

## Against the Grain

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### And They Were There-Reports of Meetings - LIW 2018 and the 37th Annual Charleston Conference

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# And They Were There

## Reports of Meetings — LIW 2018 and the 37th Annual Charleston Conference

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**Library Instruction West (LIW) 2018 — *The Confluence of Inspiration and Adventure*** — July, 19-20, 2018  
— Grand Junction, CO

Reported by **Alyssa Russo** (University of New Mexico)

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The **2018 Library Instruction West (LIW)** conference, formerly **LOEX** of the West, took place in Grand Junction, Colorado on July 19-20. Grand Junction attracts outdoors enthusiasts who flock to the nearby Colorado National Monument and the Colorado and Gunnison rivers, and the meeting was held at the beautiful **Colorado Mesa University** campus. **LIW** is dedicated to exploring library instruction and information literacy with, “a limited number of attendees, promoting an atmosphere for library professionals to learn and share experiences and ideas with others.” In addition to showcasing innovative, playful ideas for instruction, the meeting’s themes included bias, mindfulness, and reflection. The keynote session was followed by two days of breakout sessions, workshops, panels, discussion groups, and posters.

The keynote address was delivered by **Maria Konnikova**, science blogger for the *New Yorker* and *New York Times* bestselling author of *The Confidence Game* and *Mastermind*. Konnikova’s talk, *Embracing the Mystery: Mindfulness, Creativity, and Critical Thinking Techniques from Sherlock Holmes*, explored just what makes **Sherlock Holmes** such a good detective by connecting his methods to leading psychological research. In this engaging talk, **Konnikova** informed the audience of the emotional wellness and critical thinking benefits of mindfulness, the importance of maintaining a childlike curiosity about the world, and prioritizing time and space to sit and think.

Misinformation and source evaluation were related themes at the meeting. **Cristina Colquhoun**, **Holly Luetkenhaus**, and **Matt Upson** (**Oklahoma State University**) presented, *That Face When Your Class is Fake News: Critical Librarianship in the For-Credit Classroom*, which chronicled their recent experience teaching a Fake News course, noting how they were simultaneously “delighted and devastated” by their students’ ability to create fake news stories. In another session, **Stephanie Beene**, **Amy Jankowski**, **Alyssa Russo**, and **Lori Townsend** (**University of New Mexico**) presented, *The Container Conundrum: Using a Contextual Approach to Source Evaluation*, where they considered how checklists, Cognitive Authority, Genre Theory, and fact-checking might inform their instruction.

**Chelsea Heinbach** (**University of Nevada, Las Vegas**) presented, *Checklists Are Not Enough: Exploring Emotional Intelligence as Information Literacy* ([bit.ly/liwfeelingsL](http://bit.ly/liwfeelingsL)), which reminded librarians that “information alone very rarely changes people’s minds,” and that it requires enormous amounts of mental energy to accept being wrong and then doing the work to revise one’s thinking accordingly. Heinbach proposed that cultivating self-awareness ought to be incorporated into information literacy education.

**Ryne Leuzinger’s** (**California State University, Monterey Bay**) session, *What We Talk About When We Talk About Bias*, reviewed different types of biases that students are likely to bring to their search for and evaluation of information. **Leuzinger** also proposed that metacognition be a focus within information literacy, and identified a few techniques from his review of the literature. One idea was Red Flag Monitoring, where an extra column is added to a research log labeled, “What’s going on in my head?”

**Karleigh Knorr** and **Sara Maurice Whitver** (**University of Alabama**) presented, *Reiterative Reflection in the Library Instruction Classroom* ([bit.ly/LIW18Reflect](http://bit.ly/LIW18Reflect)), which was dedicated to reflective writing for one’s self about learning goals, strategies for reaching those goals, and articulating when those goals have been met. Based on **Kathleen Blake Yancey’s** research, this session considered four modes of reflection: 1) Looking backward at previous knowledge, 2) Looking inward to determine the current situation, 3) Looking forward to determine how to use knowledge, and 4) Looking outward to connect to the larger context.

**Benjamin Oberdick** (**Michigan State University**) presented, *Becoming a Critically Reflective Teacher*, which was also about reflection, but specifically from the perspective of a teacher. **Oberdick’s** presentation, based on work by **Stephen Brookfield**, centered around the idea of hunting our assumptions and questioning them through reflection. Four lenses were used to look at one’s teaching: 1) Our autobiographies, 2) Our students’ eyes, 3) Our colleagues’ eyes, and 4) Theoretical information.

