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This issue of the newsletter is all about the ILA/ACRL Spring Conference held at Luther College in Decorah, Iowa, on May 25, 2012. You'll find summaries of the conference's keynote address and 12 sessions, as well as a letter from this year's conference scholarship winner.

Keynote Address: Build on Our Strengths :: Design for Our Future
Michael Porter, President, Library Renewal
Reported by James O'Gorman, St. Ambrose University

In his keynote address, Michael Porter reviewed the strengths of libraries while offering design ideas for the future. In our library system that much of the world would like to duplicate, librarians are unique in the democratic values they embrace and promote. Librarianship's core values of access, privacy, diversity, preservation, democracy, social responsibility, etc., "anchor" what librarians do. In a time of growing income disparity, "Humanity needs these principles… and only libraries do this."

Porter stressed that designing the future will require an integrated approach and a new infrastructure. Designing this should be done by those involved and not be left for others outside of the profession. What if, he asked, we realized we have the power to make our own organizations and to negotiate with vendors (if vendors are needed at all!) more favorable e-content agreements? In building this new structure, Porter advanced David Lewis's suggested strategy for libraries: migrate from print to electronic collections; retire print collections; redevelop the space; reposition library tools, resources, and expertise; and migrate from purchasing to curating content. The chief source of this content, Porter said, would come from local archives.

Technology, Porter said, makes libraries even more relevant and useful, and he stressed that communities need libraries to thrive. Now and going forward, access will become increasingly paramount, as the tangible objects previously acquired and cataloged begin to disappear and give way to digitized works. If Porter's equation is true that libraries equal content plus community, then libraries can prepare for the future by accommodating the changing nature of content and engaging the changing needs of the community.

Session: Archives as Incubators: Germinating our Future Using Seeds from the Past
Mary Iber, Cornell College
Reported by Rebecca Funke, Des Moines Area Community College

Mary Iber spoke to a full room during her concurrent session at the Spring Conference. Cornell College's Cole Library began its digital archives by digitizing over 100 Royal Purple yearbooks that encapsulate the history of the college. Mary emphasized creative strategies used to make the digital archives a reality by using existing staff and open-source software (Omeka). The digital collects of the Cornell archives include, among others, a collection of Literary Society posters and the photos and articles of the takeover of a campus building, Old Sem, in 1968. Mary also talked about how the physical archives are drawing interest from faculty and students on campus as English Senior Seminar students use the chapbooks for their projects and a writing instructor brings her class into the library to view scrapbooks or photos in the archive as writing prompts. The archives project has been successful in highlighting college and local history we well as building connections on campus between the library and students, faculty, and IT and Marketing staff. You can visit the Cornell Library website for more information or to view their digital collections [here](#).

Session: Takin' Care of Business: A Model of Comprehensive Embedded Librarianship Supporting Undergraduate Business Students

Eric Leong, Wartburg College
Reported by Dan Chibnall, Grand View University

Eric Leong, Information Literacy Librarian at Wartburg College, presented on the concept of embedded librarianship within a business department. He showed how he came to work more closely with the students and faculty within this particular department. The department requires students to complete a capstone analytic project which involves researching a big question of the students' choosing. Leong works closely with these students to develop topic proposals, submit an annotated bibliography, and complete other staggered assignments throughout the semester. The staggering of the assignments helps keep the students on track, helps them practice their research, and allows for periodic assessment by the instructor and the librarian.

Leong's sessions include a jigsaw activity, database practice searches, and group activities. He utilizes a LibGuide to help stay in touch with the students and provide them with a collection of resources they might find helpful. There are two other unique parts about his collaboration. One involves the course management page, which Leong has access to so he can communicate with the students via discussion board posts, where they can also practice writing annotations in preparation for the annotated bibliography assignment. Leong also holds office hours in the business department's offices where he regularly helps students do research and talks to faculty. He has found this approach to be very successful as the students run into him there quite often. Overall, there have been challenges, such as keeping the library staff in the loop as to where he is at all times and also reminding the students that there are other librarians besides him who can help them when they need it and he is busy. He noted that statistics show that the program has been successful so far, through direct assessment of the assignments the students are turning in as

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well as the frequency of their reference transactions with him. He plans to improve the program in the coming semesters by having a stronger online presence and integrating more information literacy concepts across the business curriculum.

