Annual Division Meeting and Lightning Talks
October 2, 2020 | via Zoom
All libraries in Minnesota are located on traditional Anishinaabe and Dakota land. As we set forth to learn and reflect on our work, we are mindful that libraries are part of the present and past colonial violence in North America and that there is much work ahead to decolonize libraries. We’d like you to take a moment to reflect on what you can do at your own institutions to further this work.

z.umn.edu/arIdLA20
2 Ways to Join ARLD

Select ARLD when you join MLA at no extra cost

Join ACRL and automatically become a member of ARLD
2020 Board Members

Megan Kocher | Past Chair
Amy Mars | Chair
Jenny McBurney | Chair Elect
Kristen Cooper | Secretary

Janis Shearer | Communications Officer
Ginny Moran | Legislative Liaison
Bekky Vrabel | Member-at-Large
Christina Buckles | Member-at-Large
Welcome Newly Elected Board Members!

Kat Nelsen | Chair Elect

Maggie Parra | Communications Officer

Trent Brager | Member-at-Large
May 1, 2020

Virtual keynote speaker Fobazi Ettarh presented Loving Yourself AND Loving Libraries.

Over 200 people attended this free event!

Access the recording via the [ARLD Website](https://www.arld.org).
Learning Sequences team at College of Saint Benedict/Saint John’s University

This team developed a series of “Learning Sequences” documents that help guide collaborations between the two units and classroom instructors. When we were reading their nomination letter, we were excited to learn about how they are integrating information literacy into different courses with these documents, and we believe these are a valuable contribution to the academic library community in Minnesota and provide a model for other librarians to engage students with information literacy through technology. The Learning Sequences documents for the various technology classes are publically available on their Instructional Design website.
COVID-19 Open Forums

How to provide community support for members?

- 3 Open Forums for sharing, venting, and discussion
- Held via Zoom
- ~25 people per session
- Small and large group discussions
- Question prompts different aspects of the pandemic and academic libraries
COVID-19 Open Forums

- **March 23:**
  - What is your institution currently doing in response to Covid-19?
  - What support would you like to see from your institution and ARLD?

- **April 24:**
  - Managing new & different workloads
  - Best practices for moving instruction online (led by the Instruction Roundtable)
  - Addressing digital divide among college students
  - Library outreach/community engagement online & remotely

- **May 21:**
  - What does a safe phased reopening to in-person services and distribution of physical collections look like to you? Who are the stakeholders you would need to work with to make this happen? What barriers are you encountering?
  - How do we advocate the value of library work and library workers in the middle of a pandemic while avoiding “vocational awe” and toxic positivity? In what ways can we elevate the invisible labor of library workers in making online resources available?
“Change the Subject” Screening & Discussion with Tina Gross

August 18

225 attendees, 116 boxes of popcorn

ARLD co-sponsored with:

- Minitex
- UMN Libraries Diversity, Equity, & Inclusion Leadership Committee
- Metropolitan State University
- St. Catherine University Library
- St. Catherine University Library School
Legislative Accomplishments

Changes in Regional Library Technology Aid funding uses expanded in law in 2020, allowing spending on wifi hotspots and other tech to support remote learning.

Funding increases for Minitex/ELM databases on the platform for 2021
ARLD Social Events

MLA Trivia:

- September 30
- ARLD co-sponsored with the Public Library Division

If you have ideas for virtual social events this coming year, please let us know!
What Comes Next?

- ARLD Day 2021 will be virtual, details TBD
- Planning new virtual discussions for Fall/Winter, stay tuned!
Contact Us!

@ARLD_MLA
facebook.com/ARLDofMLA
www.mnlibraryassociation.org/page/ARLD
arld.board@gmail.com
Lightning Talks

- 5 minutes each
- Enter questions in the chat
- Speakers will answer as many as we have time for at the end!
Developing Successful and Robust Faculty Relationships in a Virtual Environment

Lightning Talk
MLA 2020
Anne Rojas, MLIS
Outreach = Marketing

TIME TO PROMOTE YOURSELF
Drop-in Sessions

- Talk to Faculty
- Talk to Students
- Keep track of courses and advisors through liaison appointments
Leading Blackboard Discussions

Generating ideas with faculty

- Common goals
- Points of discomfort for students
- ACRL Framework
- Literature review
- Follow up with a class drop-in
Classroom Announcement Blog

• Faculty can cut and paste the information w/ links directly into their discussion/announcement boards in BlackBoard
• Option to subscribe to a weekly feed that will be right to their email
• Library Faculty pages
Faculty Meetings

Good ROI
Exposure
Endurance
Eavesdropping
Remember ...

