

# ILA/ACRL Newsletter

vol. 22, no. 2, April 2012

This April 2012 issue of the ILA/ACRL Newsletter has two sections:

[Information on the upcoming ILA/ACRL Spring Conference on May 25 in Decorah](#)

[Articles on the theme of specific changes for the future at several Iowa academic and research libraries](#)

## ILA/ACRL Spring Conference 2012

ILA/ACRL Spring Conference 2012

Friday, May 25, 2012

Luther College, Decorah, Iowa

### **Build on Our Strengths :: Design for Our Future**

The Spring Conference Planning Committee is looking forward to seeing you on Friday, May 25, at Luther College in Decorah. The theme chosen for this year's conference is "Build on Our Strengths :: Design for Our Future." The planners reflected on the 2011 Iowa Library Association conference theme, "Treasuring the Past, Transforming the Future," and came to the conclusion that Iowa academic and college libraries all have unique strengths in forms such as collections and services that we should be proud of, and those are the building blocks for our future success.

We have an exciting keynote speaker lined up as well as 12 concurrent sessions. New this year are lightning round presentations. These are informal sessions designed to give you an opportunity to share ideas, triumphs and get feedback from colleagues.

If you are arriving on Thursday evening we hope you will join us at Seed Savers Exchange Visitors' Center for hors d'oeuvres and beverages from 4 p.m. to 6 p.m. There will be a tour of the preservation area and library at 4 p.m. Later, we will have sign-ups for dine-arounds at a selection of downtown Decorah restaurants so we can socialize and dine with colleagues in small groups. More information can be found about Seed Savers [here](#).

You may register for the conference [here](#).

## **About the Keynote Speaker: Michael Porter**

Michael is the President of Library Renewal. Library Renewal develops relationships, forms partnerships, does research, and creates solutions to further the mission of libraries as it relates to e-content. In 2009 Michael was named as a Library Journal Mover and Shaker. He previously worked with The Bill & Melinda Gates Foundation, OCLC, WebJunction, and the Allen County Public Library (Fort Wayne, Indiana).

He has adopted the conference theme, “Build on Our Strengths :: Design for Our Future,” for his keynote address. Michael will take us on a thought provoking stroll through library history, technology evolution and our shared humanity. We'll examine what makes libraries work at the most basic levels, and how our jobs, right now, have the potential to create a foundation for a stunningly vibrant future for libraries and the communities they serve. Come ponder concepts like need, desire, human nature, society and technology and leave more inspired about your work and your life as information professional.

Learn more about [Library Renewal](#) and [Michael Porter](#).

## **About Luther College**

Located in the small northeast Iowa town of Decorah, Luther College is an undergraduate liberal arts institution of about 2,500 students. The college is affiliated with the Evangelical Lutheran Church in America.

Founded in 1861 by Norwegian immigrants, Luther offers more than 60 majors and preprofessional and certificate programs leading to the Bachelor of Arts degree. Its mission statement emphasizes faith, leadership, and community service. Luther College provides equal opportunity for all qualified persons in its educational programs and activities.

Preus Library was built in 1969, and is located at the center of the Luther campus. Library operations and services, along with technology functions and services for the campus, are part of the merged department known as Library & Information Services. More information about the library building can be found [here](#). The library will be open from 8 a.m. to 5 p.m. on May 25, and visitors are welcome to stop in.

## **Concurrent Sessions**

*Archives as Incubators: Germinating our Future Using Seeds from the Past*  
*Mary Iber, Cornell College*

Using part-time staff with no additional funding, the seeds of history germinating in archival collections are springing to life, both physically and digitally. Creative use of existing staff, open source software, and campus collaboration is enabling access to previously inaccessible territory.

This session will illustrate the process, projects, products, and side-benefits of Cornell's limited-budget DIY digitization ventures. Also shared will be examples of increasing use of the physical archives by students who are culturing a connection to the past while preparing for the future. In the process, they are cultivating growth, critical thinking, and research expertise.

*Takin' Care of Business: A Model of Comprehensive Embedded Librarianship  
Supporting Undergraduate Business Students  
Eric Leong, Wartburg College*

The phrase "embedded librarian" has taken on many applications. Some common embedded experiences are increased classroom presence, participating in an online course management environment, or providing reference services in non-library locations. Using an undergraduate business capstone course as a model, this presentation will share some of the opportunities and challenges of taking traditional library services to non-traditional places, both physical and virtual, with the goal of creating a learning environment in which the student views the librarian as an indispensable partner in their success.

