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ILA/ACRL Newsletter, vol. 20, no. 2, March 2010

Association of College and Research Libraries. Iowa Chapter

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ILA/ACRL Newsletter

vol. 20, no. 2, March 2010

Spring is fast approaching and with her come a host of delights including warmer breezes, greener grasses, fragrant flowers, and the 2010 ILA/ACRL Spring Meeting! For the second edition of the ILA/ACRL 2010 Newsletter, we will provide information on our upcoming conference and explore topics related to the theme The Library is Open: Open Minds, Open Doors, Open Access. Members of the 2010 Newsletter Committee have written articles about how Iowa academic libraries are approaching relevant topics such as IP rights, collaboration & library partnerships, and e-spaces & e-portfolios. It is our hope that the articles will start a discourse that will lead into the April conference.

It's Spring Meeting Time Again!

Please join us as we gather Friday, April 23, 2010 at Kirkwood Community College, in Cedar Rapids, IA, for The Library is Open: Open Minds, Open Doors, Open Access , the 2010 ILA/ACRL Spring Meeting.

The keynote speaker, **Barbara Fister** from Gustavus Adolphus College in St. Peter, Minnesota, will deliver a presentation entitled "Read/Write Culture: What Open Means for Learning, Research, and Creativity". Ms. Fister serves as a librarian at Gustavus Adolphus College and coordinates the Library's instruction program. Her research interests include how students learn to use libraries, the future of publishing, and how social issues are formed. She is a frequent contributor to the Association of College and Research Libraries blog and writes a weekly column for Library Journal's Academic Newswire.

If you haven't had the opportunity to register for the meeting, the registration form can be found at the ILA/ACRL website:

<http://www.iowaacrl.org/content/events/spring2010conference/registrationform>

Program highlights appear below.

Break-out sessions will include:

Scholarly Communication and Librarian Liaisons: Getting the Conversation Started; Karen Fischer, Collections Analysis & Planning Librarian, University of Iowa Libraries.

Informing the Future: Easing the Transition to College; Dan Chibnall, User Services & Instruction Design Librarian, Grand View University, Pam Rees, Director of the Library, Grand View University, Megan Tedell, Access & Instruction Librarian, Grand View University.

Library as Journal Publisher; Wendy Robertson, Digital Resources Librarian, The University of Iowa Libraries.

ETDs : Collaboration for Efficiency and Improved Access; Wendy Robertson, Digital Resources Librarian, University of Iowa Libraries, Rebecca Routh, Catalog Librarian, University of Iowa Libraries.

Incorporating E-Readers into the Classroom: An Experiment ; Kevin Engel, Science Librarian, Grinnell College Libraries, Amy Roberson, Reference & Instruction Librarian, Grinnell College Libraries.

Let's Get Together: Taking Advantage of the Learning Center Model; Laura Farmer, Writing Studio Director, Cornell College Jessica Johanningmeier, Quantitative Reasoning Consultant, Cornell College.

The Value of the Open: Defining and Selling Openness for the Campus Community; Bruce Gilbert, Professor of Librarianship, Librarian (Director of Technology and Instruction), Drake University.

Collocation and Collaboration: Preus Library Main Floor Makeover; Germano G. Streese, Reference and Instruction Librarian, Luther College Ryan Gjerde, Digital Initiatives Lead, Luther College.

Building Partnerships, Building Opportunities: Outreach, Collaboration and Service Learning Opportunities for Greener Libraries; Sarah Passonneau, Assistant Professor, Iowa State University.

Opening the Door: How Library Instruction Can Improve Student Work; Becky Canovan, Reference and Instruction Librarian, University of Dubuque Cal Coquillet, Assistant Professor of History, University of Dubuque.

How Quality Collaboration Changes Everything: Exploring Partnerships between Librarians and Faculty to Embed Information Literacy in an Introductory Oral Communication Course; Kari D. Weaver, Information Literacy Librarian, Wartburg College Dr. Penni M. Pier, Associate Professor of Communication Arts, Wartburg College.

Opening Acquisitions: Letting Our Users Do the Buying; Michael Wright, Head, Acquisitions and Rapid Cataloging, University of Iowa Libraries.

From Information to Learning Commons: Partnering for Student Learning in Academic Libraries; Rebecca Sullivan, Assistant Professor & Academic Technology Librarian, Luther College

Pushing Library Resources; Genny Yarne, Head of Reference, Kirkwood Community College Sarah S. Uthoff, Reference Librarian, Kirkwood Community College.

