Poster Session:

**Framed: A Library Exhibit Space Draws Connections on a Liberal Arts Campus**
Lizzy Tegeler, Research & Instruction Librarian
St. Catherine University

In 2018, St. Catherine University Libraries & Archives transformed part of our stacks into a campus exhibit space and gallery. With temporary walls and leads on a few potential exhibits, we embarked on a year-long experiment to showcase the work of campus and community partners. From Irish-American history, to the Women’s Art Registry of Minnesota, to criminal justice, and 19th century Japanese woodblock prints, we turned a high-trafficked space into a place to connect with campus scholarship. Come hear about lessons learned from the exhibits and ponder what could be the next iteration of the St. Kate’s Libraries & Archives exhibit space.

**Research Sprints: Elevating Faculty & Librarian Collaboration**
Jenny McBurney, Social Sciences Librarian
University of Minnesota, Twin Cities

Research Sprints are an opportunity for faculty to collaborate with a team of librarians for a set number of days to accomplish a research or teaching goal. At the University of Minnesota, we piloted Research Sprints in May 2016, and since then have had 1-2 Sprint weeks per year. This poster will give an overview of the Sprints program, and include the challenges and opportunities associated with team structure, project management, and communication plan. It will also provide summaries of the feedback from both faculty and librarian participants and introduce our plans for future evaluation of the long-term impact of Sprints.

**Academic Integrity Matters, Restorative Justice, and a Librarian’s Observations**
Kim Clarke, Associate Librarian
University of Minnesota, Twin Cities

For the past three years, I have participated in a new initiative through our University’s Office for Community Standards, Academic Integrity Matters [hereafter, AIM]. This student development program uses a restorative justice model in order to effect a change in the behaviors that prompted students to participate in acts of scholastic dishonesty. During my tenure with the project, I’ve noticed an unfortunate equation during my work with AIM= students are more likely to engage in these actions if they are tired, hungry, overwhelmed, plus, don’t have a strong support network, plus, never learned the best practices regarding certain academic skills, such as citing sources appropriately in papers, developing a good relationship with faculty, or boundary setting with friends; this almost inevitably leads to poor academic decisions and poorer consequences—low or failing grades, unhappy and distrustful professors, money expended on retaking the failed course, etc. AIM surfaces these difficult issues in students’ lives and gives them tools to use to move forward.
Library Curriculum Mapping in a Graduate Professional Psychology Program: A Progress Report
Trent Brager, Education & Social Sciences Librarian
University of St. Thomas

Effectively integrating information literacy instruction into the curriculum of an academic program requires knowledge of the information needs of students within the program. This study puts forth a process of researching programmatic information needs, developing learning outcomes, and creating a curriculum map within the graduate-level Professional Psychology curriculum by starting with the analysis of an entire year of syllabi. This presentation will describe progress on the project so far as well as the next steps. Learn about the model used so you can develop curriculum maps for your liaison areas and teach more useful and relevant instruction sessions.

"You can read more about it because I am published"
Dave Collins, Research & Instruction Librarian
Macalester College

Students enrolled in the American Studies Senior Seminar at Macalester form the editorial collective for the journal "Tapestries" published by the library. Librarians work closely with the class throughout the semester providing course content focused on writing, editing, and the art of preparing a journal article for publication. The class is involved in all aspects of layout, design, and peer-review. Discussion issues include copyright, intellectual property, author rights, open access publishing, economics of publishing, and information privilege. Instruction Round Table Online UnConference: Meeting Face to Face without Leaving Your Desk Anne Beschnett, Research & Instruction Librarian, St. Catherine University Krista Jacobson, Public Services Librarian, Northwestern Health Sciences University One of the biggest challenges the Instruction Roundtable of MLA faces is how to make learning opportunities available to members across the whole state. The current IRT co-chairs decided to host an Online UnConference using UnHangout. On July 31, 2019, eighteen librarians hailing from academic and public institutions joined us for the UnConference and were given the opportunity to propose and join breakout sessions. The poster will cover the planning process, the challenges we faced leading up to the event and feedback we received about the event.