



AUG 7 - 2020

**CROSS TIMBERS
LIBRARY COLLABORATIVE
2020 CONFERENCE**

**KEYNOTE AT 9:00AM CST
CLICK HERE TO JOIN!**

9:00am Introduction & Keynote

Keynote Speaker:

Tracie Walker-Reed

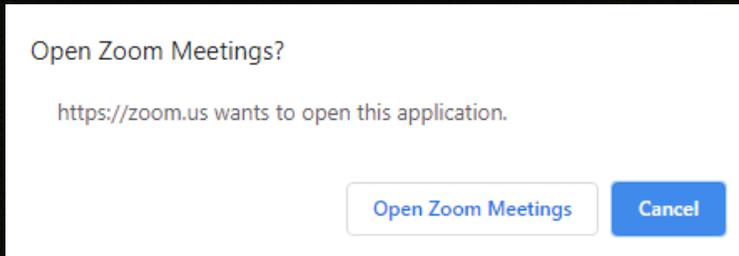
<https://zoom.us/j/91094055891?pwd=VGlxUFpRSUc4Y2FJWUpQcDRPdVNmQT09>

Tracie Walker-Reed is the recipient of the 2019 American Library Association's "I Love My Librarian" award and has 15 years of library experience. She is the current Library Media Specialist at H. Grady Spruce High School in Dallas, Texas. Be inspired by her collaborative approach to literacy, which empowers her school and community!



How to Join a Session

1. Click the Zoom Link under the session name you want to join
2. If prompted, click "**Open Zoom Meetings**"



3. Enter your Email and Name
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Join us anytime after the keynote at this link:

<https://zoom.us/j/94258113869>

Quick Links

Click any of these to go directly to the corresponding page with all the session information and summaries in that time slot!

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10:00am - 10:50am

Room 1

Supporting STEM Learning in Public Libraries with Academic Library Collaborations

Jessica Jones, Brian+College Station Public Library System

<https://zoom.us/j/91714610741?pwd=M0pyS2syTIZTK2dCRXZLL01tQTFsUT09>

The Bryan+College Station Public Library System and Texas A&M University formed a partnership in 2019 through the University's Academy for Future Faculty (AFF) and Center for Teaching Excellence (CTE) to bring STEM programming aimed at adult audiences to the public library. This program facilitates a monthly speaking engagement with a graduate student who presents on their research. Because of the affiliation with the AFF and CTE, these are students who have interest in speaking about their work and in being good science communicators. The students get to practice public speaking, adult library patrons can attend a STEM program about new and interesting research, academics may be able to use the activities in their tenure files as service to the community, and public librarians are able to offer quality programs at minimal cost through collaborating with their academic peers. This program has worked exceedingly well in College Station and there are plans to keep it going indefinitely every fall and spring semester.

Facilitating Teamwork

Marla Lobley, East Central University

<https://zoom.us/j/91714610741?pwd=M0pyS2syTIZTK2dCRXZLL01tQTFsUT09>

Marla Lobley will share the team building efforts that have been successful at Linscheid Library at East Central University. The library has 1 director, 5 librarians, 7 full time staff and 20+ students. Due to the team building efforts, the library has been able to collaboratively create a strategic plan, build escape rooms and implement a website redesign. The presentation will outline the process that facilitated successful collaboration including: identifying individual strengths, establishing ground rules, increasing comfort level with healthy confrontation, and building trust through one on ones. Participants will receive ideas and materials that can be applied in any library setting.