Instant Openness: IM and access to information; Nicholas Wyant, Reference & Instruction Librarian, The University of Iowa.

Help Your Faculty Protect Their Intellectual Property

submitted by Suzanne Araas Vesely, Library Director, Maharishi University of Management and Karen Fischer, Collection Analysis & Planning Librarian, University of Iowa

From 2002-2005, Suzanne Araas Vesely was Copyright and Intellectual Property Specialist for Fort Hays State University in Hays, Kansas. She has given over 50 workshops and has published under peer review on the subject of Copyright and Intellectual Property. Since 2006, Karen Fischer has worked on scholarly communication education and outreach at the University of Iowa. She has presented at national and regional conferences on scholarly communication education programs for librarians, copyright, alternative publishing models, and open access.

Note: The intent of the article is purely informational and should not be taken as legal advice. All links below were accessed on 3/5/10.

According to the five ACRL Competency Standards for Information Literacy, an understanding of copyright law is included under the standard of ethical and legal compliance under the law (<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycomp...>). But knowledge of the law also helps you and your colleagues protect your institutions' intellectual property, make your institution stronger and more competitive, and help make scholarly research more accessible.

With the advent of the digital age, there have been important changes in laws governing intellectual property rights. Some facts that every person in university academic institutions, from staff to incoming freshmen to the President, should know:

- All things in tangible form are automatically copyright protected under U.S. law. You own the work and unless you transfer your rights or have done a "work for hire" in your institution. Your exclusive rights include reproducing or distributing the work, preparing transitional or derivative works, performing or displaying the work publicly, and authorizing others to exercise these rights. Faculty are often most interested in retaining rights to reuse their work in teaching, future publications, and in scholarly and professional activities, and posting their work on the web page (sometimes referred to as "self-archiving"), in a disciplinary archive (such as PubMed Central or arXiv), or in an institutional repository. For more details, see the University of Iowa page on taking control of scholarly rights at http://www.lib.uiowa.edu/scholarly/authors_rights.html
- The Digital Millennium Copyright Act of 1998 instituted most of these changes. Tip: see <http://digital-law-online.info/index.html> the Digital Law Online site, created by an international expert on Copyright and IP Law, for a readable account of the newest

legislation on Copyright and Intellectual Property. Also be aware that treaties with other countries having varied copyright laws may also influence the availability of material.

- The length of ownership of copyright was significantly extended in 2002 to approximately 95 years for an individual. See, for instance, <http://librarycopyright.net/resources/digitalslider/> Tip: much of government documents (but not all) is available as public domain.
- Fair use, a concept in U.S. Copyright law that allows limited use of copyright protected resources in certain cases, is not a given, even in an educational setting. A thorough understanding of fair use can avoid legal problems for you and your institution. See <http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf> for details. Tip: the TEACH Act has added a separate set of rights for educators in addition to fair use: see <http://www.utsystem.edu/ogc/intellectualproperty/teachact.htm>
- Penalties are very high for digital theft of copyright protected materials, including any online images that don't have a Creative Commons license. The maximum is one million dollars and ten years in jail. Tip: see <http://creativecommons.org/> and Google the web adding "+ Creative Commons" to locate materials that have more generous terms set by the author.

Suggestions from Karen Fischer for beginning this process at your institution:

- When talking to faculty about scholarly communication issues, it is most effective to start with a discussion about copyright. All authors are interested in retaining rights to their intellectual content and many do not realize that they have a choice or the ability to negotiate with a publisher. (Discussing open access and institutional repositories can come later, as one of the benefits of retaining copyright).
- Some effective talking points with faculty are: By retaining copyright for articles that you submit to commercial or society publishers, you are taking back control of your own scholarly output. When you own the copyright of your own work, you have the freedom to disseminate your work as you please whether this means posting a copy of your article on your own website, distributing copies to students and colleagues, or posting it to a repository where it can be archived permanently.
- Widespread dissemination of your work, in turn, means that your work can be read by more people and thus has greater potential impact. There are several tools to help faculty in their quest to retain control of their intellectual property.
- The easiest way to retain copyright is to modify the agreement supplied by the journal publisher. The addendum can be attached to the journal publisher agreement. An example is the SPARC's Author Addendum: <http://www.arl.org/sparc/author/addendum.shtml>. Alternatively, encourage faculty to submit their articles to publishers with enlightened copyright policies. The SHERPA Publisher Copyright Policies and Self-Archiving database (called RoMEO) summarizes publisher policies. "Green" publishers have the least restrictive copyright policies allowing authors, among other things, to submit to both pre- and post-print servers. Visit RoMEO at: <http://www.sherpa.ac.uk/romeo/>