- Market yourself and the library
- Visibility will get you a seat at the table
- Relationship building pays off
- Use ALL platforms available
- Craft as WIIFM (what's in it for me)
- Everyone reaps the benefits
• About 50,000 students around the world
• Working adults
• Mostly graduate but some undergrad
• No students under 25 years old unless they’re military
• 20 librarians – 11 are student facing
• Founded in 1970 as a correspondence school for professionals interested in earning an advanced degree

www.waldenU.edu
Curly Quotation Marks Might be $%&!ing up Your Search

Amy Riegelman & Katie Wilson
2020 Minnesota Library Association Annual Conference
Background Information

- Phrase-searching with quotation marks is a search strategy designed to target results with 2 or more words together (e.g., “Cognitive Behavioral Therapy”)
- With reviews such as systematic reviews and meta-analysis, search strategies need to be transparently reported as indicated in the PRISMA Checklist.
- Microsoft Word and Google Docs both default to curly quotation marks
### Table 1. Depiction and character codes of straight and curly quotation marks

<table>
<thead>
<tr>
<th>ASCII Character Code</th>
<th>Curly Quotation Marks</th>
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In March/April 2019, 40 bibliographic platforms were tested: curly quotation marks, straight quotation marks, and no quotation marks.

Planned for the following outcomes:
- The search results when using straight quotation marks and curly quotation marks were the exact same.
- There was a variance between search results when using straight quotation marks compared to using curly quotation marks.
- The use of curly quotation marks was rejected due to unsupported characters.
Results

Of the 40 bibliographic platforms tested...
17 (42.5%) platforms ignored curly quotation marks
4 (10%) platforms did not recognize either straight or curly quotation marks
1 platform flagged curly quotation marks as an unsupported character
12 (30%) of the bibliographic platforms acknowledged curly quotations
6 (15%) platforms, curly quotation marks were not treated the same as straight quotation marks, but it was unclear to the authors as to how they were read and interpreted
Consequences & Recommendations

- Search platforms do not sufficiently communicate modifications to search syntax. Search functionality effectively operates in a blackbox.

  ➔ Changes to search syntax may impact results from one day to another.

  ➔ Search strategies reliant on evidence synthesis guidelines are then potentially compromised.
Consequences & Recommendations

➔ Search platforms could transparently report syntax changes in release notes, akin to software updates or changelogs.

➔ Release notes report changes in functions, deprecations, bug fixes, and new features.
Consequences & Recommendations

- Journal stylistic preferences exacerbate the issue. 10 style guides representing several disciplines were examined for their guidance on quotation marks.

  ➔ Only one style, the Chicago Manual of Style, stated preference for curly quotations.

  ➔ Should a journal alter the quotation marks of a reproducible search strategy, the stylistic choice compromises the reproducibility.
This study is in the peer review pipeline.

Preprint:

Making the Space: Library instruction and the role of reflection questions in an undergraduate business class

Lightning Talk-Minnesota Library Association-Academic & Research Libraries Division Business Meeting, October 2, 2020

Jim Kelly
Instruction & Liaison Librarian-Business
Rod Library-University of Northern Iowa
Context/Origins

- Required, upper level undergrad business strategy course.
- One-shot session on industry & company research. Session is content heavy, almost entirely lecture.
- Positive feedback from the faculty member, BUT I felt I wasn’t hearing the voices of students.
Opportunity for a Change

- My participation in ACRL Immersion led to conversations with the faculty member.

- Outcomes:
  - One-shot was broken into two sessions.
  - Green light on my suggestion of having students respond/reflect at the end of the first session.
Inspiration


The 3-2-1 approach and Minute Paper were key influences on the form and content of the classroom assessment I use.

