

Taking Flight as a Campus Partner:

Library Programs Support a Residential Curriculum

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Introduction

If you build it, will they come? This is often the question asked by librarians at University of Dayton (UD) when considering co-curricular workshops. In the past four years, that question is answered with a resounding “yes,” due to the library’s participation in a co-curricular programming model, AVIATE, designed by UD’s Housing and Residence Life. By taking part in approved events that align with Housing and Residence Life’s vision for residential learning, students accumulate “points” that incentivize their engagement in co-curricular learning and provide them with more agency within the housing assignments process. Before flying into the AVIATE model, background about the library’s previous workshop initiatives will help provide context.

It’s common among teaching librarians to plan and host topic-based workshops outside of the classroom. In the past, the UD library instruction team brainstormed ideas and often collaborated with each other on workshops. For example, the “Take it With You” series, offered in the spring of 2012, promoted post-graduation research without the help of subscription databases. This workshop series offering included topics such as advanced Google searching, finding demographic and economic data online, and searching the deep web for competitive business intelligence. Attendance at these events varied but was considerably low, despite the offer of free snacks and partners in publicity, such as the university honors program, career services, and discipline-specific faculty members. Librarians felt frustrated that they developed an interactive workshop, and then there was no one to interact with.

It was understood that students were overtaxed with other commitments, so co-curricular efforts were suspended for an academic year—until teaching librarians became aware in 2014 of the AVIATE program and, specifically, the component known as PATH, which stands for Points Accumulated Toward Housing. To become PATH-eligible, events



had to align with one of three AVIATE learning goals. The result was that students were encouraged to participate in co-curricular learning for housing points, and the workshops, like what the instruction team had offered previously, now had reasonable expectations for attendance.

In this chapter, the authors discuss the process of taking part in this co-curricular residential learning program that effectively tripled attendance at workshops and continues to challenge and inspire librarians to try new topics and partnerships. By connecting the programs to campus learning goals, the number of library events grew 50% over one year, with individuals from multiple library departments hosting or supporting the events. The authors also include descriptions of efforts related to planning, marketing, and assessment of these programs and offer some benefits and challenges to UD's program model. As the demand for campus programs continues to rise, growth management and coordination as well as considerations for the future are also discussed. The goal of this chapter is to provide helpful case studies, program models, and a feasible structure for all types of libraries. Even without a library-based incentive program, libraries can use these tools, techniques, and the program management model to reach their student population and create quality programs to help them reach their destination.

Literature Review

A common challenge for libraries is connecting co-curricular events to where people are in their lives. Perhaps one of the reasons the UD library saw low attendance at previous events is that it is difficult to identify what students wanted or needed at the time. In the library literature, other institutions have described the timing and purpose of their co-curricular workshops in a variety of settings. Many librarians have focused their programming efforts on meeting the needs of graduate students. Fong et al. (2016) used an online survey for graduate students to examine what types of education-related and career-related topics would be popular workshop topics; results ranked research, career, and grant support the highest. Peacemaker and Roseberry (2017) presented a case study on planning and promoting their successful "Advance Your Research" workshop and webinar series for graduate students with a collaborative approach among librarians. A smaller section of the literature focuses on programming for undergraduates, which this chapter hopes to build upon.

Since university-level learning outcomes create the framework for the PATH program, librarians have the opportunity to design meaningful co-curricular programming. Insights related to learning outcomes in their co-curricular designs include library programming that is not all that different from developing learning outcomes in the classroom except that oftentimes the idea or structure of the program is developed first (Jackson, 2016). A consistent approach to planning workshops will benefit facilitators and students alike. Philips, Miller, and Bruner (2017) design their workshops, "Skill-Shops," using the same lesson-planning grid that was designed to empower students to set their own learning goals and to be engaged learners.

The library literature includes many successful co-curricular programming examples. Some of the projects are aimed at reducing library anxiety, where such events can

include library orientations, an overnight library event, and scavenger hunts (Collins & Dodsworth, 2011; Otto, Meade, Stafford, & Wahler, 2016; Renner, Cahoon, & Allegri, 2016). Other co-curricular programming may be developed to facilitate essential library missions, such as literacy, reading, and connecting ideas. Librarians at California State University, Channel Islands, host an informal salon, “Salon de Literatea,” (Hoffman & Wallace, 2013); this event, with no set agenda, was intended to bring faculty and students together over tea to discuss research and topics of interest. St. Catherine University librarian Anika Fajardo shared her experiences with organizing and hosting a book club (2010). As she notes, “Running a book club takes a little extra work, but it can be a successful and enjoyable way to promote both the library and lifelong learning and reading” (p. 69). Trott and Goldberg (2012) have also offered insights about hosting campus book clubs, including advice about book selection, facilitating a reading group, marketing efforts, and managing a book club program.

The library literature is likewise rich in describing successful outreach, which often results in co-curricular programming, to other campus units. Lampert, Dabbour, & Solis (2005) describe library outreach to Greek student organizations, while Nicholas et al. describe a partnership between the library and residence halls. Dugan, Bergstrom, and Doan (2009) note that opportunities exist with career services, and Love (2007) offers observations about building collaborative relationships with minority student services departments. In addition, Love & Edwards’ (2009) review of library collaborations with academic, multicultural, and student services includes even more examples of outreach opportunities, and Hoag’s 2016 dissertation provides a recent update of the literature. There are many possibilities for co-curricular programming, either as a library event or in collaboration with another campus unit.

Co-curricular programs can be considered as common intellectual experiences and are known as high-impact learning practices, which studies show benefit students from all backgrounds. The library’s participation in the program contributes to the university’s effort to connect student involvement with retention and student success.