Room 2

Audience Warm-Up: Engage Your Audience Before You Present

Victor Dominguez Baeza, Oklahoma State University

<https://zoom.us/j/91039732327?pwd=eUs0S3p0Y29ZUzJZZDE0WkJoZDN1dz09>

Whether a public, private, or academic librarian, some form of presenting has increasingly become part of the job. Your presentations are often around an hour long, and when planning it seems like an hour is just not enough for all the activities you want to include. You settle on your program and then your audience begins to arrive. It's time to begin so you do an awkward introduction of yourself and then dive right into your material. You and your audience are cold, and the attendees may not know much about you just as you may have no idea who they are. Your hope is that things will go well and that your strategy will engage your audience. Well, why not warm up the room before you actually start? You can warm up the audience with casual conversation prior to your program, or have pre-presentation activities planned. You can learn who is attending, why they came to your session, and what they are hoping to learn. That way they are thinking about the topic before you start, and you can have an idea of who is in your audience, what they expect, and what they are bringing to the presentation. Warming up the crowd can help improve the presentation, create a personal relationship between speaker and audience, and make the session more fulfilling and engaging.

Managing Expectations: ORCID registration/Scopus findings of UT Southwestern Learners

Jane Scott, UT Southwestern Medical Center

<https://zoom.us/j/91039732327?pwd=eUs0S3p0Y29ZUzJZZDE0WkJoZDN1dz09>

Using and Collecting ORCID IDs can provide numerous benefits for academic and research institutions. Providing ORCID IDs to participating organizations can provide value for combating disambiguation in databases. ORCID in theory is wonderful, but what about it in practice? Do learners use their ORCID accounts? How do databases like Scopus use ORCID? Jane Scott has spent the last year determining these expectations for the 4000+ UT Southwestern learner community and achieving an average of 80% registration compliance rate.

This session will provide insight into trends and expectations of various learner groups (students, postdocs, and clinical trainees). We will evaluate our various ORCID enrollment and marketing strategies including campus policy, onboarding training, and individual email content. It will also address who to cultivate an ORCID culture to encourage sustainable reporting strategies.

These insights will help manage expectations and ensure successful participation with time saving, effective strategies that can save your staff time and get results.

Room 3

Building More Diverse Collections for Younger Readers

Joanna Russell Bliss and Jonathan McMichael, Southern Methodist University

<https://zoom.us/j/94665257695?pwd=bjUxZHZvYkZaUW1mU1JyKzNXdnU1dz09>

Research has shown that children exposed to diverse books, especially those that have cross-racial groups, have better acceptance of children of other ethnicities as compared to those not exposed to diverse books. This has been a focus of public and school libraries for some time, as seen in the We Need Diverse Books program and other organizations advocating for diverse books in publishing, classrooms and libraries. Unfortunately, academic libraries and the role of their collections in training new educators has been largely absent in these conversations.

With that in mind, a team of librarians at SMU Libraries analyzed our Juvenile Collection using the Diverse BookFinder suite of tools. We evaluated our current collection, recognized its strengths and gaps and are now using this analysis to improve our collection development practices. This presentation will take participants through how to use these tools and adapt them for an academic library context. Finally, we will discuss future opportunities of this initiative.

It's Elementary! Using Children's Television to Teach Information Literacy

Ashley B. Crane, Sam Houston State University

<https://zoom.us/j/94665257695?pwd=bjUxZHZvYkZaUW1mU1JyKzNXdnU1dz09>

Getting learners to recognize, develop, and practice the knowledge and skills they need to be information literate is hard. What if we exposed learners to those concepts at their most basic level? In this session, learn how one teacher librarian used segments from preschool and children's television shows to build a foundational understanding of information literacy in a freshman level, for-credit college course. The presenter will share how these multimodal lessons connected to learners' prior knowledge and experiences while engaging their critical thinking skills and allowing them a look at their world through the eyes of an information literate individual. Potential opportunities for use in one-shot library instruction and in K-12 libraries and classrooms will also be discussed. Participants will have the opportunity to collaboratively build a list of television shows for possible future use.

Room 4

A Thriving Data Program During Quarantine: Webinars, Tutorials, Online Fellows

Joshua Been, Baylor University

<https://zoom.us/j/97710437480?pwd=b3I4ckFvK2IQUTJSYIYzY2JCaTQ4Zz09>

As a library's data research support does not depend on physical spaces or resources, the current quarantine at Baylor University is the perfect time to shift to a more scalable and completely online environment. The library's Data & Digital Scholarship (DDS) program has been slowly migrating its services online and we are seizing the opportunity to switch completely online.

