



Cross Timbers Library Collaborative 4th Annual Conference

Friday, July 22, 2016
Tarrant County College
Northwest Campus
Walsh Library
Fort Worth, Texas

<http://www.ct-lc.org>

About CTLC

The Cross Timbers Library Collaborative (CTLC) is a new library consortium based in the Cross Timbers region of the United States.

Mission Statement of the CTLC:

The Cross Timbers Library Collaborative fosters partnerships among the region's libraries through cooperative staff development, resource sharing, and innovative programs.

Who we serve:

All libraries in the Cross Timbers region of the United States.

Membership of the CTLC:

Membership in CTLC is defined by institutional participation. Any library in the Cross Timbers region which shares the Collaborative's values are welcome to participate and identify themselves as participating organizations.

Our Values:

These values guide CTLC's work within our libraries and the communities we serve:

Inclusivity, Collaboration, Responsiveness, Cost Effectiveness, Sustainability, Innovation, Collegiality, Information Sharing, Flexibility, and Leadership

Governance of the CTLC:

CTLC is a self-organized coalition of libraries with open membership. We are directed by participants; attendees at each planning meeting serve as the steering group for the organization.

Transparency in governance will be maintained by publishing outcomes of the planning meetings via the website and listserv.

Affinity groups based on the interests of individuals or organizations may form to address common issues.

Planning meetings will be held at least twice yearly. Conveners will rotate among member institutions. An annual conference will be hosted by a member institution. Affinity groups may meet at will.

"Like" **CTLC on Facebook** for updates on CTLC activities, and join the **Facebook Group** to share information about happenings at your Library!

Join the **CT-LC listserv** to participate in discussions about CTLC by e-mailing Kevin.Hawkins@unt.edu

DETAILED PROGRAM

8:00 AM-9:00 AM

Registration and Breakfast

9:00 AM-9:50 AM: Plenary Session

Opening and Keynote (WTLO Theater)

Welcome by Kris Helge, Director of Library Services, Tarrant County College.

Katie Musick Peery, the keynote speaker for CTLC 2016, is director of the University of Texas at Arlington FabLab at UTA Libraries.

As the FabLab Director, Katie provides broad leadership around the development and continuous improvement of the lab. She graduated with honors from Baylor University with a B.A. in University Scholars and from the University of North Texas with an M.S.L.I.S. After serving four years as a public librarian, Katie joined UTA as the First-Year Student Success Librarian and K-12 liaison. During her time as a FabLab Interim Manager, she helped lead community outreach efforts and strategic planning for the FabLab expansion.



10:00 AM-10:50 AM: Session 1, Concurrent Panels

Panel 1A (WTLO 2106)

- **Lee Andrew Hilyer** (University of Houston Libraries). “Focus on the Learner: Strategies for Improving Your Presentations.”
Slide presentations are common at meetings, conferences, and in the classroom. But are they effective at helping the audience understand the content, or do they merely serve as teleprompter for the speaker? Learning and instructional research indicates that the current way many people prepare and deliver slide presentations may actually hinder learning instead of supporting it. Lee Andrew Hilyer will present three simple, evidence-based rules you can use to create more effective, learner-focused presentations.
- **Jaime Eastman** (Plano Public Library System). “Storytimes in a Snap: Effective Planning and Presenting.”
Is storytime planning overwhelming your library? Learn how to plan and present effective, dynamic storytimes without reinventing yourself every time. This session examines how to build an effective storytime repertoire, from preparing for a session to planning a specific theme. Learn how to develop session templates that provide a balance between repetition and variety. How do you encourage parents to participate each week? Learn about resources you can easily create to boost parent engagement. Find strategies to collect storytime information, including fingerplay files, outlines, theme resources, and professional resource collections. Stumped? Learn about outside resources to inspire your storytimes. Develop strategies to evaluate storytime, make adjustments, and evaluate content to provide consistent excellence. It’s never too late to start building your storytime resources! Learn how to begin building (or continue expanding) your storytime foundation to make storytime planning a snap.

Panel 1B (WTLO 2108)

- **Karen Harker and Priya Parwani** (University of North Texas). “Making MINES for Libraries Work for Your Library.”
The University of North Texas Libraries recently completed its first MINES for Libraries© study to discover what kinds of patrons use exactly which electronic resources for what purposes, at what time, and from what location. The results of this study will solidify the foundation on which our collection decisions are based, as well as provide guidance to our liaison librarians regarding who uses which resources, when, from where, and for what purposes. While preliminary results of respondents have been reviewed by our librarians, connecting the resources to the responses proved more difficult because

many of the links were cryptic or indecipherable in and of themselves. We needed an efficient method to determine the exact resource used short of clicking on every link. In this presentation, we will provide a background to the study, issues associated with implementing it, identifying the resources selected, analyzing the results, and using the results in decision-making.