Background: AVIATE Program

University of Dayton is a Catholic-Marianist private university with 7,800 full-time undergraduates and 2,400 graduate students. Situated on the banks of the Great Miami River in southwest Ohio, less than two miles from downtown Dayton, UD is a 90% residential campus and its students are among the happiest in the nation, according to *The Princeton Review* (*The Princeton Review*, 2018). In 2014, the University of Dayton’s Department of Housing and Residence Life began implementation of AVIATE, a nod to Dayton’s aviation history and connection to a student’s journey toward their destination. AVIATE stands for A Vision for Integrated, Applied, and Transformative Education, a vision and mission-centric program that provides students with a series of learning goals to work toward as they prepare to graduate; the goals include authorship, interculturalism, and community living. In its fourth year, at the writing of this chapter, AVIATE is a fully developed co-curricular program managed by the Department of Housing and Residence Life.

AVIATE Learning Goals

University of Dayton Housing and Residence Life

AUTHORSHIP

Students will engage others to identify personal values and spiritual identity, demonstrate respect and appreciation of others' perspectives, recognize how their behavior impacts others and provide leadership that enhances the dignity and respect of individuals.

Residents will...

- Clarify personal values and beliefs.
- Demonstrate respect and appreciation of others' values and beliefs.
- Act with integrity in accordance with one's values and beliefs.

INTERCULTURALISM

Students will develop and demonstrate an understanding of their own identity and will value other cultures through learning about their history, beliefs, faith, languages and/or practices to formulate mutual understanding within their living environment.

Residents will...

- Articulate how one's personal culture interacts with the cultural identity of others.
- Demonstrate respect and appreciation of the cultural perspective of others.
- Utilize skills to build and support inclusive community.

COMMUNITY LIVING

Students will develop the ability to live in a community that prioritizes the common good over individual wants or desires. Students will demonstrate healthful living and responsibility through active participation in the planning of and adherence to community standards, promotion of the safety and security of the community, demonstration of pride in their living environment and respectful confrontation of behaviors that threaten the community's well-being.

Residents will...

- Articulate the characteristics of a healthy community.
- Actively engage in developing a strong community.
- Hold others accountable in a manner that benefits all members of the community.

Figure 3.1.

University of Dayton's AVIATE Learning Goals.

UD's residential curriculum, campus partner events and the housing assignments process interface through a subprogram called PATH, which stands for Points Accumulated Toward Housing. PATH-eligible events go through an approval process and must fit criteria set by the Department of Housing and Residence Life. Students swipe their student IDs at events to get credit, accruing one point per event. The number of points determines a person's or group's priority in the housing assignment process for the following academic year. During the 2016–2017 year, the average PATH credits earned was about 20 per rising sophomore, junior, and senior student. In general, Housing and Residence Life recommend that students earn two points per month.

The PATH-eligible event schedule and attendance system reside on a third-party subscription software and website, OrgSync. OrgSync is the online portal used by the Center for Student Involvement to manage student organizations and events. This helps build student familiarity with the website and its functions. OrgSync is also the platform

and automatic generator of a student's Co-Curricular Transcript (CCT). The CCT is intended to provide each student with an official record of their honors, awards and recognitions, leadership activities and organizational experiences, professional development and educational training, as well as community service and engagement (University of Dayton Student Development, 2017). The PATH-eligible events attended by a student will also be on their CCT. Students are encouraged to use the CCT as a way to self-document developmental activities outside of the classroom. This type of reporting will come in handy for graduate school or award applications in addition to job applications and interviews.

OrgSync also hosts the PATH-eligible event calendar, which students use to browse and search for events. Additionally, Housing and Residence Life sends out a weekly "This Week in AVIATE" email that lists the upcoming PATH-eligible events. Since students refer to the calendar in OrgSync and receive a weekly email, the marketing needs for specific library PATH-eligible events are minimal. Some library organizers request paper flyers, write a blog post promoting the event, or get mentions on the library's social media. This allows the library to focus on planning and assessment of these programs, as the marketing is built-in with Housing and Residence Life's workflow and management of their residential curriculum.

The University of Dayton Libraries identified the PATH component as an opportunity to participate as an AVIATE campus program partner. The learning goals of authorship, interculturalism, and community living are perfect complements to the library's mission—and information literacy. Notably, one of the libraries' strategic directions for 2017–2020 is advancing student learning. This University of Dayton Libraries (2017) goal states:

The Libraries take an active role in student learning through curricular, co-curricular, and extracurricular learning experiences. We will expand our collaborations with campus and community partners to provide students with opportunities to extend their classroom experiences, spark their creativity, build their leadership skills, experience a diversity of thought, and achieve success (para. 8).

Although instruction librarians had previously initiated co-curricular programming in the form of workshops and seminars, the opportunity that PATH presented was of interest to library staff across multiple departments and teams. In terms of developing an initial idea, there is seemingly a different path for each event, whether it existed before AVIATE or was developed to support it. In their training and certification to be a campus partner, Housing and Residence Life also provides helpful guidelines to ensure events are inclusive, such as showing films with captions and hosting in accessible spaces. This next section describes three examples, each with a different learning goal defined: interculturalism, community living, or authorship.

INTERCULTURALISM: HISPANIC HERITAGE MONTH SERIES

One of the first PATH-eligible programs hosted by the library was a film series developed for a nine-month National Endowment for the Humanities grant-funded program,

Latino Americans: 500 Years of History. The film series was co-coordinated with Welcome Dayton, a city initiative to foster a more immigrant-friendly community. This partnership allowed the library to split the cost of the films' screenings with the appropriate public performance rights (typically, \$200–\$400 for each film). Welcome Dayton's coordinator and the librarian project manager for Latino Americans chose the three films and invited local community leaders to serve as facilitators for each film.

