

OFF THE SHELF



Grand Valley State University Libraries

Spring 2019 / Volume 3 / Issue 2

ISSUE CONTENTS

04 Universal Design

06 Document Delivery

07 Debbie Morrow:
“Liberal Arts Nerd at Heart”

08 Knowledge Market
Services Support
Non-Traditional
Students

09 Ensuring Success:
The Impact of
First-Year Faculty
Librarians

Cover Image: “Floral Fantasy,” by Heddy Kun. Oil on Canvas, 2005. GVSU Permanent Collection, Gift of the Park West Gallery, Farmington Hills, MI. (2013.92.11).

ABOUT US

Off the Shelf is a biannual publication written by and about Grand Valley State University Libraries. The goal of the publication is to share the impact University Libraries has on faculty, staff, and students at Grand Valley.

Each issue of the publication will highlight resources and services, shedding light on the role that University Libraries plays in the Grand Valley community. If you have any questions about resources discussed in *Off the Shelf*, please contact University Libraries to learn how you can use them to benefit your work.

LEARN MORE

For more information about *Off the Shelf* email: offtheshelf@gvsu.edu

For issues of *Off the Shelf* visit: scholarworks.gvsu.edu/offtheshelf

For more information about University Libraries visit: gvsu.edu/library

OFF THE SHELF TEAM

Co-Editors:

Linda Anderson
Leigh Rupinski

Production Manager:

Jacklyn Rander

Contributors:

Jon Jeffryes
Kiersten Quilliams
Chelsea Renaud
Jenna Vainner

Layout and Design:

Christine Melvin

MESSAGE FROM THE DEAN



Dear Colleagues,

Libraries have the opportunity to be an active ally in the journey for social justice, inclusion, diversity, equity and accessibility (IDEA). It is a matter of ongoing commitment to challenging our assumptions, habits, and, at times, our very systems and codified standards. This commitment to lean into our discomfort arches into our fundamental values as a discipline.

Recent news articles demonstrate that not all in the field opt to live these values when working with underserved populations. It is imperative that libraries, like ours, voice and live their commitment throughout their work, research, and service. By modeling what can be, and by challenging what should not, we participate in the path forward. This issue highlights the many ways, direct and indirect, that we demonstrate our commitment to IDEA.

We believe in digital collection development and curation to grow the open collections as a common good, increasing access to knowledge

and research. We do so leveraging leading practices for web usability and accessibility so that most can interact with independence and dignity. We also present the materials in a way that allows their use from any device that will allow the bridging of the digital divide.

We focus on Universal Design Principles for Learning to honor the many learning styles and abilities we support in the classroom and online. We bring a variety of approaches, methods, and media to ensure accessibility and usability. We do this so that students and professors can interact self-sufficiently and without self-disclosing.

We offer peer-led services for students, lowering the threshold for access. Peer consultants, trained to work as guides, explore the learning path *with* students, not *for* students. We train them to be user-centered, to have a person-first approach and to ask questions, not make assumptions. We do this to support human connections where students feel seen and heard, supporting their success and persistence. We also do this to ensure our services are inclusive, keep the student's voice centered, and support access by all.

Our front-facing services focus on a student-centric approach that incorporate leading practices for accessible and inclusive services. We anchor our service

development approach in user experience, user engagement, appreciative inquiry, and design thinking philosophies. We do this so that we continue to challenge our assumptions of what users want or need, and center their voices and their lived experiences.

In all of this, it is important for users to be able to identify with our profession. We participate in a Diversity Alliance that seeks to increase retention for new librarians from underrepresented groups by providing high-impact visiting faculty positions. We do this to advance social justice.

I leave you to your reading and ask that you reflect on ways to collaborate to improve IDEA in our Libraries.