- **Coby Condrey (University of North Texas). “Evaluation of a Bestsellers Leasing Program in an Academic Library.”**

Does popular literature have a role in an academic library? In 2015 the University of North Texas Libraries conducted a strategic assessment of its provision of popular fiction and non-fiction to the UNT community via a book leasing program. This session will review the questions that library management wanted answered, how staff at UNT Libraries approached the evaluation, the results of the investigation and literature review, and the outcomes and decisions that the assessment results supported.

Panel 1C (WTLO 2114)

- **Rafia Mirza (University of Texas at Arlington). “Memorandum of Understanding (MOU) Workbook.”**
Preplanning with working with external faculty is vital for the success of any digital project. At the University of Texas at Arlington, we have completed a Memorandum of Understanding (MOU) workbook, which we use when planning and executing digital projects. The Memorandum of Understanding clarifies expectations and documents objectives. We consult with every staff member whose participation is integral to the success of the project. Part of the MOU workbook is a pre-planning workflow used at the university to assist library staff with launching a digital project. The workflow helps to identify potential challenges before they become an obstacle. This talk will discuss the origin of this document and its application in other institutions. A link to the workbook will be provided.
- **Kara Long (Baylor University). “Fearless Transformation: Applying OpenRefine to Digital Collections.”**
The Baylor University Library launched its first digitization project in 1999, with the Spencer Collection of American Popular Sheet Music. The first phase of the project was to scan and place online 1,000 pieces of music, out of the nearly 30,000 pieces in the print collection. The digital collection now comprises over 8,000 titles of American sheet music from the 18th to the 20th centuries. A major challenge throughout the project has been generating rich metadata for the digital objects, and coordinating this effort between the Fine Arts Library, the Digital Projects Team, and the Cataloging and Metadata Unit of Baylor University. In 2008, the Library contracted with Flourish Music Cataloging to create MARC records describing the print collection. These records are transformed into Dublin Core metadata describing the digital counterparts. This presentation will cover the evolving metadata workflow, and demonstrate the most recent change – implementing OpenRefine to quality check, and transform metadata from MARC to Dublin Core. This transformed metadata is used to generate a metadata load file for CONTENTdm, our digital collections platform. This presentation will interest cataloging and metadata librarians, or anyone with big, messy data.

Panel 1D (WTLO 2126)

- **Seti Keshmiripour, Briana Knox, and Emily Peebles (University of North Texas Libraries). “Promoting Excellent Service: Establishing Core Competencies in Training Student Employees.”**
Student employees play a vital role in the day-to-day operations of many academic libraries. The Access Services Department of the University of North Texas (UNT) Libraries consists of multiple units with different services and responsibilities. The skills needed to complete each position vary, however the management of each position takes a collaborative approach in training student employees in order to establish core competencies. Considering the high turnover rate of students in addition to their age and level of experience, it is essential to train, supervise, and mentor them in order to offer high quality service. The Access Services Department has developed a consistent, comprehensive, and ongoing training plan. This plan combines independent instruction using online learning modules, one-on-one training with a supervisor, and hands-on experience shadowing staff and more experienced student employees to address a variety of learning styles. Cross-training the senior student employees on other units’ duties helps the department with coverage, builds students’ skill sets for future endeavors, and boosts morale. This presentation will discuss the training strategies that have proven to be effective and the methods used to facilitate the continued development of student employees. Thoroughly training student employees ensures the provision of excellent customer service.
- **Marcia McIntosh and Shannon Willis (University of North Texas). “Digitization ‘Training Games’ Program at the University of North Texas.”**
In spring of 2016, The University of North Texas Libraries Digital Projects Lab piloted a digitization program called the “Training Games”. The program was intended to refresh and educate student lab technicians over the course of the semester on the basics of scanning a variety of material types. It sought to answer the research questions “Does a semester-long digitization training program increase the knowledge and digital imaging skills of student technicians?” and “Can such a program positively affect the confidence of student imaging technicians in his or her work?” The inaugural class received the opportunity to learn how to scan basic items often received in the lab as well as to certify their previously acquired digitization skills. The program allowed Lab staff the opportunity to assess student technician’s knowledge, verify and update scanning manuals, and affirm new scanning standards. Following the completion of the program students received a certificate of completion.

