

## Ohio Chapter

### **Value of Academic Libraries: Academic libraries demonstrate alignment with and impact on institutional outcomes.**

***1. Leverage existing research to articulate and promote the value of academic and research libraries.***

The pre-conference to the November 2011 ALAO Annual Conference in Toledo, Ohio included a panel discussion by five library directors/deans. Various types of higher ed institutions were represented. Each panelist described how he/she has used research (notably items listed in the ACRL Value of Academic Libraries report) and assessment to articulate the value of his/her library to provosts, presidents, other administrators, boards of trustees, etc.

***2. Undertake and support new research that builds on the research agenda in *The Value of Academic Libraries: A Comprehensive Review and Report*.***

The Research and Publications Committee of ALAO awarded a research grant to a librarian at Miami University (OH). Her research project includes promoting the value of the library/archives via special collections. This particular project focused on local history (campus history) by describing the items related to the the stone master (a local resident) for the construction of many campus bridges, lampposts, and stone facings for buildings.

***3. Influence national conversations and activities focused on the value of higher education.***

ALAO supported two representatives with travel grants to attend the National Library Legislative Day in Washington, D.C., April 23–24. Both gave reports to the ALAO board and wrote of their experiences in our newsletter.

***4. Develop and deliver responsive professional development programs that build the skills and capacity for leadership and local data-informed and evidence-based advocacy.***

The spring workshop of ALAO's Instruction Interest Group brought in John Burke (a past-president of ALAO) as a speaker. He and Beth Tumbleson (both from Miami University) presented "Inside Job: Embedding Librarianship in the Library Management System," which provided workshop attendees with encouragement and ideas to take back to their home institutions.

## Ohio Chapter

### **Student Learning: Librarians transform student learning, pedagogy, and instructional practices through creative and innovative collaborations.**

#### ***1. Build librarian capacity to create new learning environments (physical and virtual) and instructional practices.***

ALAO's Distance Learning Interest Group (DLIG) Spring Workshop, "INOV8: Strategies & Models for Distance Library Services", was held May 11, 2012 at Miami University (OH). The first session was "A Strategic Action Plan for Distance Learning Support." Another session discussed "Quality Matters." The concluding "Best Practices" session was a panel discussion. The collaborative character of the workshop led to the creation of a starter "Best Practices" list, viewable from the DLIG blog at <http://distancelibrarians.wordpress.com>.

#### ***2. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional learning outcomes.***

The November 2011 ALAO Annual Conference (Toledo, OH) included the session "Peer Mentoring for New Librarians: Transformation of a tenure support group." The ABSTRACT reads: "Newly hired untenured faculty at our institution began meeting as an informal research/writing support group as a complement to the institution's formal tenure mentoring process. Originally designed to provide encouragement, accountability, and writing feedback, the group's purpose evolved over time. Activities have included "point of need" information sessions where tenured faculty are invited to speak on specific experiences such as revising an article or publishing a book; creating partnerships for writing, presentations, and research; collaboratively writing a professional development blog for all staff in the library; and collaborative implementation of departmental and library-wide programming. In addition, members in temporary positions - such as instructors and interns - were coached on the application and interview process as they sought permanent and/or professional opportunities at other libraries."

#### ***3. Increase collaborative programs that leverage partnerships with other organizations in order to support and encourage local and national team approaches.***

The spring workshop of ALAO's Curriculum Materials Center Interest Group (CMCIG) had the theme "What does the future hold for Ohio libraries?" and discussed partnerships with schools, public libraries, and the state library. Topics included: maintaining an eReader collection; eReaders for Kids; Grade School eTextbooks in the CMC; an overview by the State Librarian of Ohio of what's happening in Ohio's school libraries.

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### ***4. Build capacity for the librarians' role in supporting faculty development and the preparation of graduate students as instructors.***