DDS has been in full media production mode, offering live webinars and creating walk-through video tutorials on the following data research topics: (1) data visualization, (2) text data mining, (3) data scripting, (4) research data management, and (5) finding secondary data. We began incentivizing participation this year, even before the quarantine, with digital badges and certificates. Additionally, our summer Fundamentals of Data Research Fellowship is shifting from a hybrid program to 100% online using the Canvas LMS.

Media technologies we are implementing include Adobe Premier, Kaltura MediaSpace, and Zoom.

Accessing and Preserving Texas Information in TRAIL

Laura Sare, Texas A&M University and Tom Rohrig, Texas Tech University

<https://zoom.us/j/97710437480?pwd=b3I4ckFvK2IQUTJSYIYzY2JCaTQ4Zz09>

There is an open resource that all library types in Texas can access. TRAIL – the Technical Report Archive & Image Library - contains over 300 items about Texas. These range from biological surveys to water, to mineral deposits, to of course oil. Technical Reports might not be the first information resource people think about, but many federal agencies have published reports containing information on many different topics. Technical Reports communicate research in science and technology, technical development, and contain valuable information serving specialized audiences of researchers. Scholarly research papers often summarize research findings but technical reports often lay out the detail and data of research. This presentation will introduce attendees to the TRAIL Project and why this is a unique source for a variety of topics such as Texas oyster beds to saline water conversion. Technical reports have always been challenging to discover because of inconsistent and differing dissemination practices, no title level cataloging, and series level records with no holdings making it difficult to get technical reports via ILL. Member libraries of TRAIL are collaborating to digitize federal agency technical reports in print and micro-formats and cataloging them at the item level and depositing them in the HathiTrust and University of North Texas digital repositories where they are viewable to anyone in the world. Attendees will learn about Technical Reports and TRAIL's mission, as well as how to publicize this free resource to their patrons.

11:00am - 11:50am

Room 1

Connecting Digitally with the Tejas Star Reading List

Elizabeth Ibarra Gaylor, Ardmore Public Library

<https://zoom.us/j/97086692594?pwd=TzlxYkZVd0ZwRndBbGsreFJ5TTg5QT09>

Learn about the Tejas Star Reading List and how you can connect students digitally with the bilingual and Spanish titles on this reading list as well as scheduling virtual author visits.

Keeping Readers Engaged and Connected with the Rivera Book Award

Priscilla Delgado, Teaching Books and Sandra Murillo-Sutterby, Director of the Rivera Book Award Program

<https://zoom.us/j/97086692594?pwd=TzlxYkZVd0ZwRndBbGsreFJ5TTg5QT09>

The Rivera Book Award was founded in 1995 at Texas State University to recognize exemplary, authentic Mexican-American literature for youth. Now celebrating its 25th year, the award has recognized dozens of titles and has engaged readers in various formats. Attendees will learn about the award, how to access online resources for the award-winning titles using TeachingBooks, a children's book resource database, and will learn how one middle school used Flipgrid to create short videos that highlighted a section of award winner "They Call me Guero".

Room 2

Comparing Teamwork & Collaboration Competencies between a Technology in Art Education course and an Engineering Project Management course

Martin Wallace, Ryan Hulla, and Morgan Chivers, University of Texas at Arlington Libraries

<https://zoom.us/j/94545230194?pwd=bThzVXZ4Y0NodlZSWVA4K3QrZ2doUT09>

Martin Wallace, Morgan Chivers, and Ryan Hulla will present the results of a student teamwork and collaboration study, using an "assembling effective teams" homework assignment and a semester-long, team-based academic library makerspace project. Students in two upper-level undergraduate classes, Technology in Art Education and Engineering Project Management, took self-assessment-surveys at the beginning of the course and again after having completed their makerspace projects. Results show that students in both courses significantly overestimate their competence in the pre-course survey. Engineering students rate themselves higher in both pre- and post-surveys than art education students. There are signs that the "assembling effective teams" homework assignment has a significant effect in student self-ratings. Other signs show that the project has significant effect on teamwork and collaboration. Prior makerspace experience appears to have no effect at this sample size.

