LOUIS LAGNIAPPE

THE OFFICIAL NEWSLETTER OF LOUIS: THE LOUISIANA LIBRARY NETWORK

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AFFORDABLE LEARNING LOUISIANA

OER Commons Kicks Off

LUC 2018

LUC 2018 Photo Gallery

TECH TOOLS FOR WRITING

REGENTS

LOUIS LAGNIAPPE

CONTENTS

9
CATHY'S RETIREMENT

11
OER COMMONS KICKS OFF

20
LOUIS COLLABORATOR: DANI VAUGHN-TUCKER, CENTRAL LOUISIANA TECHNICAL COMMUNITY COLLEGE

3
LUC 2018

6
Hackfest 2.0

7
Southern University Law Center WorkFlows Refresher

8
LOUIS House Calls:
LOUIS Brings Enterprise Training to ULM Shreveport Visits

10
ILLiad at Last

12
Welcome Emily

13
Tech Tools for Writing

15
New Orleans Information Literacy Collective Holds Annual Conference at Loyola University

16
Southeastern Resource Sharing Conference

17
Symphony Patron Empowerment in EDS: Beta Testing

18
Fall Membership Meeting

19
BLUEcloud Analytics:
Locating Government Documents in the Stacks with BLUEcloud Analytics
BC Analytics Delivered Dashboard in Action!

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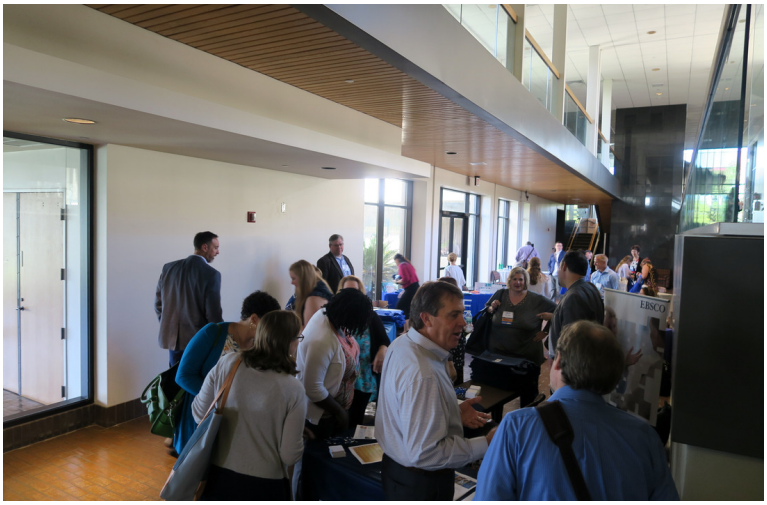
LUC 2018

by Laurie Blandino, LOUIS

I was fortunate to experience two firsts at the 2018 LOUIS User's Conference. First-time attendee and first-time organizer. What a whirlwind! I was blown away by how generous LOUIS members are with their time and talents. From the presenters, to the registration desk volunteers, to the room monitors, we are all truly LUCky to benefit from such a wonderful group!

LUC 2018 PHOTO GALLERY

GALE
A Cengage Company



Taking Enterprise Out of the Box:
Customizing, Configuring, Creating

Loading eBook records

FREE LUC 2019 REGISTRATION
FREE LUC 2019 REGISTRATION

LOUIS
CAREER ACHIEVEMENT
JIM HOBBS

Mission
Critical: IL to
the Rescue

We See What You Did
There
(And We Liked It)

Teri Gallaway
Welcome Emily Frank
OER Commons Curation Engagement
Updating eTextbook and OER ROI Spring/Summer 2018
Strategic Planning Town Hall
Core Collection Value

Understanding and Measuring the
2.5% Commitment to Create the
Open Scholarly Commons
Emily Frank, Louisiana State University
Jeanne Pavy, University of New Orleans

HACKFEST 2.0

by Jodi Duet, Fletcher Technical Community College

One of the best parts of being a member of LOUIS is the opportunity for collaboration among colleagues. The LUC pre-conference, Enterprise Hackfest provided our site with invaluable take-aways, while leaving us with a big to-do list. I often find myself so invigorated by the hands-on sessions, and come back with a million things I want to accomplish.

I happened to be sitting next to William Charron, from Nicholls State University at the pre-conference session, and he and I discussed coming together to work on our Enterprise sites in the future. With Nicholls being about 10 miles down the road from Fletcher, we decided that we would get together and have our own follow-up of the LUC preconference session. Sarah Dauterive, Director of Library Services at Fletcher stated, “When different people with similar goals can collaborate, things just go better. Having a variety of skills, responsibilities, and experiences at the table to build better products for our students and faculty is such an important part of our jobs”.

