Maryland Libraries worked through the design thinking process, both as an academic unit and in a pilot with students in introductory writing courses. This process includes phases of discovery, interpretation, ideation / prototyping, experimentation, and evolution / analysis. The discussion's attendees also got a taste for the design thinking process, and learned more about how this structure could be used to reframe how information literacy instruction is delivered. Those interested in learning more about design thinking and how it can be applied in information literacy instruction can view the recorded webinar, the handout, and slides at <http://goo.gl/nvuUXF>, or consider how others have interpreted design thinking in educational contexts at [www.designthinkingforeducators.com](http://www.designthinkingforeducators.com) or [www.designthinkingforlibraries.com](http://www.designthinkingforlibraries.com).



## SPARC Forum on The Integration of Open Education Resources into your Library

Gayle Schaub, Grand Valley State University

The skyrocketing cost of college textbooks is directly affecting students in higher education. High book costs lead to decreasing course enrollment and delayed graduations. Speakers Quill West, Kristi Jensen, Nicole Allen, and Shan Sutton presented this SPARC Forum on innovative approaches to student learning, access to information, and lessening dependence in higher education on an expensive publishing model. In telling the stories of initiatives undertaken at their various institutions, the speakers presented clear cases for promoting OERs on campus and becoming, as Jensen put it, "OER sales reps" to faculty. Students on one community college campus were the drivers of a campaign to increase the use of OERs by faculty. Through a grassroots, student-led effort, OER usage increased and individual student book costs decreased significantly. Encouraging faculty to seek out, evaluate, and use OERs in their classes makes sense for a number of reasons. Faculty who utilize these materials get a sense of the wide availability of information available for free to their students. In the students' eyes, they become the professors who get it. They are the ones who care enough to help lower the cost of a college degree. OERs are, by their very nature, more up-to-date. Digitally-born texts have only been around for a short while; it figures that they'd contain the most recent content. More and more institutions of higher learning offer hybrid or online courses for students. OERs deliver seamless integration into course management software, without the need for extensive digitization or copyright checking. Cheaper, accessible, and timely; OERs are the future of information in higher education.

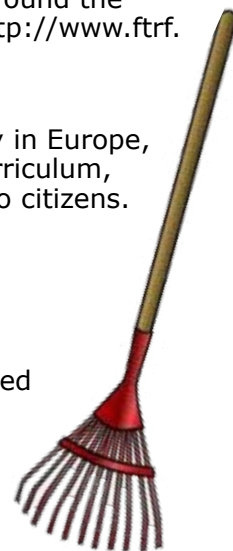
## Freedom to Read Foundation

Julia Warga, Kenyon College

The meeting of FTRF Trustees, liaisons, and other interested ALA conference attendees discussed current First Amendment court cases and legislation, developing issues to be watching, and plans for FTRF's 45th Anniversary. Highlights from the meeting include:

- The Arizona case of Curtis Acosta, et al. v. John Huppenthal, et al, which is a curriculum-related lawsuit filed by teachers and students vs. the Tucson Unified School District due to the removal of books relating to the Mexican American Studies. The 9th circuit court heard oral arguments on 1/12/15, and the case is now pending.
- FTRF has joined the lawsuit with other First Amendment organizations against Arizona HB 2515. This law will criminalizes "disclosure, display, distribution, publication, advertising, or offer of any image showing whole or partial nudity or sexual activity when the person has not consented." The reason FTRF joined the suit is because the terms the statute are vague and could threaten libraries around the country, not just in Arizona. For more information on this two cases and others, go to [http://www.ftrf.org/?page=Current\\_Cases](http://www.ftrf.org/?page=Current_Cases)
- The Developing Issues committee has identified the following as issues to watch: Privacy in Europe, "True Threats" case pending in the Supreme Court, Parental Pressure groups altering curriculum, Wikileaks self-censorship by political science students, and restrictions of state records to citizens.
- FTRF is celebrating its 45th anniversary this year. Events are being planned around the country, including a meet-up at ACRL. For a full list of events, go to [www.ftrf.org](http://www.ftrf.org)

FTRF will next meet at Annual Conference in San Francisco on Thursday, June 25. All interested conference attendees are invited to attend.