There were several sessions dedicated to innovative instruction, and the following examples allude to the range of ideas shared during the conference. **Irene Korber** and **Jodi Shepherd** (**California State University, Chico**) presented, *Creating and Using Choose Your Own Adventure Flip-Books to Teach Information Literacy Skills*. **Jill Chisnell**, **Lauren Kelley**, and **Teresa MacGregor** (**Carnegie Mellon University Libraries & Westmont College**) presented, *Swipe Right on JSTOR: Modeling Online and Speed Dating Methodologies to match Students with Library Databases*. **Dana Statton** (**Murray State University**) presented, *Infographics and Visual Literacy: Teaching Evaluative Criteria to Increase Critical Thinking*. Finally, **Rachel Dineen** and **Brianne Markowski** (**University of Northern Colorado**) presented a workshop, *Teaching the Craft of Writing an Effective Research Question*, where they emphasized the importance of starting with a question rather than a favorite answer in need of evidence to back it up. **Dineen** and **Markowski’s** activities are available to view at: [digscholarship.unco.edu/infolit/](http://digscholarship.unco.edu/infolit/).

**LIW** meets every two years, and will be heading to the **University of Washington** in the summer of 2020. At the time of this writing, neither the date or theme of the conference have been announced, however, more information will be available September 2018, including a call for conference planning volunteers. 🌱

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## Issues in Book and Serial Acquisition, “What’s Past is Prologue,” Charleston Gaillard Center, Francis Marion Hotel, Embassy Suites Historic Downtown, and Courtyard Marriott Historic District — Charleston, SC, November 6-10, 2017

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Charleston Conference Reports compiled by: **Ramune K. Kubilius** (Northwestern University, Galter Health Sciences Library) <r-kubilius@northwestern.edu>

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**Column Editor’s Note:** Thank you to all of the **Charleston Conference** attendees who agreed to write short reports that highlight sessions they attended at the **2017 Charleston Conference**. All attempts were made to provide a broad coverage of sessions, and notes

are included in the reports to reflect changes that were not printed in the conference’s final program (though some may be reflected in the online schedule, where links can also be found to presentations’ Pow-

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erPoint slides and handouts). Please visit the conference site <http://www.charlestonlibraryconference.com/> to link to selected videos as well as interviews, and to blog reports, written by **Charleston Conference** blogger, **Donald Hawkins**. The **2017 Charleston Conference Proceedings** will be published in 2018, in partnership with **Purdue University Press**.

In this issue of **ATG** you will find the fourth installment of 2017 conference reports. The first three installments can be found in **ATG v.30#1, February 2018, v.30#2, April 2018, and v.30#3, June 2018**. We will continue to publish all of the reports received in upcoming print issues throughout the year. — **RKK**

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**THURSDAY, NOVEMBER 9, 2017**  
**LIVELY LUNCH DISCUSSIONS**

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**17th Annual Health Sciences Lively Lunch: Where are we? Providing Information for the Clinical Enterprise** — Presented by **Jean Gudenas** (Moderator, Medical University of South Carolina Libraries); **Ramune K. Kubilius** (Northwestern University, Galter Health Sciences Library); **Neal D. Dixon** (Kornhauser Health Sciences Library, University of Louisville); **Laura Schimming** (Icahn School of Medicine at Mount Sinai); **Jonathan Shank** (Northwestern University, Galter Health Sciences Library); **Vida Vaughn** (Kornhauser Health Sciences Library, University of Louisville).

*NOTE: The session was sponsored by **Rittenhouse Publishing** and took place off-site. The session was open to all, but pre-registration was required.*

Reported by **Ethan Cutler** (Western Michigan University Homer Stryker M.D. School of Medicine)  
<ethan.cutler@med.wmich.edu>

After welcoming words by the session sponsor, **Rittenhouse Publishing**, attendees of the 17th annual lively lunch were led on a stroll down memory lane as **Kubilius** provided a year in review glance at the noteworthy health sciences events of 2017. An active year, complete with medical schools becoming new publishers (of OA journals) and vendors expanding products and establishing new partnerships. The program moved on to diverse panelist presentations, starting with **Schimming's** account of the **Levy Library's** transition from serving as a small teaching hospital to the much larger **Mount Sinai Health System**. **Shank** followed with a concise overview of the complex electronic resource and acquisition relationship between the **Galter Health Sciences Library, Northwestern University**, and affiliating hospitals. Closing the panelist presentations were **Nixon** and **Vaughn**, with an informative report of the challenges waged and weathered by the **Kornhauser Health Sciences Library** and the greater **Louisville** health science professionals. The session lived up to its name as lively conversations followed, moderated by the jovial **Gudenas**. Topics ranged from delicate licensing conversations, providing services for affiliated hospitals, and difficult merger scenarios. The session provided a positive outlet for meaningful conversation surrounding current demands, challenges, and accomplishments of health science professionals. New professionals to veteran administrative figures alike would have been challenged to walk away without a new collegial connection or informative piece of knowledge surrounding the current state of information within the health sciences. (The session's PPT slides and handout were deposited in <http://sched.co/CHps>.)