The film series addressed the learning goal of interculturalism by showcasing the Latino American experience in the United States through documentaries and discussion. With historical knowledge and cultural context, attendees would demonstrate respect for and appreciation of the cultural experiences and perspectives of others, particularly Latino Americans. The most well-attended films were *From Mambo to Hip-Hop*, hosted by a local spoken-word artist, and *American DREAMers*, led by the city's mayor. The series was also open to the public and an average of five members of the community attended each event.

Each film event lasted about two hours, with time for the film and a brief discussion afterward. Attendees also completed forms for feedback purposes and to measure the event's stated goals. The Hispanic Heritage Month film series has continued after the grant program ended, with the libraries continuing its partnership with Welcome Dayton. The libraries' diversity and inclusion team assumed programming responsibility for this and other PATH-eligible film series, addressing topics such as body positivity, human sexuality expression, and others. This program model structures learning around a film and discussion while highlighting library resources such as the DVD collection and streaming movie databases such as Kanopy and DocuSeek2.

COMMUNITY LIVING: FINANCIAL LITERACY WORKSHOP SERIES

The "Becoming an Adult on a Shoestring Budget" series was co-developed by a librarian and a local credit union with a branch on campus, with an aim to present best strategies for budgeting (Plungis, 2017). These workshops are some of the most well-attended and popular PATH-eligible events organized by the library. ALA's initiatives, such as Money Smart Week, held each April in partnership with the Federal Reserve Bank of Chicago and the RUSA Financial Literacy Interest Group, inspired the planning for these workshops. This partnership built upon the local credit union's already-established outreach efforts, such as speaking engagements at residence halls and UD-sponsored club meetings.

Each workshop covers important financial literacy topics, including basic budgeting, financial goal-setting, and how to build and manage credit. Presenters used slides, built-in questions, and hands-on activities for budgeting and setting financial goals. The first workshop was held in February 2017 right before the deadline for points. In a space with a capacity of 36, students began arriving an hour before the event started, and all seats were taken within a half hour before the start time. One year later, in January of 2018, an auditorium for 120 people was filled a half-hour before the event was slated to begin.

Demand for this type of programming is high. While planning for PATH-eligible programming, organizers have the ability to limit attendance at the outset (minimum is 25) while being mindful of space constraints. This allows for flexibility in content

planning. Managing a large audience can be difficult, but with a well-designed workshop, it can be done.

AUTHORSHIP: PORCH READS BOOK CLUB

Porch Reads is a book club for undergraduate students established at University of Dayton in 2005 to encourage recreational reading (Gauder, Giglierano, & Schramm, 2007). Named “Porch Reads,” to invoke the tradition of porches as popular gathering places for informal discussions, the program was one of the early partnerships between the library and Housing and Residence Life. Although it originally was limited to sophomore students, Porch Reads was opened up to all students in 2012, and many of the book discussions are now PATH-eligible and correlate with the authorship learning goal.

To support the AVIATE curriculum, Porch Reads books are chosen to match the outcomes listed within the authorship goal and up to two books are chosen each semester. Books are selected by reviewing popular reading lists and looking ahead for books being made into movies. Students pick one of the books, get a free copy, and discuss it over free dinner (pizza, subs) and lively discussions led by faculty in the library classroom. Before PATH-eligibility, Porch Reads events would host an average of six to eight participants. Now, Porch Reads sign-ups for each book discussion is limited to 25 participants and fills quickly. The most popular books selected for this program included *The Girl on the Train* by Paula Hawkins and *When Breath Becomes Air* by Paul Kalanithi.

Donors fund the Porch Reads book club, so the books, food for the discussion, and a discussion leader honorarium are all covered by an endowment. A typical Porch Reads event costs roughly \$500–\$600, largely due to the book purchases. As a co-curricular event, the book talks carry a larger workload (or at least the expectation that students will read the books before attending the book talk) than many other events, so the participation numbers for a successful book talk are much smaller than other events. Offering free books and free food helps us to provide additional incentives to encourage even more reading.

CONNECTION TO LIBRARY MISSION AND INFORMATION LITERACY

How do these connect to the library’s goals overall and to its information literacy efforts? The library remains committed to these example programs and similar co-curricular opportunities because of their connection to the mission and strategic plan. The mission statement guides the library to enrich the intellectual and cultural life at and beyond the university, contribute to the educational mission, and “participate in the campus community and the wider communities, reflecting the University’s Catholic and Marianist traditions” (University of Dayton Libraries, 2017, para. 2). Welcome Dayton’s partnership with the library on the film series establishes space and time to explore complex issues as a community, striving to create a more informed citizenry. Partnering with the campus credit union allows the library to do its part in developing a financially literate student body. Porch Reads exemplifies the library’s role in developing a strong culture of reading for pleasure while highlighting our leisure reading collection.

As mentioned previously, the strategic plan highlights co-curricular and extracurricular learning experiences as opportunities to advance student learning. All of these have enabled the library to expand collaborations with campus partners (faculty members,

credit union staff) and community partners (Welcome Dayton) to provide students with opportunities to extend their classroom experiences, spark their creativity, build their leadership skills, experience a diversity of thought, and achieve success.

Additionally, each of these events correlates with information literacy. The film series promotes the availability of films as sources of information (and inspiration). Guided discussions provide participants an opportunity to evaluate and understand the film and its themes. As a reading program, Porch Reads develops literacy through fiction and non-fiction offerings, which are carefully selected each academic year. Like the film series, guided discussions are a highlight of the program. In this respect, much of the information literacy gains for both programs center around the Scholarship as Conversation frame found in the Association of College and Research Libraries *Framework for Information Literacy for Higher Education* (2016). By engaging in these discussions, students are likely to demonstrate dispositions rather than actual skill acquisition; for example, these programs help students “recognize that scholarly conversations take place in various venues” (p. 21) among other dispositions. Additionally, participants develop their abilities to contribute to a scholarly conversation in each program’s guided discussion.