Remote Reference: A Practitioner's Guide

Rebecca Graff, Megan Heuer, and Sarah Jenkins, Southern Methodist University

<https://zoom.us/j/94545230194?pwd=bThzVXZ4Y0NodlZSWVA4K3QrZ2doUT09>

In recent years, the approaches to providing reference help have changed, and practitioners must learn and hone skills to keep up. While we used to respond to questions in-person and over the phone, we now add chat, texting, and video to the mix. Data from a 2019 RUSA survey show that most librarians do not feel adequately prepared to handle the newer remote reference platforms. Because of physical distancing, such competencies have become essential.

After demonstrating the need for training, we will cover best practices for interacting remotely. The user's experience of remote reference is significantly different than in-person. We will emphasize how to consider the patron's point of view during interactions, in order to better assist them. For example, chat interactions should communicate in writing what we cannot through expression.

Another aspect of ensuring excellence is consistency among staff. After determining performance standards and training staff to achieve them, quality control measures must get implemented. We will discuss ways of systematically bolstering staff's performance when assisting patrons. Building a positive feedback loop helps to connect expectations to action.

Participants will leave feeling more confident in their abilities to use different reference modes and to keep the patron's experience in mind when providing reference remotely.

Room 3

Literacy Technology Skills in the Latino Community from Secondary School to College

Rosenid Hernandez Badia and Leonides Perez, Dallas ISD

<https://zoom.us/j/95037590965?pwd=YW9RSWJUL0ZlcmdickxydGIQdmo0Zz09>

The Latino community is the largest minority in the United States (US). Many of them enrolled in high school and college. There are a series of factors that can impact the Literacy and Technology Skills. There are four major factors that play an important role in the students throughout their school life toward college and beyond: Technology, Research, Soft Skills, and College Readiness. How do these factors impact the Latino community and their Technology Literacy Skills? Then, how can the library and librarian help? Literacy and Technology Skills begin in the library through our extensive programs supporting each of the four factors that facilitate both present and future success for our students.

Strong Partnership between Librarian & Administrators, the Key for Student Success

Rosenid Hernandez Badia and Roger Ceballos, Dallas ISD

<https://zoom.us/j/95037590965?pwd=YW9RSWJUL0ZlcmdickxydGIQdmo0Zz09>

With the Principal's support and the leadership of the librarian, a library program will impact students. They will become information literate readers, lifelong learners and may pursue productive lives filled with knowledge that will positively impact the future community.

With this class, you will learn tips on how to partner with administrators in favor of the students and library usage.

Room 4

Pedagogy for Practical Library Instruction – An Online Program

Meranda M. Roy, University of North Texas

<https://zoom.us/j/96057207756?pwd=dS9LMIRiNktTVkFkeHBrdGZxakJqZz09>

While many librarians find themselves with teaching responsibilities, few have received sound pedagogical training. This leaves many librarians to learn on the fly or through trial and error when in the classroom. Although effective for some, others are left seeking additional professional development opportunities to grow their pedagogical knowledge.

To address this, an online program was developed for academic librarians that introduces pedagogy. A variety of topics related to university teaching and student learning are covered including course design, meaningful and measurable objectives, learner-centered instructional strategies, formative assessments that drive instructional practice, inclusive teaching practices that create positive learning environments for learners, and more. This program encourages asynchronous communication with others, provides practical and easy to implement teaching strategies, examples from library instruction sessions and case studies, as well as opportunities to practice and receive feedback on newly acquired or refined skills.

During this presentation, I will describe the overall outline of the program, the structure of the modules, and the implementation plan for this program.