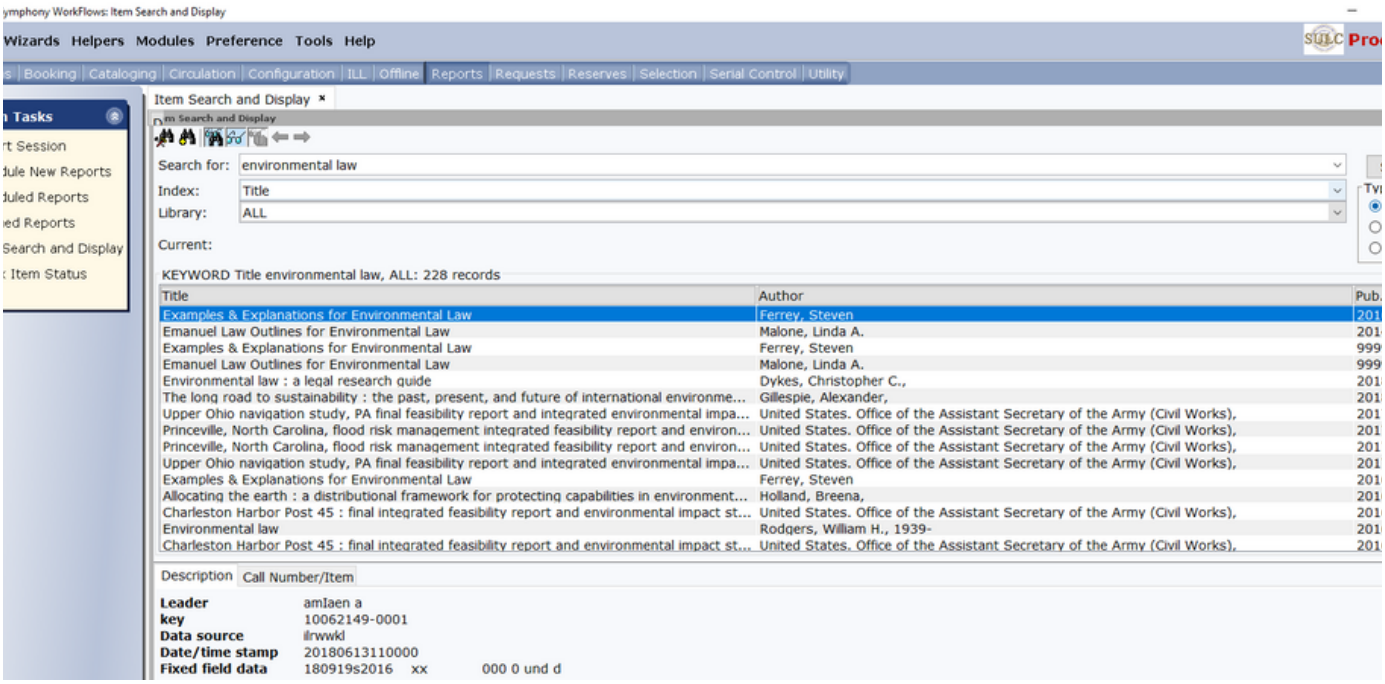
We met with William during Fall Break, sharing beforehand a list of things each of us wanted to accomplish during the visit. During our working visit, we were able to successfully (with a few Task Tickets with LOUIS) check off everything on our list. Working together allowed us to work through problems quickly and efficiently to be able to tackle tasks that may have taken longer if we were working alone.

Sarah adds, “Our collective knowledge help us troubleshoot quicker and think outside of the box. At the end of the day, our patrons end up with products, services, and interfaces that better serve their needs, and we get to mark several things off our to do lists!”

Thank you LOUIS for fostering these collaborative relationships between sites!

SOUTHERN UNIVERSITY LAW CENTER WORKFLOWS REFRESHER

by Elizabeth Outler, Southern University Law Center



Over the summer, Zehra Zamin, also known as Zee Zee, visited the Oliver B. Spellman Law Library at Southern University Law Center to provide a Workflows training/refresher for librarians and staff. The whole library attended, and we covered a lot of material in a half-day session. We discussed all aspects of the Circulation and Cataloging modules. I highly recommend asking LOUIS to schedule a session like this for your library, especially if you have new or recently hired staff, or people who have changed positions within your library. Some tips for a successful session:

Prepare your topics and your group.

Zee Zee asked us to provide her with specific topics or tasks that staff did not know or were having problems with. Your training can be very customized to your staff and your library. If you want to have a training session that is targeted to what people really want or need to know, interview them about that (and make sure they do not have reason to worry about getting in trouble for admitting they do not know how to do something). This makes sure the session is not wasted time, but it also helps create buy-in from the people involved. If they pick the topics, they are more invested in the outcome. This is also important for making sure the training is not irrelevant or over people's heads. There were some topics in our training that were not for everyone, and some people definitely tuned out at times. It is hard to get people back after that happens. One way to try to keep people engaged is to ask them to prepare a list of questions ahead of time, and if those questions are not addressed by the training, staff should be encouraged (even rewarded) for asking questions during the session.

Prepare your location.

If you want attendees to follow along or to do tasks while the trainer is demonstrating, you will need to make sure that there are machines available with Workflows installed. This was an issue that slowed our training down at the beginning. However, having been both a trainer and a student myself, I

recommend a session in which staff do not use the software while the trainer is demonstrating, because learners cannot complete tasks on the machine and listen to the demonstration at the same time. They always miss something in the explanation. If you want the training to be active, it is more effective to have one part be "watch it" and then another part "try it."

Have breaks.
At least one pause every 50 minutes where people get up and move around allows brains to reset and recharge. It is hard to get people back on time, so having lots of breaks can be logistically challenging. But adult learning studies show that people cannot pay attention longer than 50 minutes at a stretch, even the "good" students who seem to be very focused. Try to set up your training so that water, snacks, and bathrooms are easily accessible so that people can get back and refocus quickly.

Speaking of food…
If you can afford it, provide a meal. Not every campus will have the benefit of the delicious catering at Southern University, but providing lunch at the end of a morning session creates a nice feeling. It makes the training a real staff appreciation event.

In conclusion, we enjoyed our training and learned many things. I humbly suggest that you consider asking LOUIS staff to help you plan an on-site training for your library. Your library staff will benefit from the learning as well as the relationship-building (and hopefully the food).