Students participating in the financial literacy workshops develop money management skills and learn personal finance concepts. Here, too, the Scholarship as Conversation frame is an information literacy focus. By learning new vocabulary and concepts, students may also recognize that “not having a fluency in the language and process of a discipline disempowers their ability to participate and engage” (p. 21), another disposition associated with this frame. Given the attendance numbers at these financial literacy workshops, it seems that students are very eager to engage with this frame, although they likely would not articulate their learning goals as such.

This section highlighted the ways in which the library addresses AVIATE’s learning goals of interculturalism, community living, and authorship. By participating in this program, the library supports not only its own mission and educational goals but also the university’s educational mission.

Program and Steering Committee Discussion

By year two of AVIATE, several groups and individuals across the University Libraries had successfully sponsored PATH-approved co-curricular events. Library staff immediately recognized the value of such events but raised additional questions about how to streamline efforts and empower more library staff to sponsor programs and workshops. The current programming approach lacked any internal structure to coordinate the process, encourage new programming, and assess PATH-approved events. The AVIATE steering committee, then, was formed to help facilitate the already successful programming and to ensure that the University Libraries were tracking events that were developed and hosted by groups and individuals across multiple library units. The establishment of this steering committee came at a time when the Libraries were developing a strategic plan. One of the strategic directions, Advancing Student Learning, describes how the

libraries will “take an active role in student learning through curricular, co-curricular, and extracurricular learning experiences.”

The AVIATE steering group is currently comprised of four members. The two co-chairs have staggered terms so that there is continuity from one year to the next. The only membership requirements are an enthusiasm for co-curricular learning and certification as AVIATE Campus Partner; Residential Life requires individuals to undergo training and passing a test with questions about the program’s policies before becoming a campus partner. Although the workload is not overly burdensome, there is a time-based component to the committee activities, due to the September to late February time period that PATH-approved events are hosted. The steering group itself meets only twice a year: once in the summer to bring new and returning members together and begin planning for the fall semester and again in January to review fall semester activities and plan for spring. Summer committee activities also include: communication about AVIATE Campus Partner Certification Training opportunities; facilitating a brainstorming session open to all University Libraries staff to develop PATH-approved events, along with ideas for marketing and assessment; and serving as a resource for event-related questions. The group also shares a summary of event information with the University Libraries at the end of the fall semester and at the end of the academic year. This work is managed with a perpetual calendar that lists activities and deadlines for each month.

This steering group is relatively new and is continuing to develop its role within the library organization. In order to provide support for University Libraries staff who want to try a PATH-approved event, the committee has identified opportunities to help with logistical considerations, including a task checklist (Appendix A) associated with hosting a program, a calendar of library AVIATE events, and recommendations for programming spaces. Additionally, the committee is also looking at conducting an “Even Better If” wrap-up meeting for all program leaders to ensure issues may be addressed and ideas for continuous improvement are fostered. “Even Better If” is a strategy to facilitate discussion and collect feedback around a phrase such as “our event/meeting/program would be even better if...” Program planners are asked to complete the sentence with aspects that could be improved on. This is an effective strategy to ensure that the event wrap-up and discussion is open and positive while prompting participants to imagine additional possibilities.

As the library PATH-eligible programming grows, so too will the steering committee look at how to best help turn ideas into action. In particular, this group’s efforts may help strengthen the library programs’ connections to information literacy, special collections, and diversity in concert with the strategic plan. The steering committee could help brainstorm capabilities of hands-on workshop formats, interactive activities, and other creative opportunities where information literacy could be explored.

Assessment

Assessment is another area supported by the program steering committee. The committee coordinates the internal tracking and reporting of PATH-eligible events hosted or co-sponsored by the library. In general, library PATH-eligible programs are tracked and assessed in two ways. First, the event spreadsheet report is downloaded from OrgSync,

which provides the basic event information, such as number of participants and date, time, and title of the event. Participant data is not always consistent or accurate but typically includes name, major, and class year. Second, many of the library hosts have chosen to do an extra assessment, such as feedback forms and worksheets, which are described later in this section.

Like the high level of marketing support, Housing and Residence Life also provides helpful assessment statistics year to year to help us plan effectively. In the 2017–2018 campus partner resource packet, they listed the most popular days of the week for PATH-eligible events as Wednesdays, followed by Thursdays then Tuesday. The most popular times being 6:00 p.m.–8:00 p.m., followed by 4:00 p.m.–6:00 p.m. and then 2:00 p.m.–4:00 p.m. Additionally, participation trends show that students are more likely to attend an event that is listed as 60 minutes as opposed to events listed as 90 minutes.

The library steering committee’s assessment of library PATH-eligible programs aligned with these overall trends and show a significant growth of participation over time. Since academic year 2014–2015, the total number of library-sponsored or co-sponsored events is up by 50% and make up 10% of campus partner events overall. The total number of attendees at library events is up by 41%. The average number of attendees per event is 30.

