Oklahoma State University Library Wins National Award

The Oklahoma State University Library is the 2015 winner of the ALA Excellence in Library Programming Award. This award recognizes a library that demonstrates excellence in library programming by creating a cultural/thematic program type or program series that engages the community in planning, sponsorship and/or active participation, addresses an identified community need, and has a measurable impact. Fifty-four libraries applied for the award, which was presented during the ALA President’s Program at the ALA Annual Conference.

In 2014 the OSU Library and its partners, including Stillwater Public Library, presented a series of Science Café programs over the topics of hydraulic fracturing and oil and gas exploration. Altogether six programs were held and attendance totaled 521. Science Café presentations were delivered by OSU scientists and representatives from government agencies, a royalty company, and a legislator.

Library Dean Sheila Johnson stated, “The series served the university’s land-grant mission and the library’s mission for expanding knowledge and serving community.” Professor Karen Neurohr coordinates OSU’s Science Café programs and notes, “With the help of our campus and community partners, we were able to help fulfill our community’s need for information on this timely topic.”

The OSU Library is the first academic library to receive this prestigious award, which consisted of $5,000 and a citation of achievement supported by the ALA Cultural Communities Fund. Neurohr, in partnership with ALA’s Public Programs Office and the University of Southern Mississippi Libraries, will present a free webinar about the Science Cafés at 1 p.m. ET July 28. To register or to view an archived recording of the presentation, visit http://programminglibrarian.org/learn. For more information about OSU’s series visit http://bit.ly/1f0oBAb, and for more on the award visit http://bit.ly/1SlvoBz.

Karen Neurohr, Professor, Community Outreach and Assessment Librarian
Oklahoma State University Libraries

(Video: (l to r) Timothy Grimes, Chair ALA Public & Cultural Programs Advisory Committee; Andrea R. Lapsley, Jury Chair ALA Excellence in Library Programming Award; Karen Neurohr, OSU Professor and Science Café Coordinator; Courtney Young, ALA President.)
. Turn on the Light!
. From the OLA President

Hello from the Appalachian Trail in the Great Smokies Mountain National Park!

During the summer my family loves to travel. We take three week road trips that include camping, hiking, museums, food, and reading. This summer my husband and I participated in Freewheel OK, a week long bicycle ride across Oklahoma, for the first time. And as I write this I have just taken 27,000 steps today on the AT in Tennessee. Next stop is Atlanta for the Brave New Voices Conference for youth poets. No matter where we travel two places are always a refuge- YMCAs (it is always a great place to shower) and libraries.

During Freewheel my husband and I had just completed road biking 72 miles of grueling hills from Lindsay to Ada when we arrived to the East Central University campus; we were dirty, exhausted, and hungry. We dismounted only to discover a text from our babysitter that she would not be to Ada for another two hours. She, of course, had the children and all of our stuff including our clean clothes and shower gear. What should anyone do when they don't know what else to do?

Go to the library.

We locked our bikes, filled up our water bottles, enjoyed the air conditioning, and took a nap on the couches in the East Central Oklahoma library. And it was glorious. We looked liked homeless people, but not one person judged or told us to leave. The staff was nothing but polite and welcoming. This is today's libraries ...a refuge.

It is so easy to focus on the negative situations in our spaces, but I want to wholeheartedly remind you that your presence is vital to our communities. We need you - for programs, for Internet access, for reading, for tax forms, for job searches, for canning lessons, for electricity, and sometimes for naps.

Thank you for all you do for not only me but also for Oklahoma! I hope you will share your library stories with me as well as others. More to come this year on ways to do this!

Calypso

Calypso Gilstrap, NBCT Librarian
OLA President
The Fence Has A Name

Coordinator of Library Archives and Special Projects for the Rose State College Library, Dr. Brad Robison, recently authored a book, *If the Fence Could Talk*, as part of the Oklahoma Heritage Associations popular *Oklahoma Through Its People* Series. *If the Fence Could Talk* is the story of the fence that was placed around the site of the Alfred P. Murrah Federal Building following its bombing in April, 1995. For five years the fence played multiple roles. It secured the site during the rescue and recovery phase, as well as for investigators, and became a place for friends, families, and strangers to honor victims and first responders. A place of sorrow for some, the fence provided solace for others. Because of its role, architects ensured that sections of the fence would forever be a part of the Oklahoma City National Memorial and the fence continues to collect notes and mementos left by visitors from throughout the world.

