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Association of College and Research Libraries. Iowa Chapter

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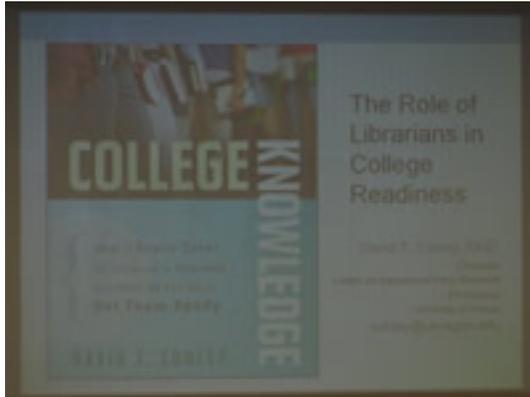
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ILA/ACRL Newsletter

vol. 16, no. 2, July 2006

Spotlight on the ILA/ACRL Spring Conference 2006



High School to Higher Ed: Helping Learners Make the Leap

Dr. David T. Conley presented his keynote College Knowledge: What it Really Takes for Students to Succeed and What We Can Do to Help at the Spring ILA/ACRL Conference in Iowa City. The speaker had many insightful revelations for the crowd of school and college librarians. His talk was based on the research he has conducted over several years on

the gaps between high school education and college entry level skills. He described the United States education system as very divided and noted the lack of communication between K-12 and colleges. One phenomenon he mentioned was that high schools used to be "sorting" places. It was where students were tracked into college or non college curriculum. Now, there is an assumption that most students will go to college. It is not always best for all students.



Dr. Conley offered suggestions for improvements. They included less elective classes for students, more vertical integration of subject matter (classes building on each other) and better use of the senior year of high school. He also believes that there must be an effort to align high school systems with higher education. Students should be introduced to typical syllabi for college classes to help them understand the challenges ahead. His book offers many of these helpful suggestions as well as a Checklist of

College Readiness. Reported by Lisa Stock, Des Moines Area Community College.

Reported by Lisa Stock, Des Moines Area Community College

ILA/ACRL Conference Scholarship Winners for the ILA/ACRL Spring Conference 2006

At the time of the ILA/ACRL spring conference, I had been an academic librarian just 3½ months. I very much valued the opportunity to learn from the expertise of librarians from across the state. The sessions I attended were thought-provoking, and I plan to incorporate some ideas I gained into my own reference and instruction responsibilities. In particular, I came away with some creative ideas for marketing library services and some additional ideas for making campus collaborations successful.

I found it particularly encouraging that school and academic librarians came together at this conference. Because I work primarily with first-year students, I am excited to see this collaboration taking place in Iowa. The dialogue reminded me that excellent work is being done at the high school level across the country to prepare students for college success.

Thank you for the honor of the conference scholarship. Such an opportunity demonstrates the association's commitment to professional development, particularly for new librarians. I look forward to working with librarians throughout the state and seeing you at many more conferences!

Anne Marie Gruber

Reference & Instruction Librarian
Charles C. Myers Library
University of Dubuque

As a first-year librarian, the Drake University Librarian for the First Year Experience and a first-time ILA/ACRL conference attendee, I was eagerly looking forward to spending April 21 in Iowa City meeting and learning from my colleagues from around the state. Unlike many things one looks forward to, the ILA/ACRL 2006 Spring Conference did not disappoint! From the hubbub of attendees acquainting and reacquainting themselves over breakfast before the keynote speech to the informal discussions over lunch, I was impressed by the level of collegiality among Iowa academic librarians.

I was also impressed by the quality of the concurrent sessions surrounding the conference theme "High School to Higher Ed: Helping Learners Make the Leap".

The conference presented a unique opportunity to learn about important transition issues relevant to institutions of higher learning and I learned a great deal, much of which I was able to implement immediately in my work.

All in all, the conference was an enriching and rewarding experience and one that I hope to repeat for years to come!

Mireille Djenno

Librarian for the First Year Experience
Drake University

Pre-conference Dinner at the Old Mill Restaurant



The pre-conference dinner was held from 6pm to 8pm, Thursday night, April 20th, at the Mill Restaurant, 120 E. Burlington, in Iowa City.



Napoleon Dynamite Goes to College: Alternative Routes to the Library for First-Year Students

Elizabeth Schau, Cornell College & Amanda Swygart-Hobaugh, Cornell College



This presentation described a project at Cornell College designed to convince student peer groups (Residence Assistants and Peer Advocates) of the usefulness of the library --, its staff and resources -- to students beginning their academic careers. The premise was that late-teen students might find the library more appealing and (as my generation might say) relevant if its services could be depicted in terms of current late-teen popular culture.

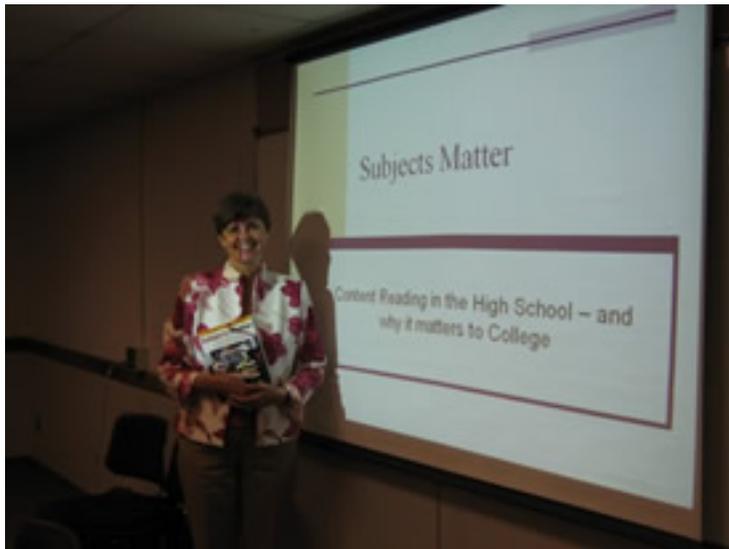
The title makes reference to a particular piece of that popular culture. The group at Cornell devised a series of skits that placed Napoleon Dynamite & Co. in library situations. The audience liked the program and, much more important, carried away the critical information-- whether it was the utility of RefWorks or the approachability of the library staff. The message was one that those of us in the library world would find familiar, even if the setting was not.