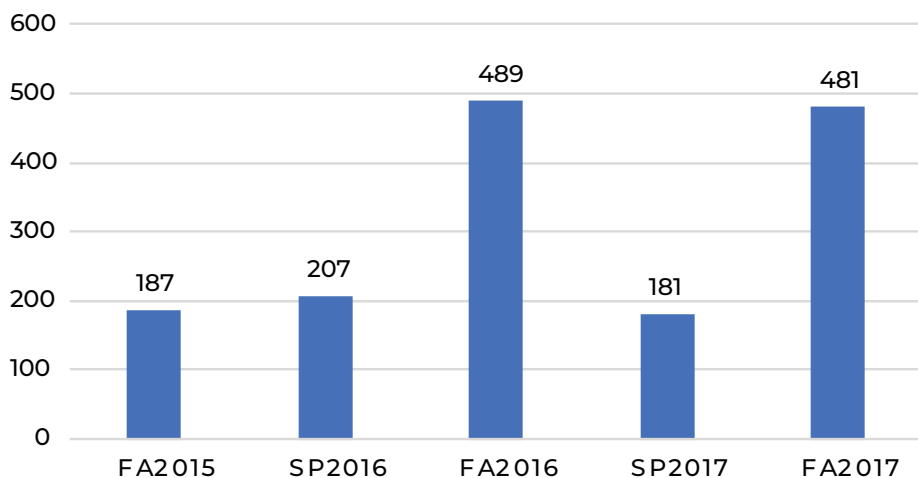


Figure 3.2.
Attendance at library-sponsored AVIATE events, 2015-2017

Since numbers may not tell the whole story, some library planners have included feedback forms and worksheets to gather additional information for assessment and planning purposes. A popular format used by multiple planners is the “I liked, I learned, I suggest” feedback. These responses provide qualitative feedback that can gauge student learning and engagement as well as suggestions for future topics.

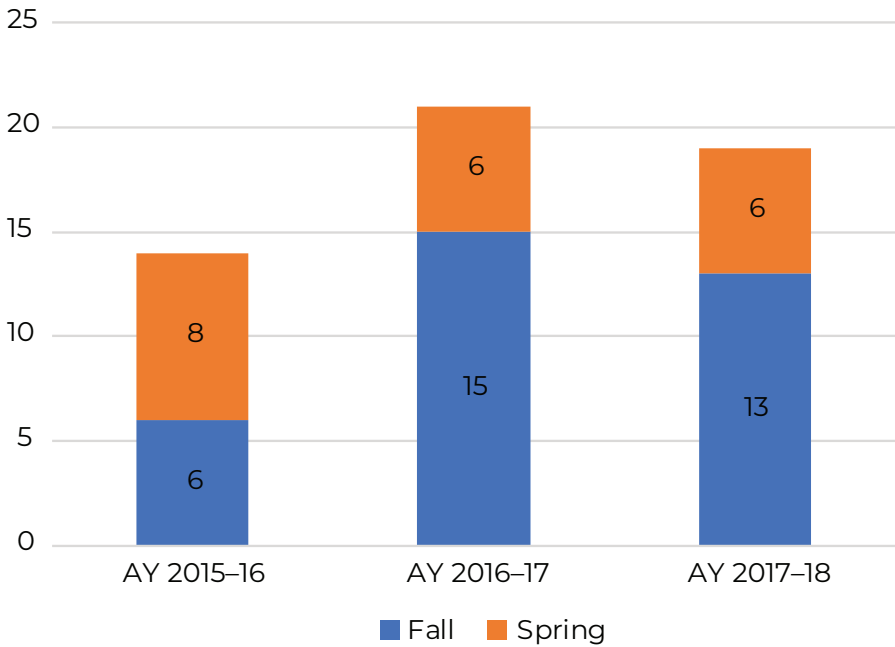


Figure 3.3.
Number of library-sponsored AVIATE events, 2015-2017

Although this format does not yield true assessment results, they begin to help construct a picture that learning is happening. For example, at the House & Home History workshop, students indicated that they learned “A lot about the history of the student neighborhood,” “That many of the street names changed through the years,” “That there are databases we can access to learn about historical people from around here in the Udayton.edu site,” and “That looking up and finding out history is both easy and fun.” Students clearly engaged with the workshop materials, as indicated by the fact that they can point out historical changes to the street names, that they are aware of library resources, and that they think this research is fun! Feedback in the “I suggest” category indicate that many of them want to learn more about the history of the student neighborhoods and houses they will be living in, as well as the university’s history and their own personal backgrounds.

Benefits of PATH-eligible Programming

One of the most obvious benefits of the PATH programming is that the library has been able to realize an unprecedented number of student attendance at its co-curricular offerings. At a recent financial literacy workshop, for example, more than 100 students showed up. Knowing that these events are likely going to draw an audience, library staff can create and offer programs with confidence, where such would not have been the case

before. Librarians have been able to conduct programming around a number of themes, including diversity and inclusion, but also—and more specifically—workshops that explore information literacy in the contexts of academic research and lifelong learning.

Another benefit of the PATH programming has been the opportunity for any library staff to develop and host an event. As long as the host is certified and can articulate how the event addresses one particular learning goal, any staff person can sponsor an event. This programming is not just the sole responsibility of library units traditionally engaged in instruction and outreach. Within this library, for example, the Diversity & Inclusion Committee, the University Archives, and members of the instruction team have sponsored events. The library's own AVIATE steering committee seeks to help any library staff member host an event in the hopes of encouraging more staff to explore programming opportunities.

In addition to library groups and individuals sponsoring events, PATH programming has facilitated outreach with organizations and departments across the university. The library has partnered or co-sponsored events with the campus credit union, the Women's Center, Student Government Association, the Human Rights Center, the student Amnesty International chapter, as well as with community groups like the Dayton Human Relations Council and Welcome Dayton. These co-curricular programming opportunities play upon a role that comes easily to many libraries, that of a community connector. This programming has facilitated connections and partnerships that have enhanced existing relationships or developed new ones.

The connections and partnerships have worked well, largely due to the fact that the multiple library teams and staff manage the relationships. There is no single library group responsible for managing the campus and community groups, and the teams and staff work independently with the relevant group to plan and host PATH-approved events. For example, the business librarian works directly with the credit union to plan the financial literacy workshops, and the library diversity team partners with Welcome Dayton to host the film series. Additionally, a shared calendar allows library staff to see upcoming PATH-approved events, which minimizes the likelihood (although not always) of competing library-sponsored events on the same day.