When Perceptions Don't Match the View: Reimaging Existing Collections

Ashley B. Crane and Heather Adair, Sam Houston State University

<https://zoom.us/j/96057207756?pwd=dS9LMIRiNktTVkFkeHBrdGZxakJqZz09>

"I can't find what I need." Words every librarian dreads. What do you do when a collection isn't serving your population as well as you thought? At Sam Houston State University (SHSU), two librarians discovered that our pre-service educators' needs were not being met. An immediate need for state approved textbooks and high-quality STEM picture books was exacerbated by a general lack of awareness of library resources. The solution? Create an Instructional Materials Center within the central library building. Collocated with an updated Children's Collection reflective of a school library, development of the IMC included relocating instructional materials from the main collection into an Instructional Materials Collection, creating an EC-12 State-Approved Textbook Collection, and adding additional seating to create a reservable instructional space. In this session, we will discuss how we identified the problem, determined the best solution, developed a plan, and the relationships we fostered along the way to ensure a smooth deployment. Presenters will also share what they learned in the process and the feedback received from our pre-service educators, their professors, SHSU College of Education administration, and local in-service educators.

12:00pm - 1:00pm

Lunch/Affinity Groups - [Check here](#) for more info on affinity groups!

1:00pm - 1:50pm

Room 1

To Meet or Not to Meet: How We Really Feel

Sian Brannon and Julie Leuzinger, University of North Texas

<https://zoom.us/j/91055047257?pwd=cER3TmlzeXNxeHEISUVQeVYY1FGUT09>

Meeting science is a relatively new phenomenon with empirical research and there is nothing relating to libraries in this literature. Come and find out the predictors of success for productive meetings, what academic librarian perceptions of effective meeting leadership are, and learn about the “best practices” for meeting participation and leadership.

Collaborating on Scholarship

Catherine Sassen and Sian Brannon, University of North Texas

<https://zoom.us/j/91055047257?pwd=cER3TmlzeXNxeHEISUVQeVYY1FGUT09>

Scholarly research gives us insight into the future of libraries. A considerable amount of this research results from collaborative projects. However, collaborative research projects may crash and burn if not well planned. Learn how to choose team members, facilitate collaboration and organize all the elements of a project to create a successful publication or presentation. Also included are administrative responsibilities, thoughts on handling problems, and examples of delineating responsibilities.

Room 2

Copyright & the Preservation of Video Collections in Libraries

Erin Dewitt-Miller, Steven Guerrero, and Lindsay Duke, University of North Texas

<https://zoom.us/j/96257788123?pwd=WGdHNUpoSHpjV3VzY2NBdThoZFczdz09>

This session will include an overview of Section 108(c) of the Copyright Act which addresses preservation of audiovisual material in library collections. It will also provide an introduction to the Academic Libraries Video Trust (ALVT), a crucial tool created to address issues of the preservation of Section 108 material. A brief summary of an extensive ongoing review of the UNT Media Library collection of VHS for Section 108 status will also be discussed. Section 108 is especially relevant to libraries with VHS collections. Preservation and continued access to the material on VHS is a crucial issue, as much of this content has never been released to other formats and is therefore in danger of being lost entirely.

The Academic Library Video Trust (ALVT) is a shared repository for videos protected under Section 108. Member institutions can upload or access replacement copies of audiovisual material that falls within the guidelines of Section 108 (deteriorating, obsolete, and unavailable for purchase).

The UNT Libraries are a Founding Benefactor Institution of ALVT and the UNT Media Library has been working to preserve at-risk items in its VHS collection and share them via ALVT since 2018. Evaluating each title for preservation led to the identification of hundreds of unique and valuable at-risk titles eligible for digitization.