*If the Fence Could Talk* tells the story of April 19, 1995 and the days that followed, through the eyes of the fence. Historical facts are combined with the stories of families and visitors to the fence. The book is beautifully illustrated by Margaret Reynolds Hoge, artist and art educator at Heritage Hall lower school. Margaret is known for her realistic renderings of wildlife and landscapes. Her oil pastels can be found in residences and businesses throughout Oklahoma City. The book has proven to be a big success and since its release has been a top seller in Oklahoma.

Dr. Robison is extremely proud of the book’s reception, especially because proceeds from the sale of the book are going towards the Education Fund at the Heritage Association. In addition, enough money has been raised to place a copy of the book in every public elementary school library in the state of Oklahoma. The book can be found at Amazon and or book stores around the state.

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**Dr. Brad Robison**  
Coordinator, Library Archives & Special Projects  
Rose State College Library

Photo: Dr. Brad Robison and book illustrator Margaret Reynolds Hoge, courtesy Brad Robison

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Fundamentals for the Academic Liaison, a publication of the ALA Fundamentals Series, serves as a brief introduction to liaison librarianship for the library school student or new academic librarian. The authors, three academic librarians from Charlotte, North Carolina with over 25 years of combined experience, state that they wrote this book because of their belief that “library liaisons are at the forefront with regard to the future of library services in this technological age” (vii). Throughout the text, the authors suggest that the continued success of the liaison librarian is dependent on one’s ability to use traditional and emerging methods to build meaningful and mutually-fulfilling relationships with the university community.

Both the writing style and content of the book are straightforward and practical. In 11 chapters, the authors cover some of the most common liaison responsibilities: attending faculty orientation meetings, developing subject knowledge, communicating with faculty, developing online tutorials, assisting faculty with a variety of needs, collection development, information literacy instruction, embedded librarianship, creating research guides, supporting accreditation and course development, and evaluating liaison services. The chapters include several summative checklists, examples from the authors’ institutions and others, and endnotes. Since each chapter is approximately 20 pages long, the entire book can easily be read during a slow shift at the Reference Desk.

Although the brevity of Fundamentals for the Academic Liaison is one of its strengths, there are several topics that, if included, would greatly increase the book’s value as a foundational text. First, the addition of a more in-depth introductory chapter outlining the history of liaison librarianship and the various contemporary interpretations of this position would be extremely useful. Additionally, surprisingly little time was spent discussing the liaison’s work with students. The faculty assistance chapter could have been balanced with a student assistance chapter focused on reference and research services and collaboration with students. Finally, given the authors’ contention that liaisons are leading the future of librarianship, one would expect more than a passing mention of relevant emergent trends such as digital scholarship and scholarly communication. In my opinion, these topics should have supplanted much of the authors’ overly-detailed and quickly-outdated discussion of online tutorial creation, research guide development, and social media communication.

Con’t.
Con’t.

The authors state that their goal in writing this book was to “pinpoint the key areas of understanding needed for this job” (183). Although they missed a few key areas, they were largely successful. Despite its shortcomings, *Fundamentals for the Academic Liaison* provides a good foundation for anyone who is new to liaison librarianship.

Chelsea Baker  
Instructional Services Librarian  
Liaison to Chemistry, English & Languages, Physics, Psychology, and Sociology  
Linscheid Library  
East Central University
Oral History in Libraries

Creating connections to oral history content through Wikipedia

While libraries across Oklahoma continue to improve access to oral history content, building awareness of these unique collections can be a challenge. Recently the OSU Library enlisted the help of a student intern with the goal of improving visibility of digital resources, such as oral histories, in Wikipedia. As a focal point, the Oklahoma Native Artists Oral History Project (http://www.library.okstate.edu/oralhistory/ona/) was used as a way to generate interest and excitement, as well as helping library personnel explore creating entries in Wikipedia based on artists found in this collection.