Just as the library has been able to enjoy stronger community connections, other stakeholders enjoy benefits from this programming as well. Welcome Dayton, for example, uses the film series as an opportunity to educate and inform students about the growing immigrant communities in the area. New student audiences get information about the types of connections immigrants seek when they arrive in Dayton. It helps with awareness about immigration issues and policies. More indirectly, when information about a PATH-approved genealogy workshop was shared with the history department, several faculty offered extra credit for students to participate in the session. In the case of the student Amnesty International chapter, they were able to host a PATH-approved event because the library, a certified AVIATE partner, was co-sponsoring the event.

This co-curricular programming opportunity has also been a tremendous benefit to one of the libraries' central roles of teaching information literacy skills. The library's PATH-approved programming events take many forms—film showings and discussions, book talks, workshops, and more—but in particular, the workshops provide a means to engage students with resources and issues central to information literacy. In moving

beyond the classroom, these workshops still support academic learning, but they also allow the libraries to focus on developing lifelong information literacy skills. The AVIATE program learning goals of authorship, community living, and interculturalism can easily mesh with information literacy learning outcomes.

Hands on UD History

4-6 p.m., Thursday, October 13
LTC Forum

A hands-on workshop to celebrate American Archives Month

Examine historical documents, photographs, and newspapers related to University of Dayton's student organizations such as the Earth Club, BATU, Appalachia Program, Model UN, and more.

Get ready to get hands on with the student experience at UD!

PATH ELIGIBLE AVIATE PATH-point eligible. Attendance capped at 35. Presented by University Libraries.

Figure 3.4.

CC-BY. Promotional flyer for a hands-on UD History workshop, designed by Ann Zlotnik. Rudy Flyer photo by Julia Laufersweiler, 1985; student on sofa photo by John Moreau, no date; graduation celebration photo by Larry Burgess, 1995; three-legged race by UD Information Services, no date

For example, a “House and Home Histories” workshop used authorship as a learning goal. This workshop taught them how to explore the residential neighborhoods that surround campus using Ancestry Library and Sanborn Fire Maps; the exercise is particularly meaningful, as many students live in the neighborhoods and in the very houses they are exploring. Using a guided worksheet activity (Appendices B and C), students learned about who lived in these houses and gained context by using cost-of-living calculators and exploring the songs and music from that time. In researching the neighborhoods in which they live, students also worked toward the authorship learning goal by engaging with the history of the university’s surrounding area, which was once a working-class neighborhood. Additionally, researching their own background may help them recognize their own identities and values.

These co-curricular activities also allow for a different level of engagement, as students are choosing to be there. Their primary motivation may be housing points, but at some level, there is also likely a personal interest in the program offerings because there is typically a wide selection of opportunities on any given day. Moreover, because library planners are not responding to a course-based need, the presenters set the parameters for the session; they can explore topics of personal interest and go as in-depth as they choose. In particular, the hands-on workshops have allowed students to explore information literacy topics that tie more directly to their personal lives.

As sponsors of PATH-approved programs, the University Libraries are contributing to an even more meaningful and deliberate experience for University of Dayton students. This programming allows the university to differentiate itself from other campuses, as students have so many more opportunities to learn outside of the classroom than at other universities. The programs sponsored by the libraries not only support the three learning goals of the AVIATE program but a number of the programs also speak to the University Libraries’ overall mission and information literacy goals.

Challenges of PATH Programming

The growth of PATH-eligible programming presents some challenges to the steering committee, hosting librarians, and attendees. The first step of taking part in this program is certification as a PATH campus partner. First-timers attend an in-person workshop for certification while recertification requires passing an online test that covers material presented in the campus partner resource packet, which is updated every year (and the test covers many details that are easy to overlook). Certification, therefore, is not immediate and has to be renewed every school year. This ensures campus partners are in step with the policies, procedures, and goals of Housing and Residence Life.

Once a person is certified, other difficulties involving logistics arise. Space constraints are an ongoing issue for campus events in general but for PATH programming especially. The UD campus only has a handful of auditoriums, many of which are reserved for music and theater performance or classes. The library has a flexible classroom, the Collab, which seats 35 people in rounds or a maximum of 50 in rows. Even with the Collab at maximum capacity, events hosted here have gone slightly over, students have been turned away, and the events begin early once all the seats are filled. The auditorium events have also been full, which presents a classroom management challenge. It’s

helpful to set expectations (no laptops, phones) and announce when and how students will swipe their ID for credit. (It's recommended that facilitators have one swiper and laptop per 50 attendees.)

Although in the past librarians would never imagine double-booking for events, with PATH programming, library planners frequently host multiple events in one night that may overlap with other events going on, even other library-sponsored PATH programs. Multiple events help spread out attendance numbers, but that can be a good thing. Timing and scheduling are issues in the sense that the calendar for PATH programming ends about two months into spring semester so points may be tallied and the housing assignment process may begin. This creates a crush of scheduling pressure within those two months, whereas in fall semester the demand for programs is spread out.

PATH-eligibility usually guarantees a good turnout, but some library programs are not submitted through the process for many reasons. Sometimes organizers would rather foster a small, engaged group of people on a topic, rather than a large group that can present challenges. For example, in the winter of 2017, the library partnered on a bystander intervention workshop in conjunction with an exhibit, *Ferguson Voices: Disrupting the Frame*, which had its inaugural show in the library gallery space. Although the bystander intervention program met the learning goal of community living, the event organizers made a conscious decision to promote the event through other avenues like print advertising and faculty members. Recently, a PATH-eligible film screening of *I Am Not Your Negro* hosted 16 students, a comparatively low number to the rest of the semester's films. However, the library planner reported that the facilitated discussion, led by a graduate student leader in the Office of Multicultural Affairs, was of higher quality and substance than the screenings with larger groups (50 students). PATH point eligibility ensures attendance but not always engagement. These instances show that it takes a nice balance between larger events that accommodate many people (e.g., lectures, panel discussions) to smaller, more intimate events (e.g., book talks, film screenings, discussions). Accomplishing information literacy goals with activity-based learning and engagement can be difficult in the midst of a crowded room. Unpredictable crowd numbers place a high level of importance on planning. It's better to have questions prepared for a facilitated discussion instead of an open question-and-answer time period.