Session: Saving Space: Honoring the Leisure Nook

Kathryn J. Morgan, Julia Dickinson, Stella Herzig & Joyce Haack, St. Ambrose University
Reported by Clint Wrede, University of Northern Iowa

The group from St. Ambrose University presented on the importance of the provision of collections for leisure reading at academic libraries. They noted how the practice was honored and promoted in the 1930s and 1940s, decreased in the 1950s and 1960s and beyond, but is making a comeback in the early 21st century, with 55% to 70% of academic libraries maintaining such a collection today.

Collections of leisure reading materials create opportunities for incidental learning, learning that is not the direct result of coursework or other traditional academic activities, the group said. They can also help promote the library, not only among students but also with faculty and staff from the institution. These collections can also help make the library more of a "third place" (not class, work, or home) and a "great good place," (a gathering place essential for community and public life).

Challenges for libraries include the usual suspects—budget, time, and space—as well as purposefully making this collection a part of the library's mission. On the space issue, the St. Ambrose group suggested the placement of the collection in a high-traffic, "bump-into" space, rather than trying to make it a destination for library users.

The group told about their own experiences with this type of collection at their library. St. Ambrose had been using a book-leasing service in the past and had built up a collection of 271 print books and 95 audio books, on a budget of $1,225 per year. However, they realized that for the same amount of money, they could serve their users better by selecting materials and buying directly from traditional library suppliers, online book retailers, and a public library that sold off multiple copies of new, popular books after they had been used in a paid-checkout program. The collection is weeded annually; items with fewer than five circulations in the previous year are generally withdrawn, but professional judgment is also used in retaining some. The collection is promoted in a blog that includes lists and cover images of new items, email alerts, and other social media.

The leisure collection is popular among university employees, in addition to students. A summer reading program for university staff was also implemented at St. Ambrose and was so popular that faculty asked to be included the following year. At another institution, the leisure collection is even touted as an employee benefit at new employee orientation sessions.

Session: Illuminating Hidden Collections within College Archives

Sasha Griffin & Rachel Vagts, Luther College
Reported by Clint Wrede, University of Northern Iowa

The Luther College Archives and the Vesterheim Norwegian-American Museum, both of Decorah, have long-standing collections of materials important to the history and heritage of Norwegian-American immigrants, but making information about these collections accessible to the public has been a problem. In 2010, Luther, in partnership with Vesterheim, received a grant from the National Historical Publications and Records Commission for about $120,000 to help address this problem.

The project, titled "Journeys to America: Illuminating Hidden Collections at Luther College and Vesterheim Norwegian-American Museum," involves a survey of 2,500 linear feet of materials held by the two institutions and the creation of searchable, online catalog of those holdings. Project Director and Luther College Archivist Rachel Vagts hired Project Cataloging Archivist Sasha Griffin in December 2010. Archon, a web-based tool specifically for archival collections, was chosen for the project, and the work of describing the materials and creating records in Archon began, first with the materials at Luther. With work still in progress, the catalog, called Nordic (which stands for Norwegian-American Digital Catalog), went live in May 2012. Work on describing the holdings at Vesterheim begins this summer.

The project is being promoted via social media, including a blog, and online exhibits. Plans are also underway to include information about the materials found in Nordic in library instruction and in the curriculum for appropriate courses at Luther.

Session: Screaming at the Library: Using Social Media, Food, and Toilets to Connect with Students

Julie Greenberg & Joyce Meldrem, Loras College
Reported by Ryan Gjerde, Luther College

This session highlighted the efforts in place at Loras College to address the strategic goal of promoting awareness of the library's value in the lives of the Loras community. The foundation of the initiative is a marketing plan designed to reach out to target constituencies through both formal and spontaneous events. The staff meets yearly to identify events and to assign committees and expert partners to plan and stage the events throughout the year. Standardizing the process of proposing and tracking events allows the staff to make informed decisions about which events to hold in a given year.

Each proposed event must be submitted formally, with information on date and time, as well as estimated budget and audience. Upon completion, a report is written, addressing attendance, actual expenditures, and, if the event is to continue, suggestions for next year. A number of

successful events have emerged from this model, including a weekly morning coffee break, which routinely attracts over 200 students; a communal whiteboard for student feedback on an array of questions; and a variety of finals week snack and study breaks. All in all, these activities have helped reinforce connections between students and the library, which are important elements of the library's culture.