Regards,

Annie Bélanger
Dean of University Libraries
she / her / hers

Universal Design



ARTICLE BY

Maya Hobscheid

Instructional Design Librarian
University Libraries
she / her / hers

The Instructional Design Librarian:

- supports consistent application of best practices in library instruction
- develops online instructional content geared towards assisting students at their point-of-need
- provides leadership for the assessment of librarians' instruction practices

Through the intentional adoption of the best practices of Universal Design for Learning, Grand Valley State University Libraries demonstrates its ongoing commitment to inclusion and equity.

Universal Design for Learning (UDL) provides guidelines for developing curricula, selecting materials, and creating learning environments that consider the wide variability of learners in higher education. UDL is inspired by Universal Design principles that show up in our day-to-day life. For example, Universal Design can be experienced in smooth, level entrances without stairs, signs with strong visual contrast, and closed captioning and sound options for television shows.

Just as those design choices make interacting with the world more inclusive, UDL provides that same result for learning experiences. Essentially, UDL involves anticipating diverse learning needs from the outset and designing instruction to meet those diverse needs. Variability in UDL instructional design is the rule, not the exception.

The UDL principles are based on a three-network model of learning developed by the Center for Applied Special Technology (CAST):

- Multiple means of engagement: the methods that stimulate interest and motivation for learning
- Multiple means of representation: the different ways information and content are presented
- Multiple means of action and expression: provide multiple avenues for students to express or demonstrate what they know

When librarians create instruction sessions and learning objects using this model they give learners variety in engagement, representation, and action and expression

in everything created. This variety makes it more likely that librarians will be able to connect the ideas they teach with the widest possible audience. It also acts as a check on implicit assumptions and biases of what learning looks like that may be otherwise invisible.

Librarians use multiple means of engagement by utilizing both extrinsic and intrinsic motivation techniques. An example of motivating extrinsically would be teaching students that finding good citations makes for stronger papers and better grades – learning these skills will earn external validation. An intrinsic approach would be to teach that the student, as a scholar, wants the best information available to generate the best thoughts – here the validation comes from oneself.

Librarians use multiple means of representation by providing students with a variety of ways of learning the content, such as lecture, video, online tutorials, and active learning exercises – librarians mix and match these representations in a single session to engage the widest audience.

Librarians use multiple means of action and expression by allowing students to show their knowledge in different ways, such as verbally or in writing.

As Grand Valley changes and innovates, the way faculty teach in University Libraries also needs to continuously evolve. The three principles of UDL – engagement, representation, and action and expression – are important in all learning environments, but become increasingly significant in online and hybrid spaces where library instructors may not be able to respond to cues of engagement available in person-to-person instruction. Grand Valley State University's Strategic Plan specifically aims to have at least 30% of classes offered in innovative

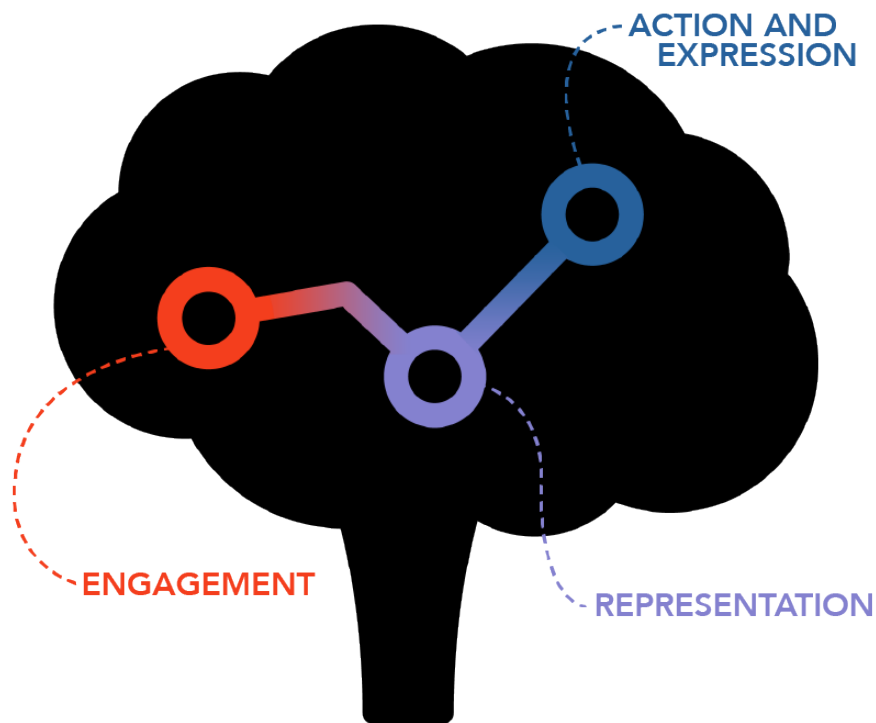
approaches and formats by 2021. As Grand Valley provides students with more online and hybrid course offerings, University Libraries is preparing to offer equitable support for all students regardless of what type of classes they are enrolled in. Implementing UDL principles in library instruction proactively prepares librarians to shift to online and hybrid environments.

