ILA/ACRL Newsletter   Other Partnerships

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ILA/ACRL Newsletter

vol. 24, no. 3, May 2014

We are pleased to report on the sessions and the scholarship recipient for the May 2, 2014 ILA/ACRL Spring Conference held at Des Moines Area Community College (DMACC) in Ankeny, Iowa. In this edition, you will view a report for all the concurrent sessions and the keynote speaker provided by the Newsletter Committee for you. If you did not get to all the sessions you wanted, here is your chance to catch up. Also, if you were unable to attend, this will give you some insight on the ILA/ACRL organization.

Keynote Speaker

Escape the Silo: Why and How to Escape Your Professional Silo
[Bobbi Newman](#)
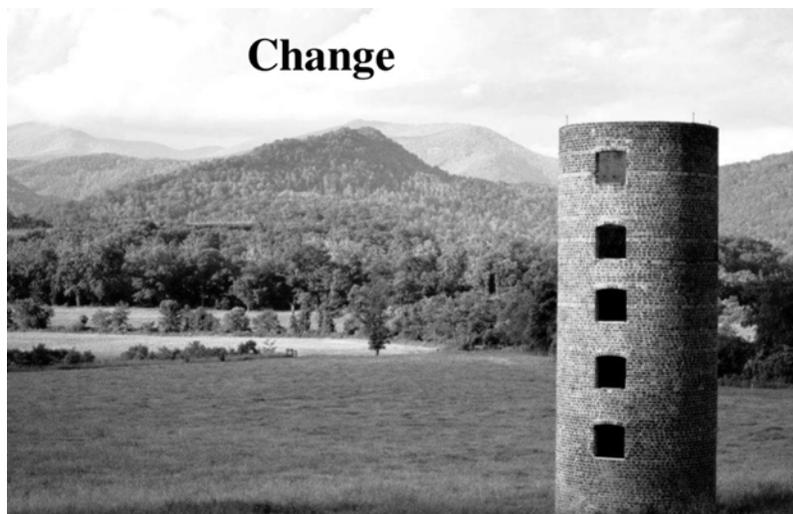
Bobbi Newman expanded on defining silos, types of silos, and the implications of those silos to our profession and careers. We can identify a silo as a narrow minded point-of-view in which can close us off to other possibilities. Many silos happen by accident or through habits and become our comfort zone. However, some of these silos can become dangerous as it can stunt growth and learning. This has become especially important with increased competition for libraries. Bobbi identified that the two most dangerous types of silos are formed out of fear and distrust of others. Some of the ways we can challenge and break out of these silos is to remember:

- Negative perceptions always seem larger than what they are in reality.
- Strive to continually expand our skills by teaching and learning something new rather than reaffirming what we already know.
- We must be ready to continually learn, unlearn, and relearn.

- Making small incremental changes can lead us to break out of our silos but we must continue to follow through.
- Reject the first instinct you have to knock something down and reflect more closely on why you may feel that way.

In closing, Bobbi Newman challenged us to keep an open mind to new ideas because, "Criticism is easy. Contribution is hard. Snark is easy. Providing support for your co-workers is hard."

Reported by Anita J. Niemczyk (St. Ambrose University)

Concurrent Sessions – 1

Breaking All the Rules: Lock-in at the Sciences Library
Brett Cloyd and Sara Scheib - University of Iowa Libraries

Inspired by 'personal librarian' programs at other institutions, the University of Iowa Libraries instituted a program of their own in 2010 in order to create a meaningful connection between first-year students and the library. Through this program, the librarians had a unique opportunity to connect with Living Learning Communities (LLCs) on campus. By the fall of 2013, there were 30 personal librarians and 32 LLCs, which comprised a total of 4,460 students.

As part of the personal librarian initiative, Brett Cloyd and Sara Scheib developed a lock-in event in the Sciences Library to encourage students in the Honors and Honors Research LLCs to claim the space as their own, to reduce library anxiety, to teach students how an academic library works, and to familiarize these students with available resources. Using LLC programming funds and late night (alcohol-free) programming funds, the librarians organized an after-closing-hours Star Trek-themed event that included a scavenger hunt, food (pizza, popcorn, soda, candy), a screening of Star Trek: Into Darkness, Wii gaming, and board games.