LOUIS HOUSE CALLS

LOUIS brings Enterprise Admin training to the University of Louisiana at Monroe Library

by Megan Lowe, University of Louisiana at Monroe

The ULM Library welcomed LOUIS' Marcy Stevens in October to show us how to make changes in Enterprise that our reference librarians had requested to improve user experience. During the two-hour visit Marcy and the Library's own Head of Technical Services Chuck Hughes were able to tune-up Enterprise far better than the Library had imagined we could! Marcy also noted several improvements to make back at LOUIS, such as button colors and mouse-over options. Marcy also showed us how to turn on the browse and call number search options she had already setup for us in the background, options which will help our users have a more robust experience in Enterprise. ULM's Enterprise is now much more useful to our campus community and to library personnel. The ULM Library deeply appreciates LOUIS sending Marcy and for their support and assistance!

Shreveport Visits

by Teri Gallaway, LOUIS

On Wednesday, October 17, Teri Gallaway and Laurie Blandino headed north to Shreveport for two days of meetings with the five area libraries. We'd like to express our thanks to Will Olmstadt (LSU Health Sciences Center Shreveport), Brenda Brantley (BPCC), Jane O'Riley (Southern Shreveport), Christy Wrenn (Centenary), and Brian Sherman (LSU Shreveport) for the warm welcomes. We enjoyed seeing the progress at the libraries including facilities updates, new collaborative learning spaces for faculty and students, and hearing about your interest in affordable learning, OER, and Enterprise. Laurie enjoyed her first stop at the famous Lea's Lunchroom for a slice of Bumbleberry Pie on our way home and we opened several service desk tickets when we returned. We look forward to more of these visits and LOUIS staff are always grateful for the time you take away from your operations to share your ideas, concerns, and progress.

CATHY'S RETIREMENT

by Teri Gallaway, LOUIS

It is bittersweet news that Cathy Sicard, Assistant Commissioner for LOUIS, has announced her retirement from LOUIS, effective January 2, 2019. Cathy's energy and excitement for her work is palpable and it hides very well the fact that she started work at LOUIS 24 years ago, when she transitioned as a programmer from LSU Information Technology Services (ITS) to LOUIS. She was a key member of the team that first automated Louisiana academic libraries, writing custom report scripts, supporting the NOTIS Library Management System (LMS) and leading software upgrades. She shared,

"I knew nothing about library data prior to this transition, but it quickly became a job I loved! One of my first "fun" tasks was to plan the first LOUIS Users Conference in 1995. We had 300 attendees, 48 presenters, 12 vendors, and 32 breakout sessions. This was my first face-to-face interaction with LOUIS member libraries, and I fell in love with my job even more! What a great group of people I have had the pleasure of serving for twenty-four years!"

In 2001, Cathy led the migration from the NOTIS LMS to SirsiDynix, she implemented Track-it, our first support ticket system in 2003, and then led the migration from Track-it to Footprints in 2009. As an effective negotiator for LOUIS, she has saved libraries an impressive amount of money. For BLUEcloud Analytics and Enterprise alone, her dedication to meeting the needs of members at the lowest cost possible resulted in a savings of over $700,000. She then saved the consortium another $800,000 in the migration to SaaS in 2015! Most recently, Cathy led the major endeavor to evaluate other LSPs and develop a plan to ensure the current system was meeting our needs, a plan that will serve us well in the future.

As you know, we are in the unenviable position of replacing the irreplaceable Cathy Sicard, but we are forever grateful for lasting impact she has made on Louisiana academic libraries.

Please join me in thanking Cathy (cathy.sicard@regents.la.gov) for her years of service to all of your libraries.

At Cathy's request to not make a fuss, a small retirement celebration with the current and former LOUIS central staff took place. But we welcome you to make a fuss by sending a personal note of thanks or congratulations to the LOUIS office at:

LOUIS: The Louisiana Library Network
P. O. Box 3677
Baton Rouge, LA 70821-3677.

ILLIAD AT LAST

by Diana Schaubhut, University of Holy Cross

UHC is getting ILLiad at last. It is not that it was not desired before this time. I think I have wanted ILLiad since it first became a LOUIS offering, and I know Sam has wanted it since he took over as Interlibrary Loan Librarian five years ago. In the beginning, it was a question of money. We did not have much, and I could not justify spending money on a tool for my use when our students and faculty so desperately needed more databases. Thanks to LOUIS, I have been able to add databases each year, and while the need for more is ever present, it is no longer overwhelming.

Time has also been an issue. How many new products can one learn at any given time? When would adding ILLiad not affect the interlibrary loan workflow? Would our students' and faculty's research be hindered if we proved to be slow learners?

We are a small school, a very, very small school. The number of requests we received were manageable. We could not afford OCLC cataloguing; thus, our records were not in OCLC, and rarely did anyone ever request an item from us.

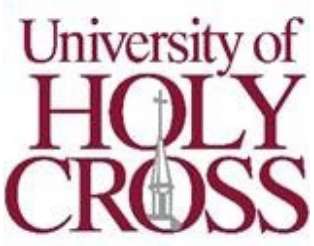
Delaying the decision to get ILLiad was easy. Until recently.

UHC began offering doctorates. We have had Master's degree programs for a very long time, but most of our graduate students did not write theses. With the doctoral programs, interlibrary loan requests have soared. Sam can easily spend his entire day doing nothing else. (Sam is also the Serials Librarian and back-up Reference Librarian and a one-shot library instructor.)

In addition, we began cataloguing with OCLC Connexion, thereby, adding records to OCLC. We have the opportunity, for a reasonable price, to add the rest of our catalog. We are happily expecting people to begin borrowing from us.

Now, the hours it will take to learn ILLiad seem less important than the hours it may save us. Now, a tool that will make someone's job easier equals better serving our students and faculty.
Now, the timing seems perfect for adding the final piece in our LOUIS participation puzzle.