# **"If You Build It They Will Come:"**

## **Marketing Library Instruction - On Campus and Beyond**

**H**ow can you build your library instruction program without increasing the number of librarians? One method that has met with success at my university was to create a LibGuide containing not only resources, but a video of a live instruction session

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created for faculty teaching specific courses for which there is a universal assignment. At Saint Leo University, the faculty adheres to guidelines and assignments set forth in master syllabi, so that there is consistency in instruction across a variety of delivery systems. The University offers courses on-campus and through satellite programs at 40 education centers, as well as distance learning programs and online programs serving a total of over 16,000 students. The library employs several faculty librarians who provide face-to-face instruction at the University Campus; in addition instruction for off-campus courses is provided by a distance learning librarian, an online services librarian, and two regional librarians.

As a librarian at the University Campus, I was assigned to teach several library instruction sessions in the fall of 2013 for a new course in our general education program titled PSY110 Psychological Well-Being – How to Stay Sane in an Insane World. The focus of this particular session was to assist students in finding resources for a Compare /Contrast Essay. Students were to select a topic and then locate two resources - one from "popular psychology" and one from empirical research in a peer-reviewed journal – which would then be evaluated in a compare/contrast essay. In preparation for this session, I created a LibGuide with the following tabs: Home Page, Popular Psychology, Empirical Research, and Citation Help (<http://saintleo.libguides.com/PSY110critique>). The Home Page explained the assignment criteria and provided resources for topic ideas; the Popular Psychology and Empirical Research Pages provided definitions, examples, and links to resources; and the Citation Help Page contained information on the APA citation format which was required for this assignment. As I began teaching these sessions, I soon realized that the students needed assistance in not only locating and using the resources, but in understanding what the assignment itself entailed. So in effect, I had to clearly explain the assignment and then provide information on finding resources. I emphasized the threshold concepts of sources of information (popular vs. scholarly) and controlled vocabulary (subject thesaurus).

I taught a total of eight sessions for PSY110 in fall 2013 and again in spring 2014 for two different instructors. Both of these instructors were overwhelmingly positive in their feedback regarding the library instruction and LibGuide and they requested that I teach this session again in the fall of 2014. So this time I thought why not reach out to other faculty on campus teaching PSY110 to see if they would be interested in bringing their students to the library? I sent an email with a link to the LibGuide to these faculty members and they all responded positively. I ended up teaching 12 sessions in fall 2014 for four different instructors. During one of these sessions, I decided to videotape the class in a computer lab/classroom equipped with Video Conferencing Technology (VTT); this technology provides a split screen so that viewers can see me teaching the class as well as the computer screen shots I am using. My intention was to add this video to the LibGuide so that it could be utilized off-campus. Once this was accomplished, I sent an email to the off-campus instructors teaching PSY110 informing them of the availability of the LibGuide and the new video. I suggested that the video could be used in one of two ways: 1) Watching the video in class and having the students follow along on their computers; or 2) Flipping the classroom by having the students watch the video on their own and complete the corresponding worksheet. Several of the off-campus instructors responded to me with great enthusiasm and said that they would definitely use the LibGuide and video in the following term or semester: "Thanks so much! I will start including this in the assignment directions for next semester;" "this is wonderful news to hear and I was hoping that something like this would be implemented;" "excellent resource – thanks so much!" In addition, one of the instructors requested that a link to the LibGuide be added to the PSY110 syllabus and placed in doc sharing in our learning management system (LearningStudio).