Despite a minor setback when the smoke alarms were triggered by the popcorn machine, the event was a success: 36 students registered in advance, and more than 40 students attended, not including student programmers and resident advisors. The librarians received feedback such as, "This was awesome!" The librarians agreed, since before attending the event, only 5 of 19 feedback survey respondents knew about the library's existence, and none had ever set foot inside. Additionally, 17 respondents said that they would be likely to contact a librarian for help in the future. Many of these same students have since come back to the library and contacted the librarians for help. They seem to have indeed claimed the Sciences Library space as their own.

Reported by Julie Arensdorf (Loras College)

Using Shared Documents for Collaborative Collection Development: Two Practical Examples
Andi Beckendorf, Ryan Gjerde, and Germano Streese - Luther College

In this presentation, Bechendorf, Gjerke, and Strees presented a method for reviewing titles in CHOICE Reviews using Google Docs. This much more collaborative and efficient strategy is possible with the new version of CHOICE Reviews.

Gjerde gave the rationale and process Luther went through to move from relying primarily on CHOICEcards to order titles as well as the structure for using Google Docs and the online CHOICE Reviews.

Strees went over a pilot example for choosing reference titles using CHOICE Reviews. Titles selected are put in a Google Doc, where librarians indicate if they think the title should be ordered as well as give comments. This encourages dialog that was not possible using CHOICE cards. In addition, librarians annotate the review to indicate if the library owns titles mentioned in the review. Once a month, Strees reviews the Google document with titles that have been chosen and shares this document with the Acquisitions Assistant. Since this is a shared document, the Acquisitions Assistant does not need to notify the librarians when titles are available.

This pilot process, started at the beginning of the year, streamlined their ordering process, offered more opportunity to share different perspectives prior to a final decision on a title, and helped librarians make better informed decisions because of the comments.

The pilot, which started beginning of the year, streamlined the process, and gave more opportunity to share different perspectives prior to making a final decision. And, even though emails can still sit in inboxes, people can look at the titles using Google Docs rather than wait for cards to be routed.

Beckendorf then showed how this worked with the music department. Previously, Choice card could sit on a faculty member's desk and the library could receive big bunches of cards at the end of the year.

With the new system, everything moved from paper to electronic communication, including Beckendorf's list of requested titles. Professors now receive a Google doc with titles, links to reviews, and a yes/no button. Beckendorf keeps track of the tally for each title on the Choice cards and passes them to the Acquisition Assistant to order.

The next step is to eliminate paper all together and take the best practices they learned in the Reference project to the department Choice evaluations. This will help faculty know what has been ordered and speed up acquisitions and cataloging.
Reported by Mary Anne Knefel (University of Dubuque)

Library Partnerships and First-Year Persistence in Historically Underrepresented Student Populations

Christine Elliott, Eric Leong, and Jette Irgens - Wartburg College

Wartburg College looked at their student population and saw many changes. Taking into account enrollment data and data from the National Center for Education Statistics (NCES), it became clear the demographics are shifting. Over the past 10 years, diversity enrollment in student populations that have been historically underrepresented have significantly increased from 8% in 2001 to 33% in 2011 at Wartburg alone. However, the data still shows gaps in student achievement for these students.

This data led Wartburg librarians, Christine Elliot and Eric Leong, along with Pathways Associate for Writing, Reading, Speaking Lab (WRSL), Jette Irgens, to rethink the way these historically underrepresented student populations are served. The Vogel Library partnered with The Pathways Center and the WRSL lab to enhance the existing College Achievement Program turning it into the CAP+ program that would intentionally reach high-risk first-year students with culturally diverse backgrounds and address achievement gaps.

Funding for the program was provided through the Great Lakes College Success Grant. The grant focuses on the achievement gap within culturally diverse students and ways to close it. As part of supporting this student success, the CAP+ program's objectives included helping first-year students transition successfully from high school to college. Students were connected with upperclassmen mentors to guide them through this transition. Incentives such as credits toward the textbook store were rewarded for student participation in the CAP+ program. Student Life also created a variety of social opportunities for first year participants to connect to campus and their fellow peers.