The authors demonstrated the continuing truth that it is not sufficient to have excellent resources and knowledgeable staff in a library unless the primary clientele can be drawn in to make use of them. The methods may differ between institutions and times, but the principle remains the same.

Reported by Jeff Dodd, University of Iowa

Subjects Matter: Content Reading in the High School

Kristin Steingreaber, Southern Prairie AEA 15



Kristin Steingreaber, an AEA 15 Media Specialist, provided an overview of the importance of encouraging high school teachers to incorporate additional reading material, beyond textbooks, into the classroom. Incorporating "real books", either fiction or non-fiction, into the classroom gives students the opportunity to read other books, besides the class text, about a particular subject. Kristin also urges teachers and students to view reading as a community activity and

encourages the formation of student book clubs. As a fellow book lover, I enjoyed hearing Kristin provide brief summaries of several books she has recommended to teachers and students. Kristin encouraged everyone to read *Subjects Matter: Every Teacher's Guide to Content Area Reading* by Harvey Daniels and Steven Zemelman. This book provides practical classroom activities related to reading, and it includes an extensive list of books to incorporate in the classroom. The following websites were also mentioned as sources of reading lists for K-12: National Science Teachers Association (<http://www.nsta.org/ostbc>), National Council for the Social Studies (<http://www.ncss.org/resources/notable/>), and The National Council of Teachers of English (<http://www.ncte.org/collections/summerread>). Kristin also encourages teachers to use EBSCOHost to locate additional reading materials.

Although most of the session attendees were media specialists, Kristin's presentation was relevant to academic librarians who may be involved in first-year experience programs that include a "common reading" or campus-wide reading initiatives. Many of the books Kristin suggested are applicable to undergraduates and would be appropriate for use in the college classroom.

Powerpoint Presentation: http://www.iasl-ia.org/content_reading/4_06_content.ppt

Bibliography of Suggested Books: http://www.iasl-ia.org/content_reading/bibliography_4_2006.pdf

Reported by Andrea Dinkelman, Iowa State University

What Beginning College Students Say About High School Library Research Experiences

Karla Krueger, University of Northern Iowa



Karla Krueger presented her ongoing doctoral research. Krueger introduced valuable literature covering the Information Inquiry Process, student behavior and student characteristics. Sixty-seven students in a 1 credit-hour elective library-orientation course at UNI were given a survey to explore relationships between their high school experiences and their present use of library resources. The majority of students had been instructed in ways to find information using libraries (75%), but over one

quarter had "almost never or never" had any instruction. The numbers were similar for how often the students had library research assignments. Students preferred to have a broad topic given to them and then choose their own angle within the assigned topic (60%). Student that were able to choose their own topic appeared to enjoy researching better. Students ranked books and free websites evenly as their preferred type of material (36.5%), they did not mention magazines or newspapers as a choice and indicated that they next chose online databases (13.5%). Krueger mentioned the limitations of generalizing her small sample to larger contexts. She plans to continue similar research on possible a larger scale.

Reported by Lisa Stock, Des Moines Area Community College.

Who's Watching: USA PATRIOT Act in Iowa Academic Libraries

Amy Paulus, University of Iowa; Kate Hess, Kirkwood Community College; Ryan Gjerde, Luther College & Michelle Holschuh Simmons, University of Iowa



Members of the ILA/ACRL Ad Hoc Advocacy Committee, Amy Paulus, Kate Hess, Ryan Gjerde, and Michelle Holschuh Simmons, presented on the USA PATRIOT Act. This topic was determined to be of importance to the subcommittee on Intellectual Freedom/Equity of Access and this presentation is the culmination of this subcommittee's work.

Michelle Holschuh Simmons began the session with background information about the group and ended with the results of the survey that was distributed to all academic libraries in Iowa about the USA PATRIOT Act. The results themselves were not surprising although the high rate of return (62%) was astounding! For the complete results of the survey, please visit this website: <https://survey.uiowa.edu/wswebtop.dll/WSPubReport?esid=264&subaccountid=1>

Amy Paulus provided the literature review on the topic of the USA PATRIOT Act and spoke about what the current, print literature is saying. Articles published ranged from measures in the USA PATRIOT Act that help restrict the manufacturing of meth to nuns in Florida being arrested as a result of the USA PATRIOT Act. Libraries and librarians are very vocal in the literature as well, although information specifically about academic libraries was quite scarce. For the complete bibliography, please see the handout located at: <http://www.iowaacrl.org/conference/2006/files/handout-long.pdf>.

Ryan Gjerde provided an update to recent changes in the USA PATRIOT Act and noted that ALA provides a lot of beneficial and current information about this piece of legislature. <http://www.ala.org/ala/washoff/WOissues/issues.htm> is an excellent website to find current updates.

Kate Hess provided hands-on information about we can do in our libraries. To summarize: be aware, discuss, inform, hold staff training, review collection, and conduct a privacy audit are all important measures we can take in our academic libraries.

Reported by Amy Paulus, University of Iowa

First-Year Students: Are They Ready for Research?

Karen Lehmann, Wartburg College; Kathy Magarrell, University of Iowa; Amanda Swygart-Hobaugh, Cornell College & Mary Jo Langhorne, University of Iowa SLIS



Mary Jo Langhorne served as the moderator for a very interesting panel discussion about first year college students and their level of preparation and readiness to conduct research. All three institutions administer some type of information literacy assessment to first-year students. Students answer questions in the following areas: the ability to formulate search strategies, interpreting citations, plagiarism and paraphrasing, and evaluating resources.

Karen Lehmann, Information Literacy Librarian, has been at Wartburg for six years. Prior to her arrival at Wartburg, Karen was a media specialist. Pre-tests have been given to first-year students since Fall 2000. The pre-test is administered in the fall to students enrolled in English composition courses. The following areas are problematic for first-year students: difficulty in identifying thesis statements, narrowing search results, selecting appropriate databases, confusion about "scholarly" sources, citation interpretation, and confusion about locating print journal articles. As a result of the pre-test, several modifications have been made to Wartburg's information literacy program. Changes include: a "quizlet" given to 2nd year students to help assess progress; ongoing adjustments to insure that information literacy skills are relevant to Wartburg courses; and increased communication between librarians and faculty regarding Wartburg's "Information Literacy Across the Curriculum" initiatives.