Wikipedia provides an innovative way to encourage access. Articles are formatted into easily digestible sections of information which assists readers in finding what they are looking for. When creating new articles in Wikipedia, a priority is placed on providing additional references. This helps lead readers back to the academic source, usually via a web link.

In April, the OSU Library hosted an edit-a-thon, which is a gathering within Wikipedia that allows multiple users to come together and produce content faster than one person could alone. For this event, interested library faculty and staff were assigned an artist from our database of interviews. They were given several weeks to complete article research and were then taught how to format this information into Wikipedia entries during the edit-a-thon session. You can take a look at work created as a result of this effort here: http://bit.ly/1OkP3Rv. This event produced more content in a shorter period of time as well as aided personnel in learning how to use Wikipedia. The Oklahoma Native Artists Oral History Project is just one of several collections that are making an appearance in Wikipedia and leading readers to the invaluable resources housed within the OSU Library.

—Anna McDougal & Juliana Nykolaiszyn
OSU Library

Photo: Wikipedia Edit-a-thon at the OSU Library, April 2015
Book Reviews

Take a look at the book reviews in this issue! Michele Seikel, from OSU Stillwater Libraries is accepting reviews, send her your name and she will be sending out a list of books to review. Or if you have a book you would like to review, send Michele a note. It should be book under two years old. Contact her at michele.seikel@okstate.edu.

Thank you!

Calling All OLA Members!

Membership renewals are now determined by the anniversary from your last renewal. To determine your renewal date, log into your OLA account at www.oklibs.org, or contact Kay Boies at the OLA office (405) 525-5100. Since memberships used to run July through June, many memberships still have the July 1 anniversary date and are up for renewal. Be sure you are up to date and renew today!

Joanne Huff
Library Technical Assistant

Reminder!!! Note new deadlines!

Oklahoma Librarian deadlines for submission have changed, and will be the 15th of the ODD months of the year. The deadline for the next Oklahoma Librarian is September 15, 2015. What have you done over the summer? Send articles! Send articles on what your library is doing, what your DROC is doing (a workshop?), and who’s who in your library. Do you have a topic of interest? Write an article! Do you want to review a book? Contact Barbara Miller at barbara.miller@okstate.edu. Get involved,! This is YOUR newsletter and a way to let everyone in the state know what YOU are doing for libraries in Oklahoma!

Dr. Karen Brock, physician and author, illuminates bipolar disorder and dispels common beliefs in her 2014 book *Living with Bipolar Disorder: A Handbook for Patients and Their Families*. Dispelling the “it’s just a mood swing” myth at the outset, Dr. Brock engages the reader with a retelling of the history of bipolar disorder, noting that the earliest descriptions of this disease were recorded in 5 BC. After the historical perspective Dr. Brock discusses current knowledge and research about the basics of the disorder, all the while brilliantly deciphering the DSM criteria for those that do not have clinical backgrounds.

The last portion of the book directly addresses people living with bipolar disorder. Dr. Brock equips the reader with tactics for managing a life with mental illness. However, the book never takes an overtly negative slant and instead explores the positive aspects of bipolar disorder, such as creativity and genius, while recounting renowned authors, artists, musicians, and academics that live (d) with this disease.

The accessible writing style of Dr. Karen Brock makes this a wonderful title for the lay public, including those individuals living with bipolar disorder and their friends and family members seeking a better understanding. Additionally, information covering the history and treatment of the disorder, interspersed with patient vignettes and research studies, makes the book an excellent reference resource for college students.

Megan Donald, Reference & Instruction Librarian
Tulsa Community College
978-0786478484
$55 paperback / $16 ebook

Covering mythological lands from fairy tales to pop culture, while excluding fictional literary location, Bane presents a list of over 800 locations.