Library involvement in the program involved information literacy sessions specifically focused on students' needs. Five informal workshops were scheduled during the 2013-14 academic year. Topics of the workshops were based on student surveys which indicated areas they needed assistance with: Introduction to Library Services, Information Overload, Using Library Databases, Citing Sources and Creating Bibliographies, and Getting Research into Your Project. In addition to helping students with these skills, the workshops served as a way to break formality and introduce students to library staff. Collaboration with the WRSL connected students to peer consultants that were trained to work with students on a variety of academic assignments. The informal aspect of the program was stressed to help students feel comfortable approaching WRSL staff members to ask for help.

Wartburg library and WRSL staff reported the first run of the CAP+ initiative to be an overall success. A few challenges were noted such as a drop in attendance between Fall and Winter. However, this attendance drop led to staff members cancelling the final session and creating a very successful "Night Against Procrastination." Hosted in the library, this night was a way for

students to de-stress with snacks, fun games, as well as connect with their peers. Faculty members from various departments also attended the event and were available for students to ask questions if needed.

There were many positive benefits and new opportunities for the Vogel Library and WRSL. Students were more aware of the library's services and recognized the library as a place that serves both students' wants and needs. Students benefited from the WRSL by improving their writing as well as boosting their confidence. Both departments saw the collaboration as a way to connect with new departments across campus and remove silos from within the library building.

Reported by Katelyn Wolff (University of Dubuque)

Open Source Software: Helping Libraries Break Down Silos
Julius Fleschner, Briar Cliff University, and Adam Fullerton, Morningside College

Julius Fleschner, interim library director at Briar Cliff University, kicked off this engaging session with a brief outline of open source software and the benefits and pitfalls it can deliver to adoptees. Open source software grants users with the ability to customize and improve programs,

with which comes with the additional responsibility of maintaining the integrity of the program. Fleschner also touched on several other best practices of utilizing open source software, including sharing improvements with the product community, acknowledging staff limitations, and the option of investing in contracted technical support. At Briar Cliff University Library they recently made the transition to the open source ILS Koha. Fleshner discussed the process of migrating to an open source ILS and how Koha is constantly evolving thanks to an active user community.

The second segment of this session was led by Adam Fullerton, Digital & Archival Services Librarian & Assistant Professor at Morningside College. Fullerton shared his experience with customizing open source archival software to suit the archival needs of his campus community. He outlined the process Morningside took to select their product, with emphasis on how Information Technology staff helped to inform their decision. After comparing various products they settled upon web-publishing platform Omeka. Fullerton discussed the benefits of Omeka including, customization options, ease of use, and the options for hosting.

Reported by Karly Steele (St. Ambrose University Library)

Concurrent Sessions – 2

Demolishing Silos: A Community Effort
Julia Bauder, Chris Jones and Catherine Rod - Grinnell College

This presentation shared the collaborative work of Grinnell College and the Drake Community Library in documenting the local history of Poweshiek County. This partnership has taken the form of the Poweshiek History Preservation Project (PHPP) and benefitted from initial funding from the [Innovative Librarians Explore, Apply and Discover (ILEAD) Grant](#). Julia Bauder, Chris Jones, and Catherine Rod provided highlights on how the project was implemented and has grown over the past year.

The PHPP identified four goals:

- Digitize materials in private collections
- Digitize materials in local history collections of the libraries
- Establish a trusted and local digital repository for the digital objects
- Create a user-friendly interface for public access

Implementing a marketing campaign that involved posters throughout the county, local media outlets, presentations to community groups, and an informational booth at the Poweshiek County Fair, the PHPP was able to generate interest and awareness in the project. This resulted in identifying private collections to be digitized and encouraging community members to provide oral history interviews. Using ILEAD funds, the PHPP put together portable scanning stations and digital audio recorders that community volunteers took into the "field" and used to create the

digital content. To help make sense of the digital content being created, the PHPP used simple informational forms to be completed by the "donor" at the time the materials were scanned.