Session: Bringing Information Literacy Skills to the Tablet
Rebecca Sullivan, Luther College
Reported by Chris Neuhaus, University of Northern Iowa

Ever wish you could just create an interactive high-tech learning space without writing a large check or a putting together a grant? The good folks at Luther College may have a quick and creative solution for you. Rebecca Sullivan, Instructional Technology Librarian at Luther, gave a very persuasive presentation, "Bringing Information Literacy Skills to the Tablet," that touted the use of iPad tablets as a means to create an instant classroom whenever and wherever needed. Rebecca brought the Luther Library "travelling" iPad cart to the session allowing participants to get a hands-on experience of the tablet classroom. The cart houses about twenty iPads which are then checked out to individual students. The iPads are loaded with apps such as LibGuides, Moodle, GoodReader, and library databases, and then customized with additional apps for specific classes. The iPad cart is synced to one iTunes account and the instructor and students can project to a widescreen display using an Apple TV receiver.

The tablet-based approach does pose a few challenges. Work must be stored in the cloud and lack of multiple screens poses some problems for multitasking. Yet the tablet classroom provides a flexible, low-cost learning environment that can be used anywhere Wi-Fi is available. This hands-on iPad learning laboratory encourages student engagement and promotes inquiry-based learning.

Session: Gather Ye History While Ye May: Capturing Oral Histories for Your Archives
Natalie Hutchinson & Lori Witt, Central College
Reported by Clint Wrede, University of Northern Iowa

Central College has been collecting oral histories for 20 years from important college and community figures via a course in Public History, but this collection of recordings has remained mostly unmanaged. A need both to expand the collection and to document and organize the existing collection was identified with the departure of the previous professor who taught oral history, the realization that no recent book-length history of Central had been written, and the high interest of Central's current president and the wife of a former Central president. From this, the Central Oral History Project was born, managed by a small group of professors and librarians, but, importantly, to include students as well, with initial seed money from the

college's Development Office. The group's tasks include prioritizing new interviewees and creating descriptions and transcriptions of the recordings, to make it possible for researchers to find the collection and to search the information in them.

New interviews are done both by students in the Oral History of Iowa course, who purchase a digital recorder along with their textbooks, and by members of the Project committee. Interview subjects are chosen by the oral history professor, the college's Development Office staff, and the aforementioned current president and former president's wife. Interviews are often conducted around gatherings that happen at Central, such as homecoming and board meetings, but also on out-of-town visits by committee members and other interested individuals, who are provided training when needed.

Session: Green Academic Libraries: Sustainability in Iowa and Beyond

Mara M J Egherman, Central College
Reported by Kate Hess, Kirkwood Community College

Mara Egherman presented a survey of her recent research into green practices in libraries. It was obvious to those of us attending that issues of ecology and sustainability are very important to Egherman, and she brought all her enthusiasm into her presentation. The question that framed her discussion was: What is librarians' job regarding educating our users about energy use and green practices? The National ACRL had its first "green conference" in 2009, showing an interest in this topic on a national level. This is something each of us needs to consider for ourselves, and Egherman gave us a great set of ideas and resources to start with:
Look at what kind of initiatives or policies your institution already has in place regarding environmental sustainability. Could the library play a larger part? The library is typically one of the largest buildings on campus, and is also open long hours, so it's a great place to develop more sustainable practices.

Has the college administration made any plans or pledges you could inquire about? See the Talloires Declaration or the American College and University Presidents' Climate Commitment, among other similar initiatives that ask colleges to vow to improve their sustainability practices. You may also want to see if your college is in The Princeton Review's Guide to Green Colleges.

The book The Entrepreneurial Librarian has a chapter on sustainability and green libraries. Follow the Green Library blog to tap into a community of librarians interested in the topic. This is a good place to find out about webinars or other virtual meeting places.

The book The Nature of College speaks more widely about sustainability on campus. Egherman's final reminder was to involve students in dialogue about sustainability in the library and on campus.

Session: Lightning Round: Instruction
Moderator: Pam Rees, Grand View University
Reported by Mary Iber, Cornell College

With a packed room, each of the six volunteer presenters contributed ideas and questions that led to lively interchanges. Here's a summary of each presenter's topic.

Nicole Forsythe, Digital Services Librarian at Kirkwood Community College, asked three persistent questions as she tries to improve instruction:
- How do we make research a visible process?
- How do we illustrate to students that we care about them?
- How do we make it sticky?

