



Breakout Sessions: Roundtable Discussions (1:30pm-2:45pm)

Wasserstein Hall, 2nd floor, Milstein East

We are thrilled to offer 9 roundtable discussions as part of the IVIES+/RTL conference this year! The roundtable topics are based on recommendations from conference participants and the discussions will be facilitated by volunteers from 5 different universities.

The roundtable discussions will begin at 1:30pm and continue for 45 minutes. At 2:15pm we ask that each table report out on best practices, highlights or challenges that were identified during the conversation. It may be helpful to have a note taker in each group who is able to track the conversation and identify key points to share when reporting out. Each table will have a white board to document key points from the participants' discussion.

Roundtable Topics

Table #1: Embedded Librarianship

Table #2: How Do You Assess Library Instruction?

Table #3: Integrating Primary Sources into Undergraduate Instruction

Table #4: Libraries and Teaching and Learning Centers (TLCs)

Table #5: Library Closings & Shrinking Budgets: Maintaining Outreach Services in a Changing Environment

Table #6: Optimizing the RTL Environment

Table #7: Participatory Design

Table #8: Public Service Librarians and Scholarly Communications/Copyright Law

Table #9: Using the Web to Reach & Teach Library Patrons

Roundtable Descriptions & Questions

Table #1: Embedded Librarianship

Facilitator: Liza Vick (Harvard University)

Description: Librarians embed themselves in courses (serving as on-call research helpers and designing curriculum and assignments that integrate library skills). This can happen in the traditional classroom, the flipped classroom model, or in what used to be termed blended librarianship and even in MOOCs.

Questions to launch the discussion:

- What techniques have you used to embed effectively in courses or a disciplinary curriculum?
- How can we scale these services up for online models like MOOCs (with hundreds or thousands of students)?
- How do you manage time in general, while embedded in a traditional in-person class?
- What kinds of assignments are particularly successful or unsuccessful?
- If you have embedded in the past, what would you do differently next time?

Table #2: How Do You Assess Library Instruction?

Facilitators: Kelly LaVoice & Kelee Pacion (Cornell University)

All instruction librarians develop strategies for assessing their instruction, but how do large University library systems bridge these gaps to develop comprehensive and measurable assessment programs? Does formal training for library assessment practices occur on a regular basis or is this an area reserved for workshops at conferences?

Two librarians for Cornell University will discuss activities of the Instruction Assessment Committee for Cornell University Libraries, highlighting a Library Information Literacy Assessment Expo held in May 2014 with participants from Cornell, Ithaca College, Columbia, SUNY Binghamton and other upstate NY Libraries. The expo included presentations and hand's on workshops about assessment strategies, peer-review of teaching programs, and plans for moving forward.

Questions to launch the discussion:

- How do you, as an individual instructor, evaluate your instruction? Do you have a favorite strategy?
- How does your library system, as a whole, coordinate or support assessment of library instruction? Is this done by a committee, instruction coordinators, on a unit library vs. system wide library level?
- What are the biggest challenges for you, as an individual instructor? For your institution in developing a comprehensive approach to assessment of library instruction?

Table #3: Integrating Primary Sources into Undergraduate Instruction

Facilitator: Bill Landis (Yale University)

These days, there is a push to incorporate primary sources into the undergraduate curriculum and teaching environment. At the same time, there is a rapid expansion in the places from which undergraduates can find and access primary sources. From our carefully curated and stewarded special collections, to expensive licensed databases, to print volumes in our stacks, to content made freely available by many institutions on the web, the abstract notion of primary sources transcends our organizational boundaries. Too frequently the silos of repository- and format-based expertise within our institutions run at cross purposes with the course-based needs of faculty and undergraduates.

This roundtable discussion tackles the challenges of taking a more user-centered approach to leveraging for instruction and learning the primary sources available at our institutions, while still fulfilling the very real preservation and stewardship needs of the unique and often irreplaceable resources in our special collections. Rather than concrete answers and policies, we seek a broader understanding of opportunities, challenges and roadblocks, strategies that have proven successful, and wild ideas that we haven't quite had the nerve to try.

Questions to launch the discussion:

- What are you hearing from faculty members regarding the library-based sessions they seek for their classes? What seems to work well for them and what doesn't?
- Does the notion that organizational barriers within our libraries impede faculty goals for inviting us to participate in instruction with their classes hold water?
- What training and skills do librarians working outside of special collections need in order to teach with special collections materials?

(Questions continue on next page)

Table #3: Integrating Primary Sources into Undergraduate Instruction (continued)

- How can special collections professionals participating in research education expand their traditional roles as custodians to connect their rich knowledge of collection content to resources beyond their immediate care?
- Does collaboration always require a special collections staff member in the room when special collections materials are being used? Can special collections security issues be adequately addressed outside of special collections-controlled spaces, and if so how?
- What does an ideal integrated classroom, where special collections and databases can be used in active learning engagements by students, look like?
- What can you do in a collaborative instruction session integrating primary sources from a variety of places, physical and virtual, in the typical 50, 75, or 110 minute classroom session?
- Students often approach research with incredibly broad, unfocused questions; how can we provide them with an environment in which to leverage opportunities to let primary sources help to drive their research path?