Library planners have felt these challenges of success even as University of Dayton students adjust to this "new" requirement for gaining placement in the housing assignment process. Some students may not choose to be engaged or attentive at an event, just because the process of getting PATH points may feel frustrating and time-consuming. However, as the final classes of students that knew UD "pre-AVIATE" graduate, the students that come in will only know campus culture with AVIATE in its current form.

Going Forward

Librarian participation in planning PATH-eligible programs has increased significantly, which supports the libraries' focus on student learning as one of its strategic priorities. The purpose of the steering committee was to develop a sense of inclusivity and support for people in the library interested in program planning. Additionally, the steering committee saw a cultural shift of instruction outside of the classroom even before

AVIATE was initiated. This is starting to change the perception of the role of library staff, even beyond the instruction team.

The changing role of librarians is a topic that will always progress alongside evolving campus and community needs. University of Dayton expects continued growth of first-year student class sizes while it differentiates itself from other schools by offering its campus housing and residential curriculum. A demand for PATH-eligible programs will continue, but there are no known plans to adjust the workload for librarians to focus on planning co-curricular opportunities. Presently, planning PATH-eligible events is voluntary. Encouragement comes from the steering committee and not supervisors directly. The positive outcomes from events will hopefully sustain the enthusiasm for planning.

Other outcome measurement is an area of potential growth for program planners. Although Housing and Residence Life offers their own learning goals through AVIATE, the university has institutional learning goals (ILGs) and looks to the library and other academic departments to provide evidence of student learning. Individual planners could look at addressing the university's ILGs in their programs, with assistance from the steering committee. To support the library's strategic priority of advancing student learning, some planners are also looking at information literacy outcomes, such as those offered by the *Framework for Information Literacy*. Planners may look closely at those while considering the content and format of their programs while addressing the learning goals of interculturalism, community living, and authorship.

Space is, fortunately, a challenge that the library is seeking to address in its upcoming renovation. Design and planning for the renovation include a new classroom with increased capacity, a Scholars Lounge enclosed space, and an open, flexible area with audiovisual technology that can accommodate up to 250 people. These new spaces should help ease the pressure for programming space in the library and on campus in general. The AVIATE curriculum is expected to continue the growth of campus programming for students.

Takeaways for Other Libraries

Even for libraries without a campus setting like the University of Dayton's, this chapter offers several considerations for co-curricular learning opportunities. One of the key aspects of success is that the sponsorship of co-curricular events moved beyond the instruction team. Although instruction team members sponsored some PATH-approved events, other events are hosted by library archivists, members of the libraries' Diversity & Inclusion committee, and other staff who are program certified. With a more diffuse approach to co-curricular programming, the library is able to promote information literacy, along with library services and collections, in new ways to new audiences. This provides an opportunity to examine institutional culture and workload as well. If co-curricular programming is valued and desired, how can the library consider broadly what units, teams, or individuals might offer an event? Can anyone and everyone take on a role?

The co-curricular programming also reflects UD's library values and mission. Part of the mission is to "respond to diverse and changing user needs," so that the library can "empower learning, scholarship, and creative expression." Thus, the library is able to serve as a welcoming place for all, as a place for the exchange of ideas, with programming that focuses on topics that are relevant to students' lives. Other libraries could look to their

own mission statements as a basis for articulating the need and value in co-curricular programming. Libraries can likewise examine their collections and services for topics that showcase the library in support of campus learning. For example, special collections and archives contain unique items with interesting stories: How might a co-curricular event be developed with these objects in mind? If a library does not have a special collection, what resources are already present and how might libraries connect with other campus constituents? UD library's subscription services to DocuSeek2 and Kanopy streaming video means that co-curricular programming becomes less about securing resources and more about connecting with relevant campus groups to co-sponsor relevant films and promote meaningful dialogue afterward.

By looking at the strengths of a library and its collections, librarians have an opportunity to enhance learning outside the classroom. Doing so also provides a chance for outreach and collaboration. Library liaisons could reach out to academic departments and work together to identify topics that could supplement classroom learning; if a workshop was developed, then the outreach could also help draw in audiences with extra-credit opportunities. Libraries would do well to seek outreach possibilities with not just academic units but also consider working with academic support departments like a writing center, with other student support areas, such as a multicultural affairs office or a women's center, or even student groups, like student government. In creating events with other campus groups, there is an opportunity to share the workload, increase communication and marketing efforts, and avoid disappointing attendance numbers.

Outreach and collaboration have been strong components of UD's co-curricular programming across campus and within the library. For libraries on highly residential campuses, the campus housing or residential life units offer the potential to be strong allies in co-curricular learning. Even without a similar AVIATE program, many residential life offices conduct programming within the residence halls. Within the library, an all-staff brainstorming event could bring different units together and inspire one another.

Conclusion

As UD librarians consider co-curricular programming, it becomes clear that strengths include collaboration and creativity. With the AVIATE model, those strengths are fostered and built on by designing programs with partners that address campus learning goals. Library planners come together and serve as resources for inspiration and guidance. They share victories together, such as full events and heartwarming discussions or feedback. Open communication encourages sharing ideas for what could be better next time. The steering committee provides a structure for planning successful events and reporting results effectively.

