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ILA/ACRL Newsletter

vol. 20, no. 3, June 2010

Reports from the ILA/ACRL Spring Conference “The Library is Open: Open Minds, Open Doors, Open Access”

Convened Friday, April 23, 2010 at Kirkwood Center for Continuing Education ,Kirkwood Community College, Cedar Rapids, IA.

Conference Planning Chair, Beth McMahon, and IA/ACRL President Mary Iber opened the 2010 Spring Conference then Dr. Mick Starcevich, president of Kirkwood Community College, welcomed 117 conference attendees.

Keynote Address: Read/Write Culture: What Open Means for Learning, Research and Creativity

Barbara Fister, Academic Librarian, Gustavus Adolphus College

Barbara Fister’s keynote address considered the future of libraries in the context of new technologies and concomitant changes in how knowledge is conceptualized, represented, classified, and disseminated. A challenge faced by modern libraries is providing patrons with needed resources while staying within tight budgets and negotiating contracts with purveyors of journals and databases. According to Fister, librarians need to fundamentally reexamine basic values by asking questions like the following: What are libraries for? What are universities for? Why does knowledge matter? It is imperative to ask the big questions; to see the big picture in order to make decisions that will allow libraries and librarians to be able to survive and to serve future patrons in the most effective ways possible.

You'll find summaries and photos from the concurrent sessions on the following pages.

*please note: the newsletter committee was not able to cover all of the concurrent sessions. If you would like a summary of a session that is not covered here, please feel free to contact Leslie Ross at RossLeslieM@sau.edu

Scholarly Communication and Librarian Liaisons: Getting the Conversation Started

Scholarly Communication and Librarian Liaisons: Getting the Conversation Started” was presented by Karen Fischer, Collections Analysis and Planning Librarian, University of Iowa Libraries. She discussed ways of making faculty aware that the present scholarly system restricts their access to research. Publishing, argues Fischer, should fulfill its purpose for scholars of making an impact, building reputations, engaging with other scholars, fulfilling expectations for

tenure and making money. The bulk of the discussion focused on how librarians should offer knowledge of resources that preserve authors' rights, make publishing economical and offer alternatives to the current publishing cartels.

submitted by Suzanne Araas Vesely, Maharishi University of Management Library

PHOTO: Karen Fischer, Collections Analysis and Planning Librarian, University of Iowa Libraries

Karen Fischer, Collections Analysis and Planning Librarian, University of Iowa Libraries



Building Partnerships, Building Opportunities: Outreach, Collaboration and Service Learning Opportunities for Greener Libraries

Sarah Passonneau's presentation, Building Partnerships, Building Opportunities: Outreach, Collaboration and Service Learning Opportunities for Greener Libraries, addressed the importance of sustainability efforts in libraries and outlined the "framework" Iowa State University used for implementing a comprehensive sustainability audit. She outlined three macro

points of focus when creating a sustainability framework: 1. environmental 2. social and 3. economic. Passonneau then discussed steps Iowa State is taking toward the goal of sustainability, ranging from smaller projects, like lighting upgrades, to larger projects, like building remodels.
submitted by Leslie Ross, Saint Ambrose University Library

PHOTO: Sarah Passonneau

Sarah Passonneau



From Information to Learning Commons: Partnering for Student Learning in Academic Libraries

-Presented by Rebecca Sullivan, Assistant Professor & Academic Technology Librarian, Luther College

Libraries and universities are now migrating away from the concept of Information Commons towards a more collaborative Learning Commons model. Sullivan stressed that the creation of a Learning Commons requires cross campus participation, careful study of service points and service needs, alignment of library goals with campus goals, and a focus on how students learn. These collaborations are not for the fainthearted as participants must overcome culture shock, stereotyping, and loss of autonomy. Sullivan quoted Lizabeth Wilson, “Collaboration is a choice. It can't be mandated. It's hard work. It's fragile. Collaborative design doesn't come naturally.” Nonetheless, partnerships with student learning centers greatly extend the reach of the academic library Sullivan focused on successful examples of collaborative learning projects at:

- Carleton College – Athenaeum <http://apps.carleton.edu/campus/library/about/athenaeum/>
- Dartmouth – RWIT: Student Center for Research, Writing, and Information Technology <http://www.dartmouth.edu/~rwit/>
- University of Guelph – Supported Learning Groups Program http://www.lib.uoguelph.ca/assistance/supported_learning_groups//
- University of Manitoba – Virtual Learning Commons <http://www.umanitoba.ca/virtuallearningcommons/>
- University of Washington - UWired Project <http://www.washington.edu/uwired/>
- Victoria University, Melbourne Australia – Next Generation Learning Spaces <http://www.uq.edu.au/nextgenerationlearningspace/index.html>

During the ensuing discussion ILA/ACRL members in attendance noted the following collaborative efforts at their institutions:

Cornell College library is collaborating with the Writing and Learning Consulting Centers. Grinnell College library is creating a more formal collaboration with campus “Academic Resource Centers.” Using the train the trainers approach, librarians train staff at other centers so that they are cognizant of library resources, services, and information literacy. Simpson College library is providing spaces for different campus events and putting campus displays into the library. They are also featuring poster sessions for showcasing student projects and research. University of Dubuque holds events to celebrate faculty creativity and research. University of Iowa will be partnering with their “Living Learning Communities” - <http://www.uiowa.edu/admissions/undergrad/housing/learning-comm.htm>

Sullivan emphasized a number of must reads for the would-be collaborator including:

Beatty, Susan; Mountifield, Hester. Collaboration in an Information Commons: Key Elements for Successful Support of E-Literacy. 2007. <http://hdl.handle.net/1880/47791>

Mountifield, Hester. The Kate Edger Information Commons: a Student-Centred Learning Environment and Catalyst for Integrated Learning Support and e-Literacy Development. 2004. <http://researchspace.auckland.ac.nz/handle/2292/435>

... and perhaps everybody's favorite title: Collaborate or Die!

Wilson, Lizabeth. Collaborate or Die: Designing Library Space. ARL Bimonthly Report. 2002. www.arl.org/bm~doc/collabwash.pdf
submitted by Chris Neuhaus, University of Northern Iowa

Light on ETDs: Out from the Shadows

-presented by Wendy Robertson, Digital Resources Librarian, University of Iowa Libraries and Rebecca Routh, Catalog Librarian, University of Iowa Libraries

The benefits of archiving electronic theses and dissertations (ETDs), and the workflow involved with having them searchable and accessible, were discussed by Wendy Robertson and Rebecca Routh of the University of Iowa Libraries. Collaboration between catalogers and digital librarians has improved the process that began for the UI Libraries in 1999. Beginning in 2009, electronic submission of dissertations and theses has been required at the University of Iowa for all degrees except some MFAs. As ETDs went from the exception to the rule for theses and dissertations, new procedures were set up and tested. Preservation of the electronic-only documents is achieved with multiple copies on multiple servers and by the use of pdf format, which can be reasonably expected to remain accessible in the long term.

Iowa Research Online, the University of Iowa's online repository, provides free, easy and instant access to UI ETDs, leading to a much higher level of usage than was seen for UI's print theses and dissertations. The ETDs are easily discovered through Google and other search engines and can be consulted by researchers worldwide, providing more visibility for the authors and for the University of Iowa itself. In addition, enriched content such as color images, audio, video, and even raw data can be provided in conjunction with the document text, at the least enhancing the legibility of charts and graphs, and in some cases greatly expanding what is possible in the presentation of research. So far students in art history and dentistry have taken the most advantage of the ease of including color.