Sarah Passonneau from Iowa State University, used pre-tests, post-tests, Google forms, and the Poll Everywhere service in working with Greek Groups, having them bring in photos and create metadata for online exhibits. The results are linked directly to the Special Collections sites. Becky Yoose, Systems Librarian from Grinnell, explained how she and Julia Bauder responded to a request to give three 60-minute sessions on how technology is affecting libraries. They focused on how e-books are changing libraries and the publishing environment, and on how people learn and use information. Students did mock negotiations, taking the sides of academic libraries, publishers, companies such as Amazon and Apple, and consumer advocacy groups such as the Electronic Frontier Foundation.

Julius Fleschner from Briar Cliff University described the successes and challenges of teaching a one-credit class. He found much more success when the class was embedded in an education course, where he taught eight sessions and included applications of ACRL standards, such as the research question, use of key words, the information hunt, citation assessment, and the final paper in APA format.

Julie Greenberg from Loras College is using the ADDIE model to redesign information literacy programming. The librarians created a list of skills all students should know and recursively mapped those to ACRL standards. Essential skills are addressed in the first class. The second level of skills is addressed in the second class. The third level (including how interlibrary loan works) is learned through an online tour. The fourth level is reserved for context-based skills, so the students are invested in what they are learning. They did pilot testing in the spring and are sharing the results with faculty.

Becky Canovan of the University of Dubuque, when asked to teach on how to create good presentations, knew that students already felt they do this well. So, a la the television food show Chopped, she brings several baskets of "ingredients," each centered on various thesis topics. Each group gets a basket and 10 minutes to create a presentation. They present to the class, and are critiqued by the other students and Becky. The basket includes things like why not

to use Wikipedia, quotes, photos, a short and a long video about Wikipedia, and full citations for everything.

Session: An Analysis of an Unidentified Medieval Manuscript in the Grinnell College Libraries Department of Special Collections and Archives

Tad Boehmer, Grinnell College
Reported by Mary Iber, Cornell College

Presenter Tad Boehmer is a new graduate of Grinnell College and will be starting graduate school in library and information science at the University of Illinois in the fall. Tad talked about his senior project, which resulted in a 50-page paper. He described both in visuals and in words the process of solving the mystery of an undated manuscript of unknown origin or provenance. Analyzing the binding, watermarks, material found within the codex, script, manuscript hands, and textual evidence, he built his case, which was very convincing. He explained the process of analysis and his conclusions for each category of evidence in a way that captivated his audience. His conclusion that the 488-page codex was likely from a large city in Germany, possibly Cologne, around 1460, had its basis in thorough, and it seems thoroughly enjoyed, research. We are all hoping that Tad can get a grant to go to Germany and other relevant sites to continue his research, and to publish the results.

Session: Ready to Stream? Investigating Offering Online Video Content for Courses

Amy Paulus, University of Iowa
Reported by Clint Wrede, University of Northern Iowa

The University of Iowa Main Library completed a pilot project in spring 2012 to investigate the feasibility of providing video course reserves in online streaming, rather than physical disc or tape, format. Presenter Amy Paulus proposed this project because of a small and unique surplus in the collections budget, which was also conveniently timed with upcoming changes in the building and library services that affected the reserves operation. The Media Streaming pilot group was formed, with representatives from several departments in the Library, departmental library liaisons, and other faculty members from the Film Studies department.

The Task Force identified several needs for obtaining permission to stream video content. They needed:
- Time to look up titles, contact vendors, and negotiate licenses
- Equipment, including a password-protected server and a large storage capacity
- Money to pay for licenses that were sometimes very expensive

Given recent court cases concerning streaming video and other library reserves issues, the decision was made to take the safe route legally during the pilot project.

For the pilot project, they worked with seven instructors of seven courses and investigated streaming possibilities for 75 titles. For 18 titles, they obtained licenses to host the streaming video locally. For 33 titles, they obtained licenses to link to vendor-hosted streaming. For the remaining 24 titles, they were not able to obtain licenses because they could not obtain streaming licenses that were satisfactory for the library and the university. They spent $7,409 on the 51 licenses they obtained, which ranged from a single semester to perpetual.

At the end of the semester, the Task Force analyzed the process. They found:
- Ripping video for local hosting is time-consuming.
- The true costs of local hosting are unknown, partly since certain fees were not charged to the library by another university department during the pilot project.
- Licenses are not standard and are sometimes legally unacceptable.
- Feedback from the course instructors was variable. Most instructors appreciated the convenience for their students. Film Studies instructors were concerned about the quality of the video streaming, the aspect ratio of some of the videos, and lack of student attendance at film screenings.