The Powerpoint slides for Karen Lehmann's portion of the presentation are available at: <http://www.wartburg.edu/library/infolit/index.html> . Scroll down to the bottom of the page; there is a link to the presentation under "Conference Presentations." I encourage you to view Karen's slides as there is a large amount of statistical data related to the pre-test results.

Kathy Magarrell, Coordinator, Instructional Services at the University of Iowa, indicated that approximately 900 first-year students at the University of Iowa enroll in a college transitions course. Pre-tests are administered to this group of first-year students. 64% of this group are graduates of Iowa high schools. Kathy indicated that 73% are not familiar with the EBSCOHost databases. The EBSCOHost databases are subsidized by the State Library of Iowa and are available in every public school. Karen Lehmann also noted that Wartburg students who are

Iowa high school graduates may not be familiar with EBSCOHost databases. Kathy also noted that first-year students also have difficulties interpreting citations.

Based on the pre-test data, several changes to the UI instruction program have occurred. All sections of the college transitions course now include a visit from a librarian. This visit is seen as a public relations tool; the librarians stress that help is always available and encourage students to seek assistance when working on research projects. A new one-hour credit course entitled "Library Research in Context: Communication Studies" was developed by Ericka Raber for UI Communication Studies majors. Ericka presented a session about this course at the conference; more details about Ericka's presentation are in this newsletter.

The last panelist, Amanda Swygart-Hobaugh, is the Consulting Librarian for the Social Sciences at Cornell College. Amanda shared her experiences regarding the administration of an information literacy assessment to first-year students in an introductory politics course. Amanda shared a summary of pre-test data from 2003 and 2004. Question categories included: search strategy (e.g. questions related to Boolean operators, subject searching, and effective search strategies); locating sources (e.g. best tools to locate books and articles); evaluating sources; and plagiarism. The full assessment is online at the following URL: <http://www.cornellcollege.edu/politics/survey/>. (Note from Amanda: Please don't complete the assessment online; but feel free to print it out for your purposes.)

Reported by Andrea Dinkelman, Iowa State University

Information Literacy and the First-Year Student Experience: Campus Collaborations

Kate Rattenborg, Luther College



Quoting "Knowing in part may make a fine tale, but wisdom comes from seeing the whole" from Ed Young's picture book *Seven Blind Mice*, Kate encouraged librarians to see the totality of their information literacy efforts. Kate then used the components of the first-year experience program at Luther College and the recommendations of ALA's Presidential Committee on Information Literacy as frameworks in discussing the ways Preus Library faculty contribute to students'

learning. First-year students at Luther College receive academic advising in June, read an assigned text in the summer, live in first-year residence halls, take a two-semester course called

Paideia, participate in special first-year seminars during the one-month January term, and take a wellness course.

Library faculty contribute to students' first-year experience by serving as academic advisors, by participating in Paideia instruction, by assisting in the development of new January term seminars, and, in the upcoming year, by teaching a January term course. Paideia, a course required since 1966, is designed to develop students' abilities as critical readers, writers, informed speakers, and researchers. Library faculty teach Paideia discussion sections, have a representative on the writing committee, assist other professors with identifying supplementary reading materials, and teach a library research unit for all Paideia students in the spring. Information literacy skills fostered in the spring unit include library research strategies, distinguishing between primary and secondary sources, evaluating information quality, and adopting ethical research practices such as avoiding plagiarism. Increased student awareness of library services and additional opportunities for collaboration with other campus units are facilitated by the location of the college's writing center and student support services offices in the Library. (By the way, Kate explained that Paideia is Greek for education.)

Reported by Barb Weeg, University of Northern Iowa

Gone Fishin': Using the FISH Business Model to Prepare Student Workers or 'Real-World' Jobs

Mary Heinzman, St. Ambrose University



The FISH! Philosophy implementation at the St. Ambrose University Library has proven successful, making the library THE place to work on campus. Student work in a library is often repetitive, boring, and not well-paid. The FISH! Philosophy helps combat the first two problems. Many fun activities are planned to help recruit students as well as to train the student workers. The FISH! Philosophy also helps reward and recognize the student workers with small prizes,

door prizes, and other awards. The FISH! Business Model is already in place for the full-time staff members at St. Ambrose University Library, which accounts for the high success rate of the implementation for the students. Mary Heinzman highly recommended a top-down approach to having a successful program - implementing with full-time staff first, and then proceeding with the student workers.

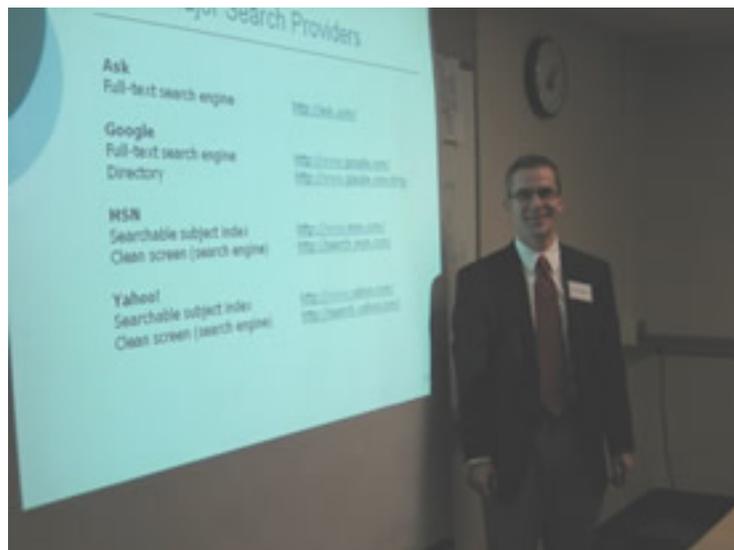
For those of you unaware of the FISH! Philosophy, it was developed at the Pike Place Fish Market in Seattle, Washington and has since spread across the United States within many different professions. The components of the FISH! Philosophy are: Play, Make their Day, Be There, and Choose your Attitude.