Metadata is created and used at many stages of the process, beginning with information provided by the degree candidate. The chain of metadata sources goes on to include ProQuest, Digital Library Services in the UI Libraries, OAIster, and UI library catalogers, yet the workflow has been refined to eliminate redundant data entry. This project has led to new roles, skills and areas

of collaboration for catalogers. The process is both an integral part of working with ETDs and also, in some ways, a test case for working with other document types for which providers of metadata can include publishers, vendors, and users. The ETD workflow is described in more detail in the online version of this presentation, at http://ir.uiowa.edu/lib_pubs/52/.

Submitted by by Kris Stacy-Bates, Iowa State University

PHOTO: Wendy Robertson and Rebecca Routh

Wendy Robertson and Rebecca Routh



Collocation and Collaboration: Preus Library Main Floor Makeover

Presented by Germano G. Streese, Reference and Instruction Librarian and Ryan Gjerde, Digital Initiatives Lead from Luther College

Evaluation and assessment are themes common to all libraries. At Luther College Preus Library, the librarians collaborated to develop a service desk organization that would better fit the needs of their users. Ryan Gjerde and Germano Streese kept the attendees entertained with their “Checkout Shuffle” skit and amusing anecdotes and yet still managed to convey a wealth of information about their foray into the consolidation of service points.

Preus Library's past configuration included a circulation desk, a reference desk, a technology desk and a writing desk. Not all were on the main floor and most were not even within line-sight of each other. The goal of moving these four desks was done to create a more intuitive environment for their users, to enhance the user experience, and to create a space conducive to service and collaboration. In most libraries, but for larger academics in particular, we all struggle with the problem of specialized services and desks that often place barriers to service for our users. The "Checkout Shuffle" skit illustrated this point very definitively: a user wanting to check out a projector must go to one desk and to check out a book must go to yet another desk. To overcome such barriers, Preus Library staff combined their technology desk with their reference desk; moved the writing desk upstairs next to the technology/reference desk; and placed all check-out activities, regardless of format, at the circulation desk. They also moved their computer lab to be closer to the technology/reference desk. This new layout connects all the services for research together – a person can seek help finding resources, check out materials, write a paper, and seek assistance with this paper.

Ryan and Germano talked about all stages of this project – from envisioning what was desired, to creating a Task Force, to visualizing the space, to talking with all stakeholders, to implementation. This is still a work in progress although the new service points are in place. Overall, this was a successful makeover and preliminary statistics and anecdotes confirm this.
Submitted by Amy Paulus, University of Iowa

PHOTO: Germano Streese and Ryan Gjerde

Germano Streese and Ryan Gjerde
[editorial note - no picture was found on the webpage]

Opening Acquisitions: Letting Our Users Do the Buying

Presented by Michael Wright, Head, Acquisitions and Rapid Cataloging, University of Iowa Libraries

In the fall semester of the 2009-2010 school year, the University of Iowa Libraries launched a patron-driven acquisitions (PDA) project to allow students, staff and faculty to select the e-books the libraries would purchase. UI Libraries staff worked with YBP and ebrary and purchased a subscription to Academic Complete. They loaded MARC records for thousands of e-books into the University of Iowa's InfoHawk online catalog. When a library user viewed or printed one of these records, this was considered a "trigger." A record with 10 triggers prompted the purchase of the e-book using funds from a deposit account.

The patron-driven acquisitions project at University of Iowa was very popular, particularly in the subjects of science, history and political science. By the end of the fall semester, the deposit account was nearly out of funds, so library staff moved to place restrictions on the e-books that

could be requested. They removed records for e-books that were published before 2007 or that cost more than \$250, as well as law books and popular materials. With the new restrictions on content and date of publication, there are now approximately 6,300 records available. The University of Iowa Libraries have purchased over 400 e-books for their collection at an average cost of \$90/book. The project has been a cost-effective way for library users to participate in the collection development process, and for the library to purchase books that are guaranteed to circulate.