Entries are sorted alphabetically and each one examines the origins and significance of a land. The author dutifully makes note of the source of research on every entry and includes a bibliography in the back for credibility and cross-checking sources. Entries are concise, factual, and devoid of extra filler, fluff, or bias. It touches on multiple religions and mythologies in a neutral manner so as to strictly look on the context and history of the entry's location.

The index includes both the location name and potential name variations. Going further, the index also includes important figures, concepts, and religions that relate to the myriad lands such as Alexander the Great, Thor, or Buddhism. The expansiveness of the index makes referencing easier and more efficient, perfect for either researchers or general readers who enjoy following the flow of information.

I would have appreciated a pronunciation guide to go with each entry, especially given that most of the name origins are from all sorts of differing languages and eras. Aside from this, I thoroughly enjoyed casually browsing and discovering locations and stories I’ve never heard of, and revisiting ones I have while still learning something new about it.

The short nature of each entry may not suffice for a book report on the one location, but it still provides a decent starting point and the sheer number of locations discussed alone makes it a handy guide.

Gayle Belcher
Adult Services Librarian
Ardmore Public Library
Oklahoma Digital Prairie – Images of Oklahoma

An interesting portion of Oklahoma Digital Prairie is the Images of Oklahoma collection. The documents and photographs that comprise this collection depict a variety of locations and resources that are part of our state’s history, and this makes them significant assets for Oklahoma researchers.

The opening page of this portion of Oklahoma Digital Prairie website <http://digitalprairie.ok.gov/cdm/landingpage/collection/p16807coll1> focuses on recent additions to the collection. This listing, with thumbnail images, is on the right side of the page. A search box at the upper left of the page provides a location for checking the contents the collection to find specific areas of interest.

Also at the top of the page is a link to use for browsing all items in the collection. This page is set up using a simple, easy-to-understand format with a thumbnail, collection name, specific title, description, and subject. Some of the collection entries do not have descriptions and some do not list subjects. I discovered, however, that when the descriptive information is missing, the collection name and title of the image make it clear as to what type of resource will be found when the item is opened. Placing the mouse over the thumbnail or the title will highlight basic details regarding the particular collection and will identify the date of coverage.

Some of the items found in Images of Oklahoma are background information pertaining to higher education and happenings at the Oklahoma City Zoo, and there are a number of historical photographs.

Going beyond the opening page, the items are easy to access. If one is looking for pictures, clicking on a collection title opens the individual images in an easy to view format. Sizes can be adjusted to make reading and looking more enjoyable. There are three buttons near the top of the page that give users options for formatting an image. Both the print and download options are excellent tools for copying a picture to use for research or other educational purposes.

Con’t.
Oklahoma webpages, con’t.

The publications on the **Images of Oklahoma** site are also reasonably easy to examine and explore. When I opened a document, I discovered a number of thumbnail images and a listing of page numbers on tabs located on the right side of the page. With these aids, it is possible to search the text and set up a full screen view that will allow the reader to flip through the text in the same way an ebook is read. The size of the print can be adjusted to make reading the text and viewing the pictures more enjoyable. Additionally, having the thumbnails available is a very nice option since a user can take a quick look at what pages might be relevant for specific areas of interest. To aid the user, these publications also have the download and print options near the top of each screen.

When a document or image is opened, metadata is included in the lower portion of the page. This data includes many links to material in other locations within **Digital Prairie**. For example, if I click on the year 1905, I am taken to other parts of the **Digital Prairie** site that contain information related to 1905. These links should be helpful for a person who is doing research regarding a specific area, person, or year in connected with Oklahoma’s history.

Another important and useful portion of the metadata pertains to usage rights for the document or image displayed. If permission for use is necessary, the institution that owns the document is listed by name and address along with statements regarding how a document can be used. Not all of the data found in **Images of Oklahoma** is complete. There are some yearbooks that include only a cover. It would be interesting to know the story behind why this is the only image made available; as such, a researcher is left with other avenues to explore in order to find complete answers.