When the PHPP is not documenting and processing privately held collections, the focus is then on the local history holdings of the Drake Community Library and Grinnell College. Two examples were given of how easily these collections overlap – one being a collection at the college that includes photographs of historic homes throughout Grinnell, and the other a collection at the public library that includes primary source materials from the local Temperance movement.

Digital Grinnell, the digital repository for Grinnell College, is where the digital objects are stored. The records for each object are pieced together from the metadata provided on the informational forms collected by the volunteers. The records are made accessible to the Drake Community Library by harvesting the basic record data and integrating it into their public PHPP website. The PHPP records are also discoverable through WorldCat.

This presentation provided a solid model for successfully planning, implementing, and sustaining community collaborations focused on documenting local history.

Reported by Eric Leong (Wartburg College)

Creating Partnerships for Student Success: Reflections on Building a Student-Focused Learning Space
Brittney Thomas and Amy Paulus, University of Iowa Libraries

Begun with a white paper in 2007—"Fostering Learning Through Library Spaces"—the new University of Iowa Main Library's Learning Commons is a product of repurposed space, user feedback, and a lot of collaboration. Inviting the Provost's office, campus ITS, students, and others to participate in brainstorming sessions, the Library solicited ideas surrounding services, programs, and space. While not all ideas were incorporated into the finished product (e.g. massage tables), the staff attempted to transform an aging and increasingly unused portion of the library into a responsive and forward-thinking learning space.

One of the first puzzles the library staff had to solve, was the north and south circulation desks at the Main Library. Ultimately, it was decided to close the south circulation desk, though this created some temporary confusion amongst users who were accustomed to the two options. Another challenge was deciding how many librarians/staff members were needed at the new single service desk. While this decision was initially delegated to two staff members, after encountering buy-in issues from the rest of the staff, a best practices planning group was formed and charged with recommending the best solution(s)/practices for implementing the vision of this central service point. For example, after discovering that having professional staff at the service desk was not a good use of time (U of I Libraries use Suma from NCSU for reference data collection), librarians were moved to a separate research consultation table, and they continue to

monitor chat reference from their offices. The Learning Commons is also now overseen by a collection of teams: Operations, Communications, and Executive, in order to facilitate communication. A third challenge the library staff encountered was the creation of the Learning Commons Coordinator position. Was this person a manager or a coordinator? A librarian, or a technologist? Should an MLIS or another degree be required? Ultimately Brittney Thomas, a librarian, was chosen for the position, though her work continues to navigate this inter-departmental frontier.

The construction of the space itself met with successes (it won an award from the Master Builders of Iowa) as well as minor setbacks (the café's Panini grill set off the smoke alarms, and the dry erase wall panels were installed backward). The library staff has been surprised by how students are using the new space. Although there was a perceived need for more group collaborative space, students are sometimes confused by how noisy the Learning Commons is, and have requested more quiet space. Similarly, while the library expected students to use the group study rooms for collaborative work, they frequently use it for quiet and individual study.

The Learning Commons is intended to be a "tech-infused comfortable and flexible learning space and one-stop academic and information center… with good coffee!" and includes spaces for group and individual study, technological amenities (including password resets, laptop chargers, mice, cables and clickers), and information and technology assistance. By continuing to partner with groups such as supplemental instruction, IT, and the Center for Teaching and Learning, and maintaining frequent and open communication between multiple stakeholders, the U of Iowa Libraries hope to continue to grow and develop this new space.

Reported by Julie Arensdorf (Loras College)

CI-CCI: A New Model for Shared Print Collections Develops in Iowa
Presented by Teri Koch (Drake), Pam Rees (Grand View University), and Cyd Dyer (Simpson)

Koch, Rees, and Dyer talked about the shared print initiative between five Iowa academic libraries: Drake, Grand View, Simpson, Grinnell, and Central. There are both internal and external imperatives to repurpose library space, especially space taken up by print collections. The CI-CCI is an attempt to plan for systematically and cooperatively choosing how to deaccessioning parts of their book collections in order to have the least impact on the academic communities of these institutions.