University Libraries has set out in its strategic plan to “develop library instruction, resources, and support for hybrid and online courses.” An Instructional Design Librarian was added to University Libraries in 2018. The position was created to support the effectiveness and inclusivity of our teaching as the University Libraries includes more online options to complement the tradition of in-person library instruction for which our librarians are well-known.

Some ways that University Libraries will use UDL as it continues to move into the

online space is by developing accessible online library resources, offering multiple means of instruction and consultations, and by providing a variety of resources that meet different learning styles and needs. Some features of accessible online library resources include using videos with closed captions, integrating multiple forms of media such as images, audio, and text, and inserting alternative text for images.

Using UDL principles in all forms of library instruction allows University Libraries to better serve the Grand Valley community. This instructional practice will provide all GVSU students with equitable and inclusive access to library services and resources, ensuring that all students will have quality support. Instructors interested in exploring how they might adapt library instruction into new online/hybrid environments are encouraged to reach out to their liaison librarian •



Brain by Matt Wasser from the Noun Project

Document Delivery

Document Delivery is a service that allows students, faculty, and staff to request items at Grand Valley State University Libraries or from other participating libraries. When a request is placed, University Libraries staff check our multiple locations, if the resource is available, it will be retrieved and sent to a preferred pickup location – or directly to an inbox. If University Libraries does not own the resource, staff work with other libraries to borrow the item as quickly and cost-effectively as possible. When the item is ready, the requestor will receive an email with the electronic version, or an alert that the physical items can be picked up at the preferred University Library location. Continue reading for more information about this service.

By The Numbers

(in 2017-2018 fiscal year)

12,216 total documents borrowed

requests for documents that we have in our libraries **1,072**

3,712 total documents loaned out to other libraries

documents purchased due to high demand **88**

Request a document

Did you fill out the form with all the information you have?

YES

NO

Is the document more than 5 years old?

YES

NO

Providing the most information upfront will expedite the process.

RapidILL, an automated retrieval system, will find the document

Your request is sent to a staff member

The document request will be fulfilled by the system.

A staff member works to retrieve the document in the most efficient way.

Receive the document at the library or in your inbox

Debbie Morrow: “Liberal Arts Nerd at Heart”



“I’m not here to tell people ‘no we can’t do that,’ I’m here to help find a way.”

Debbie Morrow has a long history of working in libraries that started during her undergraduate days at Earlham College, a small liberal arts institution. As a sociology/anthropology major, Morrow worked as a student employee in her college library. Although initially interested in pursuing a higher degree in anthropology, she soon realized that was not the right path for her. Morrow took a staff position in the Northwestern University Libraries while deciding her next move. Morrow was captivated by the rapidly evolving technology as computers gained popularity as library management tools, which led her to pursue a Masters in Library and Information Science from University Illinois, Urbana-Champaign. She began her professional career as a librarian in 1984, at Michigan Technological University, supporting library systems and technical processes.