High-quality Diet of Journals: Comparison of Top-ranked with Most-used Journals

Karen Harker, Chris Hergert, and Sephra Byrne, University of North Texas

<https://zoom.us/j/96257788123?pwd=WGdHNUpoSHpjV3VzY2NBdThoZFczdz09>

UNT librarians will present a follow-up on the work shared at the 2019 CTLC Conference, regarding compiled data from the Journal Citation Reports and its comparison to UNT holdings. In last year’s presentation, “Are your students & faculty eating what’s best for them? Evaluating the quality of your most highly-used ejournals”, techniques used to extract the titles and metrics from JCR and our ejournals lists were explained, and then compared using ISSN for matching. In this presentation, the librarians will add journal usage data to provide a more complete answer to the original question posed last year. While they will provide some details on how the data was put together, the presentation will focus less on the technology and steps for gathering this data, and more on the results and the limitations of such an analysis. This presentation will be most useful to academic librarians who are interested in comparing the determining how valuable highly-ranked journals are to their primary users.

Room 3

Lights, Lines, Lyrics & Library, It Can Be Done!

Rosenid Hernandez Badia and Ursula Hollingsworth, Dallas ISD

<https://zoom.us/j/99727218564?pwd=VOZsZTdGbTAORDUyV2VkT1N2MVpsZz09>

The new librarian empowers learners with diverse skills and literacies. Collaborating with teachers promote innovative practices. Combining forces and talents will ensure equal the practice of tech/literacy and learning opportunities for all types of learners. This class will give you ideas in how theater can collaborate with the librarian, create school wide projects, and more.

Documenting Library Work: Lessons We Can Learn from Technical Writers

Emily Nimsakont, Amigos Library Services

<https://zoom.us/j/99727218564?pwd=VOZsZTdGbTAORDUyV2VkT1N2MVpsZz09>

Have you ever tried to write a how-to manual or other documentation for your library's processes? Have you gotten overwhelmed trying to figure out where to start, or too busy keeping up with your day-to-day work to take a step back and document it? Most of us know that documentation is important to continuity and sustainability of processes in library work, but it's a very easy thing to write off as too hard, or to mentally set aside for a "slow period" that never comes. Lessons from the field of technical writing can help us prioritize these important tasks. While most librarians are not trained technical writers, we can incorporate some tips from technical writers into our work to make our documentation creation easier.

Room 4

Making an Impact: Creative Opportunities for Student Engagement with Special Collections

Meagan May, University of North Texas Special Collections

<https://zoom.us/j/99107193431?pwd=ZFFiS3I2S0dlQVdFaUQxSmVZUFZUUT09>

Student engagement with special collections and their materials can come in many forms, including assignment-driven research or projects, instruction sessions, exhibits, workshops, tours, and overviews of materials and services. Regardless of the method, opportunities for student engagement should be approached creatively and thoughtfully in order to capture student attention and interest while also showcasing the importance and relevance of the materials being researched or examined. This presentation will examine and discuss three different and distinct examples of student engagement using materials and collections owned by University of North Texas Special Collections. The first, a semester long grant funded project involving the university's Medieval and Renaissance Manuscript Fragment Collection, followed by an assignment using various archival collections as inspiration for art projects, and finally a one-shot instruction session and assignment designed to familiarize students with special collections materials and how to access them. The presentation will conclude with a brief look at how UNT Special Collections has continued and plans to continue to offer creative student engagement as classes and library services transition to remote delivery for the fall semester.

Data Services in the Age of Scalability and a Pandemic

Peace Ossom-Williamson, Hammad Rauf Khan, and Isaac Williams, University of Texas at Arlington

<https://zoom.us/j/99107193431?pwd=ZFFiS3I2S0dlQVdFaUQxSmVZUFZUUT09>

As higher education institutions in the United States began to respond to the COVID-19 pandemic by moving classes online, emptying residence halls, and authorizing remote work, academic librarians were tasked upon helping students and instructors with migrating to an online learning environment. What stood out was that data librarians already had a digital presence. This presentation offers insight in how a Research Data Services department offered web services in a collaborative environment for accessing data, providing data archiving support to researchers, and promoting data literacy. These data librarians will discuss how they use online resources and strategies to build awareness and make their trainings and services scalable. Likewise, they will describe how this translated into an asset during the COVID-19 transition to online-only interaction and as COVID-19 data informed behavior.