The CI-CCI group used the Michigan Shared Print Initiative (MI-SPI) as a model. The CI-CCI's guiding principles were that decisions would be data driven; there would be a guaranteed 24 hour delivery of materials; they would coordinate acquisitions to eliminate all but most critical duplications and maximize local budgets; and that senior administrators at each institution would commit to the project.

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Once they had this philosophical by-in, they hired Sustainable Collection Services (SCS) to conduct a collection and usage analysis. The five libraries signed a Memorandum of Understanding in summer 2013, just 6 months into the project. They then created an Acquisitions Taskforce and an Interlibrary Loan Task Force.

The Sustainable Collections Services analysis of the CI-CCI bibliographic records and circulation history showed that, half of the over one million total records were unique to the group but that collection as a whole was not very unique compared to all libraries, with 96% of total holdings held by 20+ libraries in the United States.

The group then decided factors for withdrawal, which included recorded uses, publication and/or acquisitions date, holdings within the group, holdings in Iowa, retention commitment within the group, equitable distribution of retention commitments and withdrawal opportunities. The group is committed to retention, but not to withdrawal of items, meaning that any one library does not have to withdraw a title but can feel confident that if they withdraw an item, it will be in consultation of the group.

Dyer then spoke of the experience at Simpson. By participating in CI-CCI, they have the opportunity to repurpose space and resources in a collaborative way that benefits their community. The group has decided to get OCLC symbols that will indicate the item is part of the Shared Print Retention program to facilitate the 24 hour turnaround for interlibrary loan. They are also considering a process for considering other members. At present, their geographical proximity helps the program.

Reported by Mary Anne Knefel (University of Dubuque)

Concurrent Sessions – 3

Catching Fire: Burning Down Our Silos to Fire-Up Our Communities
Presented by Sara Scheib and Leo Clougherty, University of Iowa

When the University of Iowa Libraries went through a great changes recently, the staff at the newly formed Sciences Library wanted to reach out and innovate, to rethink and repurpose this newly created space.

As part of their innovation, the librarians decided to repurpose stack space. The present library houses only 5% of the collections in the previous science libraries. With many of the books in storage, they purchased furniture and created learning spaces which drew students into inviting study spaces.

They also created a full array of events and displays to bring people in. They sponsored Darwin Days and lunch at the Sciences Library Workshops. They have coffee available. They have beautiful exhibits, some of which are from the personal collections of professors. Not all are

related to science. One professor contributed his collection to an exhibit on the Civil War. They also created a comic book display.

Scheib and Clougherty described an event in which they collaborated with the Iowa Women's Archives to put together a display and program on Shirley Ann Brigg, who studies under Grant Wood, was an illustrator for the US Fish and Wildlife Service and was an associate of Rachel Carson, author of Silent Spring. The purpose on the program was to highlight the Shirley Ann Briggs collection and celebrate the 50th anniversary of the publication of Silent Spring. They planned an exhibit at the library, a public symposium with a reception, a public screening of the film A Sense of Wonder at the Iowa City Public Library, and a libguide.

To do this, they created a marketing plan, received Foundation funding for a green reception, received help from the Preservation and Conservation Department to mount the exhibit, and partnered with the Iowa Women's Archives.

This program was very well received and created a snowball effect. They were invited to present the symposium at other settings, including the Iowa City Bird Club, Sustainability Festival, Muscatine Rotary Club, and the Midwest Environmental Educators Conference. It has also paved the way for further collaboration with the partnerships they created in this project.

Because of the success of this new vision, we can see that it is necessary to break down our silos in order to thrive and bring our vital stories to people other than our immediate constituents. Through their efforts, Scheib and Coughterty have brought vitality and new energy to the Sciences Library.

Reported by Mary Anne Knefel (University of Dubuque)

The Changing Landscape of Online Subject Research Guides
Kris Stacy-Bates and Rebecca Jackson - Iowa State University

Building on the 2004 article "Internet subject guides in academic libraries: An analysis of contents, practices, and opinions" by Rebecca Jackson and Lorraine J. Pellack, Jackson returned to the topic with Kris Stacy-Bates to explore the online landscape since the introduction of LibGuides. The presentation shared their data based on analysis of subject guides from 99 libraries in the Association of Research Libraries and follow up surveys to help identify trends in library policies on creating and maintaining guides.