In checking the usage statistics for the PSY 110 LibGuide for the fall 2014 semester (August 2014 through November 2014), there were 2781 hits which is an 81 % increase from the spring 2014 semester where there were 1534 hits. This data indicates that the LibGuide is being widely used and this can most likely be attributed to the aggressive marketing that was employed. Based on the success of this project, I am hoping to create similar materials for other courses in our general education program that have an assignment requiring the use of library resources which would be suitable for this type of format. Reaching out to faculty with materials specific to their course assignments has proven to be a successful way to grow our instruction program.

# Member A-LIRT *spotlight*

Rachael Elrod

Head, Education Library, University of Florida



- **What brought you to LIRT?**

I love that LIRT is so active and that there are so many ways to be involved. There's committee work, Bites with LIRT, the Top Ten List, and the quarterly newsletter. LIRT is a good place to learn about library instruction and to get involved at the national level. Honestly, the apple logo caught my eye first and made me take a second look at the group. Bites with LIRT was another drawing point as it is a great way to meet people in a relaxed atmosphere and make connections that can lead to being more involved in the group.

- **What was your path to librarianship?**

I first started thinking about librarianship when I was working on a master's degree in Counseling Psychology and working as a Graduate Research Assistant at the University of Louisville. One day one of the Librarians I had befriended asked me "Have you ever considered a career as a Librarian?" I hadn't. She went on to praise the profession of librarianship and told me there was a unique opportunity where employees of the University of Louisville could attend the University of Kentucky Library School for free. Following a dismal job search for a career in counseling I decided to pursue the library degree, was fortunate enough to land a full-time job working at the UofL Library, and have never looked back.

- **Tell us about your current position. What do you like most about it?**

I am the Head of the Education Library at the University of Florida. I love that my position allows me to have interactions with lots of different people from throughout the university and I have a lot of variety to my job. In addition to teaching information literacy I am responsible for the public, technical, and collection management functions of the Education Library.

- **In what ways does it challenge you?**

I'm constantly learning new things and have to stay focused on several important projects at once. From day to day my work is varied, my day may include anything from prepping for and teaching an information literacy class, creating an online tutorial, discussing blueprints for a building renovation, writing grants, meeting with faculty and students, to tinkering with our new 3D printer. It's a challenge but also a privilege to have a part of everything that goes on in the Education Library.

- **Throughout all your educational experiences, what teacher inspired you the most and why?**

I've had so many good teachers throughout my life it's hard to pick just one. My 7<sup>th</sup> grade math teacher Mrs. Bryant who would write us inspirational poems before our quizzes stands out in my mind. I remember the last line of one poem ended with "enough of this rap, now ace this quiz!"

- **When you travel, what do you never leave home without?**

Depends on where I'm going. If it's to an ALA Conference I always leave extra room in my suitcase to bring home literature from the vendors and several books from the publishers.

- **If you could change one thing about libraries today, what would it be?**

More funding! Regardless of what library you work in, I think this would be the answer for most people.

- **Tell us one thing about yourself that most of us probably don't know.**

In high school I was a member of the first back-to-back state championship girls' soccer team in the state of Kentucky. I'm pretty proud of that despite the fact that my contributions were mainly from the bench. Although I did get into the semi-final and championship game my senior year for a few minutes as a sub ☺

# Tech Talk

*Dear Tech Talk* — Not too long ago, a colleague mentioned a resource that sounded like some kind of a “scholar’s portal” – VIVO. What should I know about VIVO as I work with researchers or with people trying to find research? — **Valiantly Vetting VIVO**

*Dear VVV* — Let’s begin with information provided by VIVO (<http://vivo.sourceforge.net/>):(<http://vivo.sourceforge.net/>):

The VIVO logo consists of the word "VIVO" in a white, sans-serif font, centered within a dark blue square.

VIVO is an open source semantic web application originally developed and implemented at Cornell University . . . [that when] installed and populated with researcher interests, activities, and accomplishments. . . enables the discovery of research and scholarship across disciplines at that institution [as well as other institutions that choose to use VIVO to create a wider portal across multiple institutions].