11:00 AM-11:50 AM: Session 2, Concurrent Panels

Panel 2A (WTLO 2106)

- **Gabrielle Fletcher (North Central Texas College). “Archival Research.”**

Gainesville, Texas is the only Medal of Honor Host City in the United States, and MOH recipients have been attending our MOH week since 2001. Some of them have bestowed upon the Medal of Honor Host City Program many items (ephemera). These historical items are located in the Morton Museum, the Gainesville Civic Center, and the First State Bank. Unfortunately, these items have not been researched, cataloged, and prepared adequately for display to the public and for posterity. Fortunately, I came up with the idea to task my student this spring to take on the role of archivists. This project was highly successful and utilized many important research tools. Using guidelines I provided for from the Morton Museum, my students worked on preparing these items for display. This presentation will explain the conception of this project, its implementation, and its outcome.
- **Betty Shankle and Samantha Dodd (University of Texas at Arlington). “The Space Race-Moving, Storing, and Utilizing Special Collections Space.”**

Real estate is generally thought to be a safe investment because everyone is in need of more space. Nowhere is this more true than within our own libraries, archives, and special collections. As the world continues to generate more and more resources, we require additional space to house these new materials. More than likely the building will not be expanding nor will the institution be adding additional facilities, so where then does your collection go? This presentation looks at how to make the most out of every square inch of “real estate” within a library. See how our institution added a cold vault, lost some storage rooms, and moved around the library to make the most out of the space. Find out information about offsite storage companies in the area and the pros/cons of utilizing vendors for storing library materials. There is a constant drive to improve our collections, and a need to offer more services and resources. Learn how to expand your offerings, without outgrowing your facilities.

Panel 2B (WTLO 2108)

- **Kris Helge (Tarrant County College – Northwest Campus). “Open Educational Resources Programming That Has Excited Co-Workers And Patrons.”**

Several events and special collections that promote open access and open educational resources offered by the Walsh Library continue to excite co-workers and patrons. These events and special collections consist of faculty panels; one-on-one question and answer sessions for faculty, staff, and students with OER experts; interactive digital and print special collections; and an OER special interest group that meets at least twice a semester. Over the past two years, the Walsh Library presented two faculty panels to faculty, staff, and students that conveyed best practices with OERs, copyright, licensing, and digital humanities. A two hour one-on-one question and answer session was also offered. The Library also set up a digital and print special collection from which patrons visited various OER sites such as OpenStax, Merlot II, OER Commons, College Open Textbooks, and other OER sites. From this special collection, patrons also perused print versions of OpenStax textbooks. The Walsh Library also offers an OER special interest group that meets and discusses various OER issues, watches webinars about various OER providers, and discusses college policy that affects the use of OER. This presentation will discuss the successes, failures, and potential pitfalls encountered in all of these endeavors. Overall, these OER activities generated enthusiasm for all of our patrons, encouraged faculty to use OERs, educated students and staff on the benefits of OERs, and may ultimately lead to an OER TCC degree path.
- **Amanda Zerangue and Robbie Sittel (University of North Texas). “Legal Information Resources: A Primer for all Libraries.”**

In today’s changing library landscape, the legal information literacy arena is not reserved for only law librarians. All types of libraries encounter questions from patrons about the law, and accessing legal resources. With that in mind, how can libraries best serve patrons seeking legal resources? In direct response to this question, the Eagle Commons Library (ECL) at the University of North Texas (UNT) developed legal research core competencies for front-line staff, which address the specific needs of students, faculty, and community users, while incorporating the available resources on hand at ECL and online. With the understanding that increasing legal research competencies in staff directly impacts access to legal resources by patrons, how can libraries best serve users with specific legal research needs? The scholarly literature points to a need for librarian knowledge of, and user access to case law, regulatory, and statutory resources. Participants will leave the presentation with an understanding of the guidelines and standards used to create legal research core competencies for staff at ECL, a sample of legal research core competencies, and an overview of the legal resources available at UNT as well as online, with an emphasis on basic access to case law, agency rules and regulations, and federal statutes and codes.

Panel 2C (WTLO 2114)

- **Pamela Andrews (University of North Texas). “Who's Who in the Institutional Repository.”**

As university scholarship becomes more innovative and collaborative, questions of ownership become more important when archiving scholarly works. When discussing how these works are stored alongside each other, and what an Electronic Theses and Dissertation (ETD) collection represents, UNT Libraries' "Scholarly Works" collection moved to expand in a way that would capture the different stages of a scholar's career. Graduate and Undergraduate Student Work collections were created to both distinguish work by author, and create a grey space to capture the supplemental works produced by student scholars. Creating a three-tiered collection requires a flexible collection development policy that can accurately capture the collaborative nature of faculty and student documents, while also preserving ownership for the authors. However, these tiers are also problematic in creating a hierarchy of rigor and prestige. In this presentation, I'll discuss the conversations surrounding the separation for student collections, the methods to preserve and document individual effort within these collaborations, and how this is reflected in the collection's scope.