While analysis of the data is ongoing, many of the initial findings have led to some helpful recommendations and interesting questions. For example, to address the common concern that online research guides are not getting enough traffic, Jackson recommended using a direct link to research guides from the library home page. Stacy-Bates and Jackson's review of sites found that nearly one-third of libraries were not doing this, requiring researchers to navigate a number of

pages before arriving at the desired resource. Additionally, consideration should be given to the label for the link so that it is easily identified by the researcher.

Stacy-Bates and Jackson identified several trends when compared with the previous study. One is a transition from generic subject guides to an increased use of course-specific research guides. At the same time, the content within guides is moving away from links to specific sources (e.g. a journal title) and more towards aggregators such as discipline-specific databases. The arrangement of the links is breaking away from an alphabetical listing, to one of relevance. Jackson recommended that if sources are presented in some sort of ranking, it should be noted to avoid confusion to researchers.

Stacy-Bates and Jackson's presentation of their initial findings offered excellent considerations into how we should create, maintain, and evaluate our own online research guides.

Reported by Eric Leong (Wartburg College)

Taming Dragons! Institutional Repository Promotion Catching Fire through Successful Collaboration
Lieun Kang, Humanities Librarian, R. Cecilia Knight, Acquisitions and Discovery Librarian, and Phillip Jones, Humanities Librarian and Coordinator of Research Services (in absentia)

Grinnell has been busy building a new virtual space. Digital Grinnell, an institutional repository begun in 2012, harnessed the momentum begun by a faculty-student research collaboration of creating an online, contemporary English translation of Beowulf. Utilizing layers of open source software, including Islandora, Drupal, Omeka, and ViewFind, the librarians were able to create an online space to share past, current, and future intellectual work of students and faculty at Grinnell.

The digital Beowulf project, which includes PDF text and sound files, was led by faculty member Tim Arner, and involved six undergraduate students who used many library resources (ILL, databases) to complete the project. Promotional materials such as imprinted bookmarks and postcards were created, and the unveiling event was advertised on the College's website, the library's website, and Facebook. In conjunction, the library also organized three reading and discussion group events which were held in the library. In addition to Beowulf, Digital Grinnell has also begun a Transcription and Captioning project for the Powesheik Digital Heritage project. Working closely with Alumni Relations, postcards were sent to alumni and Grinnell affiliates to solicit captions for photos and artifacts which had been digitized and uploaded to Digital Grinnell. Other intellectual work captured by Digital Grinnell include conferences such as Grinnellians Abroad: Engagement & Learning Symposium, and Technology to Fortify the Liberal Arts Education.

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In their presentation, the librarians noted that open source software, while free, does present some drawbacks, since learning how to use and develop the software is left up to the user. However, the wealth of documentation and user communities online eased this strain. The biggest challenge the librarians noted was collecting material for the institutional repository—it has been difficult to get students and faculty to submit their work. Because of this, the library has begun more closely partnering with other groups on campus, and whenever possible, including submission to Digital Grinnell as part of the process of on-campus conference participation. In this way, they hope to continue to grow the wealth of archived knowledge in Digital Grinnell.

Reported by Julie Arensdorf (Loras College)

Rocks vs. Sucks
Nicole Forsythe – Kirkwood Community College

Rocks vs. Sucks was a lively session that energized all attendees through talking and moving. Nicole Forsythe led a group of librarians through various topics pertaining to the library field. Nicole brought topics and also used suggested topics from the collaborative poster board of ideas attendees put suggestions on before the session.

The space of the conference room became a scale with one side designated as the "Rocks" area and the other being the "Sucks" area. Topics quickly moved the group between both sides, yet not everyone could commit to one side or the other. The middle of the room was then designated as the space for those with multiple perspectives regarding a topic.

To get the conversation started, Nicole set a two minute timer, presented a topic related to libraries, asked participants to move and explain why they chose their position. A few of the hot topics included: copyright, patron driven acquisitions, discovery systems, little free libraries, and microfilm. With various backgrounds around the room, the explanations presented new ideas, thoughts, and often led participants to rethink their position.