The outcomes of the FISH! Project at St. Ambrose University Library overwhelmingly point to a successful program. The quality of work has statistically increased in the student shelving work; students at public desks are more engaged with the patrons; and the student workers are more willing to make suggestions for improvement. Overall, this program is beneficial on many different levels - students gain a better "real-life" experience; the library is seen as a positive place to work; and the excellent customer service experienced by the patrons in the library increases the positive relationship and support of the university and community.

Reported by Amy Paulus, University of Iowa

Beyond Google Tips and Tricks: Teaching Web Search Strategies to the Digital Natives

William H. Weare, Jr., Central College



Whatever one's opinion is of the Web as a font of reliable information, the fact is that almost all undergraduates (and probably a great many librarians!) use it as the first and sometimes only source. William Weare's presentation began with this as a given, then focused on approaches that make searching more effective. The logic of the approaches will appeal to librarians and the familiarity of the sources should make it somewhat easier for students to make the transition from random

surfing to targeted searches.

While Google is almost certainly the most popular search engine, one of the points stressed is that it does not yield results identical to those of other engines -- one study cited found the first page of results overlapped by only about 1.1% when the same query was made in Ask Jeeves, Google, MSN Search, and Yahoo. The desirability of conducting searches in multiple sources is as true of the Web as it is in more traditional indexes and is easy to demonstrate. A very important strategy suggested was the use natural language queries. This approach both yields results and focuses attention on the main problem of teaching students how to formulate questions. Emphasis was also placed on exploration of the syntax of the various search engines

and discovery of how they react to differences in queries, for example, to the same words in different order.

The Power Point slides for Mr. Weare's presentation can be found at this URL: <http://www.iowaacrl.org/conference/2006/files/weare.ppt> Many strategies are suggested there, and both the Web sources and bibliography are of considerable value.

Reported by Jeff Dodd, University of Iowa

Access, Evaluate, and Use: Information Literacy in High School

Denise Rehmke, Iowa City West High School; Jim Walden, Iowa City West High School; Beth Belding, Iowa City West High School & Jennie Olson, Iowa City West High School



Fostering the information literacy skills of the 1,760 students enrolled at West High School in Iowa City requires more than the library staff of 3 FTE librarians and 5 support staff members, a staff size that brought sighs of envy from the audience. Systematically integrating information literacy across the curriculum also requires vision, students who are eager to learn, supportive school and district administrations, and creative, flexible classroom teachers who provide class

time for librarians to instruct students, incorporate grades from library assignments into overall course grades, and structure course assignments requiring students to apply information literacy skills. The presenters began their session by crediting the success of their program to all of these program elements and then focused on the information literacy activities that are incorporated into the 9th grade American Studies, symposium, and science classes.

The library staff teaches the students numerous information literacy skills including note-taking, paraphrasing, applying the MLA citation manual in duly crediting authors, searching databases such as EBSCOhost and SIRS, evaluating information resources, and summarizing and critiquing information by writing annotated bibliographies. Several times throughout the year the librarians teach and reinforce five information evaluation criteria: relevancy (for example, is the information on target for my research topic?), suitability (is the source appropriate for me and my purpose?), authority (how reliable is the information and what is known about the author?), objectivity (how balanced is the information and what is the author's purpose?), and currency (how current is the information and does the publication date matter in terms of my topic?). The

third trimester symposium class highlights "research, production, and presentation" and enables the students to practice and to demonstrate the information literacy skills they have acquired. The presenters generously shared sample teacher contact sheets, library assignments, instructional handouts, and assessment checklists at <http://www.iccsd.k12.ia.us/Schools/West/library/iacrl/iacrlindex.htm>.

Reported by Barb Weeg, University of Northern Iowa

No Longer the Accidental Profession: Undergraduate Internships in Librarianship

Jean Donham, Cornell College & Mary Iber, Cornell College



The reality of the librarian profession is that not many have a burning desire from birth to become a librarian! In 2004, 53% of all librarians were on their second or even third career choice - making first career librarians a minority. The profession on a whole is graying as well - in 2000, the average age of a librarian was 49 and 40% planned to retire within 9 years. Cornell College Cole Library is taking an active role in the recruitment of future libraries by implementing a credit-based Internship Program.

The rationale for undergraduate internships in librarianship are many: the need for a mix of people - both younger, first career librarians as well as 2nd or 3rd career librarians; the need for a more diverse group of librarians to better relate to the growing diverse population; the need for a mobile profession; and the fact that a strong liberal arts education makes a good

librarian.

The Internship consists of several components: an emphasis on the core values of librarianship, readings of interest to the intern, hand-on work and job shadowing, site visits, and a seminar presentation with the librarians. This program has been very success at Cornell College and a tangible result is that two to three students each year are pursuing library school upon their graduation from Cornell College. These students are not only pursuing library school but are entering programs in many different locations in the United States as well.

For more information about the Internship program at Cole Library at Cornell College, please visit this website: <http://www.cornellcollege.edu/library/careers/index.shtml>.

Reported by Amy Paulus, University of Iowa

Beyond Scanning: Digital Collections as Community Resources

Bart Schmidt, Drake University



Bart Schmidt's presentation demonstrated the combination of comparatively straightforward digital technologies and carefully crafted programmatic content to create resources of continuing utility to both the sponsoring institution and the wider public.

The specific project was the Historic Des Moines collection at Drake University (<http://www.lib.drake.edu/heritage/odm/>). Of particular note was the integration of searchable maps with photographs and text. While the "digital" part of the work was, and remains, accessible to all, the complete work included creation of a renovated exhibition space at Drake and the exhibition mounted to inaugurate it.

This presentation showed how the emphasized special collections were placed in historical context and provided an excellent example not only of what such projects can achieve but how they were achieved.

Reported by Jeff Dodd, University of Iowa

Reflections on 'Library Research in Context': Implications for One-Shot Sessions for First-Year Students

Ericka Raber, University of Iowa



President's Piece

The ILA/ACRL held its annual meeting together with the Iowa Association of School Librarians in April. In terms of programming and attendance it was a great success. We had over 190 registrations, an engaging keynote address, and a full slate of contributed sessions. Many people need to be thanked for their efforts in successfully bringing about our 2006 spring conference including Stephen Dew, and all members of the Spring Conference Program Committee <http://www.iowaacrl.org/organization/people/2006.htm#spring>. Next year's meeting will be held on Friday, March 23, at Grinnell College.