“Semantic web” may be an unfamiliar term for some. In very elementary terms, the semantic web provides context to computers for the information found on web pages, and with that context, computers can do more with the information. The June 2010 Tech Talk column discusses linked data (<http://www.ala.org/lirt/sites/ala.org/lirt/files/content/archive/2010jun.pdf>) and provides useful background for the semantic web technology used in VIVO – specifically RDF. Additionally, there are a variety of YouTube videos on the topic of the semantic web, such as this brief introduction: <https://www.youtube.com/watch?v=ohWMclP7XiA>.

“Ontology” is another concept for which a broad understanding is useful. Porciello, et. al. explain that “Ontology. . . has more recently been adopted by information science as a process to express relationships within a domain”. They provide an example by using Cornell: “the domain is Cornell, and the relationships are people and their research activities. The ontology reflects people in academia, and the affiliations they are likely to have, such as his or her relationship to a department, a graduate field, a research grant, a publication or an event. As relationships overlap and intersect through common associations, a network of connections builds that can be entered at any point (typically by discovery through a search engine) and navigated to provide users a much greater sense of context than typical top-down, administratively-organized Websites.” (Porciello, et. al., 2008) The semantic web and ontologies go hand-in-hand, and a general understanding of the basics of each is sufficient to understand their value to VIVO.

Why did Cornell University originally develop VIVO? In 2004, Cornell launched the New Life Sciences Initiative (NLSI), which had a mandate for interdisciplinary collaboration and resource-sharing not just across a few departments in a single college, but across departments, institutes, and research centers within most of the University’s 14 colleges, located on 4 geographically distant campuses. Library representatives attended planning meetings and quickly realized that some significant barriers existed that prevented meeting this mandate. Consequently, they formed the

**Tech Talk: VIVO** continued on page 17

Life Sciences Working Group, which was composed of multi-disciplinary science librarians. This group “envisioned a life sciences portal to serve the needs of students and faculty at Cornell and to discover high-quality resources outside of Cornell”. (Devare, et. al., 2007) VIVO (<http://vivo.library.cornell.edu/>) is the outcome of that vision.

Since 2006, VIVO at Cornell has expanded well beyond the life sciences. Looking at the “People” tab in VIVO (<http://vivo.library.cornell.edu/people>), you’ll see widespread adoption across all disciplines: 2,700+ faculty, 4,200+ non-faculty academic, 123 librarians, 4,500+ non-academic, and 613 faculty member emeritus.

Between 2006 and 2008, personnel at Cornell made a major change in the VIVO infrastructure. It “was originally designed as an ontology implemented in a relational database, but one which emulated Semantic Web principles and presented the relationships among the people, departments, grants, publications, and events at Cornell as a primary feature of the interface. [However improvements in linked data technologies]. . . made it clear that VIVO would be both more flexible and more sustainable if converted to read and write OWL ontologies and RDF data.” (Krafft, et. al. 2010) This change – more than anything else – moved VIVO into the semantic web environment.

The next significant event in the life of VIVO came in 2008 when the University of Florida used VIVO to implement GatorScholarship, which lead to a partnership between Cornell and the University of Florida. That partnership ultimately led to the application for and receipt of a \$12.2 million stimulus grant in 2009 – *VIVO: Enabling the National Networking of Scientists* – which transformed VIVO into a multi-institutional open source platform including 7 additional institutions: University of Florida (lead investigator), Cornell University, Weill Cornell Medical College, Indiana University, the Scripps Research Institute, the Washington University School of Medicine in St. Louis, and the Ponce School of Medicine in Puerto Rico. For the next 2 years, these institutions worked closely together to provide a proof of concept – to use VIVO to build a national network of scientists (sometimes referred to as “Facebook for Scientists”) using common ontologies and the semantic web. Brynko chronicles the ups and downs of the first year of this grant in 10 brief articles written for *Information Today*, from January-December 2010.