submitted by Rebecca Bartlett, Saint Ambrose University Library

PHOTO: Michael Wright

Michael Wright



Let's Get Together : Taking Advantage of the Learning Center Model

“Let's Get Together : Taking Advantage of the Learning Center Model,” presented by the Dynamic duo of Laura Farmer, Writing Studio Director, and Jessica Johanningmeier, Quantitative Reasoning Consultant, emphasized ways to make research skills presentations interesting and get past the student syndrome of assuming that they have “heard it before.” Unique to this presentation was the concept of combining a librarian and a TA in an embedded librarian arrangement. Suzanne Araas Vesely, MS, MLIS, PhD Library Director Maharishi University of Management Library

PHOTO: Laura Farmer, Writing Studio Director, and Jessica Johanningmeier, Quantitative Reasoning Consultant

Laura Farmer, Writing Studio Director, and Jessica Johanningmeier, Quantitative Reasoning Consultant



Library as Journal Publisher

Presented by Wendy C. Robertson of the University of Iowa Libraries

Last decade, the number of published journals and the costs for subscriptions increased. Library budgets remained static or in some cases decreased. The result was decreased access for patrons. The Open Access movement is an attempt to provide access to journal articles and to preserve published information for future generations.

Wendy said journal publishing is not just for large research libraries. Small Liberal Arts colleges are publishing journals, particularly those of a local interest or small societies. The Digital Commons at Macalester College Library is a case in point. Macalester Library hosts several journals as an Open Access initiative. <http://www.macalester.edu/library/scholcom/digital.html> To begin publishing a journal, librarians may find other departments on campus that publish. For example, the Alumni Department may publish a journal. Also, librarians could collaborate with other librarians in consortia. In consideration of staffing and software, Wendy advises librarians not to confine their journal publishing just to the digital collection department, but to include staff in serials, electronic resources or subject specialist librarians. On the subject of Open Access software, Wendy said a librarian could opt for the Open Journal System. A second option is a hosted program like Bepress. The Berkeley Electronic press is an open access institutional repository program.

General policies and planning should be established. The first priority is to develop and maintain library administrative support. Establishing and maintaining administrative support will provide funds and staff for the project.

An additional priority is to develop an MOU to define the partnership between the formal journal title and the college or university. An MOU establishes a relationship, expectations, and target dates.

There are many more details and considerations. To find out more, please see Wendy's program at http://ir.uiowa.edu/lib_pubs/53/ or contact Wendy at wendy-robertson@uiowa.edu.

Submitted by Linda Nelson, Scott Community College Library .

The Value of the Open: Defining and Selling Openness for the Campus Community

Presented by Bruce Gilbert, Professor of Librarianship, Librarian (Director of Technology and Instruction), Drake University.

Gilbert opened his presentation with a history of openness initiatives at the Cowles Library. He noted that, as a member of the Drake University Faculty Senate, he has been an advocate for

“open” alternatives to costly purchases. Recently the Cowles Library has shifted its web page creation and maintenance to the open source content management system Drupal. Drupal empowers the user and author without burdening the website manager with full time web authoring duties. He encouraged listeners to consider the open source course management system Moodle - <http://moodle.org/> - as a viable alternative to commercial and very expensive systems such as BlackBoard. Gilbert continued his tour of the “open” web with visits to Drop.io, an open collaborative system for sharing and uploading documents - <http://drop.io/about>. Then on to OpenOffice - <http://why.openoffice.org/> - an open software suite comparable to Microsoft Office., a brief mention of a similar cloud computing product Google docs - <http://docs.google.com>, and a stop at Netvibes - <http://www.netvibes.com/en> - a modular apps-like system that provides access to social web. Currently Gilbert is proposing that Drake University migrate from a closed iTunesU system (for viewing lectures) to an open lecture-sharing system - <http://library.drake.edu/blogs/presentation-faculty-senate>. The conclusion of this presentation and subsequent discussion touched upon other open access initiatives including: the Creative Commons - <http://creativecommons.org/>, Merlot (Multimedia Education Resource for Learning and Online Teaching) -<http://www.merlot.org/>, and MIT OpenCourseWare - <http://ocw.mit.edu/> .