Few topics brought the entire group together, yet even the most agreed and disagreed upon topics prompted discussion of the bigger picture of libraries. The topic of the embedded librarian brought everyone to the "Rocks" side, but not without some reflective conversation. Group members questioned the definition of embedded and considered what a librarian's role is in the classroom. One of the most provocative conversations regarded the little free library. Those in support argued for its convenience and neighborhood appeal, while those against the topic questioned if it perpetuated stereotypes of libraries, keeping them in a silo.

Nicole's innovative session evoked many animated and friendly conversations, proposing new ideas and collecting voices from many different perspectives.

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Reported by Katelyn Wolff (University of Dubuque)

Reflections of Spring Conference Scholarship Winner, Kassie McLaughlin

Dear ILA/ACRL Members,

As the recipient of the 2014 Spring Conference Scholarship, I wanted to thank you not only for the opportunity to attend the Iowa Library Association ACRL conference but for the support and hospitality I received from everyone I met during the conference. As this was my first library conference, it was wonderful to be welcomed by and engage with librarians from across the state of Iowa. At the conference, I was able to gain a better understanding of silos and how we can overcome them. In addition to this, I was able to learn from the insights of professional librarians. In the sessions I attended and the discussions I had throughout the day, I became more aware of the world of academic libraries and saw exactly how collaborations between different professionals and organizations creates solutions to problems that are more impactful than they would be without these partnerships. I will be able to take that understanding with me and apply it to my own work while I am completing my MLIS degree. Thank you for giving me the opportunity to make meaningful connections and gain an understanding of how to break out of my own silos.

Starting the day with the keynote speaker, Ms. Bobbi Newman from Librarian by Day, provided the motivation I needed to fully embrace the theme of the conference. There was no better place to start breaking out of my silos and meet new people than at my first conference! Ms. Newman provided insight to why we build silos and why we should escape them. She spoke to the

importance of change and offered advice on how to facilitate change within ourselves. All of these concepts were applicable personally and professionally, and my reading list was lengthened.

My first session was given by Mr. Julius Fleschner from Briar Cliff University and Mr. Adam Fullerton from Morningside College and entitled "Open Source Software: Helping Libraries Break Down Silos". This session demonstrated how exploring open source software can provide technology solutions for libraries who are limited on technology resources. Open source software has a community based problem solving approach in that libraries can connect to discuss problems with software and pool their resources to create features needed for technology. Lunch provided the opportunity to meet more professionals and to attend my first ILA ACRL business meeting. The Unconference on digital literacy provided the chance to discuss the definitions of digital literacy, how those interact with other kinds of literacy, and how these terms affect the perspectives of and actions taken by various libraries.

The first afternoon session I attended, "Demolishing Silos: A Community Effort", was a great example of the synergy that can be created when two libraries team up to provide more access to a shared interest within each of their communities. Ms. Julia Bauder, Mr. Chris Jones, and Ms. Catherine Rod from Grinnell College, explained how partnering with the local public library during the Poweshiek History Preservation Project allowed the two libraries to digitize and combine their local history collections to create access in one central online location. In addition, the partnership created opportunities to strengthen their local history collections by incorporating private collections and oral histories from citizens throughout the county.

My second afternoon session, "The Changing Landscape of Online Subject Research Guides" by Ms. Kris Stacy-Bates and Ms. Rebecca Jackson from Iowa State University provided an analysis of research/subject guides and the practices used in the creation and upkeep of those by analyzing subject guides in various fields and surveying heads of reference services. The session promoted the creation and active management of subject guides and emphasized the role they can play in the liaison librarian's interactions with faculty and students.

The importance of breaking out of our silos, making changes in our professional habits, and interacting with those outside of our was demonstrated in the sessions I attended throughout the day. It was apparent that by exploring connections and opportunities, each of the speakers had gained valuable resources and knowledge. Receiving the Iowa ACRL 2014 Spring Conference Scholarship has allowed me to take the first step in breaking out of my own silos and start making connections with my future colleagues. Thank you again for the opportunity to attend the conference and take that step in professional development.

Sincerely,

Kassie McLaughlin