- **Andrew Smith and Shannon Fox-Teichmann (Austin College). "Maximizing Efficiencies, Troubleshooting Problems, and Gaining Feedback Using Google Forms."**

There are a variety of ways to maximize workflow efficiency, troubleshoot problems, and collect user feedback utilizing Google forms. Learn how to create a Google form for student-workers to submit shift reports where issues that need to be addressed are easily located, sorted, and tracked. Create a digital "comment/suggestion box" for student-workers to anonymously submit comments on activities, behaviors, and/or offer suggestions. Create an inventory spreadsheet that is generated from bar code scans into a form on a tablet as part of an inventory process. Create a form that student-workers can use for self-evaluation to gauge their progress and identify areas requiring more in-depth training. Make a schedule form where student-workers indicate their availability and request shift changes. Other forms can help with troubleshooting problems. Set up an end-user error reporting form that automatically generates emailed notifications. Host your own library forms, relinquishing the burden on the campus IT department by creating Google forms that you control for ILL article and book requests, reserve material requests, and article and book delivery requests. Troubleshoot shelving problems by incorporating a scan barcode field to track which workers had problems shelving, creating an opportunity to not only correctly shelve items but also to retrain workers. Design feedback forms to garner faculty input on library instruction sessions. Construct surveys for students to give feedback on those sessions as well.

Panel 2D (WTLO 2126)

- **Megan Heuer (Southern Methodist University). "Applying the ACRL Information Literacy Framework in the Real World."**

The advent of the new Framework has produced a wide range of reactions from instructional librarians, from excitement for new opportunities to feelings of being overwhelmed. Based on work that the presenter is currently developing for an upcoming ACRL publication, this session will cover how the Framework may represent a shift in thinking about information literacy instruction as well as examples of learning activities based on the Framework. Rather than discussing theory, the intent of the session is to present the key differences between the Standards and the Framework, what the Framework means for day to day instruction and programming, and how the Framework might reshape and renew our teaching praxis.

- **Lela Evans (El Centro College / DCCCD). "Research with a Twist: Creating Concept Maps."**

With adult coloring becoming all the rage, who could resist using colored pencils to create a concept map? Starting your classes with concept maps will engage students, help them graphically organize their ideas, and change an idea into a manageable topic. Change boring outlines into concept maps that energize and excite students. Learn how to create a concept map and use it in one-shot instructions to brainstorm key words, and other information literacy concepts. If you teach, you can incorporate this active learning activity into any level of instruction. You will leave this workshop with your own concept map as well as information about creating high tech concept maps.

12:00 NOON-1:30 PM

Lunch (WTLO theater)

Attendees will be provided with a box lunch, followed by the presentation of the three minute lightning talks and posters. An afternoon snack will be delivered with lunch.

Lightning Talks (WTLO theater)

- **Chealsye Bowley (Texas Woman's University). "We Can Edit!: Using Wikipedia to Empower Information Literacy."**

"Wikipedia cannot be trusted!" The lightning talk will quickly dispel such myths, and advocate for why public, academic, and special libraries should embrace Wikipedia edit-a-thons to support information literacy.

- Sylvia George-Williams and Jessie Zarazaga (Southern Methodist University). “Overview of the Spatial Literacy Initiative at Central University Libraries.”**

To define it very simply, spatial literacy is the proficient use of maps, mapping, and space to communicate, address, and resolve various types of problems. A report from the National Research Council states that spatial literacy is an important tool for equipping tomorrow's generation to be better prepared to live and work in the 21st century. GIS is a primary support tool for teaching spatial literacy, and many libraries these days are supporting GIS programs on their campus for communication, analysis and research. This presentation will describe the nascent spatial literacy initiative at the Central University Libraries @ Southern Methodist University. It will give a broad overview of what the vision for the initiative is: what has been done so far, and what our future plans are.
- Marian Grona (Vernon College). “Animate Your Videos: Add Fun, Humor, and Creativity!”**

I am always looking for new and innovative ways to market library services. I have seen cartoon character animations used in various marketing venues and wanted to use a similar technology to promote library services. The 3D character animation software, Crazy Talk Animator 2, seemed to be the perfect solution. The software is intuitive and requires no programming applications in creating interesting, fun, and sometimes humorous animation projects. I used the software in creating a library orientation video shown during the College's New Student Orientation sessions. I also place a link to the video on the library information flyer emailed to all students at the start of each semester. The video I created with Crazy Talk Animator 2 is located at <http://www.screencast.com/t/Z7U3jHuVk>. During the session, I propose to: Introduce the software; Show participants the library orientation created with Crazy Talk Animator 2; Distribute a Quick Reference Guide on how to create the animations used in the video; Open the session for Q&A.
- Susan Martin (Texas Woman's University). “Staff Development on a Shoestring.”**

This talk is geared for managers who wish to provide an on-going development and training program for their staff, but lack monetary resources. As the fairly new manager of a small department (3 FTE), I saw a need for training, professional development, and team building, but had no budget resources to accomplish it. I will discuss the creation and implementation of a simple, flexible development program within the acquisitions department of Texas Woman's University Libraries. An initiative that has afforded my staff opportunities to broaden their knowledge base, and has helped to build a sense of camaraderie within the team.
- Leni Matthews and C.D. Walter (University of Texas at Arlington). “Lost in the Library.”**