So far, for Sam and me, the process has been smooth. ZeeZee sends us e-mails with forms and questions. We return them filled and answered. ZeeZee sends them back to us with the answers we should have put. We send them back and say fine with us. Occasionally, we take a detour for help to our UHC IT Department. I love our IT Department. They are very good at understanding that I do not understand what I am asking them. As is ZeeZee. We are still at the very beginning of the process, but we cannot be happier with the way it is going. Cannot be happier that we finally said "yes" to ILLiad.



OER COMMONS KICKS OFF

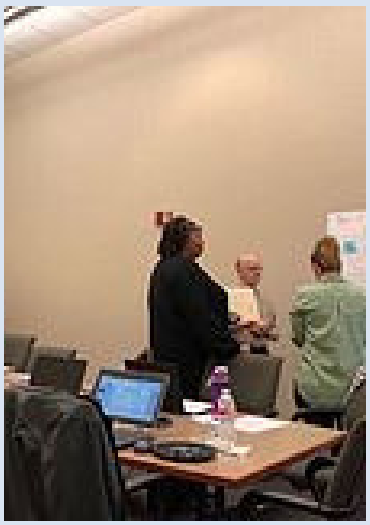
by Emily Frank, LOUIS

Work is underway to create an OER Commons Microsite. The microsite is a Louisiana-specific site that will have easy-to-find, curated open resources that align with the subject areas and learning outcomes of courses in the Louisiana Master Course Articulation matrix, the statewide common course catalog. On October 25th, work officially launched with a kick off meeting held at the Board of Regents. Librarians and campus partners from public and private institutions attended to review the goals and project approach and to gain hands on experience with the curation process. This process was led by Emily Puckett Rodgers, a librarian working with ISKME, the group behind OER Commons that will be providing curation workflows and engagement support.

Next, these attendees and other volunteers will break into groups structured around broad academic disciplines to begin finding and curating materials for the state's 260+ common courses. The first phase of this group work will begin on November 1st and the overall curation process will be finalized in the summer. The curation participants will work to map and align open resources to the course concepts and student learning outcomes of the common courses in the state using materials like course syllabi, rubrics, and faculty feedback. While the statewide common course catalog is being used to structure the approach, the courses and disciplines represented are those that make up a standard college curriculum. With participation in the curation process coming from both the public and private institutions within LOUIS, the curated content curation will support the variety of freshman to sophomore, community college, and lower division courses taught in the state.

According to the 2016-2017 Babson survey Educational Resources in U.S. Higher Education, faculty from a nationally representative sample cite that their most common barrier to OER adoption was "difficult to find what I need."[1] The OER Commons Microsite will searchable across fields including course title and identifier, discipline, and resource-type to support content discoverability. It will support various content types, including individual open textbooks or learning modules, and whole courses. All of these integrate with Learning Management Systems, like Moodle, Blackboard, and Canvas, so long as it supports standard LTI integration.

Campuses and individuals interested in contributing can still participate in a variety of ways. Contact me to share your interest: emily.frank@regents.la.gov.



References:

[1] https://www.onlinelearningsurvey.com/reports/openingthetextbook2017.pdf

WELCOME EMILY

by Jeanne Pavy, University of New Orleans

LOUIS is pleased to welcome Emily Frank to the team as our new Affordable Learning Program Administrator. As many of you already know, Emily has been supporting OER and Affordable Learning Programs at the LSU campus, around the state, and nationally for quite some time.

Prior to joining LOUIS, Emily was the Coordinator of Scholarship & Open Access at LSU, an OER Research Fellow with the Open Education Group, and a national presenter with the Open Textbook Network. She was selected after a national search with an impressive slate of applicants and finalists. The Board of Regents approved this position in order to support the statewide plan, which includes a faculty mini-grant program, the OER repository, and creating expanded eBook and video collections. Emily is available to work with all your libraries as you need assistance implementing your local projects and utilizing LOUIS supported infrastructure and services. Her new email address is Emily.Frank@regents.la.gov.

Welcome Emily!

ARE THE EBA EBOOKS DISCOVERABLE ON YOUR CAMPUS?

You have access to eBooks from JSTOR, Project Muse, and Oxford University Press as a LOUIS library.

Go to http://bit.ly/2018-eba to learn more!

TECH TOOLS FOR WRITING

by Mike Waugh, LOUIS

As a library technologist who has worked with programmers and developers, I've been introduced to some tools that they find indispensable in writing code. These tools translate well to other types of writing, such as writing articles and taking meeting notes, as coding in essence is as much a text based activity as any other, where both struggle with constructing and managing text. In fact, I'm using these techniques to write this very article.

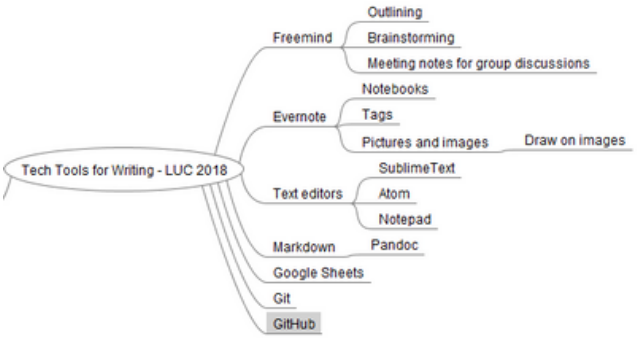
This is not meant to be a comprehensive review of all the tools out there, but instead is a list of tools that I've personally adopted and consistently use in my everyday work whenever I'm faced with writing projects big and small. Many of the tools listed have alternatives, and comparisons between the tools are readily available online.