At our business meeting I brought special attention to Stephen Dew who has served the Iowa library community as an active member of ILA and ILA/ACRL. He will be leaving us and moving to North Carolina. Although he will be greatly missed in our community, we send enthusiastic good wishes his way. I also recognized Gary Frost, conservator at the University of Iowa Libraries and instructor at the University of Iowa School of Library and Information Science and at the Iowa Center for the Book. Gary received the 2006 Paul Banks & Carolyn Harris Preservation Award. I didn't know at the time that Michelle Holshuh Simmons (also leaving us for North Carolina!) had been awarded the ACRL Instruction Section's Instruction Publication of the Year Award for her article "Librarians as Disciplinary Discourse Mediators: Using Genre Theory to Move Toward Critical Information Literacy." which appeared in the July 2005 issue of *portal: Libraries and the Academy*. We also wish Michelle a great future in North Carolina.

Please check out the link on the ILA-ACRL Web site for the Open Access Toolkit for Iowa's Academic Librarians and Faculty. This was prepared by the Ad Hoc Advocacy Subcommittee on Serials and Open Access that was formed as part of the ILA/ACRL's response to the national ACRL strategic plan. We will be adding a link on mentoring soon. The Ad Hoc Advocacy Subcommittee on Mentoring and Professional Development has reviewed selected resources on mentoring programs in academic libraries in order to explore the possibility of developing a state-wide mentoring program. The subcommittee has prepared a document that includes: (1) the principal themes that appear in the literature; (2) two websites of model programs; and (3) a four-question survey designed to gauge interest in a mentoring program for Iowa academic librarians. Also, as a result of the ad hoc committees created to pursue strategic initiatives, the ILA/ACRL also hopes to be offering awards for research and outreach within the near future.

Have a great summer,
Rebecca Stuhr
Grinnell College
2006 ILA/ACRL President

ILA/ACRL Spring Conference 2007

The 2007 ILA/ACRL Spring Conference will be held at Grinnell College in Grinnell, Iowa on March 23. As in past years, we will be sending out a call for papers. Mark your calendars now and await for details in the November ILA/ACRL Newsletter!

ILA/ACRL Program at ILA Annual Conference 2006: Creating the Library-Faculty Connection: Crossing a Cultural Divide to Cultivate Pedagogical Partnerships

ABSTRACT: Changes in higher education increasingly call on academic librarians to promote themselves as key partners in collaborative student-centered teaching and learning. School librarians have also faced this challenge. How can the library's commitment to teaching be viewed as central to the institution's academic program? In what way is our expertise an ideal complement to that of faculty in other departments? How do we see ourselves and how are we seen?

BIOGRAPHICAL SKETCH: Elizabeth O. Hutchins is a library consultant and educator who currently teaches as an Adjunct Professor with Dominican University's Graduate School of Library and Information Science. Previously, she was an Assistant Professor and Coordinator of Library Instruction at St. Olaf College, Northfield, MN. With a strong interest in teaching and curriculum development, she has also served as the library director at several independent schools in Massachusetts, the head of a small progressive K-5 school in Minnesota, and a library

consultant to the Ministry of Education in Singapore. She has published articles/book chapters and offered workshops on library-faculty collaboration, information literacy, teaching/learning styles, and peer coaching.

Submitted by Barb Robb.

ILA/ACRL Conference Scholarship for ILA Annual Conference 2006

The Awards Committee of ILA/ACRL announces the availability of a scholarship to attend the ILA Annual Conference, October 11-13, 2006 in Council Bluffs. The scholarship will cover the registration fee and up to \$150 in travel, hotel, and meal expenses.

Applicants must be paid members of ILA/ACRL, working fulltime in an Iowa academic or research library, and either:

- Attending their first ILA Annual Conference.

OR

- Have worked in an Iowa academic or research library for fewer than three years.

Support personnel working in an Iowa academic library may also apply for the scholarship. Support personnel applicants do not have to be paid members of ILA/ACRL. Previous scholarship recipients are not eligible to receive the award.

August 28, 2006 is the deadline for scholarship applications. The winner will be announced **September 11, 2006**.

To apply, complete the application form (see below) including the 500 word essay and send by mail, e-mail, or fax to:

Kathy A. Parsons
295 Parks Library
Iowa State University
Ames, IA 50011-2140
Phone: 515-294-9630
Fax: 515-294-5525
Email:kap@iastate.edu

ILA/ACRL ANNUAL CONFERENCE SCHOLARSHIP APPLICATION

Name:	_____
Address:	_____ _____ _____ _____ _____ _____
Telephone:	_____ _____
FAX:	_____ _____
E-mail:	_____ _____
Current position:	_____ _____
Previous position(s):	_____ _____ _____ _____ _____
Education:	_____ _____ _____ _____

Please submit a 500 word essay describing your interest in the scholarship and how you believe the scholarship will benefit your professional development. Scholarship winners are selected by the Awards Committee on the quality of the essay.

Deadline for the application and supporting essay is **August 28, 2006**. Submit to:

Kathy A. Parsons
295 Parks Library
Iowa State University
Ames, IA 50011-2140
Phone: 515-294-9630
Fax: 515-294-5525
Email:kap@iastate.edu

ILA/ACRL Committee Reports

Leadership Opportunities: A Message from the Nominating Committee

The Nominating Committee of Iowa-ACRL is at work creating the slate of candidates for leadership positions and filling in committees for the coming year. We would like to hear from members who are interested in serving on committees for the coming year. If you have not already submitted a volunteer form, do it today!

<http://www.iowaacrl.org/organization/volunteer.html>.

For further information, please contact Jean Donham, 319.895.4260 or jdonham@cornellcollege.edu

-submitted by Jean Donham

Treasurer's Report

Balance in account as of 12/31/2005: \$1,758.55.