Our Lost in the Library presentation will highlight the various ways UTA collects data to inform decisions about signage in the library. UTA's second floor Academic Plaza will receive a makeover. Along with enhancing the signage that is already available in the entire library and prepare for the second floor's renovation, we want to discover how people find resources. These resources are items or places (excluding books) that people use in the library such as a printer and the Check-out desk. One of our goals is to see through the eyes of people as they navigate the library to find these resources. We want to find out where signage should be posted based on people's' paths, where they look to find information, and their slowing and stopping points as they search. Our questions include: Do they find what they were looking for? How do they find what they were looking for? Do they read directories? We listed items and places in the library for people to find. There are three ways we collect data: Some wear a GoPro, some are followed and paths marked on paper floor plans, and others go on their own with paper, marking a map on the spot where they find the resource(s). A pre and post survey is also given to help us understand perceptions of finding items and places, and actual experience after their journey through the library. This Wayfinding Project will allow us to see, literally, where signage is needed.
- Charlotte Vandervoort and Cherie Hohertz (University of Dallas). “Digital Signage for Small Libraries and Limited Budgets.”**

You can have adaptable and professional looking digital signs for your library. After receiving expensive quotes from vendors for digital signage software and equipment, the University of Dallas librarians and other campus experts discovered a DIY digital signage solution that has exceeded our expectations and saved our university money. We will show you how we did it.
- Shannon Willis (University of North Texas). “Standardizing Quality Control and Visual Evaluation of Partner-Created Content.”**

Quality control can often be highly subjective. Especially for visual evaluations of images, it can be difficult to reach a consensus across a department that has multiple people performing quality control. At the Digital Project Unit (DPU) at the University of North Texas (UNT), we receive thousands of images each year from partner institutions for inclusion in The Portal to Texas History. Before these digital artifacts can be included, however, the images must be evaluated to ensure they meet certain department standards. In order to reach a greater degree of standardization during this quality control process, the DPU created an evaluation rubric for partner-created content. It broke down the various visual and technical elements to be evaluated into a short list of characteristics. Staff members responsible for quality control were then surveyed to determine how each member, and by extension the department as a whole, rated the importance of each characteristic. When using the rubric to evaluate partner created content, a staff member judges each characteristic on a scale and then multiplies the result by the importance rating determined by the department survey. All characteristic scores are then added, generating a single score for the item or project being evaluated. The rubric indicates passing and non-passing scores. This quality control rubric can now be used to better facilitate the training of new staff. Rubrics can be used for evaluation until staff members have sufficiently increased their comfort level with evaluating partner created content.

Posters (WTLO reading room)

- **Sian Brannon and Susan Smith (University of North Texas). "Academic Librarians & Technology Acceptance - Using the TAM2 Model."**

Card swiping data can be collected for many activities on college campuses, including library services such as attendance at instruction sessions and programs. It is hoped that this data will be aggregated to show the combined role the library plays in student retention and success. However, to collect the data, librarians must first adopt the card swiping technology. The extended Technology Acceptance Model (TAM2) developed by Venkatesh and Davis looks at constructs such as perceived usefulness, intention to use, benefits, experience, organizational support, and voluntariness. The authors adapted the model to consider the unique context and characteristics of librarians and the academic library, and included constructs about how others use the technology, and what organizational support is given. This printed poster will describe the results of longitudinal research of academic librarians using card-swiping technologies to improve collaborative assessment efforts on a large public university campus. Preliminary findings will be displayed through bulleted lists and tables.
- **Amy Castillo (Tarleton State University). "Workflow Diagrams: From Point A to Point B for Free."**

This poster session will cover some general information and benefits of creating workflow diagrams for library needs. At the Tarleton State University Libraries, Amy Castillo and her E-Resources Specialist used workflow diagrams to map out certain workflows in order to evaluate a need for an electronic resource management (ERM) system. During the process Draw.io, a free diagramming software, was used to create diagrams that showed how some workflows moved from person to person and department to department. These diagrams were particularly helpful in breaking down areas of complexity and developing a better understanding of our workflows. Although this particular project was geared toward e-resources management, the tools and skills used can be applied to any type of the library and any department. So long as you have workflows and appreciate visuals this poster session is for you! Information about the materials used to prepare for diagramming will also be discussed.
- **Ashley Crane (Baylor University). "Standardizing Library Instruction across ENGL 1304 Course Sections."**

With ninety sections of the ENGL 1304: Thinking, Writing, & Research course being offered in a single semester, the Baylor University Libraries faces a conundrum. How do they provide these sections with relevant, meaningful library instruction sessions while sharing the load across a team of Liaison Librarians and providing continuity between those individuals? To answer this question, I seek to understand the current content and practices used in ENGL 1304 library instruction sessions and the needs/expectations of their graduate level student instructors, whom teach 60% of the sections. This information will then be used to create a set of new standardized learning outcomes, outlined in a LibGuide, which forms the base of a new instruction request form. The standardized learning outcomes developed here will provide a springboard to open a conversation with faculty members about information literacy as well as a prototype for academic libraries seeking to provide continuity in library instruction across a large number of course sections.
- **Shannon Fox-Teichmann and Justin Banks (Austin College). "Reflections: Art and Inspiration, a Short Term Class Experience."**