Some of the **Images of Oklahoma** documents are available as PDF which seems to be the best option for downloading. I found the page set up for these documents to be more difficult to navigate and read on the screen. Some improvements in this area could make this part of the collection more user friendly. Another area I found to be a bit problematic is the number of links to other of images in the collection. The links to some of the single words moved so far away from the original search subject that the information linked to was not related to the subject being searched.

All in all, I found the collection to be interesting and a teaser regarding state history because at this point, it is small with only 86 results when browsing all items. As time goes by and more material is added, **Images of Oklahoma** has great potential for use by many citizens and researchers who want to know more about our state. I would encourage you to take a look to see the resources that are available.

**Guest Reviewer:  Jane Long**
**Southwestern OSU Library**
It’s that time again... Back to School!

New supplies, new lessons, new books, new teachers, and new ideas! This is one of the my favorite times of the school year. After two months “off” I get so excited to see all my students! Here are some tips to help you kick off your year with a positive start!

Celebrate what you read over the summer! I like to have a visual display of some kind. Usually, I print a copy of the cover of every book I read over the summer and add stars to the bottom of the cover for my rating. My students have loved this display so much that I actually keep adding to it throughout the school year. The students who seem shy or reluctant to talk to me about books are often seen staring at the book covers display. The best part about this display is that it is easy to maintain. Print the covers once in a while and tape them up somewhere! I have them all over my library!

If you already do something like this, extend your display of reading with a challenge to your teachers! Have them print the covers of books they are reading and post them in their room somewhere. You could even encourage students to participate by printing covers and pasting them in a reader’s journal with their rating.

Have lunch with your principal! Usually principals go back to school way before us. Schedule a day to bring them lunch. I do this every year, and I love it! It is an informal way for me to share with my principal my vision and my goals for the year. It also benefits your principal. They are in the same boat that we are: planning for the upcoming year, setting goals, deciding what is most important. Sitting with them in an informal lunch setting allows you to ask about what their vision for the year is, and more importantly how you can help them meet their goals!

Build relationships with your new teachers in the building. Every year, I beg my principal for 20 minutes with the new teachers in my building. During this time, I give them a tour of the library and our resources. I discuss how to schedule lessons with me and what I expect of them. It is a perfect time for you to talk “big picture” with your new teachers. Don’t bog them down with procedures or specific lessons yet- more than likely they are already overwhelmed! I take this opportunity to explain why we have a flexible schedule,
how the library lessons are collaboratively planned and co-taught, and how their students will benefit from our lessons. Even if you have a different type of library program, this is your chance to be a positive light and make sure they know you are available to help in any way!

**Continue to build relationships with your returning teachers.** The beginning of the year is a perfect excuse to start over! Use this time to your advantage. Offer to help them decorate their room, or have coffee with them, and while you are enjoying each other’s company talk about how you are excited to work with them again this year. Returning teachers will feed off your enthusiasm!

No matter what, be a positive light in your building. Teachers, students, parents, and administrators will see your light in every dark corner if you start fresh each year!

*Kelsey Gourd, M.L.I.S.*
Teacher Librarian
@KelseyGourd
Lakeview Elementary
Finding Common Ground with LibGuides:
A Campus Collaboration Between the Library and Financial Services

Background
In 2003, the U.S. Department of Treasury established the Financial Literacy and Education Commission to “develop a national financial education website (MyMoney.gov) and a national strategy on financial education.” Since then, many schools and universities have launched financial literacy and education initiatives. In recent years, new programs have focused on teaching children and teens the skills necessary to manage money successfully. These initiatives include the President’s Advisory Council on Financial Capability as well as many state-funded programs like Oklahoma’s Passport to Personal Financial Literacy, which is geared toward middle and high school students.