It is largely the work associated with this grant that pushed VIVO from a tool created to address needs on the Cornell campus to a prototype that can be used at the local, national, and international level. By building VIVO systems across multiple institutions, based on the same ontologies, researchers can leverage VIVO to find collaborators who do similar or complementary research – which in today’s global village is becoming increasingly important both to obtain research grants and to produce the highest quality research. The more perspectives brought to research questions, the more varied the ideas developed to solve research questions.

To build these connections, each VIVO instance must hold – using semantic web technology – data at a granular level about researchers at each institution. One of the most significant barriers to any kind of system like VIVO is building the underlying database, which is a time-consuming, onerous task if done manually. To address this issue – and to ensure that the data in VIVO is as reliable as possible – “profile information is automatically imported into the system from verified sources such as human resources, grant databases, course listings, and faculty activity information.” (<https://wiki.duraspace.org/display/VIVO/VIVO+FAQs>) Of particular note, VIVO only uses public data. Brynko quotes Kristi Holmes, “People can be concerned about privacy issues when they first hear about the VIVO project and until they understand that the data feeding into VIVO is all public. . . We’ve been very careful to only pull in publicly available information for security concerns.” (Brynko, June 2010) In another article, Brynko references the integration of data from resources like *Web of Science* and *Scopus* to provide additional high-quality information, co-author linkages, and citation counts. (Brynko, November 2010)

Although automatic pulls of institutional data sound good, the devil is always in the details. In “Starting a VIVO Project” the authors outline some of the issues associated with using institutional data from a variety of systems: is there a common,



**public** identifier used across all of the systems; how does one identify those who should be in VIVO; is there a consistent scheme used for identifying departments and organizations; who negotiates permission to use the data in these systems for this purpose; who else at the institution will need to be involved with extracting the data from the systems and converting it to a form that can be ingested by VIVO and produce the desired outcomes? Not surprisingly, they further state, “Some of the most successful VIVOS involve closely-coordinated collaborations among central administrators, IT staff, the library, and the research administration office.” (<https://wiki.duraspace.org/display/VIVO/Short+Tour%3A+Starting+a+VIVO+project>) And – even with the emphasis on public data, some researchers still express concern. Jonathan Corson-Rikert, from Cornell, notes that even with the value of transparency of information for disambiguation purposes, some researchers are sensitive about having their email addresses exposed or the location of their lab sites because of security concerns. (Brynko, October 2010)

For a wide variety of reasons, the implementation of VIVO takes significant institutional support, coordination, and – real work. Nevertheless, a growing number of institutions are experimenting with VIVO, and some of the more robust implementations are listed below:

- American Psychological Association (<https://vivo.apa.org/>)
- Brown University (<https://vivo.brown.edu/>)
- Cornell (<http://vivo.cornell.edu/>)
- Duke University (<https://scholars.duke.edu/>)
- U.S. Department of Agriculture (<http://vivo.usda.gov/>)
- University of Colorado Boulder (<https://vivo.colorado.edu/>)
- University of Florida (<http://vivo.ufl.edu/>)
- University of Hawaii (<https://hawaii.vivo.ctr-in.org/>)
- University of Melbourne (<http://findanexpert.unimelb.edu.au/>)
- University of Pennsylvania (<https://vivo.upenn.edu/vivo/>)
- Weill Cornell Medical College (<http://vivo.med.cornell.edu/>)

Last, but not least, VIVO Search (<http://vivosearch.org/>) is one of the outcomes of the 2010 grant and enables searching across the VIVO instances of all 7 institutions that participated in the grant. This meta-VIVO instance provides a portal into the VIVO instances of all 7 institutions. (Note, at the time of this writing, the VIVO servers for several institutions were offline, and may still be offline.)