2:00pm - 2:50pm

Room 1

Poster Presentations

<https://zoom.us/j/96251776158?pwd=eDUwOGxhQktDdTBqa1NFbzlrWGtKOT09>

Disaster Relief in an Academic Library Archives,

Preston Livingston and Michael Barera of Texas A&M University Commerce

Five Years of First-Year Composition: A Librarian Reflects

Susan Whitmer of Texas Woman's University

Launching a Chat Reference Service Amid a Global Pandemic

Sarah Diaz of the University of North Texas

Diving in, flipping a Workshop from In-person to Virtual, fast!

Elizabeth DeZouche of Texas A&M International University

Scavenger Hunts, Zoom, and Trolls: Lessons Learned from Virtual Outreach

Madison Brents of University of North Texas

View all of Today's posters at :

<https://twu-ir.tdl.org/handle/11274/12356>

Room 3

Top 10 Things to Know about Getting Started with Google Classroom: BEGINNER

Kathleen Basoco and Angela Smyers, Stephen F. Austin Middle School

<https://zoom.us/j/98740572211?pwd=Mm4yTIBHODJ2VitWYjBVSmg2REdIQOT09>

This class is designed for anyone who has never used Google Classroom before. It will provide a basic overview of the following topics that will help them to better utilize their Google Classroom from the get go!

Knowing and Growing: Promoting Research Autonomy and Collaboration Through Instruction

Stacy H. Johnson, Dianna Kim, and Susan Strickland, Sam Houston State University

<https://zoom.us/j/98740572211?pwd=Mm4yTIBHODJ2VitWYjBVSmg2REdIQOT09>

Session presenters, academic research and instruction librarians from an R-3 university, will discuss developing an active and reflective inquiry-based library instruction activity to provide students with skills to effectively read and interpret scholarly articles. They will explain how librarians can collaborate with stakeholders and students to provide practical research experience through a one-shot instruction session adaptable to suit learners across disciplines.

The librarians' interactions with students revealed that they do not understand the structure and composition of academic research articles and lack the ability to efficiently read and interpret findings. To address this, the librarians developed a one-shot group activity "Anatomy of a Scholarly Research Article" to assist students in increasing their research acumen regardless of discipline.

The librarians will discuss collaborating with faculty to use the instruction activity for courses in Fall 2019 and Spring 2020. They will also describe how the activity can be modified to suit various contexts and can help researchers at all levels examine their own process and benefit from collaborative, inquiry-based, active and reflective research practice.

Room 2

Lightning Talks

<https://zoom.us/j/97314829362?pwd=aytHMGQ2aTIFMTBqcWhqSIB6VittZz09>

Who's a Family Engagement Librarian?

Carla M. Sewer of Texas Woman's University

Learning with LibWizard: Anyone can do it

Melissa Johnson of Southern Methodist University

Library Hack: Developing Data Literacy through Experiential Learning

Isaac Williams and Peace Ossom-Williamson of the University of Texas at Arlington

Project Management and Research: Enabling Successful Partnerships and Projects

Hammad Rauf Khan, Isaac Williams and Peace Ossom-Williamson of the University of Texas at Arlington

The 30-Second Survey Project: A Modular Approach to User Feedback

Jonathan Mount and Jeff Guintivano of the University of North Texas

Room 4

The Keeper App: Creating a Participatory Digital Archive

Rachael Zipperer, University of North Texas

<https://zoom.us/j/95892338502?pwd=ZGJDeE5zUDJGUhbNTRtZUtKdXhiQT09>

The University of North Texas is home to nearly 40,000 students, and their experiences are a critical part of the collective memory of this unique campus community. As more documentation of the student experience is created solely in digital format, there is both risk of losing documentation that is not actively archived and also opportunity to encourage participation in the archival process through technology.

In 2018 UNT released the Keeper web app which provides a platform for submitting digital files as donations to the University Archive. With a simple drag-and-drop interface for submissions, Keeper creates a way for students and other community members to immediately and directly contribute to the archive by transferring their digital memories electronically moments after they are captured. Submissions through Keeper are described by archivists and uploaded to the university's digital library as part of the University Memory Collection, an ongoing digital project to capture the current experience of this community and preserve those memories in perpetuity.