As the result of the pilot project, the Library decided it would eliminate local hosting in the future and would work on provided licensed content from vendors instead.

Session: Lightning Round: Building Issues
Moderator: Erica Raber, University of Iowa
Reported by Kate Hess, Kirkwood Community College

In this format, new to the conference, attendees were asked the morning of the conference to sign up to speak about a building issue they have, whether it's a problem seeking a solution or a solution that's already been put in place.

Kathy Parsons of Iowa State University spoke about some of the many transitions she has overseen in her work in collection management. Her recent work has focused on freeing up shelf space by withdrawing print journals, and freeing up floor space for repurposing as the needs of students change over time.

Mary Anne Knefel of the University of Dubuque spoke about collection management as well, and a process of deleting print items that were held digitally. This process freed up space in a library that is only 12 years old, but that already has different furniture and space needs than when it was built. The main thing they decided was that they needed different kinds of seating and tables to accommodate how the students want to study and collaborate. A main point discussed was finding out in your own library what is unique about the library space that students

can't get elsewhere, and using that information to make the case for new furniture or technology purchases.

Sarah Andrews of the University of Iowa Hardin Library for Health Sciences spoke about library staff taking it upon themselves to tackle issues of inappropriate, outdated furniture and space usage as well. At Hardin they were dealing with built-in furniture that they tore out themselves, and then found used furniture at the university surplus that served the needs of students much better. Poor lighting and a lack of outlets for mobile devices were two more issues taken on by Hardin staff for which they received university support, ultimately providing a much more comfortable and appropriate setting for students.

Mary Heinzman of St. Ambrose University reported on an extensive remodel which brought IT into the lower level of the library. This improved college efficiency by removing duplication of effort between IT and Media Services. Mary pointed out that students have a high expectation when it comes to technology in college and in the library.

Letter from Jennifer Rian, ILA/ACRL Spring Conference Scholarship Winner

Dear ILA/ACRL Members,

As the 2012 recipient of the Spring Conference scholarship, I want to extend a hearty thank you to you all for providing an invaluable experience to someone who is definitely "the new kid on the block" both in terms of academic librarianship and Iowa residency. Prior to starting my position here at Luther College in August 2011, I had resided in Tallahassee, Florida, where I earned my MLIS and worked in the large university library system. Although many of the overarching principles of librarianship remain the same, it is clear that culture and geography matter. For those reasons in particular, I am most grateful for the opportunity to attend this conference and learn more about what it means to contribute to the great community of Iowa academic libraries. Please allow me to share the following window into my Spring Conference experience.

After the keynote by librarian Michael Porter, I started the day by getting some valuable perspective on how to tackle embedded librarianship from Eric Leong. Note to self: as librarians become more embedded and the practice of remote reference grows, it's extremely helpful to have a centralized "where's the librarian" system, in addition to standard information like library and reference desk hours. Later on, I was delighted to learn of Loras Library's success with marketing and events. Particularly intriguing was their practice of a staff planning experience, referred to as a "publicity party," at the beginning of the semester and their clever use of existing pop culture ads as a launching pad for library advertisements in bathroom stalls.

Finishing up the day, I received affirmation from Mara M J Egherman regarding the importance of continuing to "green" the library (in addition to contact information from several librarians

who were willing to share their experience with Better World Books as we begin a pilot). Finally, Amy Paulus' session on online video content provided a useful framework for discussions with my library and IT colleagues here at Luther about how this change could impact teaching and learning.

Outside of my session experiences, the ILA/ACRL Business Meeting was quite informative for a newbie like myself. Hearing people speak about the work of various committees within ILA/ACRL gave me a solid understanding of how the organization works and where there are opportunities for me to contribute. I also had a lot of fun being part of the community of Tweeting librarians at the conference. I'm interested in exploring how social media use can be optimized and combined with face-to-face meetings to strengthen professional development. So, in closing, I would like to again say a big and sincere thank you to ILA/ACRL for this valuable professional development experience. Ideas presented here were both thought-provoking and affirming, and the conversations they started continue stretch my thinking and practice of librarianship in this ever-evolving landscape. I look forward to actively participating in the organization in the months ahead and seeing many of you at the next conference.