Two librarians collaborated to teach a JanTerm (short term) class titled "Graphic Arts and Bookbinding", wherein students learned a variety of bookbinding styles, handcrafting several blank journals. The students also learned how to create and layout book content. Each student wrote a self-introduction, created at least one work of art using a Wacom drawing tablet and ArtRage 4.0 software and wrote a reflective composition about their work of art. The reflective writings and artworks were compiled into a Blurb-published book, "Reflections: Art and Inspiration." The students learned about traditional book creation and digital literacy via art-simulation software and drawing tablet technology.
- **Hollie Gardner and Tyeson Seale (Southern Methodist University). "First Impressions: Introducing New Students to the Libraries at Orientation."**

The libraries presence at new student orientation has evolved from a breakout session with limited attendance to a presentation which reaches every single new student. This poster will describe the methods used to reach students at orientation as well as the process under which the transitions occurred including the development of partnerships within the Student Affairs' Student Transitions and Orientation office and their orientation student leaders. The user experience librarian and outreach coordinator have targeted library marketing through the use of student learning outcomes and identified effective means of presentation delivery to make the libraries' initial contact with students memorable including the use of Snapchat, orientation leader presentations, presentation packets, virtual tours, a resource expo table, parent/family involvement, and more.
- **Lewis Giles, Faria Matin, and Stewart Caton (UNT Dallas College of Law). "Keeping Your Library Fun."**

This poster highlights our student engagement initiatives from the past year. The successes and missteps of the year are visually themed as a homage to the board game Chutes and Ladders. Additionally key areas for keeping libraries relevant such as: library events, collection development, marketing and faculty participation are featured. Participation rates, budgets and other statistical information will also be included.
- **Valerie Lutes (Texas A&M University-Commerce). "Ready To Launch: Marketing a Virtual Learning Lab."**

- James G. Gee Library at Texas A&M University-Commerce recently invested in the creation of the Virtual Learning Lab, an innovative library learning space featuring cutting edge zSpace virtual reality technology. This presentation addresses the marketing campaign and exciting timeline of events that took place in order to make the launch of this brand new library space and equipment a success on campus. While academic libraries can gather ideas specifically for marketing to students and to faculty, all libraries that are looking to promote innovative ideas or incorporate the use of zSpace technology into their services can benefit from James G. Gee Library's launch of the Virtual Learning Lab.
- **Ako Mendoza and Rhiannon Graham (Haslet Public Library). "Ready, Set, Walk: Promoting Patron Fitness Through Community Partnership."**
In order to reach new patrons, public libraries are increasingly acting as community centers and meeting places, offering patrons new ways to become active and to make connections with peers in their communities. One way that libraries are improving quality of life for their patrons is by facilitating health and wellness programs for users. The Haslet Public Library is partnering with Walk Across Texas to host a team walking program in the Spring of 2016, offering our patrons the opportunity to improve their health and to forge new relationships with neighbors. The library will act as a hub for community members to meet and form walking teams for an eight week program beginning in May of 2016. This program will offer a number of benefits for the library, as well as for program participants: it will strengthen the relationship between the library and the community that it serves, allow the library to demonstrate its investment in the health and well-being of its patrons, promote library services, and draw in new library users. The program will also reinforce the library's reputation as a center for community engagement, and by promoting our program at local businesses and other community groups, we will strengthen the library's relationships with other community organizations. Our poster will describe the planning and implementation process for our walking program, as well as lessons learned and implications for future health and wellness programming in public libraries.
 - **Catherine Sassen, Karen Harker, and Erin O'Toole (University of North Texas). "Assessing an Academic Library Professional Development Program."**
Learn how we incorporated assessment into all aspects of a professional development program for academic librarians by using measures of need, participation, satisfaction, and impact. Assessment results have been used to justify the program to library administrators, continuously improve the program, and provide information about the program's benefits to current and potential participants.
 - **Alexandra Schultz and Caitlin Rookey (Texas Wesleyan University). "Obstacles Encountered when Applying for a Grant for an Academic Library."**
Eunice & James L. West Library's original TexTreasuries grant proposal entailed digitizing the Mason Johnson Theatre Collection and showcasing the contents on The Portal to Texas History and West Library's Academic Archive. Unfortunately, a number of unforeseen obstacles surfaced mere weeks prior to the grant application deadline. The library has amassed a large amount of special collections that illustrate the history of Texas Wesleyan University and Fort Worth. The Mason Johnson Collection consists of posters, playbills, photographs, audio recordings, and letters concerning plays put on at Texas Wesleyan College, specifically the annual Broadway musicals between 1958 and 1985. Many of Texas Wesleyan's first musicals had never been staged in Fort Worth before and represented a significant milestone in the city's rich cultural heritage. Some problems we encountered include: delegating tasks and completing them in time because of the small staff, copyright and licensing of audio and playbills, and creating a buzz about the project in the community outside of the university. The grant committee decided to amend its grant application in response to these obstacles. The problems faced will frame how we approach the next grant cycle. We would like to use our poster to help other emerging digitization projects and librarians tackle similar issues and learn how other libraries' projects succeeded. The poster will inform viewers about the specific situation at West Library, the problems we encountered, why we encountered them and what we learned in the process.
 - **Kevin Yanowski and Stacey Wolf (University of North Texas). "Chicken-scratch Decoded: Deciphering Professor Signatures for Improved Discoverability of ETDs."**
A short time ago, catalogers at the University of North Texas (UNT) Libraries began contributing metadata for thousands of older, recently-digitized, electronic theses and dissertations (ETDs). In enhancing this metadata, they discovered a big problem with many of the signature pages, chicken-scratch. Important metadata to include for the discovery of ETDs are the faculty contributors, namely major professors and committee members. Not all ETDs contain typed versions of the committee member names, so deciphering the signature scribbles were difficult and time-consuming, especially since the ETDs in this project range from the 1950s to the 1990s. This poster shows through various screen shots, images, and flow charts how the UNT Library catalogers addressed this problem with various system iterations; it evaluates feedback from users of the current system and discusses what type of system would be ideal for handling difficult signatures; and it also shows how a similar system could work for various universities and libraries.