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**Open Access: Getting on the Same Page: What if I.R. managers and OA Policy Administrators could have everything they desire from publishers?** — Presented by **Ivy Anderson** (California Digital Library); **John Dove** (Paloma & Associates); **Toni Gunnison** (University of Wisconsin Press); **Yuan Li** (Princeton University Library)

Reported by **Anneliese Taylor** (University of California, San Francisco Library) <anneliese.taylor@ucsf.edu>

**Dove** served as moderator of this Lively Lunch that brought up several topics related to depositing scholarly articles under 'green' open access (OA) policies into institutional repositories (IRs) from both the academy's and publisher's point of view. The librarian presenters identified two key factors that hinder greater success of IRs: lack of mass deposits by publishers into IRs, and version questions. Many scholars still don't know about green OA rights and don't understand which version of their article they're allowed to deposit, thus deposit rates are low. DeepGreen is being developed in Europe to facilitate coordinated deposit by publishers for all institutions ("many to one" service). IR managers want articles published by any author position at their institution — not just corresponding — and gold OA articles as well. For smaller publishers on their own platform, this kind of push technology is not simple to develop. Lack of consistent institutional identifiers makes matching difficult. **Digital Science's** GRID is being rolled out to help with this endeavor. IR approaches to deal with version control include: depositing metadata and link only for OA articles, and providing a link and citation to the publisher's version.

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**Professional Development in Libraries: One Size Does Not Fit All** — Presented by **Patricia Sobczak** (Virginia Commonwealth University); **A. Kathy Bradshaw** (Virginia Commonwealth University)

Reported by **Rob Tench** (Old Dominion University)  
<ftench@odu.edu>

**Sobczak** and **Bradshaw** led a highly interactive program that began with participants answering several questions about their professional development via text or online poll: who was responsible for their professional development, who should have access to professional development, what resources were available for professional development, and how did they measure the quality of their professional development. The consensus of the group was that they were responsible for their own training, that professional development should be open to all, and that it can best be measured in terms of learning a new skill or gaining new knowledge. One of the biggest obstacles for most was overcoming a lack of resources for professional development. After this discussion, attendees were divided into pairs for a group exercise from a book highly recommended by the presenters *The Surprising Power of Liberating Structures*. They were asked: "What can you do now, without any more people, money, or resources, to create a professional development opportunity in your organization." Responses included using in-house resources, conducting staff presentations on how their jobs impact the library, attending staff retreats, monitoring e-Forums, engaging in peer learning, and reading a book. The activity concluded with everyone completing postcards listing one new idea from the session they intended to implement. The facilitators pledged to send out the postcards within 30 days. All in all, the lively lunch was fun, engaging, and informative led by presenters who were dedicated, knowledgeable, and passionate about professional development.

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**The Future of Open-Stack Print Collections** — Presented by **Jim O'Donnell** (Arizona State University); **Lorrie McAllister** (Arizona State University)

Reported by **Mimi Calter** (Stanford University)  
<mcalter@stanford.edu>

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**Arizona State University** is taking advantage of a major renovation of their **Hayden Library** to initiate a new approach to the management of their print collections. A white paper was distributed to conference attendees outlining their thinking in detail, and this session was an opportunity to review and discuss the concepts outlined there. **ASU** wants its planning process to be public and inclusive, and they are looking for partners and collaborators as their efforts move forward. Attendees were invited to sign up as collaborators.

Key questions that **ASU** is asking include:

How can our collections to be more inclusive, and ensure that community members see things that they want to engage with in the stacks?

How do people engage with print in the digital age?

How do we build discovery tools and a fulfillment model that ensures ready access to all print materials?

There was active discussion from attendees, including from those who had already moved materials off campus, and many had recommendations for more active management of collections, including more retail-oriented approaches, and leveraging the outreach work of public libraries. All agreed that this approach will be a resource intensive effort, and staff at all levels of the organization will need to think differently about what collections mean.

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#### THURSDAY, NOVEMBER 9, 2017 CONCURRENT SESSIONS

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**Are We Done Solving MetaData Problems Yet?** — Presented by **Tim Auger** (Innovative Interfaces); **Rice Majors** (Santa Clara University); **Jeff Penka** (Zephaira); **Tim Coates** (The Freckle Project); **Graham Bell** (EDItEUR)

Reported by **Eric Parker** (Northwestern University, Pritzker School of Law) <ecp278@law.northwestern.edu>

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This concurrent session provided several perspectives on improving user experiences using library metadata.