Note-taking, brainstorming and outlining

My most successful writing projects involve some steps where I gather and organize raw information, sometimes from a variety of sources, and sometimes pulled unpolished from the recesses of my mind. I'll use a few different tools to take meeting notes (at least for the good meetings). For me, writing anything more formal than an email requires at least some brainstorming and outlining. Annotating academic articles and tracking citations are perennial problems for academics that are now finding some technological relief.

Freemind

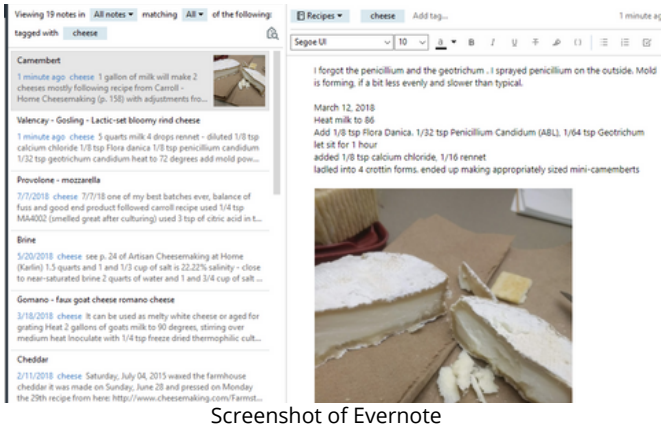
Freemind is mind mapping software, where you can write text in nodes that can branch to other nodes. Nodes are easy to move around, and can be collapsed and expanded. The obvious use for it is to make outlines. It's my go-to app for any sort of brainstorming or "brain-dump", where I try to get all the thoughts out of my head and onto the screen. I write down anything and everything, and then come back and easily reorder, group and reorganize them. This ability to reorder and group ideas makes it great for taking meeting notes in the case where the discussion occurs in no particular order and can jump around from topic to topic. Freemind is free.



Screenshot of Freemind

Evernote

Evernote is my main note-taking application and personal knowledge base. Its best feature is that you can access it on desktop, tablet, and mobile. Organizing is easy with notes arranged in notebooks, and tags to make things easier to find. The search is excellent. You can embed images in the notes, and the search works on text found in the images. You can take pictures and then draw directly on the picture. I use Evernote everyday for business and personal use. It's how I save and organize my recipes. The basic version is free, but premium features cost money.



Screenshot of Evernote

Mendeley

When it's time for the dreaded lit review, Mendeley is a time saver. You can use it to save pdfs and full text articles, and then access them across multiple devices. The files can be organized by project or subject. The metadata is often automatically generated from the uploaded pdf. You can take notes from within the app,

and annotate papers. The biggest magic trick is that it will manage and generate citations.

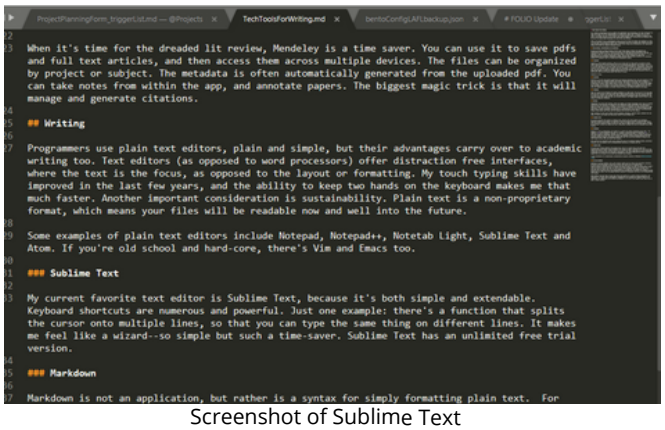
Writing

Programmers use plain text editors, plain and simple, but their advantages carry over to academic writing too. Text editors (as opposed to word processors) offer distraction free interfaces, where the text is the focus, as opposed to the layout or formatting. My touch typing skills have improved in the last few years, and the ability to keep two hands on the keyboard makes me that much faster. Another important consideration is sustainability. Plain text is a non-proprietary format, which means your files will be readable now and well into the future.

Some examples of plain text editors include Notepad, Notepad++, Notetab Light, Sublime Text and Atom. If you're old school and hard-core, there's Vim and Emacs too.

Sublime Text

My current favorite text editor is Sublime Text, because it's both simple and extendable. Keyboard shortcuts are numerous and powerful. Just one example: there's a function that splits the cursor onto multiple lines, so that you can type the same thing on different lines. It makes me feel like a wizard–so simple but such a time-saver. Sublime Text has an unlimited free trial version.



Screenshot of Sublime Text

Markdown

Markdown is not an application, but rather is a syntax for simply formatting plain text. For example, a # symbol indicates the line is a header. A phrase enclosed in asterisks, *, indicates italics. Originally, Markdown was for formatting readme files in GitHub repositories, for quick conversion into HTML, but it quickly was adopted in other writing spheres, even for academic writers. Plugins can quickly convert the same file into Word documents (.docx), Rich Text Format (.rtf), PDF, and other file formats.

It's perfect for situations where your writing may end up in multiple formats (print, electronic document, and web pages), such as documentation, policies, or resumes and CVs.

Google Docs

If you're not already familiar with Google Docs, give it a second look. Its great for collaboration, and offers a good experience for a group to edit a document all at the same time. Google Docs offers version control, which can be great for those times when you want to add back a paragraph or section you once deleted. Personally, I find the commenting and issue tracking in Google Docs to be easier to use than the Microsoft Word version.

A good alternative for simultaneous collaborative document writing is Etherpad (http://etherpad.org).