Morrow eventually took a position at Grand Valley State University as a Systems Librarian where she could continue to leverage her self-taught skills and knowledge about library technology. She started in 1991, and has worked for University Libraries ever since in a variety of roles. In 2009, she became the liaison librarian in the areas of computing and information systems, engineering, mathematics, occupational safety and health, and statistics, and as of the 2018 - 2019 academic year, has taken on physics as well. Although her formal education is not in those areas, Morrow’s 20-

plus years of library systems experience and love of learning has served her well working across an array of STEM disciplines.

In 2017, Morrow was recognized by University Libraries colleagues with the Library Excellence Award, which is awarded to a faculty or staff member who goes above and beyond their job description. Colleagues appreciated Morrow’s mentoring and extensive knowledge of the Libraries’ context and history. A nominator stated, “As a new librarian, the background she shared about Grand Valley State University, the Libraries, and faculty processes helped me find my footing quickly.”

For Morrow, the best part of being a librarian is “any occasion when I can be an advocate for faculty and students in my liaison departments. I’m not here to tell people ‘no we can’t do that,’ I’m here to help find a way.” She strives to be present for students and faculty, wherever that might be. Morrow regularly holds office hours at the School of Engineering on the downtown campus and feels being available in their departmental spaces has sparked many casual conversations that have led to new and exciting collaborations.

Morrow describes herself as a “liberal arts nerd at heart”. Her personal belief in the value of liberal arts education helped shape her career and continues to inform her dedication to helping students, faculty, and staff be successful.

Knowledge Market Services Support Non-Traditional Students

Each semester, faculty can apply for student consultant support through the Knowledge Market website. Dedicated research, writing, and speech consultants meet with a class several times throughout the semester to provide specialized assistance and workshops for the chosen program. During the Fall semester of 2018, the Knowledge Market consultants worked with the Brooks College of Liberal Studies Accelerated Leadership Program. Designed for non-traditional students who have credits towards a bachelor's degree but have been out of school, working, or wanting to change majors without starting over, this program reaches students who otherwise may not

have the resources to finish their degree.

In addition to time away from school, non-traditional or returning students often come back to school with different needs than traditional students. Where the traditional student's life revolves mainly around the classroom, non-traditional students often have established careers and families, so they must work to fit their education into their existing lifestyle. This also means they may only be on campus once a week and, consequently, often utilize services on campus very differently.

The consultants met with students during the second semester of the accelerated program in order to expose students

to the wealth of resources available to them at Grand Valley State University and build skills to support their work throughout the rest of the program. For example, for a resource research assignment students explored resources available across Grand Valley, ranked the ones they felt could benefit the most, and then sought those resources out.

The Knowledge Market consultants worked to support the Accelerated Leadership Program in innovative ways. Since the program took place exclusively on the Robert C. Pew Grand Rapids Campus, the downtown Knowledge Market at the Steelcase Library modified its hours so that it would always be staffed right before their once-a-week class session. Consultants received additional training to enable them to give better assistance to the non-traditional students. For example, non-traditional students are more likely to tie their own personal experiences into research and projects.

The physical space of the Knowledge Market also acted as an "inclusive and relaxed space" where the leadership cohort could build "relationships, study, and support one another outside of the classroom," said Professor Danielle Lake.

A typical student in the Brooks College of Liberal Studies Accelerated Leadership Program is:

- 24+ years of age
- Has 2+ years of work experience
- Has earned an average of 75 credits
- Is prepared for hybrid and online learning
- Has a high level of motivation

Around 2,000 of Grand Valley students are non-traditional



created by Gan Khoon Lay
from the Noun Project

To apply or learn more, visit
<https://www.gvsu.edu/library/km/>

Ensuring Success: The Impact of First-Year Faculty Librarians



Preethi Gorecki
Business Liaison Librarian
University Libraries
she / her / hers



Melina Zavala
Digital Scholarship Librarian
University Libraries
they / their / theirs

In the fall of 2017, Grand Valley State University Libraries joined the Association of College and Research Libraries (ACRL) Diversity Alliance. The purpose of the Alliance is to increase the retention of qualified academic librarians from underrepresented groups by creating opportunities for skill development and leadership early in their careers. As a result, University Libraries created a residency program which allowed for the hiring of two visiting faculty members, Melina Zavala and Preethi Gorecki. Zavala is the Digital Scholarship Librarian, located in the Mary Idema Pew Library Learning and Information Commons on the Allendale Campus. Gorecki took on the role of Business Liaison Librarian, located in the Steelcase Library in the Richard M. DeVos Center on the Robert C. Pew Grand Rapids Campus.