Report Submitted by Randy Roeder, 2006 Treasurer

Ad Hoc Advocacy Committee

Mentoring/Professional Development subcommittee

Developing a Mentoring Program

The Ad Hoc Advocacy Subcommittee on Mentoring/Professional Development reviewed selected resources on mentor programs in academic libraries to explore developing a state-wide mentoring program. The following includes (1) the principal themes that appeared in the literature; (2) two websites of model programs; and (3) a four-question survey gauging interest in developing a mentoring program for Iowa academic librarians.



Principal Themes in the Library Literature on Mentoring

Recruiting mentors and protégés. While various modes of recruiting were described (e.g., listservs, newsletters, websites, direct solicitation, etc.), much of the literature noted the importance of stressing the benefits that the mentor as well as the protégé would gain from a mentoring partnership when recruiting (Henderson, 1996; Ritchie & McSwiney, 1999; Brice et al., 2002)-see the model program websites listed below for more specifics.

Establishing communication practices. Establishing who should initiate communication between the mentor and protégé(s), how often the mentor and protégé(s) will communicate, what will be the most effective mode(s) of communication (face-to-face, phone, email, discussion boards, etc.) were mentioned in the literature as important first steps (Earl, et al., 2004).

Matching of mentors and protégés. Generally, mentors and protégés are matched according to common interests and/or a protégés expressing a desire to work with a particular person (Hale, 1992; Echavarría, et al., 1995; Ritchie & McSwiney 1999). Some advised not matching protégés with mentors that also served as direct supervisors, as this might hinder open communication (Hale, 1992).

Choosing a mentoring model. The literature discussed various mentoring program models. Some models were more informal in structure, including a "protégé-initiated" model described by Fiegen (2002), wherein the "protégé" personally designs his/her own mentoring program that delineates goals/areas where s/he may benefit from mentorship, identifies potential mentors, and establishes an action plan. Some more formal models included a series of mentoring sessions discussed by Martorana et al. (2004), the content of which is available at <http://www.library.ucsb.edu/lauc/mentorseries.html>, group mentoring (Echavarría et al., 1995; Keyse et al., 2003; Ritchie & McSwiney, 1999) and peer mentoring models (Ritchie & McSwiney, 1999; Mavrinac, 2005). A key advantage presented of a cross-institutional mentoring program was that this model allowed discussion of problems that might be taboo or politically problematic to voice to an on-site mentor (Echavarría et al., 1995).

Setting the goals/objectives of program and training/orientation of mentors/protégés. Much of the literature stressed the importance of adequate training/orientation for mentors and protégés, wherein guidelines, expectations, roles, and goals of mentoring partnership, level of time commitment, a plan of action for meeting those goals, and a system of monitoring/evaluating whether goals were met are clearly delineated (Earl et al., 2004; Jones-Quartey, 2000; Echavarría et al., 1995; Brice et al., 2002; Kuyper-Rushing, 2001; Ritchie & McSwiney, 1999). Of particular interest is Kuyper-Rushing's (2001) description of the guidelines for the program and the mentoring workshop led by the Program Manager for the Association of Research Libraries' Office of Leadership and Management Services.

Model Mentor Programs sponsored by Professional Associations:

The following programs might serve as models for developing a state-wide mentoring program for Iowa academic librarians:

Australian Library and Information Association (ALIA) Information Kit for Mentoring Partnerships:

<http://alia.org.au/groups/mentoringwa/information.kit.html>

This "information kit" includes the following: (1) the program's vision and mission (2) guidelines for mentoring relationships; (3) benefits and outcomes of mentoring; (4) a description of the

seven-stage mentoring process; (5) NICE (needs, interests, concerns, expectations) analysis completed by "mentorees" for matching with mentors; (6) FAQ's about mentoring; (7) an essay extolling the benefit of the mentoring partnership; and (8) an annotated reading list on mentoring.

Minnesota Library Association Mentorship Program:

<http://www.mnlibraryassociation.org/Mentorship/Mentorship%20Program%20Home.htm>

The MLA program is open to new librarians, library science students, and those contemplating entering the field of library science. The site describes the roles and responsibilities of mentor/"mentee", the benefits both gain from the mentoring relationship, and provides web applications for the program.

What Do You Think?

Please complete the following four-question survey aimed at gauging interest in developing a mentoring program.

- Are you currently participating or have you participated in the past in either a formal or informal mentoring program?
 - Yes (Please briefly describe the program)
 - No

- Of the following mentoring program models, which are you most interested in?
 - In-house mentoring program
 - Inter-institutional mentoring program
 - Both are of equal interest to me

- What benefits and/or drawbacks do you see in establishing a state-wide mentoring program?

- Are you interested in being either a mentor or a protégé, if a mentoring program were implemented?
 - Yes
 - No

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Members

Jan Dellinger

Kate Hess

Mary Iber

Mandy Swygart-Hobaugh

Serials/Open Access subcommittee

The open access subcommittee has collected and annotated a range of web resources designed to introduce Iowa academic librarians to the issues involved with the open access movement and to provide librarians with strategies for dealing with the rising prices of serials. The toolkit is available at <http://www.iowaacrl.org/advocacy/>.

Members

Mary Iber (chair)
Mandy Swygart-Hobaugh
Ellen Neuhaus
Michelle Holschuh Simmons

Intellectual Freedom/Equity of Access subcommittee

In conclusion of this subcommittee's work, the intellectual freedom members presented on Who's Watching: USA PATRIOT Act in Iowa Academic Libraries. See the [ILA/ACRL Spotlight page](#) for further details!

Members

Amy Paulus (chair)
Kate Hess
Ryan Gjerde
Michelle Holschuh Simmons



ACRL Chapters Council Representative

The ACRL Chapters Council met in New Orleans, Louisiana, during the ALA Annual Conference. The most exciting news is that Kathy Parsons was elected Chair Elect of the Chapters Council! Congratulations to Kathy!

Other items of interest include the work of the University Libraries Section's Advocacy Toolkit. This will be available via the web soon and chapters are invited to submit a grant proposal for up to \$500 to fund a speaker dealing with this subject.

ACRL also offers opportunities for the ACRL Board to visit chapters. This is an option that can only be taken advantage of every three years. Since a visit to Iowa was last made in 2002, we are again eligible to invite on the the ACRL Board members to visit Iowa and speak at a conference.