Git and GitHub

Speaking of version control, Git is the version control app of choice for developers worldwide. If you've ever encountered a directory of files with names such as document.txt, document-new.txt, document-old.txt, document-new-new.txt and so on, then you might want to take a look at version control with Git. It allows for saving multiple versions of the same file, in a way that you can revert and refer to old versions. It's essential for coding, but once you overcome Git's learning curve, the possibilities for applying the techniques for academic writing become just as clear. You can manage multiple versions of documents, and use it for collaborating with groups.

With GitHub, the main idea is that your files are tracked in a central online repository. The repository is "pulled" onto contributors' workstations, and changes are "pushed" back to the repository. In combination with GitHub and Markdown, it is one of the fastest (and free) ways to make a simple website.

NEW ORLEANS INFORMATION LITERACY COLLECTIVE HOLDS ANNUAL CONFERENCE AT LOYOLA UNIVERSITY

by Dr. Victoria Elmwood, Loyola University New Orleans, and Sarah Simms, Louisiana State University

The main focus of this past summer's one-day conference of the New Orleans Information Literacy Collective (NOLA ILC) was "Empowering an Inclusive Future: Public, School, and Academic Librarians Working Together." Hosted by Loyola University New Orleans' Monroe Library, the conference took place on Friday, July 27 and welcomed dozens of attendees for the day. In the spirit of this theme, the conference was structured not by the traditional panel-and-audience format but instead sought to create conversation and sharing between all attendants, who came from throughout southeastern Louisiana and beyond. As part of the registration process, participants were asked to contribute questions, issues, and problems that they wanted to address when it came to inclusivity and information literacy. Librarians from different types of institutions -- public, academic, and special libraries -- posed questions that asked their peers to think creatively, critically, and constructively about the power of libraries to equitably promote information literacy to a broad and varied population.

The conference consisted of different rounds of breakout sessions in thematically-driven seminar rooms where questions and issues submitted by participants during the registration process were displayed to spur discussion. Collectively, attendees chose to discuss serving and supporting lifelong information literacy, ways that outreach can impact information literacy by including diverse user populations, the ACRL Framework's role in supporting information literacy, and technology as both a vehicle for and an object of information literacy. Additionally, conference-goers shared thoughts about empowering users and librarians as well as using assessment to discover ways to work

toward the equitable, inclusive spread of information literacy. Each breakout session was formatted around an open discussion of the larger topic with suggestions culled from registrants as talking points. This format was born from the realization that the topics being discussed were not easily solved, especially in a one-day forum. Instead, the planning committee hoped to spark conversations among different types of libraries and librarians to begin to tackle these tough subjects.

For the last session, everyone came together in one large room to discuss the major takeaways from the day. Attendees were asked to share important things that they had heard or were still grappling with, as well as what they didn't hear. Some of the takeaways from the conference included issues surrounding ADA compliance, demonstrating the value of libraries and librarians especially in an age of budget cuts, inclusivity practices, and activism for inclusivity across the board, just to name a few highlights.

As the NOLA ILC has sought in recent years to broaden its scope to include all types of librarians, it has also begun to encourage cooperation and collaboration between librarians and staff at different types of institutions. A missed connections

board in the conference's free discussion area allowed attendees to post business cards and messages to help found possible collaborations with library employees from different types of library institutions. An additional takeaway from our event was the importance of including and supporting staff as vital partners in our conversations and efforts.

At the end of the (busy and productive) day, we were excited by the broad geographical scope of areas represented at the conference. Attendees came from parishes as far-flung as East Baton Rouge, Lafourche, Orleans, Ouachita, St. Tammany, and Terrebonne, to name a few. The regional and institutional diversity that came together for this one-day event is something that we hope will carry over to a second Information Literacy Collective organization currently being organized by Megan Lowe (lowe@ulm.edu), the Director of the Library at the University of Louisiana at Monroe. Stay tuned for a call for Board Members for the New Orleans ILC at the end of this year, and for more thought-provoking and engaging programming in 2019!

Dr. Victoria Elmwood (Loyola University New Orleans) and Sarah Simms (LSU Baton Rouge) are the incoming and outgoing chairs, respectively, of the NOLA ILC's Board of Directors.

SOUTHEASTERN RESOURCE SHARING CONFERENCE

by Jacob Fontenot & Megan Lounsberry, Louisiana State University

Megan Lounsberry and Jacob Fontenot attended the first ever Southeastern Resource Sharing Conference held in Charlotte, NC. They presented on the ways in which electronic resource management intersect with interlibrary loan, and how their two units have worked together to promote communication and a consolidation of workflows.

The two areas of intersection discussed were access issues with electronic resources as well as ILL licensing terms and best practices. The SERS conference is a regional conference for interlibrary loan units in academic, public, and special libraries. It's tightly focused conference on the latest trends and practices in ILL. There were about 90 attendees in its inaugural year.

Would you recommend this conference to others?
I'd absolutely recommend the SERS conference to medium to high volume academic ILL units in the southeast (5,000+ requests /year). If the conference is held within driving distance, smaller ILL departments including those at special libraries and public libraries should strongly consider going. It'stightly focused on the latest trends and practices in ILL. Because everyone there does ILL, the sessions are relevant, and it's a great chance to make great professional connections. Currently the conference planners expect to hold it once every 2 years.

How does the SERS conference differ from the OCLC Resource Sharing Conference?
I attended the ILLiad conference in 2014 & 2015, and again after it became the OCLC Resource Sharing Conference in 2017 & 2018. The SERS conference is similar to the ILLiad conference, but with less than half the attendees. The sessions are all on recent trends and processes in ILL, led by ILL librarians and staff. Ever since the ILLiad conference became the OCLC Resource Sharing Conference, it has had far fewer breakout sessions, and is primarily focused on promoting Tipasa and helping with the transition. I'd strongly recommend that ILL units attend the SERS conference over the OCLC conference, at least until your library is nearing Tipasa implementation.