The roles and responsibilities of first-year faculty librarians can encompass many areas of outreach, including user services, library instruction, and interdepartmental collaboration.

Zavala's responsibilities involve staying current with digital scholarship, including researching digital media, and what new digital tools and technologies are on the horizon. This information is not only



useful in their scholarship, but in helping faculty implement these tools in their own work.

Gorecki's responsibilities currently include her work as a liaison, conducting research consultations with students and coordinating with instructors to locate resources and integrate instruction sessions into their classes. She liaises with multiple departments, including accounting, business, finance, management, marketing, and economics. When asked what skills she employs most in her work, she highlighted research skills and emphasized that being an effective communicator is integral to providing students with meaningful assistance. "I get so much email reference, it's not like I have my computer in front of me and the student is right there...so I really rely on my communication skills and technical writing – step one, step two, step three – because I don't want a student to have to email me back and forth a few times with their questions, I just want to give it all in one go," said Gorecki.

Zavala also emphasized the importance

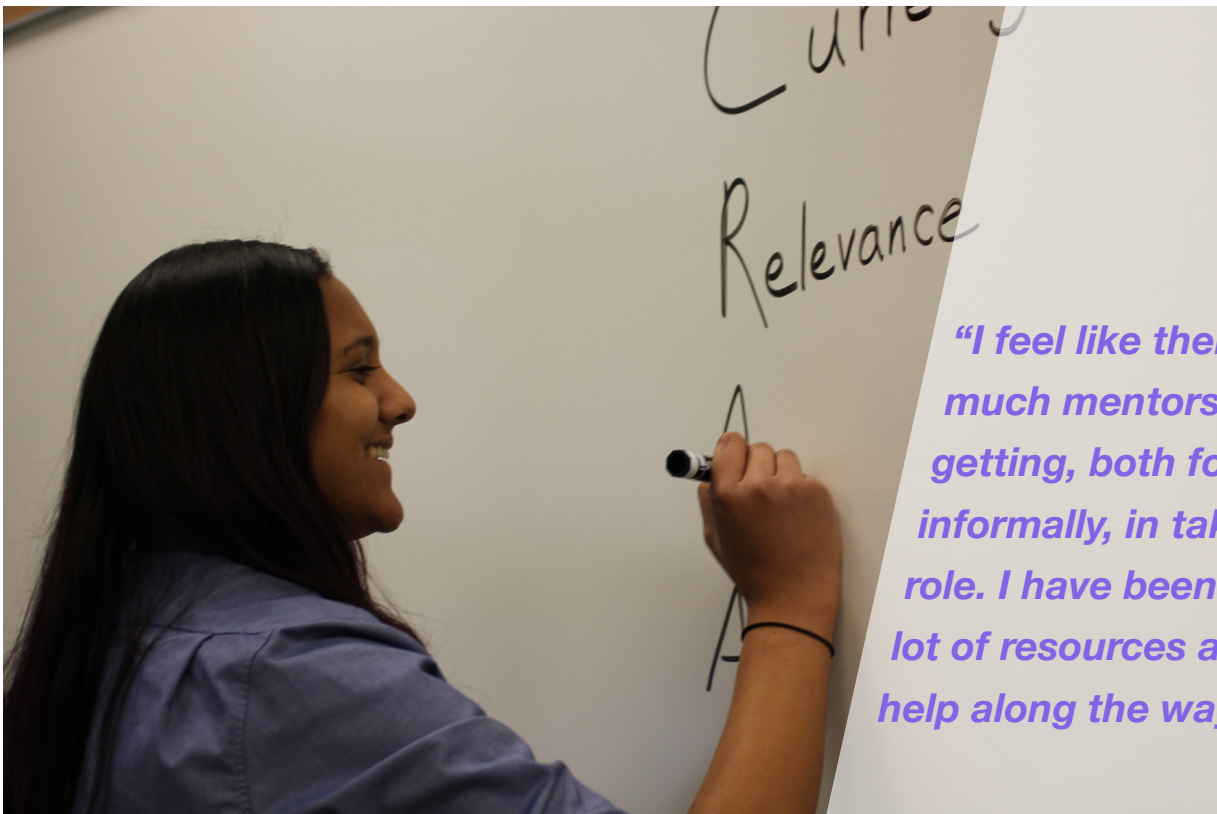
of research skills in their work. With the landscape of digital scholarship constantly evolving, their research allows for new worlds of possibility. They are energized by that potentiality, stating the importance of “Doing the research. Doing the work, figuring out where things could go, and seeing what the world has right now.”