In the early 2000s, Brad Burnett, Associate Vice President for Enrollment and Student Financial Services at the University of Oklahoma (OU), observed that incoming freshman were increasingly unprepared to manage their own finances and deal with the rising cost of higher education. In 2005, he created a two-credit course called “The 9 Things Every College Student Should Know About Money.” The class was broken into nine separate units covering financial literacy topics such as budgeting, loans, credit cards, credit scores, scams, taxes, savings, investments, and retirement. An online intersession course was offered in January 2014 by Burnett and Judi Voeller, Associate Director, Grants and Special Projects, with Kathryn Wiyninger, Communications and Creative Services, ESFS, providing creative design. Since 2013, the “9 Things” class has been taught using a “flipped model,” with much of the basic class work being done online by students and the face-to-face class time devoted to special projects, guest speakers, and activities. Many of these projects, speakers, and activities were made available through partnerships with local and state organizations, such as “the Invest Ed STARS (Students Tracking and Researching the Stock Market) program and the OU K-20 Center’s Mind Your Own Budget -- the Apartment educational video game.” Burnett, Voeller, and Wiyninger are currently working to make the “9 Things” course even more appealing and engaging to students with the addition of avatars into the curriculum.

Pat Hawthorne, OU Libraries’ Associate Dean for Exploration and Engagement, and Voeller first conceived a collaborative financial literacy libguide project after meeting in February 2014 at a library webinar, “Integrating Information Literacy in First-Year Student Programs,” which promoted the integration of information literacy into first-year programs and courses. Voeller recognized that the “9 Things” students would benefit from an introduction to library resources and wondered whether the library staff could help with that process.
Hawthorne suggested creating an online guide using LibGuides software as a resource to support the “9 Things” curriculum; Burnett and Voeller readily accepted. As the idea to create the financial literacy guide developed, the project was given to us, two library school students working as graduate assistants in the library’s reference department, in April 2014. We were assigned to work with the Financial Education staff to design and build the online guide.

**Process**

As we each had little to no experience with the LibGuides platform, we began from scratch, teaching ourselves the software as we went along. We started researching financial literacy resources with little subject knowledge and almost no idea of how these resources would need to match with the curriculum of the financial literacy class we sought to support.

After a few weeks of challenging exploration, along with trial and error, we met with Voeller to discuss the purpose, curriculum, and resources of the “9 Things” course. Voeller provided us with the history behind the creation of the class and emphasized two goals for the online guide: to support the specific class curriculum and to highlight state and local community resources. Voeller expressed the opinion that promoting local resources would position our guide to become an outreach tool promoting financial literacy within the community. At this meeting, she also articulated her preferences about which resources to highlight in the guide. In addition to books and articles, she envisioned that digital and multimedia sources would be particularly useful to students. She especially wanted websites, images, mobile apps, and videos to be prominently placed.

We spent the months of May and June perfecting the structure of the libguide, which became a complex task in itself as we sought to balance our goal of a standardized design with the vast number of resources we hoped to include. In many cases, this involved a game of mix and match, as the resources we discovered and the ones provided by Voeller had to be carefully evaluated and matched with the most appropriate topic. This process involved an almost constant shuffle of sources between tabs and boxes, as we worked to find the most engaging and understandable placement for each source.

Our primary focus throughout this process was always on the students themselves. We wanted to include only resources that students would find both interesting and helpful. This meant that a hierarchy had to be created in which the most visible resources would be those the students would both need and want. To do this, we placed prominence on our digital resources, putting our “Helpful Websites” box in the top middle of every page, our “Helpful Apps” in the middle of the right-hand column, and each topic video in the upper left-hand column. (See Figure 1, below.)
We also worked to capture students’ attention through the inclusion of colorful images and videos, while organizing the resources so as not to overwhelm the students. This meant keeping text to a minimum and providing images to break up the remaining text. We eventually decided to use scroll-over text for descriptions of links to keep the length of each page manageable while also allowing maximal space to list resources. Eventually, the only blocks of text left were the blurbs about each subject area (divided into “Things”) and book descriptions.