-Submitted by Chris Neuhaus, University of Northern Iowa

PHOTO: Bruce Gilbert

Bruce Gilbert



Incorporating E-readers into the Classroom: an Experiment

Presented by Kevin Engel, Science Librarian and Amy Roberson, Reference and Instruction Librarian at Grinnell College Libraries

Does the Kindle have a future of the academic world? Should academic libraries embrace this technology and go out and buy dozens of these readers? The answer to both these questions is no! Grinnell College librarians presented on a collaborative experiment using Kindles in the classroom and detailed their experience with this device. The Kindle DX was the e-reader used and was made possible by a donation of 15 readers. These e-readers were used in a small, first-year class by an interested faculty member, an avid kindle user himself. The librarians, Curricular Technology Specialists, and the Writing Lab staff supported this professor during the semester.

Before they could be used by the students, the Amazon licensing had to be completed (Grinnell chose to do one license per Kindle), accounts has to be created for each Kindle, credit card information removed (the Libraries purchased the content for the class), and content loaded onto the device. Throughout the course of the semester, feedback was obtained from both the students and the professor. A lot of the commentary was related to the functionality of the Kindle. Notetaking on the Kindle (required for the class) was cumbersome as the size of the Kindle was too large to type easily. In addition, notes could only be taken at the end of a section – not in the margins or other open areas. These notes were meant to be shared among class members but that process proved difficult as well for a variety of reasons. Another complaint was that the text did not include page numbers so trying to direct students to a section in the book during classroom discussion was almost impossible and students had a difficult time adjusting to not having page numbers. The durability was also questionable – 3 out of 15 broke – although Amazon replaced these with great customer service.

The presentation then turned to a discussion of what is happening with Kindles in other academic environments. Arizona State University was involved in a lawsuit with the American Council of the Blind and National Federation of the Blind and the end result is that Arizona State University will never use Kindles. Pilots at places like University of Washington and Princeton University had similar results to Grinnell and both were not a true success.

Lastly, the number of e-readers on the market has increased recently. Barnes and Noble released their version of Amazon's Kindle called the Nook. Sony has their e-reader as well. However, smarter devices like the iPod Touch will be the future in the academic world. A text book rental service is already available on the iPod Touch and notetaking on this device is much easier. Overall, this project was a success for the Grinnell College Libraries because it allowed collaboration on campus and increased interaction with the students. However, the general consensus is that you can't take something designed for the leisure market and drop it into the academic environment. If an academic library was to begin using Kindles, check them out with popular fiction only as they will not meet the needs for any academic activity.

Submitted by Amy Paulus, University of Iowa

PHOTO: Kevin Engel and Amy Roberson

Kevin Engel and Amy Roberson



Pushing Library Resources

Presented by Genny Yarne, Head of Reference, Kirkwood Community College Sarah S. Uthoff, Reference Librarian, Kirkwood Community College

Yarne and Uthoff presented a collection of experiences in reference and patron service from Kirkwood Community College. Library service needs to continually adapt to changing technology—many students demand the use of new forms of technology and communications. Yet, at the same time they or their classmates may be struggling to learn the details of using programs, files and databases. Designing a patron-friendly website, avoiding library jargon both online and offline, and giving several options for contacting librarians can help those students find their way. The routes provided for students to access library resources may require as much planning as the decisions for which resources to provide. Distance learning students and local students can all take advantage of online reference databases and online means of communication. Kirkwood’s information literacy efforts include giving tours for new students in

college orientation classes, reaching out to course instructors with encouragement to come with their students to the library, providing a one-credit information literacy course, and setting up a library consultation form that serves as a way for librarians to communicate with the instructors of students who have sought individual research assistance. Tying the library's activities to promoting information literacy helps keep the purpose of changes clear, allowing everything to work together.