The November 2011 ALAO Annual Conference (Toledo, OH) included the session “Picture This: Faculty & Librarians Collaborating to Bring Visual Literacy to the Classroom.” The ABSTRACT read: "Many faculty have experimented with multimedia assignments to incite student interest in course material; many of those same faculty have ended up frustrated or disappointed. In this presentation, two faculty and a librarian will discuss how they work together to enhance students' visual literacy through the creation of multimedia assignments. Over the past two years, these presenters have partnered to teach students how to effectively locate, evaluate, and integrate visual objects into imaginative projects, simultaneously providing the class with an opportunity to acquire technology skills crucial to success in today's media driven environment. Students have been expected to regularly publish to their own publicly viewable blogs, create websites, and to produce short videos that complement the student's research. While the required skills to produce such work may be taken for granted amongst today's tech savvy students, the ability to understand how to use multimedia critically, responsibly, and ethically must still be reinforced, rather than assumed. We will discuss challenges to teaching visual literacy in a technologically diverse student population, pros and cons of different tools, and will share samples of student projects—both good and bad. The faculty will speak frankly about their overall experience working with librarians, their expectations, their students' perceptions, and will also share what they value most (and least) regarding librarian input. Attendees will walk away from this session with ideas for collaborating with their own faculty, strategies for promoting visual literacy, and answers to questions they may be reluctant to ask on their own campuses."

**Research and Scholarly Environment: Librarians accelerate the transition to a more open system of scholarship.**

## Ohio Chapter

### ***1. Model new dissemination practices.***

The Support Staff Interest Group of ALAO sponsored the session "Planning your Digital Resource Commons and Institutional Repository: What do you need to know?" at the 2011 Annual conference (Toledo). The ABSTRACT read: ""The OhioLINK Digital Resource Commons (DRC) is a federation of centrally-hosted digital libraries and collections which is created and administered by liaisons from each institution. It is simultaneously a division of central OhioLINK, an evolving community of practice among the institutions and collaboratives it serves, and an expanding open access digital collection. The DRC includes libraries from the OhioLINK member institutions, as well as cultural heritage institutions and collaborative projects such as the Government Documents Round Table of Ohio and the Digital Archive of Literacy Narratives. Many academic institutions in Ohio are potentially eligible to create collections or an institutional repository in the Digital Resource Commons. This session will discuss some of the factors that institutions should consider when deciding if the DRC is right for them. These factors include what kind of collections will be hosted, what level of staffing and technical expertise is available at the institution, what level of customization and branding the institutions expect, and what number of items will be contributed on what kind of timeline. In addition, panelists will cover more general topics suitable for anyone planning digital collections or an institutional repository from the varying perspectives of small, large, and collaborative organizations or institutions. These topics will include workflows, metadata, working with faculty on submissions, and things to consider for grant funded projects. Panelists include archivists, digital initiatives, and technology staff from a variety of different types of institutions and organizations."

### ***2. Enhance members' ability to address issues related to digital scholarship and data management.***

The November 2011 ALAO Annual Conference (Toledo, OH) included the session "Streamlining Stats: Creating an Efficient Workflow for Gathering, Reporting and Interpreting E-Resources Usage." The ABSTRACT read: "Most libraries agree that gathering usage statistics for databases and e-journals is important because this data provides information that can both guide collection decisions and show how these resources are used. However, most would also agree that gathering, collating, reporting and interpreting this data is often onerous, time-consuming and frustrating. This presentation will show how librarians, staff and student workers at mid-sized public university library reorganized that institution's approach to gathering e-resource usage statistics in Spring 2011, including working with standards like COUNTER and SUSHI, using the Innovative ERM and Web 2.0 software to streamline the process of gathering and managing data, and re-defining workflow to help distribute tasks across workers at different levels. The presenters will provide tools to help other libraries grapple with the problem of usage statistics and also discuss how you can make your statistics tell a compelling story to selectors and administrators."

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### ***3. Influence scholarly publishing policies and practices toward a more open system.***

The November 2011 ALAO Annual Conference (Toledo, OH) included the session “Unearthing the treasury of knowledge: Digging out Open Access content from the Internet.” The ABSTRACT read: “The current scholarly communication model has become unsustainable due to the budgetary challenges facing academic libraries. Several institutions have had years of budget cuts resulting in severe cuts to book budgets, subscription cancellations and deferred subscriptions. At the same time journal prices have grown considerably, coupled with restrictive database licensing agreements, making them far too expensive for many libraries. This creates barriers to scholars who need access to the current literature in their subject areas. Academic libraries have tried in various ways to manage costs including using consortia. Even this method is proving to be difficult, in Ohio for instance, the OhioLINK consortium has been dealing with budget cuts in recent years. This presents an opportunity for librarians to change and adapt the sources and types of research materials we provide to our users and communities. Facilitating access to open access content will be an effective solution to escalating library costs for journal subscriptions. Discovery of OA content which mostly resides in separate institutional repositories and journals on the web is sometimes a challenge for scholars. This presentation will highlight the different types of open access content available and some of the tools librarians could use to facilitate discovery and access to OA materials. It will describe selected tools such as search engines, catalogs, directories, registries and gateways that provide a single point of access to open access content.”