In late June, we demonstrated our progress to Voeller, Hawthorne, and our direct supervisor Karen Antell, OU Outreach Librarian. During this meeting, we solidified the guide’s structure and discussed a few minor changes. For example, we envisioned the need for a feedback function, as we wished to make students a part of the ongoing creation process for the guide. We also considered the idea of including a box with a running feed of upcoming financial education events and a chat widget to make us readily available for student assistance. In addition, Hawthorne suggested the inclusion of a contributors’ page, to highlight the collaborative nature of the project while also providing recognition to both the creators and the organizations that played a role in the creation of the original “9 Things” class.
In the first week of August, just two days before the final meeting in which we would unveil the guide to participating department members and other organization heads, OU Libraries’ LibGuides software was updated to a new version. This caused some last minute scrambling as we learned which aspects of the guide would and would not be carried over into the new version. In many ways, the new version was extremely adaptable and appealing, but one of our greatest disappointments was the disappearance of a feedback function within the software. We also worked diligently to make sure the guide URL we would present at the final meeting would in fact be the permanent URL for the new version (http://guides.ou.edu/financial_literacy/9things).

The final meeting, on August 8th, 2014, went extremely well. We proudly demonstrated our guide to a diverse audience consisting of representatives from OU Libraries, the OU Financial Services, the OU K-20 Center, and Oklahoma’s InvestED organization. The guide was well received by all audience members, with specific praise for the consistent, adaptable, and appealing design, as well as the exhaustive and well-edited resources. With the support of the final meeting participants and the consent of all collaborative partners, the guide went live on August 18th, 2014, the first day of fall semester classes.

In September, one of the authors, Calantha, was given the opportunity to teach two library instruction sessions for students enrolled in the Fall 2014 “9 Things” course. Calantha promoted the guide throughout the sessions, and the “9 Things” instructors provided students with a bookmark that included the guide’s URL. Many students appeared intrigued by the guide, and the guide’s statistics have shown a huge increase in views after the library sessions. By the end of the semester, the guide had received almost 1200 page views and, despite having been in existence for less than four months, had become one of the most-viewed OU guides of 2014. (Fewer than 20% of OU LibGuides had received more than 1000 page views in 2014, as of December 18, 2014.)

**Conclusion**

The OU Libraries has used LibGuides software since 2011 and has developed more than 100 guides, but this project with Financial Services marks the first time that library personnel worked collaboratively with a non-library entity to create a LibGuide. Moreover, this Guide is the first one that OU has designed with a broader audience in mind – not only the students enrolled in the “9 Things” course, but also students at all levels throughout the state. This effort combined the Financial Services subject expertise with OU Libraries’ information organization and information literacy skills, creating a fertile learning environment for all participants, as well as a stronger collaborative bond between the two entities. In particular, the project established a platform supporting both entities’ mission to serve OU students and Oklahoma citizens.
Because this project was the first of its kind, we anticipate making continuous improvements. When we updated the LibGuides software prior to launching, we discovered that the new version did not support soliciting feedback from those who use the site. The previous version, which had this capability, allowed us to collect user suggestions. With the loss of this feature, we are exploring other options for gathering feedback to help us continually improve the Guide.

A large undertaking such as this project necessarily involves many different people in many different roles. So it is not surprising that we encountered occasional confusion about leadership roles and communication. As students working on a large project for the first time, we had the opportunity to figure out what information we needed to share with others as well as what issues we could solve easily amongst ourselves. This experience will be of great value in our future projects and future positions.

We both found this experience to be incredibly enriching, not only for our current work goals but also for our future professional roles. Acting as project managers has helped us hone the skills that every librarian needs, especially how to collaborate and communicate effectively and how to see a project through from start to finish. It also helped us recognize – and demonstrate to our colleagues in the library and in Financial Services – the valuable contributions that graduate assistants can make. If provided with the opportunity, time, and resources, graduate assistants can help the library offer innovative services while also preparing themselves for future success in the field.

Acknowledgements
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Notes


Ibid.


Kayla Warner and Calantha Tillotson
OU SLIS students
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Editorial Office
Barbara Miller, Oklahoma State University, 501 Edmon Low Library, Stillwater, OK 74078-1071, editor@oklibs.org.

Online Editor
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Digital Library Services
215B Edmon Low Library
Oklahoma State University Libraries

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