SYMPHONY PATRON EMPOWERMENT IN EDS: BETA TESTING

by Bridget Page, EBSCO Information Services, and Mike Waugh, LOUIS

EBSCO and SirsiDynix have a continuing collaboration to enable Symphony patron empowerment functionality via the EBSCO Discovery Service interface. Patron empowerment features include placing holds, viewing checkouts and renewals. For specific examples of the patron functionality, see below.

LOUIS, and LSU in particular, was instrumental in helping EBSCO test a light version of this application about a year ago. SirsiDynix has since made progress on single-sign-on, and, as a result, EBSCO has started work on a more seamlessly integrated solution.

EBSCO has asked LOUIS to partner again on testing this next integration solution. Participating libraries include the following institutions:

- Delgado Community College
- Louisiana State University
- Louisiana State University Alexandria
- Southern Baton Rouge
- Southern Law Center
- University of New Orleans

The testing comprises two phases. For phase 1, EBSCO will perform functional testing on the Symphony API for several LOUIS sites. If the first phase is successful, some sites will continue with more hands-on user acceptance testing, starting up in December and likely spanning a longer period. This phase will require more hands-on time to help EBSCO understand any special configuration or use cases for patron functionality in EDS, and to participate in guided testing sessions over video conference.

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What will patron empowerment functionality look like in EBSCO Discovery Service?

- Placing a hold on an item
- Selecting a location to pick up the item (if your library allows)
- Placing a hold on an item for a certain time frame (if your library allows) - see screenshot
- For existing holds, viewing the hold status or removing a hold
- For checked out items, viewing the checked-out status and due date, as well as renewing the checkout - see screenshot
- Viewing fines associated with overdue or lost books or manually entered fees

FALL MEMBERSHIP MEETING

The LOUIS Executive Board Chair, Debbie Johnson Houston, hosted the Fall Membership Meeting at the new Southwest Louisiana Entrepreneurial & Economic Development (SEED) Center on the campus of McNeese State University on Friday, October 5th. The agenda was full as always and included several lengthier items including:

- Presentation from Suzanne Butte and Andy Bush of OCLC
- Adoption of the LOUIS Strategic Plan
- Bylaws Revisions
- Preliminary Core Collection Assessment and Working Group
- Remote Authentication Working Group
- Disaster Planning Working Group

Volunteers are now being sought for the Core Collection and Remote Authentication Working Groups, please send your nominations or expression of interest to Sarah Dauterive (Sarah.Dauterive @fletcher.edu) by November 9th.

Core Collection Working Group

Chair: TBD

Background: In Fall 2018 LOUIS central staff completed an initial review of the cost per use data for the LOUIS Core, a collection of electronic resources received by all LOUIS members. A handful of these products had an average cost per use of greater than $15.00 for more than 60% of LOUIS member libraries.

Charge: The Core Collection Working Group is tasked with reviewing this initial assessment, requesting supplemental data from LOUIS staff as needed, and providing recommendations on the next steps in evaluating the LOUIS Core prior to the Spring 2019 membership meeting.

Report due: March 1, 2019

Core Collection Working Group Members: At a minimum, six members including a chair and ex officio member(s), one each to represent the interests of each system including LAICU, LCTC, LSU, Southern, and UL to be appointed bythe LOUIS Executive Director in consultation with the LOUIS Executive Board.

Ex-Officio Members: LOUIS Electronic Resources Staff (1-2)

Remote Authentication Working Group

Chair: TBD

Background: In Fall 2018 LOUIS central staff completed an initial review of the impact of the current remote authentication infrastructure. The findings form the report indicate that access to resources is negatively impacted by the current architecture.

Charge: The Remote Authentication Working Group is tasked with reviewing this initial assessment, requesting supplemental data from LOUIS staff as needed, and providing recommendations on the next steps in evaluating remote authentication needs of the consortium, including an assessment of OpenAthens, prior to the Spring 2019 membership meeting.

Report due: March 1, 2019

Remote Authentication Working Group Members: At a minimum, six members including a chair and ex officio member(s), one each to represent the interests of each system including LAICU, LCTC, LSU, Southern, and UL to be appointed by the LOUIS Executive Director in consultation with the LOUIS Executive Board.

Ex-Officio Members: LOUIS LSP Staff (1-2)

BLUECLOUD ANALYTICS

Locating Government Documents in the Stacks with BLUECloud Analytics

by Janelle Zetty, University of Louisiana at Lafayette

The University of Louisiana at Lafayette Library needed to identify our circulating government documents to get a better understanding of our collection and ensure the items are handled according to Federal Depository Library Program regulations. However, finding these items in the stacks and library catalog was impracticable because they did not have designated SirsiDynix types or categories and were given Library of Congress Classification call numbers. UL Lafayette solved this problem by using a two-step method: a WorldCat query collection to clean up our bibliographic data and a BLUEcloud Analytics report, created by former LOUIS staff member Mark Witteman, to assess the data.