Submitted by Kris Stacy-Bates, Iowa State University

PHOTO: Genny Yarne and Sarah S. Uthoff

Genny Yarne and Sarah S. Uthoff



How Quality Collaboration Changes Everything: Exploring Partnerships between Librarians and Faculty to Embed Information Literacy in an Introductory Oral Communication Course

Presented by Kari D. Weaver, Information Literacy Librarian, Wartburg College and Dr. Penni M. Pier, Wartburg College

CA112 is a ½ credit introductory communications course required for all Wartburg College students. When communications faculty were planning to update their CA112 course workbook, they also looked for ways to improve the format of the course. Instructors were concerned that students were struggling with the course material and developing their debate topics. The faculty sought to collaborate with librarians, who already worked with students on searching and analyzing resources. The communications faculty decided to update CA112 in several ways.

They limited the debate topics to domestic issues current to the past 3 years. Instructors modified the workbook content and placed all of the course material on the college's content management system, so students could access it online. In addition to their time in the classroom, Wartburg librarians also met with students one-on-one outside of class. The partnership between communications faculty teaching CA112 and Wartburg librarians was a success. Communications faculty felt students became more creative with their topics and could provide better support in their arguments. Students were more comfortable with the course material, and librarians noticed more students coming to the library for research help. Faculty in other Wartburg departments felt that the students who had completed CA112 brought the argumentation skills they learned in this course into other subjects. Some Wartburg faculty expressed interest in collaborating with librarians on course development in other subjects.
Submitted by Rebecca Bartlett, Saint Ambrose University

PHOTO: Kari D. Weaver, Information Literacy Librarian, Wartburg College and Dr. Penni M. Pier, Wartburg College

Kari D. Weaver and Dr. Penni M. Pie



Opening the Door: How Library Instruction Can Improve Student Learning

Presented by Becky Canovan, Reference and Instruction Librarian, University of Dubuque and Cal Coquillet, Assistant Professor of History, University of Dubuque

Instruction librarians often seek new methods of improving student learning. Becky Canovan, Reference and Instruction Librarian at the University of Dubuque, has developed a process that has proven to bolster student learning.

After she receives the assignment from faculty, she prepares for the orientation session. She plans her presentations to engage the students and be a fun learning experience. Her presentation involves an activity that is understandable, and builds on the previous skills students have learned. After the presentation, she records the results.

The assignment for the Sociology class was to make a 10 to 12 minute speech on a research topic. The learning objectives were (1) Students would learn how to find and use quality sources and (2) to present information in an effective manner. She would need to teach students presentation skills, copyright, and how to find the quality sources. She decided to perform a mock presentation, allow the students to critique her performance and construct a shared rubric. For the orientation, she prepared a list of power point tips and instructions, created and practiced a Malcolm X PowerPoint, and loaded a feedback form on Google Docs. During the orientation, the students watched the Malcolm X presentation, made notes of their reactions and discussed the characteristics of a good presentation. After the presentation, students finished their comments and anonymously posted their opinions on the Google Docs form.

Becky's methods proved successful. The instructor commented that student presentations were superior to previous attempts. The mock presentation generated more class discussion and students were able to find imaginative, quality sources.

In closing, Becky listed the keys to successful library instruction sessions: (1) Work from and build well structure assignments (2) Develop focused goals (3) Take the time to make your instruction sessions creative (4) Willingly act like a person with more skills than a "seek and find" person. It will help build relationships with faculty.

Becky's presentation can be found at: <http://prezi.com/gzt1sm3xheb6/opening-the-door-how-library-instruction-c...>

--Linda Nelson

PHOTO: Becky Canovan, Reference and Instruction Librarian, University of Dubuque and Cal Coquillette, Assistant Professor of History, University of Dubuque

Becky Canovan, Reference and Instruction Librarian, University of Dubuque and Cal Coquillette, Assistant Professor of History, University of Dubuque