Submitted by Amy Paulus.

News from the Academic Libraries in Iowa

Community College News

Kirkwood Community College (Cedar Rapids)

The Kirkwood Community College Library is being remodeled. Part of the collection was weeded and part of the collection was put into storage because the entire library had to go from being on two floors to one floor. With the arrangement we have on the second floor things are running smoothly. However, every so often, we jump as we hear a jack hammer working below us. When the first floor is finished in December, the library will occupy the first floor while the second floor is being remodeled. By June 2007, the remodeling is to be complete.

Submitted by Genny Yarne.

Iowa Private Academic News

Cornell College

Dr. Amanda Swygart Hobaugh, Consulting Librarian For the Social Sciences, will be leaving Cornell for the University of Kansas to become Social Sciences Librarian there. A search for her replacement is currently underway.

Elizabeth Schau, Consulting Librarian for the Humanities and Performing Arts, will be leaving Cornell to complete her M.A.T. degree at the University of Iowa. an interim appointment has been made: Jennifer Rouse.

Dr. Amanda Swygart Hobaugh, Consulting Librarian for the Social Sciences, and Jessica Johanningmeier, Quantitative Reasoning Consultant, presented "Introducing the New Generation of Students to Academic Inquiry: Cross Campus Collaboration" June 19-21, 2006 at MACALESTER COLLEGE, St. Paul, MN. The title of their presentation was "'Cultivating Future Scholars: A Cross-Campus Collaboration on an Original Research Project.'" The presentation described an original research project assignment involving collaboration between a sociology professor, social sciences librarian, quantitative reasoning consultant, and a writing consultant. This represents an example of the type of collaboration Cornell is trying to achieve in its expanded information literacy instruction program.

Submitted by Jean Donham.

Grinnell College

The Grinnell College Libraries acquired the entire Dalkey Archive catalog through a program created and sponsored by the Center for Book Culture <http://www.centerforbookculture.org/>. In 2002, the Center for Book Culture started the Library Alliance Program to work with libraries to serve readers. Working with the Lila Wallace Foundation, the Center was able to offer the entire

Dalkey Archive catalog, over 270 titles, at a 75% discount. They write: "Through this program we hope to show that, given appropriate foundation or donor support, libraries and nonprofit presses can work together to preserve the great literary works of the twentieth century for future generations. Grinnell already had about 70 Dalkey Archive press titles and we were excited to obtain the rest of the catalog through this program. Dalkey Archive publishes literature in translation from countries including Latin America, Eastern Europe, France, Greece, and Switzerland, as well as the works of important English language writers such as Gertrude Stein, Djuna Barnes, Louis Zukovsky, Gilbert Sorrentino, Ishmael Reed, Carole Maso, Robert Creeley and Stanely Elkin.

Submitted by Rebecca Stuhr.

Iowa Conservation and Preservation Consortium's (ICPC) latest S.O.S. Conference

ICPC has just finished presenting their Preservation 102 series of ICN and hands-on workshops. This program was supported by a grant of over \$4,000 from the State of Iowa's Historical Resource Development Program (HRDP). The final hands-on workshop was presented in four locations over two weekends.

The hosting institutions were Simpson College, Buena Vista University, Iowa Wesleyan College and Wartburg College. A number of our ILA/ACRL members participated in the planning and presentation of the workshops. Donna Hoeksema, a cataloging assistant at Grinnell College who also works with processing, repair, and preservation contributed this report from her experience at one of the S.O.S workshops:

Change is a constant, whether it comes from aging or from new technologies to be learned. At the SOS Workshop 2006 I had the opportunity to gain some insight in handling these changes from other caretakers of history and the current era. These workshops were repeated all over the state allowing around 90 people to learn from experts in areas that affect both libraries and museums. We dealt with creating a quality template for a digital record, several matting techniques that could allow for safe display or handling by groups, and one preservation technique for bound volumes known as rebacking. Issues in the cataloging session such as establishing legal ownership are critical with consequences shared of failing to do so.

Likewise, the dispersal of extra copies is a delicate question that all libraries and museums must face. A very interesting presentation on the mummification of a chair rail opened up our eyes to problems that few knew existed and demonstrated that there is a solution, but not a quick fix. I encourage others to come next year whether it is the first time or a repeated performance. The planning committee is eager to hear what issues would be most helpful to you and your institution. These suggestions of topics for future classes are frequently used and very appreciated.

Respectfully submitted,

Donna Hoeksema
Grinnell College, Library Assistant

Morningside College

The Morningside College Library is in phase 2 of remodeling. Now officially known as the Hickman-Johnson-Furrow Learning Center, the facility continues to house the library collection, but is also now home of the Academic Support Center and the Mass Communication department. Additionally last year the Spoonholder Cafe, a coffeeshop offering desserts, snacks and cold and hot drinks is located on the first floor and maintains the same hours as the library. Over the past two years, over 25,000 books and resources have been removed from the library's collection freeing up floor space for more group study areas. New soft-seating and carpeting has been added. This summer the second and third floors and ceiling in the main stacks area are being repainted. Some upgrades on lighting and adding 2nd floor restrooms (and lockers for commuters) complete phase 2 of the remodeling project.

Submitted by Daria Bossman, Director of Library Services.

Mt. Mercy College

Kristy Raine, Reference Librarian and Archivist (PT), presented a program at the Grant Wood Festival in Anamosa in June based on the electronic work "When Tillage Begins... The Stone City Art Colony and School". The intersection of the history of Stone City and of the Colony was portrayed in a multimedia presentation. The web site for our project is <http://www.mtmercy.edu/stone/schome.htm>.

Busse Library is actively involved in the Mount Mercy College portal/learning management system and the college intranet. Both services are being upgraded this summer and preparations are being made to assist faculty, staff and students in learning and using their new features. Library Director Marilyn Murphy is managing the upgrades.

Busse Librarians will also be assisting the college Department of Education in implementing Livetext - an online portfolio and assessment program.