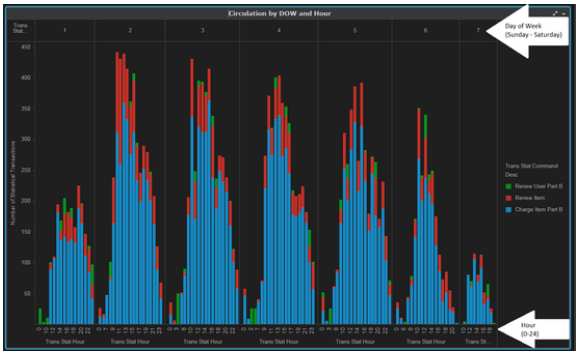
Since there was no way to locate the documents through item type and categories, Mark and I had to think of a unique piece of data in the MARC record that we could use to construct a report. Our solution was to search on the 086 field. Government documents generally have a 086 (Government Document Call Number) field in the MARC record. Yet, many of UL Lafayette's bibliographic records were old and lacked multiple MARC fields. A WorldCat query collection solved this problem by providing up-to-date OCLC MARC records for all of our holdings. Instructions for creating a query collection can be found at https://goo.gl/FRPdbh. After the file of MARC records was obtained, it was loaded into SirsiDynix Workflows, and a bibliographic database overlay report was run, with title control number matching rule as Rule 5. Since the file can be considerably large, it is advised first to run this report in test mode.

After the missing fields problem was fixed, we completed a BLUE Cloud Analytics report to obtain a shelf list of the government document titles in the stacks. We further designed the report results to our liking, displaying the title, author, government document call number, and LC call number. Finally, we exported the results into Excel format for a clean, easy-to-read shelf list.
I encourage anyone to explore BLUEcloud Analytics. It is a perfect environment in which to experiment, as it is solely for reporting and there is no risk in making permanent changes to the catalog. Once you are comfortable with BLUEcloud Analytics, I think you will find that it is superior to Workflows reports. If you are interested in completing a project such as this, I can share our report template. Many thanks to Mark Witteman for his guidance!

BC Analytics Delivered Dashboard in Action!

by Lucy Rosenbloom, Loyola University New Orleans

Question: When is the circulation desk the busiest?
Find it: Shared Reports > Trans (SYM) > Analysis > Trans Stat Checkout Analysis. A template is available to all LOUIS sites.
Customizing it: I was interested in determining which days of week and times of day were busiest over the course of a semester. I applied two filters to limit the output to one semester: Trans Stat Year and Trans Stat Month.
Output: This dashboard shows circulation (checkout and renewal) totals.
The X axis is broken down by day of week and hour. The Y axis shows the number of transactions broken down by command.
Possible Application: This data can help inform what hours the library should be open and how to schedule staff at the circulation desk.



LOUIS COLLABORATOR:

An interview with Dani Vaughn-Tucker, Central Louisiana Technical Community College

What is your job title?
Director of Library Services

If you had to tweet your job description, what would it say?
Professional information seeker and sharer, records maintainer, and coffee drinker.

When you were graduating high school, where did you see yourself in 10-15 years? How accurate was that vision?
Whenever I talk to people who knew me in high school, their first response is "So you're not covering some story from a war zone?" I read "Message from Nam" by Danielle Steel when I was a teen and became obsessed with becoming a war reporter/documentary photographer. While I may not be changing the world through news reports and photography, I like to think that I'm changing the world by teaching others how to find, access, and use information to better their daily lives.

DISCLAIMER:
Will swerve for coffee.

What is your greatest professional achievement so far? Why?
I helped to set up a breast milk pumping room for our students. We had quite a few breastfeeding moms on our campus and, one day, I happened to see one of the mothers pumping breast milk in the restroom and was horrified that her choices were pump in the bathroom or in her car. Creating this space let our students know that we cared about them and their families. This space also played a role in retention; several of the moms told me they were planning to leave at the end of the semester because balancing their academic life with their family life was just too hard. This small gesture made a big difference.

What has been one of the most memorable (or comedic) moments in your career?
I have so many... I helped arrange a proposal for two international students who met at the library; arranged for a film crew to film a movie scene in our archives; supervised a fashion photography session in the stacks and exterior of the library. But my favorite thing ever was having the students from the performing arts school come to the library and put on a mini production of their Spring musical ("Hairspray"!!). They also performed dance routines and songs from previous shows. The students, faculty, and staff enjoyed it because they rarely had the opportunity to see the performances unless they attended the shows and the students from the Fine Arts campus rarely came to our campus unless it was for their general education courses. Seeing faculty, staff, and students dancing and singing was incredibly fun.

Who or what inspires you? Why?
I know it sounds trite, but my family. They make me laugh. They make me cry. They push me. And they pull me. But they also support me.

How do you motivate or inspire others?
I do the "heavy lifting" with them. I served in the U.S. Army, worked in customer service, and in different positions in various types of libraries across four states, so I know how I like to be led. My favorite supervisors were the ones who worked with us; they didn't just tell us what to do or leave the hard tasks for us. We were a team. Whenever I'm in a leadership position, I let folks know we're in this (whatever "this" is) together.

If others described you in one word, how do you think they'd describe you?
Steady.

If you describe yourself in one word, how would you describe you?
Creative.

If you came with a disclaimer, what would it be?
Will swerve for coffee.

What do you find most relaxing in your down time?
My husband and I bought an RV so that we could take mini vacations in small towns in cities around where we live. We like to visit historic sites and go antiquing. I document our travels and what I wore on my blog, Living Outside the Stacks.

What is your favorite song in your playlist right now?
"All Around the World" by Lisa Stansfield.

What book are you currently reading?
The Complete Fiction of Nella Larsen

What words of wisdom do you have for emerging students or new employees entering the field today?
Be kind. Be helpful. Be patient. Be understanding. Do not be a doormat.

Any other random facts or anecdotes you'd like to add?
Many years ago, a librarian friend of mine challenged a group of us to write our unofficial bios. This is mine: "I have the research skills of a librarian, the preservation skills of an archivist, the organizational skills of a soldier, and the domestic skills of a Stepford wife."

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