The third question is one that comes from reflecting on my own life and experiences.
1. In working on your research today, did you find anything frustrating? If so, what caused your frustration?

2. Identify two things you learned today in doing your research.

3. What tip(s) would you share with your classmates who might be struggling or feeling uncertain about their research project?
My hopes for the reflection exercise?

- For students:
  - Frustrations are to be expected; the key is acknowledging the frustrations and finding ways to work through them.
  - Sometimes we need to take our own advice.

- For me: Now I can better hear the students’ voices which helps me improve my work with the class.
Thanks!

Questions?
Pandemic Innovations

Reimagining a Successful Face-to-Face Library Service in the Time of COVID

Alec Sonsteby
Metropolitan State University
Library offers drop-in research help and citation assistance at its Reference Desk and over the phone and via chat and email.

Students needing writing help must make appointments with tutors in the Center for Academic Excellence or use the third-party Tutor.com service accessible through the learning management system.
Write @ the Desk

- Research and writing are related processes.
- Service pairs librarians with writing tutors from the Center for Academic Excellence at the Library's Reference Desk.
- Immediate on-site referrals (from librarian to tutor, from tutor to librarian).
In March, the university moved F2F classes online and employees began working from home. But the need for writing and research help did not go away.
Pivot

- We went all in on making Zoom work for this service.
Key element: Breakout rooms

- Provide private spaces where a librarian or tutor can work individually with a student.
## Write @ the Desk via Zoom schedule

Click on the appropriate date in the table to launch a Write @ the Desk Zoom meeting during the correct time.

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Some logistics

- Waiting rooms: Patron privacy
- Sharing contact information
Write @ the Desk is back!

Posted Sep 9, 2020 1:37 PM

Write @ the Desk is a service that pairs writing tutors with faculty librarians.

Get both research assistance and writing help through Zoom on a drop-in basis during these times:

- Tuesdays, Wednesdays, Thursdays: 11AM – 1PM and 2 – 5PM
- Fridays: 2-5PM

Access Write @ the Desk via the Zoom links posted on the Library’s COVID-19 page:

https://libguides.metrostate.edu/covid-19/write_at_the_desk

If you have any questions, please contact the Library at library.services@metrostate.edu.

Awareness: LMS announcement
Questions?

Alec Sonsteby, MS, MBA
Associate Professor and Librarian
Department Chair, Library and
Information Services
Metropolitan State University

alec.sonsteby@metrostate.edu

Setup and guidelines documentation available.
Support Needs of PsyD Students during the Dissertation Process

Trent Brager
University of St. Thomas

Libraries
UNIVERSITY OF St.Thomas
Project Background

- PsyD program follows a 4-year, cohort model
- At end of spring of 2nd year, students turn in a draft of 1st three chapters of dissertation (intro, lit review, methods)
- During the 2nd year, students take a Dissertation Writing & Methods course (1 cr. per semester: fall, spring, summer)
- 15 students in the 2nd year cohort
Research Questions

**RQ1**
What are the self-identified information needs of PsyD students throughout the dissertation planning and writing process?

**RQ2**
What preferences do PsyD students identify for dissertation-focused library services?
Qualitative Diaries
Approximately once a month from Sept. 2019 to May 2020, 2nd year PsyD students (n=14) fill out 6 question reflection diary entry about dissertation progress and challenges (RQ1)

Interviews
Follow-up (Zoom) interviews about dissertation process and support preferences (RQ1 & RQ2) in May-June 2020 after students have completed 1st three chapters of dissertation
Preliminary Findings

Lack of Time
This leads to:
• anxiety
• tiredness
• lack of motivation
• procrastination
• guilt over not completing more

Real People, Real World
As librarians we may only see them as students but they have lives; They are not simply research robots!

Dissertation Committee
These are the people they go to for everything, including:
• search strategies
• expanding the lit review
• other things librarians do

Peer Support & Deadlines
Work
Working with peers is invaluable. Though frustrating, deadlines ensure things get done.

Individual Style
Each person developed their own strategy for completing tasks, reading, taking notes, organizing notes, etc.

Chipping Away
Progress happens in small chunks but it all has a positive impact on the final product.
Thank You!

Trent Brager
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Thank you everyone!