More tips on protecting intellectual property rights:

- Archive multiple dated copies of your work. This practice can help to prove the identity of the creator of the work. You can also register a copyright with the U.S. Copyright office at a minimal fee: <http://www.copyright.gov>
- If you are coauthoring with a student, get permission in writing to publish and stay in touch, even if the work does not seem likely to be published. Students can be hard to trace after they leave.
- Citation has gotten easier and should be used as you go: try Son of Citation Machine, <http://citationmachine.net/index2.php?start=&restyled=2#> for books; some databases also automatically create citations in standard formats. Recheck these machine-generated citations. A good citation aid is <http://www.nwmissouri.edu/library/citing/citing.htm>
- You can get permission through the Copyright Clearance Center if you want to make use of a work beyond fair use. Get permission early if you want to do it yourself, to avoid delays or surprises later: see the University of Texas system on permissions at <http://www.utsystem.edu/ogc/intellectualproperty/permisn.htm>

A Collaborative Partnership at Scott Community College

submitted by Linda Nelson, Scott Community College Library

Most students are proficient with computers. They spend hours chatting with friends on Face Book or Friendster, and are whizzes at computer games. But those same students often have not developed proficient research skills. Technological developments have enhanced the tools students use to locate information. Students who know how to find, evaluate and effectively use authoritative information have bright futures. They have the skills to compete in the job market or to reach higher educational goals.

Faculty and librarians share common educational concerns and goals. Both want students to become information literate members of the 21st century society. A collaborative relationship helps achieve that goal. Moreover, a strong collaborative relationship enhances student learning.

In recognition of academic promise and scholarship, qualifying students at Scott Community College can elect to participate in the Honors Program. The Honors Program gives students the benefits of an intellectually stimulating one-on-one relationship with a faculty mentor.

A clearly defined collaborative relationship is formed between Scott Community College faculty and the librarians when Honor's Program students elect to write an academic research paper. Those students are required to schedule an appointment with a librarian at Scott Community College for research consultation. The initial appointment is scheduled with the mentor

accompanying the student. Throughout the entire research process librarians offer individual consultation with the student and/or the faculty member if requested.

Think about your own collaborative programs. What benefits resulted? What bonds were forged? Join in the discussion of ideas for other collaborative projects. Together collaborative partnerships can be formed that will benefit librarians, faculty, and students.

E-spaces and E-portfolios in Academic Libraries

submitted by Rebecca Bartlett, Head of Technical Services, St. Ambrose University

The theme of the 2010 ILA/ACRL spring conference is openness in academic and research libraries. One way to promote openness in the academic library is to improve the library's web presence, as this is often the user's first impression of the library. Libraries can use e-spaces to advertise their services and provide resources to help students, staff and faculty with their research. Academic librarians can use e-portfolios on social networking websites to expand their professional networks. The development of e-spaces and e-portfolios can serve as a marketing tool for the academic library and help to define its educational role at the institution.

At St. Ambrose University, we use our library's website to announce campus events, promote new materials, and provide access to online resources. From the main page, students can use Meebo to chat online with reference librarians. Our BEEbrary blog provides updates on university events, while our new books and media web page lists newly purchased materials. We use our Facebook and Twitter pages to reach out to the university community and to other libraries in the area.

In addition to maintaining the library's website, many academic librarians are creating individual e-portfolios, which are online profiles on websites such as Facebook and LinkedIn. Librarians can use their e-portfolios to network with others in the profession. On Facebook and LinkedIn, users can list their current and previous positions and link to individuals and groups with similar interests. Academic employers may even view these online profiles as they search for potential job candidates.

One way to combine e-spaces and e-portfolios is with a portal, a website that links to many different resources. St. Ambrose University has recently launched a portal called mySAU, which will integrate all departmental websites. A university portal, which is itself made up of many portals, allows staff to link to social networking sites, share documents, and combine multiple calendars or project lists. Universities can use templates on their portal to standardize and customize all of their web pages. The academic library needs to have a prominent place on the home page of the institution's portal, and librarians should continue to maintain the content on the library's web page.

Academic libraries can maximize their e-spaces by providing links to library services and events, but also serving as an information center for the entire institution. Improving the library's e-space will attract the students, staff and faculty who rely on online resources instead of traditional print materials for their research. However, academic library staff can also use their e-spaces to promote print collections and draw patrons to the physical library building for events. In this way, expanding the academic library's web presence can serve to increase the library's visibility in the institution and the surrounding community.