Table #4: Libraries and Teaching and Learning Centers (TLCs)

Facilitator: Melanie Maksin (Yale University)

A Teaching and Learning Center (TLC) can provide the necessary support and opportunities for faculty, graduate students, and instructional staff to develop as teachers. Within the Ivies+ cohort, some of our institutions have had TLCs for decades, while others have newer TLCs or have only recently announced that a TLC is on the horizon. In this roundtable discussion, participants can share their experiences with established or emerging TLCs and discuss the relationship between the TLC and the library.

Questions to launch the discussion:

- If your institution has a Teaching and Learning Center, what is the relationship between the TLC and the library?
- Are there formal connections (e.g., sharing space on campus or reporting to the same administrators) and/or interpersonal interactions (e.g., collaborations between faculty and librarians)?
- Has your library implemented a successful outreach program, developed new services, or re-envisioned instruction offerings as a result of TLC needs?
- Are TLC resources (e.g., training sessions, teacher development programs, etc.) made available to your institution's librarians?

Table #5: Library Closings & Shrinking Budgets: Maintaining Outreach Services in a Changing Environment

Facilitator: Kelly Barrick (Yale University)

With shrinking budgets and more cross-discipline research and teaching, departmental/branch libraries are being closed. What effects has this had on relationships and services that liaisons have built and provide for faculty, students and researchers?

Questions to launch the discussion:

- What factors are contributing to closing of departmental or branch libraries?
- Is there opposition by faculty and students? Why or why not?

(Questions continue on next page)

Table #5: Library Closings & Shrinking Budgets: Maintaining Outreach Services in a Changing Environment (continued)

- How/where are these separate collections being integrated?
- What kinds of services are you providing to maintain the face-to-face interaction that you had being part of the department?
- What obstacles are you running up against?
- Future plans?

Table #6: Optimizing the RTL Environment: Anticipating the Needs of our Diverse Library/Archives/Museum Users and Staff

Facilitators: Michelle Gachette and Joshua Parker (Harvard University)

We invite you to participate in a timely discussion and debate about the role that library, archives, and museum staff have in creating and maintaining a positive and optimal environment for research, teaching, and learning, at each of our academic institutions. Come with your questions and valuable experiences. We look forward to sharing big and small ideas to initiate authentic dialogue, build dynamic cross-cultural connections, and deliver meaningful service outcomes *with* and *for* our staff and patrons.

Questions to launch the discussion:

- What are the benefits or gains for library/archives/museum staff to be sensitive to and acknowledge the diversity of our user populations within the context of research, teaching, and learning encounters? What are the benefits to our users? Are there costs?
- How do we create space in the workplace for colleagues to discuss these issues and their impact on services on a regular basis—especially when time, staffing, and resources are extremely limited? Who should be involved or might be a stakeholder in these conversations?
- How can we move beyond intention to thoughtful action, especially if we are in a position where we are not a key decision-maker or authority figure?

Table #7: Participatory Design

Facilitator: Emily Bell (Harvard University)

With growing demands on library space, services, and technology, many libraries are engaging students and researchers in the design/re-design of existing resources. Share your experiences in engaging students (and faculty) in participatory design projects.

Questions to launch the discussion:

- Has your library engaged students in the design of library services or space?
- What tactics did you use to engage students? What about tactics for engaging faculty and staff?
- What opportunities/challenges were identified throughout the process?
- What recommendations do you have for others who are interested in engaging students and faculty in participatory design projects?
- Was the engagement run by library staff? If so, did they receive training to support their work?
- Have you participated in participatory design workshops? What key takeaways would you like to share?

Table #8: Public Service Librarians and Scholarly Communications/Copyright Law: How Much Do I Need to Know?

Facilitator: Anne Langley (Princeton University)

As more faculty and researchers become aware of how copyright and changes in the scholarly communications process affects how they publish, librarians are often the people they turn to for information. How much do we need to know to support them?

Questions to launch the discussion:

- What are the legal issues surrounding copyright that concern faculty output?
- What legislation has changed the landscape, and what is on the horizon?
- What is happening on your campus, and do you have responsibilities in the OA process already? How have you gotten up-to-speed?
- What are the challenges you have encountered or that you foresee?

Table #9: Using the Web to Reach & Teach Library Patrons

Facilitators: Ellie Ransom (Columbia University) & Kris Markman (Harvard University)

This roundtable discussion will provide an opportunity for participants to share strategies, technologies, & techniques for providing research, teaching & learning services in an online context. The discussion will cover web-based resources aimed at both residential and remote users.

Questions to launch the discussion:

- What online instructional resources does your library use/create?
- How have you assessed the effectiveness of your online resources?
- How do you communicate/advertise those resources to residential students? To remote users (i.e. field researchers, etc.)?