Linda Scarth, Reference Librarian, participated in the annual MMC Faculty Development four day workshop at the end of May. This year the attendees studied and participated in 'Place As Text', an approach to active learning that can be applied in course assignments and in studying and assessing offices and activities on a college campus. The Mount Mercy College campus was the place and the text, with activities throughout the campus. Some of the group spent a night in a dormitory where we discussed student experience on a campus. The pedagogical model can be used effectively in designing information literacy activities.

Connie Walther, Serials & Media Librarian, is the current Treasurer of the Iowa Association for Communication Technology. She is also Representative to the ICN Regional Telecommunications Council for the Iowa Association of Independent Colleges and Universities.

Submitted by Linda Scarth.

University of Dubuque

The University of Dubuque Charles C. Meyers Library is working with a Public Relations class in the Master of Arts in Communication program to develop a PR plan for incoming first year students.

Submitted by Mary Anne Knefel.

Iowa Public Academic News

Iowa State University

Service awards were presented to the following faculty in April:

5 years: Daniel Coffey, Reference & Instruction & Michele Christian, Archives

15 years: David Gregory, Associate Dean, Research and Access 20 years: Jeanne Boydston, Collections & Technical Services & Nancy Pelzer, Collections & Technical Services

25 years: Janet Arcand, Collections & Technical Services 30 years: Olivia Madison, Dean of the Library

Michele Christian and Daniel Coffey were both promoted from Assistant Professor to Associate Professor with Tenure. Congratulations Michele and Dan!

University of Iowa

UI Libraries To Help Preserve Historic Documents In Biloxi, Miss.

The preservation department of the University of Iowa Libraries will preserve historical documents damaged by Hurricane Katrina, starting with documents and manuscripts from the Jefferson Davis Library in Biloxi, Miss., and the Biloxi Public Library. The idea for Project CALM (Conservation Attention for Libraries of Mississippi) came from Gary Frost, a conservator in the library's preservation department who visited the Gulf Coast region in September as part of a team assessing post-hurricane damage. Frost said libraries and archives of the Gulf Coast of Mississippi were extensively damaged by the strong right side of hurricane Katrina. A tsunami-like storm surge drove inland up to six miles destroying coastal communities. Cultural collections of family history and municipal records were particularly devastated.

Frost has remained in touch with several contacts in Mississippi. Frost said more assessment will be performed in June, when the American Library Association holds its annual conference in New Orleans. Frost and Nancy E. Kraft, head of the UI Libraries' preservation department, will travel to Biloxi following the conference and arrange for additional preservation projects that the UI Libraries can perform for the Davis library and the Biloxi library. Frost said the work is badly needed because the Gulf Coast region is still devastated and little of the massive restoration and reconstruction has even begun.

Full news release here: <http://www.uiowa.edu/~ournews/2006/march/030106preservation.html>

IMLS Grant Award

The new IMLS (Institute for Museum and Library Studies) grants have been announced and Padmini Srinivasan, Professor in the School of Library and Information Science, was awarded a grant of \$918,589 to establish a program to recruit and train two cohorts (of 10 individuals each) with a special emphasis on digital librarianship.

The grant is in partnership with the University Libraries (Digital Library Services, Information Commons Production Services, and Preservation Department), ITS Academic Technologies, the WiderNet Project, and the International Writing Program. Library school students will follow a "clinical rotation" model, each working with 2 or 3 partners over the course of their schooling, so we'll directly benefit by having a number of library school students working on a variety of initiatives in DLS, ICPS, and Preservation.

Awards

Gary Frost has received the 2006 ALA Paul Banks and Carolyn Harris Preservation Award in recognition of his contribution to the field of preservation and conservation for library and archival materials. This prestigious award was established to honor the memory of Paul Banks and Carolyn Harris, early leaders in library preservation. Gary will receive a citation during the ALA conference in New Orleans and a \$1,500 grant donated by Preservation Technologies, L.P. Kathy Magarrell has been chosen for the Arthur Benton Excellence in Reference Services Award this year. Kathy was nominated by 6 faculty members from the English Department and American Studies and their recommendation is glowingly positive about the services Kathy has provided to them and their students. With this award comes an additional \$1,000 of professional development funds. The award is given every other year and is funded by an endowment created by our good friend, Dr. Arthur Benton. Past recipients are Dave Martin, Karen Mason, and John Schacht.

Naomi Peuse, State Coordinator for National History Day in Iowa, recently notified Karen Mason that the Iowa Women's Archives has been chosen to receive their first place recognition for their 2006 "Kids Count!" Award for Excellence in Service to Youth Researchers. They present one certificate of achievement and two certificates of merit to university libraries, specialized libraries, archives, or museums that go "above and beyond in making young people in grades 6-12 feel welcome as researchers." IWA was selected as the top contributor from 25 nominations. The University Libraries has participated in National History Day for several

years. Congratulations to Karen Mason, Janet Weaver, and everyone in IWA. Chris Shaffer has been approved for membership in the Academy of Health Information Professionals (AHIP) at the Distinguished Member level. AHIP is MLA's peer-reviewed professional development and career recognition credentialing program. This credential denotes the highest standards of professional competency and achievement in the field of health care information and must be renewed every five years.

President's Award for State Outreach and Public Engagement: Nancy Kraft is being recognized not only for her general contributions to the preservation and accessibility of historical sources in Iowa, but also for two particular initiatives: the Iowa Conservation and Preservation Consortium (ICPC) and the Iowa Heritage Digital Collections. Ms. Kraft has played an important leadership role in the ICPC in developing and delivering a training program for Iowans (delivered in part through the ICN), especially those who work in small repositories around the state, on ways to take care of historical collections of all kinds. Many attendees work in isolated settings with little or no access to additional expertise and advice. Ms. Kraft has also led the creation of the Iowa Heritage Digital Collections, a statewide project designed to make the wide range of collections pertaining to Iowa that are housed in different types of libraries, museums, and historical societies throughout the state widely available through an online database (<http://iowaheritage.lib.uiowa.edu/>). Ms. Kraft has helped ensure that Iowa's cultural assets and cultural memory last well into the future and remain widely accessible.

Staff Update

Appointments:

Rebecca Routh, Librarian I, Cataloging Librarian, Complex Cataloging, CTS, effective June 12, 2006

Gregory (Greg) Prickman, Librarian II, Special Collections Librarian, Special Collections & University Archives, effective June 28, 2006