Using this portal, you can get a better understanding of some of the unique features present in VIVO. For example, a search of “genetics” leads to Brian Lazzaro’s profile (<http://vivo.cornell.edu/display/individual5641>) from Cornell. His profile provides a sufficient amount of detail for you to determine his expertise in the area of genetics, including research, publication, teaching, service, and more. Additionally, associated with his profile you see links for “Co-author” (<http://vivo.cornell.edu/vis/author-network/individual5641>), Co-investigator” (<http://vivo.cornell.edu/vis/investigator-network/individual5641>), and “Map of Science” (<http://vivo.cornell.edu/vis/map-of-science/individual5641>). Each of these links leads to a visualization of those with whom he has worked most frequently as an author and grant applicant, and the scientific focus of his research. These visualizations easily identify other researchers who should also have extensive genetics expertise. However, note that the richness of these connections, or lack thereof, is dependent on the amount of research information provided in all of the VIVO profiles.

The University of Colorado at Boulder uses a slightly different approach in their local implementation of VIVO. Search “genetics” in their VIVO instance (<https://vivo.colorado.edu/>) and you will initially see a list of search results beginning with “concepts” that incorporate the word “genetics”. Click on any of those links, and you will retrieve a list of researchers at the University who identify that type of genetics as a research interest ([https://vivo.colorado.edu/display/spinId\\_1002019](https://vivo.colorado.edu/display/spinId_1002019)). Likewise, if you search for a specific researcher and she has listed some form of genetics as a research interest, clicking on that link will present all of the other researchers at the University who have also identified that form of genetics as a research interest.



These examples begin to demonstrate how VIVO is used to find potential research partners who share research interests or have complementary research interests.

Another way to think about the value of VIVO is to look at it from a “use case” perspective. Below are some use cases from a variety of perspectives that VIVO has the potential to address (adapted from *VIVO: A National Resource Discovery Tool for the Biomedical Community*):

- Scholar/researcher – How Can I
  - Find collaborators inside and outside of my institution, both those with similar interests or complementary interests?
  - Find collaborators who have access to specialized tools or lab environments?
  - Track the work of my colleagues and/or competitors?
  - Generate a current CV
  - Easily promote/showcase myself and my work?
- Students – How Can I
  - Locate mentors or advisors?
  - Find potential collaborators on campus?
  - Find events, seminars, courses, programs that are of interest to me?
  - Easily promote/showcase myself and my work?
- Administrators – How Can I
  - Identify/highlight areas of institutional strength?
  - More easily manage all of the research information in my institution?
- Funding Agencies/Donors – How Can I
  - Find current funded projects?
  - Find specialized expertise?
  - Visualize research activity?
- Librarians – How Can I
  - More easily identify/understand my institutions research needs and make more effective collection development decisions?

Where do library personnel fit with VIVO implementations? Libraries and librarians are often viewed as a trusted, neutral party within the institution. Additionally library roles, especially those of the traditional reference/instruction librarian are changing to the role of a “liaison services” librarian – a role that revolves around outreach to scholars and researchers. Library roles for a VIVO implementation might include:

- Oversight of initial content acquisition because of familiarity with
  - data content types and experience with ontologies and controlled vocabularies;
  - negotiating with campus data stewards
  - developing web platforms and interfaces
- Promotional/instructional activities
  - Presentations and demonstrations
  - Developing user scenarios relevant to researchers and the administration
  - Creating a community of support
  - Performing usability studies, focus groups, etc. to detect user needs and perceptions
  - Building instruction and training materials and sessions
  - Providing trouble shooting, help-desk support, FAQs, etc. (adapted from *VIVO: A National Resource Discovery Tool for the Biomedical Community*)

The next question is – where is VIVO headed from here? With the end of the grant in 2011, Krafft, et. al. provide a summary of VIVO's Challenges and Opportunities:

- Challenges
  - Sustainability – VIVO must seek to build, nurture, and sustain both a development community and a community of adopters.
  - Researcher Acceptance – Researchers must see the value of VIVO to themselves and their community to put effort into ensuring their information is accurate.
  - Perceived Complexity – Semantic web tools seen as new, complex, and untried resulting in continued research and development around representation and scalability.
- Opportunities
  - Openness – Because the VIVO software, ontology, and data are designed to be open, VIVO information can easily be collected, related to other linked open data, and shared. The use of only public data reduces privacy concerns/issues.
  - Flexibility – VIVO is flexible and extensible; interlinking and ontology extensions are easily accomplished.
  - Uptake – A large number of institutions and organizations are on a path to adopt or integrate with VIVO. (Krafft, et.al., 2012)

Sustainability and researcher acceptance appear to be the most formidable obstacles facing VIVO right now. A significant step forward happened in 2013, when DuraSpace announced VIVO as an “Incubator Project”. “The incubation process will focus on assisting VIVO in becoming a sustainable, community-driven project; on continuing to develop new releases of the VIVO software and ontology; and on expanding the VIVO community beyond the over 100 organizations currently engaged with the project.” (<http://vivoweb.org/blog/2013/06/vivo-join-duraspace-organization-incubated-project>) Additionally, since the inception of the grant, VIVO has been building a VIVO community through an annual VIVO Conference. The 6<sup>th</sup> conference is scheduled for Cambridge, MA in August 2015. (<https://www.etches.com/ehome/104955/history/>) These conferences provide an opportunity for current and future members of the VIVO community to come together as well as provide opportunities to explore expanding the functionality of VIVO.

If VIVO can effectively address a sufficient number of the use cases identified earlier – especially those associated with researchers and administrators – it has potential for achieving the ultimate goal of the grant, a national network of scientists. However to be most effective, it needs to be a national network for researches in **all disciplines**, not just the sciences. VIVO has a tough road ahead. Researchers need to believe that VIVO will provide significant benefits to them, preferably without adding more work to their research routines. Many researchers already use tools such as Academia.edu (<http://www.academia.edu/>), Faculty of 1000 (<http://f1000.com/>), and ResearchGate (<https://www.researchgate.net/>). The more profile information can be automatically pulled into VIVO from verified institutional sources and credible vendor databases, the more researchers may be inclined to use VIVO over one of these other sources. However, many researchers have already made a significant investment of time in these other tools, so making the change will still present challenges.

Likewise, institution administrators need to be convinced of the value of VIVO in order to obtain the support needed to access the institutional data that populates much of VIVO. Many institutions guard the content in these institutional databases very carefully. There are significant concerns about security and data breaches. Use of this kind of data usually means jumping through a number of security hoops. Without the appropriate level of support, it is virtually impossible to implement VIVO effectively because access to the institutional data is blocked. One path is that of a pilot implementation, focusing on a particular group or project. Through this pilot, those who want to demonstrate the value of VIVO to the institution as a whole can build a framework for a larger implementation and thus provide a “proof of concept” to researchers at the institution and perhaps alleviate some of the concerns coming from the gatekeepers of the institutional data.

Particularly now – with VIVO a DuraSpace Incubator Project – VIVO bears continued observation. Will it be sufficiently nurtured in this environment to continue to blossom and grow, becoming sustainable, or will the cultural and institutional hurdles be insurmountable? Time will tell.

#### **Additional Resources**

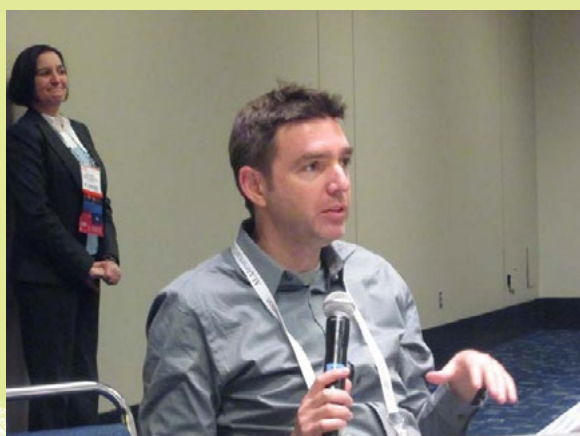
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## MIDWINTER DISCUSSION FORUM, January 2015