### ***4. Create and promote new structures that reward and value open scholarship.***

ALAO’s Distance Learning Interest Group gave out a “Distance Learning Visionary” grant. The proposal included the following: “The Academic Library Association of Ohio (ALAO) recognizes the need to encourage and spotlight pioneering individuals, particularly those who offer their colleagues new and innovative practices that can be adapted and implemented in their home institutions. As such, ALAO’s Distance Learning Interest Group (DLIG) is excited to announce that nominations are now being accepted for the 2012 “Distance Learning Visionary”. Benefits of winning include: Honor of being named the 2012 Distance Learning Visionary; Recognition at the 2012 ALAO Annual Conference Luncheon, as well as on the ALAO Website, ALAO Newsletter, & the DLIG Blog; Reward of \$150 presentation grant for sharing distance learning strategies, applications, or research with attendees of the 2012 DLIG Spring Workshop. Please note that the funds are contingent upon the grantee presenting in person, remotely, or via pre-recorded session. Nomination applications should include a 250-500 word essay that demonstrates the nominee’s contributions to e-learning, as well as a short presentation proposal that suggests what the nominee would share with colleagues striving to succeed in the technology-driven environment of online learning.” The Technical, Electronic, & Digital Services Interest Group of ALAO also gave out an award that promotes scholarship. Also, ALAO recognized a member for lifetime achievement in scholarship and service.

## Enabling Programs and Services

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### ***1. Education***

ALAO was a sponsor of the 2012 LOEX conference in Columbus, Ohio. ALAO gave a grant to a library science student in recognition of her work on Diversity. The Support Staff Interest Group of ALAO gave a grant to a student to present at the annual conference.

### ***2. Publications***

The November 2011 ALAO Annual Conference (Toledo, OH) included the session “Tackling Your First Research Project: Tips and Strategies for New Library Science Researchers,” which was sponsored by our Research and Publications Committee. The ABSTRACT read: “The ongoing challenge of academic libraries continues to present new research opportunities. This discussion will be especially helpful for beginning researchers. Possible topics for this discussion include: 1) Strategies for beginning researchers, including how to find publishing opportunities; 2) Seeking the guidance of a mentor in drafting, reviewing and submitting new research projects for publication; 3) Research trends, such as changing user expectations and metrics to track them; 4) The benefits of research collaboration with colleagues in and outside the library; 5) Comparisons of different publishing venues – open access platforms versus traditional journal publications; 6) Taking advantage of cost saving measures and/or grant opportunities in planning research projects.”

### ***3. Advocacy***

The November 2011 ALAO Annual Conference (Toledo, OH) included the session “Valuable Insight: The Role of Academic Librarians in Promoting Library Science Careers.” The ABSTRACT read: “As academic libraries continue to change in response to technological developments and the needs of their faculty and students, they offer new and exciting career opportunities which are not always obvious to undergraduate students. In addition to promoting awareness of library science related careers, academic librarians are in an ideal position to provide students with career counseling and an opportunity to gain library work experience. This presentation will review current trends related to promoting library science as a career choice for undergraduate students, with a focus on a specific Ohio university library's successful career program and internship course. The library's program provides a means for sharing information about the profession of librarian and offers a variety of interactive opportunities for undergraduate students through mentoring, exposure to librarians with a variety of academic library responsibilities, career exploration activities, and opportunities for acquiring library work experience beyond that which is usually possible for a student library employee. An emphasis is placed on exposing students to current issues and trends within the library field. The capstone of the program is the internship course, an independent study which is taken for course credit and which combines active learning in a variety of library departments, reading and writing assignments, and an oral presentation.”

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### *4. Member Engagement*

ALAO communicated with its members via a Facebook page, a blog, its website, a newsletter, and direct emails. For instance, members were surveyed for suggestions and rankings of potential speakers for the Annual Conference. ALAO began a liaison relationship with OLSSI (The Ohio Library Support Staff Institute) in order to better engage members who work in or with those in support staff positions. ALAO recognized a need and approved a new interest group to address the interests and needs of archives: That is, the SCAIG (The Special Collections and Archives Interest Group). This group sponsored a session at the 2011 conference and will hold its first workshop in spring 2013.