This chapter details one library's work within a campus-wide program. UD's Department Housing and Residence Life deserves praise (and resources!) for building AVIATE and thoughtfully inviting campus partners to create PATH-eligible events to support it. Perhaps their learning goals and structure will inspire other libraries or universities to think about enriching a student's living and learning experiences on campus. UD library's approach does not limit co-curricular programming to the instruction department or team; rather, multiple library teams and departments are able to facilitate information literacy learning across many programming possibilities.

Appendix 3A: Checklist for Hosting a PATH-eligible Program

Checklist for hosting a PATH-eligible program

This list is intended to help library staff with hosting a PATH-eligible program. Please also refer to the **Campus Partner Resource pack** on OrgSync to verify that you are meeting the PATH-eligible program guidelines.

Planning for a PATH-eligible program

- Make sure you are certified as an AVIATE campus partner.
- Determine, at minimum, the date, location, and event learning outcome (Authorship, Interculturalism, or Community Living). Verify the date and location against the AVIATE calendar in OrgSync; try not to schedule multiple library events for the same day.
- Submit an Event Request form at least 15 business days before the event. You will receive an email regarding approval of your event.
- If you wish to host the event in a library space, book the space with the appropriate room manager. (It's easier to cancel an existing booking than it is to add a booking at the last minute.)

Communicating your PATH-eligible program

- Event approved. Congratulations—you are on your way to hosting an event!
- Review and approve the event posting in OrgSync to verify the information is correct.
- Students will see your event posted in OrgSync. If you want the library to announce your event, work with Katy Kelly to create messaging for social media, a blog post, or a flyer.

Preparing for the event

- Do you want to conduct any assessment? See the AVIATE steering committee for ideas.
- The library has swipe card equipment. Be sure you know how to use prior to the actual event.
- If the event is to be hosted in a library space, let the Building Services staff know how you want the space to be set up at least 24 hours in advance.
- An AVIATE campus certified partner must be present for the event. If you are unable to attend, make arrangements for another partner to be at the event.
- If there are any changes to the event date, time, or location, notify the AVIATE staff (aviate@udayton.edu) as soon as possible so that they can make changes to the OrgSync posting.
- The AVIATE Co-Curricular Educators (ACEs) often conduct the participation swipes for the library events. The event host is responsible for the swipe equipment, not the ACEs, so bring the equipment to the event.

Appendix 3B: House & Home Worksheet

House & Home Workshop

* Required

1. Email address *

2. House address *

3. Use Ancestry Library to search for that address. Who did you locate at that address? *

4. Where was this person's name listed? *

Mark only one oval.

- City Directory
- Census sheets
- Other: _____

5. If you did not use the Census, see if you can locate him or her on the Census. What year are you looking at?

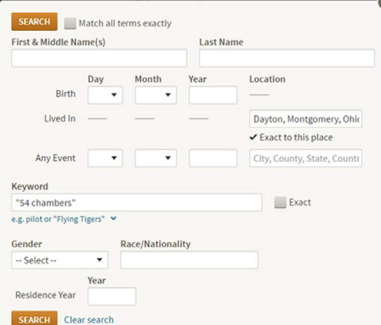
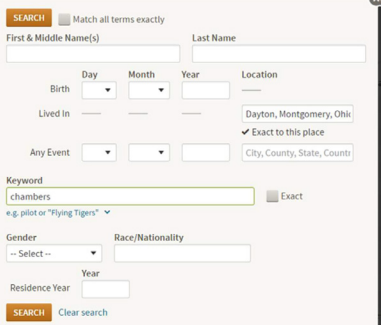
6. Name one interesting fact you learned about this person/family from the Census *

7. Less than 2 miles away, Orville Wright built a house in Oakwood. Locate Orville in the 1930 or 1940 Census. Name one interesting fact you learned about Orville from the Census. *

8. Use one of the websites from the Research Hints worksheet and search for information that gives you additional understanding of life back then. You can search for movies or music or the Sears catalog; you can also see what the dollar values mean in today's terms. Name one interesting fact you learned from one of these websites. *

Appendix 3C: Research Hints

Searching Ancestry Library — Hints

<p>Try this search first:</p> <ol style="list-style-type: none"> Limit to “Dayton, Montgomery, Ohio, USA” for location Check for Exact to this place Under keyword, search for address. Use quotes around address. Example: “54 chambers” 	<p>No luck? Move to Plan B, then</p> <ol style="list-style-type: none"> Search for location the same way: Dayton, Montgomery, Ohio, USA Check for Exact to this place Under keyword, drop the address number and quotes. Simply use street name. Example: Chambers
	

MORE ANCESTRY LIBRARY HINTS

You might not be able to find the house that you are researching, but nearby is also good. Use Google maps (maps.google.com) if you want to see what the house currently looks like.

The 1930 enumerator for areas around UD had better handwriting than the 1940 enumerator.

The neighborhoods around the University of Dayton are in Ward 9

In 1918, Stonemill Street was called Hughes. Alberta extended all the way to Irving (is now known as Frericks Way)

Orville Wright was born in Ohio and his father’s name is Milton. In 1930, he lived on Harman Ave.

WHAT WAS LIFE LIKE BACK THEN?

Playback.fm: Lists the #1 movie from a particular day in history: <http://playback.fm/birthday-movie>

You can also search for the top radio song for a particular day: <http://playback.fm/birthday-song>

Measuring Worth: this website translates income, house value, and consumer products into today’s values (1774-present): <https://www.measuringworth.com/>

View a Sears catalog, 1896-1993: <http://search.ancestrylibrary.com/search/db.aspx?dbid=1670>

See Orville Wright’s house: <https://www.daytonhistory.org/visit/dayton-history-sites/hawthorn-hill/>

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