Opportunities to collaborate with colleagues across departments are integral to both positions. Both faculty members highlighted the collaborative aspect of their work. Zavala is currently collaborating with Gayle Schaub, a liaison librarian, and the Women, Gender, and Sexuality Studies (WGS) Department to digitize the department’s archival materials and create a timeline of the department’s creation and activities.

It can sometimes be hard to pinpoint what aspect of their work is most rewarding. When asked what aspect of their work most sparks their interests, Zavala said, “Everything. Just everything.”

Gorecki echoed this sentiment, “I feel like there is so much mentorship that I’m getting, both formally and informally, in taking on this role. I have been afforded a lot of resources and a lot of help along the way. There’s so much understanding that goes into me taking this position, not having a lot of experience going in. I’ve had fellow librarians just come up to me and offer me resources and I didn’t even ask a question, they just gave me what I needed. And not just librarians, but everyone I work with. It’s been amazing. I really appreciate that.”

Grand Valley State University requires that faculty members generate scholarly or creative output. Gorecki and Zavala have quickly immersed themselves in ideas and projects. “It’s kind of funny, I was joking with someone, that the next three years of my research have been spoken for, I have committed to so many things at this point,” laughed Gorecki. Currently her many projects range from co-writing a book chapter on race dynamics in the wizarding world of Harry Potter, to a major collaboration on the Ithaca S+R Project: Supporting the Changing Practices of Undergraduate Business Teaching. In this study, Gorecki and Erica Millspaugh, another Professional Programs Liaison Librarian, are conducting interviews with business faculty. The pur-



“I feel like there is so much mentorship that I’m getting, both formally and informally, in taking on this role. I have been afforded a lot of resources and a lot of help along the way.”



pose is to help inform University Libraries' development of resources and services to support undergraduate business instructors in their teaching practices. The project launched in January 2018 and will conclude in December 2019.

Zavala's scholarship interests revolve around the developing and dynamic field of digital scholarship research. "I research digital scholarship elements online, so what is the newest stuff. What are people doing, and what new tools are out there," Zavala stated. This knowledge has allowed them to assist faculty members across campus with

projects surrounding digital scholarship. Currently, they are working with Peter Anderson, a faculty member in the Classics Department, using an online platform called WebAnno. This program allows users to annotate pieces of work and then create relationships between different elements of the work. One of Zavala's main roles is to research, learn and analyze the technology, and see how or if it fits with the faculty member's project or idea.

In the short time Gorecki and Zavala have been with University Libraries, they have already started to make a lasting im-

pact. They are using their work to innovate new and creative approaches to instruction and research. Their past experience guides the way they assist students and collaborate with faculty and to support student success •

“

This inclusive and relaxed space [of the Knowledge Market] was great for fostering relationships, studying, and supporting one another outside of the classroom.

”

Danielle Lake

Assistant Professor, Liberal Studies Department