1:40 PM-2:40 PM: Session 3, Roundtables

Panel 3A (WTLO 2106)

Collection Management Affinity Group Meeting. Sian Brannon (University of North Texas).

Attendees are invited to attend the Collection Management Affinity Group discussion. Topics covered will include collection development, cataloging, discovery, and whatever else needs discussing!

Panel 3B (WTLO 2108)

North Texas Library Assessment Roundtable. Karen Harker (University of North Texas).

North Texas Library Assessment (NTLA) is an informal group of librarians and library professionals who have a strong interest in assessment of library collections and services. Members have been meeting irregularly since 2010 to discuss advances made at their institutions, share innovative methods, reveal novel uses of tools, and stimulate collaborations between libraries. At our roundtable, we invite all interested persons to share their ideas of library assessment, with particular interest on opportunities for collaborating between institutions. We would also like to discuss if and how to formalize our community, perhaps within the structure of the Cross Timbers Library Collaboration.

Panel 3C (WTLO 2114)

Digital Humanities Roundtable. Cindy Boeke (Southern Methodist University), Ana Kraemer (University of North Texas), and Rafia Mirza (University of Texas at Arlington).

The CTLC Digital Humanities (DH) Affinity Working Group invites all members and interested attendees to join us for a round table discussion. Our goal is to learn what other libraries are doing in this constantly-changing field. Topics may include, but are not limited to such questions as: How do you define DH? What are the major DH initiatives underway at your library? Which academic departments or units are most active in DH at your institution, and how do you support their needs? What trends are shaping the DH landscape? What issues or concerns do you have about DH? What role(s) can and should libraries play in DH initiatives on campus? What kinds of support has your library provided to sustain long-term DH initiatives, in the form of commitments to budget, space, or staffing hours?

Panel 3D (WTLO 2126)

Liaison Programs on Parade. Coby Condrey (University of North Texas), Carolyn Davidson Brewer (Tarrant County College – Northeast Campus), Tracy L. Hull (Texas Christian University), Sarah H. Northam (Texas A&M University-Commerce), and Kris Reed (Texas Woman’s University).

Academic libraries take a variety approaches regarding how they interrelate with faculty. This roundtable discussion will cover topics related to the management of subject liaison programs, training and support for liaisons, duties and expectations of librarians who act as liaisons, and strategies for engaging the instructors and researchers within the campus community. Audience members will be encouraged to interact, to ask questions and to share their own best practices and experiences.

2:50 PM-3:50 PM: Session 4, Concurrent Panels

Panel 4A (WTLO 2106)

- Christine Peterson (Amigos). “Amigos eShelfSM Service: Is it for you?”
In 2015, Amigos Library Services, a library non-profit, introduced a new ebook service which is available to both members and non-members. The Amigos eShelfSM Service focuses on providing those options to libraries that they may not have with other aggregators. These include title-by-title ebook selection, interlibrary loan rights, choosing where your patrons see these ebooks, and a low barrier to entry. Founded by the North Texas Library Partners, see where this service is now and if it would be beneficial for your library.
- Arta Kabashi (ProQuest). “Discover ProQuest Training Materials for your Library.”
ProQuest has a team of dedicated librarians working on training materials covering collections from k-12 to public to academic libraries. Come learn how to access learning materials for your end users and collaborate with our trainers to create customized Libguides for your library.