**Majors** encouraged audience members to think about catalogs as part of an ecosystem, not to keep users only “in the kingdom,” walled off from the rest of the world. A greater flow of metadata among systems, even into our own systems to improve user experiences, would be helpful. Libraries should embrace modern user expectations, such as using patron data to suggest resources.

**Coates** mentioned that retailers have had to learn to be able to deliver things fast — something libraries should try to emulate more. Metadata is the language of the supply chain; cooperating with vendors can accelerate provision of information about new items, and item delivery. These desired ends can be catalyzed by adopting ONIX as a common metadata standard.

**Bell** provided additional detail on ONIX's advantages: it contains the same information as a MARC record (except LCSH), but additional data such as cover images, sales rights, etc. Greater use of ONIX in discovery systems could give patrons quicker and richer information about new publications.

Finally, for **Penka**, we as libraries should want to participate in artificial intelligence. We have a lot of structured metadata (EAD, MARC) on which AI can operate.

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**Don't Let's Ask for the Moon, We Have the Stars: Starting a Streaming Video Program on a Limited Budget** — Presented by **Cara Barker** (Western Carolina University); **Whitney Jordan** (Western Carolina University); **Jessica Zellers** (Western Carolina University)

Reported by **Alicia Willson-Metzger** (Christopher Newport University) <awillson@cnu.edu>

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This session described streaming video at **Western Carolina University's** library and provided tips for beginning a streaming video program. Campus constituencies (faculty, lawyers, administration, distance education) advocated for a streaming program. With a \$15,000 budget, **WCU** utilized both **Kanopy** (an unmediated service with generous triggers, PPR, and MARC records, and documentary films) and **SWANK Digital Campus** (a mediated service with no triggers, educational rights, no MARC records, and popular films). While **Kanopy** titles are discoverable in the catalog, as access is unmediated, it is impossible to track class use. However, mediated access through **SWANK Digital Campus** provided the opportunity to track class use data. Training for faculty was provided through liaisons, use of LibGuides, and the provision of a workflow guide using widgets. Blast emails and personal communication with heavy users were also utilized. Presenters suggested “choosing your own adventure” with streaming; i.e., choose your model, budget, access vs. ownership model, etc. Carefully consider relevant acquisitions models for your library — a la carte purchases, DDA/deposit, or subscription, and consider what licensing periods are locally appropriate. Streaming is not a cure-all; not all films are available in streaming format, and foreign language and independent streaming titles have been difficult to procure.

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**NO MLS? No Problem: Acquisitions Essentials for the PhD Subject Specialist** — Presented by **Denise D. Novak** (Carnegie Mellon University); **Ashley Fast Bailey** (GOBI Library Solutions from EBSCO); **Claire Eichman** (GOBI Library Solutions from EBSCO)

Reported by **Faye LaCasse** (EBSCO Information Services) <flacasse@ebSCO.com>

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This year, the change in **Carnegie Mellon University** library's hiring practices led to a drastic change in staff training. Now tasked with hiring PhD graduates with limited library acquisitions or collection development training, **Novak**, **Carnegie's** Acquisition Librarian described a new approach to training this new breed of library staff. While these PhD staff members could function seamlessly in their faculty liaison roles, a collection development boot camp and training process was required to ensure they were successful in acquiring quality resources for their subject areas. Working closely with her partners at **GOBI Library Solutions**, **Eichman** and **Fast Bailey**, **Novak** implemented a workshop that can only be described as Collection Development 101 for non-librarians. The training involved an overview of collection development processes including training in using the **GOBI** platform and various time-saving selection options including approval plans and notifications. Although **Novak** and team have only recently implemented the Collection Development workshops in October, requests from the workshop attendees for additional training on best practices speaks to the success of this first phase of training. In fact, questions from the audience were helpful in suggesting additional topics for future training events for non-librarian staff.

Read also the session report by **Charleston Conference** blogger, **Donald Hawkins**: <http://www.against-the-grain.com/2017/11/no-mls-no-problem/>. 🐼

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*That's all the reports we have room for in this issue. Watch for more reports from the 2017 Charleston Conference in upcoming issues of **Against the Grain**. Presentation material (PowerPoint slides, handouts) and taped session links from many of the 2017 sessions are available online. Visit the **Conference Website** at [www.charlestonlibraryconference.com](http://www.charlestonlibraryconference.com). — KS*