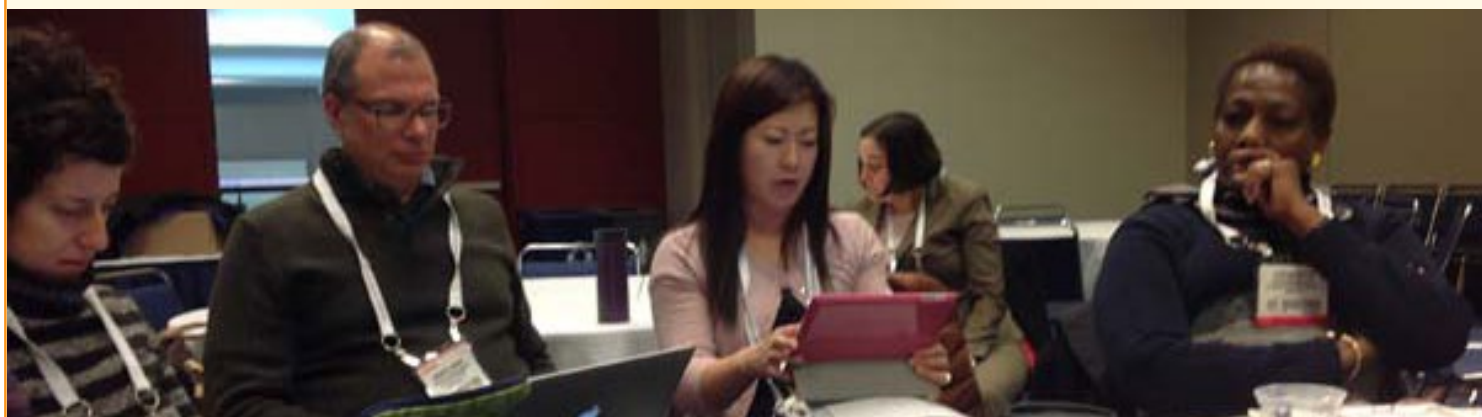




## MIDWINTER DISCUSSION FORUM, January 2015



## STEERING COMMITTEE I January 31, 2015





## STEERING COMMITTEE I January 31, 2015





## EXECUTIVE BOARD II, February 2, 2015







## BITES with LIRT - Photos from ALA Midwinter 2015 - Chicago



LIRT (Library Instruction Round Table) "Bites with LIRT" organizes groups for lunch during the ALA Conferences. This is your opportunity to meet other librarians interested in library instruction while enjoying lunch in a local restaurant. LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. Think about signing up for our next Bites with LIRT, which will be at the San Francisco ALA Annual 2015 Conference. It's a great opportunity to exchange ideas and experiences about library instruction in a relaxed setting. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation!





# Get into LIRT!

Interested! Here's our [online committee volunteer form](#)

## LIRT STANDING COMMITTEES

### **Adult Learners**

This committee is charged with assisting library professionals to more effectively serve adult learners.

### **Awards**

This committee is charged with selecting the recipients for the LIRT Innovation in Instruction Award and the LIRT Librarian Recognition Award.

### **Conference Program**

This committee shall be responsible for annual program preparation and presentation.

### **Liaison**

This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

### **Membership**

This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

### **Newsletter**

The committee shall be responsible for soliciting articles, and preparing and distributing LIRT News.

### **Organization and Planning**

This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

### **Teaching, Learning, & Technology**

This committee will be responsible for identifying and promoting the use of technology in library instruction.

### **Top 20**

This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

### **Transitions to College**

This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transition to the academic library environment.

### **Web Advisory**

This committee shall provide oversight and overall direction for the LIRT Web site.

For more information about our committees visit

<http://www.ala.org/lirt/committees>



### **Library Instruction Round Table News**

c/o Beatrice Calvin,  
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