Panel 4B (WTLO 2108)

- Janette Klein and Karen Harker (University of North Texas). “Charting New Territory: Mapping the UNT Libraries Collections.”
The University of North Texas (UNT) Libraries has developed a unique collection assessment tool, the Collection Map, to provide support for a new access-based collection development philosophy. UNT Librarians realized the limitations of traditional assessment methods to gauge the impact of emerging acquisitions models such as DDA and large interdisciplinary eBook collections. What was needed was a flexible, nimble assessment system to track access, holdings, and ILL activity for each academic discipline. The Collection Map is a database that links items, and their associated data, to any one of several dozen overlapping sub-collections via Library of Congress call numbers. The Collection Map’s many-to-many relationship of

sub-collections to items and data enables librarians to demonstrate support for subject areas and to make more informed collecting decisions. This session will describe the components and creation of the Collection Map, including manipulation of existing systems to extract data. The speakers will show how the Collection Map is being used to support collection development activities, describe some challenges with its implementation, and share plans for improving the system. Attendees will learn about the challenges inherent in creating new assessment tools to support emerging collection types. Audience members will be encouraged to share ideas and experiences with building assessment tools and systems.

- **Ali Behserresht (University of Texas at Arlington). "Space Use Observation Study at UTA Central Library."**
Libraries have many public spaces like group study rooms, group study tables, academic plazas, quiet study areas, and so forth, which can be used for different purposes. Each of these places needs different facilities and can serve specific groups. To allocate resources ideally, to serve maximum number of visitors (e.g. students, faculties, etc.), and to optimize the accessibility and/or visibility of available spaces at library we need to have better understanding of the status quo of our facilities and amenities. One of the tools that can be used to achieve this goal is Tableau software. In this presentation we use Tableau to graphically show how variety of public spaces in the central library at the University of Texas at Arlington being used during different time frames.

Panel 4C (WTLO 2114)

- **Hollie Gardner and Lindsey Koch (Southern Methodist University). "Effective Partnerships for Libraries and New Student Orientation."**
The libraries' new student orientation presentation has evolved over the past three years from being a breakout session with limited attendance to a targeted presentation which reaches every new student. During this time, the libraries have collaborated with the Student Affairs' Student Transitions and Orientation office to develop the presentation which provides a critical first impression of the libraries as friendly, welcoming environments. The libraries were asked to define student learning outcomes which encompass some basic information literacy concepts and to present in a fun, memorable way. As a result, the libraries have developed a presentation using Snapchat videos, orientation student leaders' presentations, virtual tours, librarian profile videos, and more to engage new students prior to their arrival. For this presentation, the Director of the Student Transitions and Orientation office will present on what goes into the planning and implementation of new student orientation and how campus support services can be effective partners in the process. The second half of the presentation will consist of the user experience librarian reviewing the new student orientation presentation methods over the past three years and the development of the current presentation. In addition, positive effects resulting from this partnership which extend beyond the summer's activities will be discussed.
- **Ben Johansen and Megan Martinsen (Baylor University). "Data + Art: Digital Scholarship in the Art Department."**
The fine arts are often overlooked by those working to promote digital scholarship and digital humanities. This presentation will unpack how great collaborations between the art department and the library can result from applying digital scholarship methods to the work of art historians and studio artists. We will cover using the digital scholarship methods of Image Analysis, GIS, Text Mining, Data Visualization, and Dataset Discovery to benefit art scholarship and art creation.

Panel 4D (WTLO 2126)

- **Sarah Brown and Liz Barksdale (University of Dallas). "Developing a Credit Bearing Information Literacy Class: A Case Study."**
Many academic libraries struggle with the best way to teach information literacy to students. Getting students to the library to learn is a struggle, and some universities have begun implementing semester long classes. At the University of Dallas, the Blakley Library has been teaching a credit bearing, semester long class for a few years now. In this presentation, the presenters will talk about how the class came about, some of the challenges, what has worked and what has not worked, and some of the future goals of the program.
- **Lewis Giles, Faria Matin, and Stewart Caton (UNT Dallas College of Law). "Fostering Student Engagement Beyond Educationally Purposeful Activity."**
The library's role on campus has evolved from a book repository for silent studying to a collaborative space focused on innovation. This presentation will highlight and critique some of the activities and strategies that our library has employed to engage students beyond the library's traditional role of academic support. These initiatives aim to keep students and faculty interested in both the library's services and the library as a physical place. We will highlight key areas for keeping libraries relevant such as: library events, collection development, marketing and faculty participation. Moreover, the program will discuss the successful efforts of other libraries to engage students. Lastly, we will reach out to the audience as an additional source for ideas and discussion.

4:00 PM-4:30 PM: Concluding Session

Conference Wrap-up (theater)

The conference will then conclude with a town hall meeting to discuss future CTLC directions. What would you like to see more of in future conferences? Do you have any ideas for future collaborative programs?