The University Archive continues to implement new efforts to promote the use of Keeper in order to increase meaningful student and community participation and actively document the full spectrum of community experience in the archives. This presentation explores the challenges that have arisen in the past and plans to utilize Keeper in new ways into the future, including a specific effort to promote Keeper as a way for students to contribute documentation of their experiences of the COVID-19 pandemic to the archive.

Preparing for Pandemonium in a Pandemic: Implementing Virtual Library Engagement

Laura Haygood and A.M. Serrano, University of Texas at Arlington Libraries

<https://zoom.us/j/95892338502?pwd=ZGJDeE5zUDJGUhbNTRtZUtKdXhiQT09>

In March 2020, University of Texas at Arlington entered uncharted territory, as it transitioned to classes online. UTA Libraries had unknowingly prepared for this scenario by opting into an early adoption of Microsoft Teams, a now widely used collaboration tool. Once the University moved online, the Libraries leveraged an already trained staff to use this application to promote immediate and long-term engagement with each other, as well as stakeholders across campus. This presentation will highlight the successes and failures experienced in fostering community and engagement using Teams, including staff meetings, social events, and pedagogy-related office hours. Additionally, attendees will learn about best practices in Teams and how training staff on the possibilities allows for interactive engagement.

3:00pm - 3:50pm

Room 1

Work-Life Balance for Librarians: Avocations Informing the Vocation

Susan Whitmer and Suzanne Rumohr, Texas Woman's University and Laurel Sammonds Crawford, University of North Texas

<https://zoom.us/j/92445856939?pwd=dkgvNHBZSEFwa0pKOU9iZ0U5SmsyQT09>

Come prepared to move as three active librarians demonstrate how belly dancing, bicycling, and yoga inform their librarianship and illustrate the concept of work-life balance. As an antidote to our 24/7 plugged-in culture, these multi-generational librarians will discuss how their leisure pursuits (avocations), enhance their librarianship (vocation).

Each librarian has their own interpretation of the work-life balance issue. Work-life balance involves paying attention to the mental, physical, and social aspects of life. In this session, attendees will learn how to encourage employer support for work-life balance by asking for flextime, integrating avocations into library programming, and adding off-duty activities into performance reviews. The librarians will also offer strategies in how to carve out time for non-work activities as well as how to discuss work-life balance issues with supervisors.

Room 2

A Panel Discussion with Leaders in Academic Librarianship

Suzanne Sellers, Dean of Libraries, Texas Woman's University; Diane Bruxvoort, Dean of Libraries, University of North Texas; Dr. Ling Jeng, Director of School of Library and Information Studies, Texas Woman's University; Lanee Dunlap, Dean of Libraries, Texas A&M Commerce; Moderated by Amanda Zerangue, Texas Woman's University

<https://zoom.us/j/91837686438?pwd=ZHJ1aWICUG1zSOI2TDRvcFU0SSt5UT09>

This moderated panel discussion with library leaders will offer a variety of perspectives on the following: developing a CV that stands out, trends in librarianship, professional development, cultivating stakeholders, and getting hired/promotions. An opportunity for questions from the audience will follow this moderated panel discussion.

Room 4

Explore Census Data – An Introduction and Demonstration

Marna Morland, University of Texas at Dallas and Paige Shank, Dallas Public Library

<https://zoom.us/j/91182843785?pwd=cG5wc01RYm1ZamNkYnFhSHBXakFvUT09>

American FactFinder went offline on March 31, 2020, so librarians will be turning to the new Explore Census Data platform at data.census.gov to help patrons find the census data they need. Marna Morland and Paige Shank from the Government Documents Affinity Group will lead a 50-minute session demonstrating this new tool. An electronic handout will be provided.

Thanks for coming!

Have some feedback for this conference or just wanted to check on something?
Contact us at CT-LC.org

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