*Saving Space: Honoring the Leisure Nook  
Kathryn J. Morgan, Julia Dickinson, Stella Herzig, and Joyce Haack, St. Ambrose  
University*

As college and university libraries strive to keep pace with ever-increasing technological innovation, it is easy to lose sight of the importance of the academic library as a place for human interaction, community building, and quiet contemplation. Citing published studies and detailing our institution's annual summer reading program, we will illustrate how outreach to an often under-served patron population has revitalized aspects of academic library collections and services whose time may be coming around again. We will foster discussion among the session participants about ways to integrate technology, human interaction, and solitude in an academic library setting.

*Illuminating Hidden Collections within College Archives  
Sasha Griffin and Rachel Vagts, Luther College*

In 2010, the Luther College Archives was awarded a grant from the National Historical Publications and Records Commission to illuminate their hidden collections through the creation of a digital archival catalog. This coincides with other ongoing projects, programming, and initiatives that seek to increase the accessibility and discoverability of archival resources relating to the college, Norwegian-American history, and the overall library collections on campus. This presentation will discuss the role of the Archives within the larger LIS and campus framework, the catalog project "Journeys to America," social media initiatives, and other outreach and marketing programming dedicated to illuminating their collections.

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

***Julie Greenberg and Joyce Meldrem, Loras College***

How can we connect with our users when we don't often see them face-to-face? Using bathroom ads, Lora Librarian, [Thursdays@the](mailto:Thursdays@the) Library, primal screams, treats, documentary photos, Facebook, and a whiteboard, the Loras Library has been able to promote events, educate users about Library resources, and increase our visibility as a welcoming center for learning on campus. Through these combined marketing activities, the Library is able to connect with students in multi-faceted, dynamic ways. We'll share not only what we've done, but also some of the tools we've used in designing our marketing efforts.

## ***Bringing Information Literacy Skills to the Tablet***

***Rebecca Sullivan, Luther College***

While there are many models for libraries to use tablets for reference services or lend them for circulation, this pilot project highlights the tablet's potential for hands-on library instruction. Building on the strength of active learning in information literacy instruction, Preus Library configured a set of 25 iPads to bring hands-on searching to any space. In the library or across campus, the tablets are conducive to student engagement because learners can apply search strategies—on a gadget—as the demonstration progresses. One year into the project, the pilot continues to generate ideas for using mobile technologies and new techniques for managing hands-on instruction.

## ***Gather Ye History While Ye May: Capturing Oral Histories for Your Archives***

***Natalie Hutchinson and Lori Witt, Central College***

As a campus community changes across time, significant pieces of institutional memory can be lost or garbled. Sources for first-hand accounts of major events, campus traditions, and the day-to-day life of the institution dwindle, and this unique perspective is lost. In an attempt to capture this crucial and irreplaceable history, Central College has embarked upon a wide-ranging oral history project. Please join us for an oral history of our own: the story of how collaboration, dedication, and a love of our shared history turned a lightbulb moment into a collection.

## ***Green Academic Libraries: Sustainability in Iowa and Beyond***

***Mara M J Egherman, Central College***

Libraries reduce, reuse, and recycle by nature. But a myriad of questions compel us as we look ahead. In this constantly evolving profession, how do we approach each new way of doing our work and serving our missions in a green fashion? How do we power our computers and smartphones? Are they built with sustainable methods and materials? Can we safely dispose of computer parts? What powers the cloud? Is there a “green” way to manage library collections? Is it ultimately greener to acquire print books or e-books? Do we offer materials to our users in a sustainable way?

## **Lightning Round: Instruction**

The Lightning Rounds are meant to provide conference attendees a forum to share experiences and ideas from their libraries without working up a formal proposal. Have you recently tried something new with your library instruction and can't wait to share? Or do you have the beginnings of a plan and would like some feedback on how to refine it? Here is your chance! Presenters should plan on 5 minutes of speaking time and 5 minutes of Q&A.

*An Analysis of an Unidentified Medieval Manuscript in the Grinnell College Libraries  
Department of Special Collections and Archives  
Tad Boehmer, Grinnell College*

I will discuss a Mentored Advanced Project that I worked on last fall as a senior at Grinnell College. The project investigated an unidentified Latin manuscript in the Grinnell College Libraries Department of Special Collections and Archives. I will talk about how I examined physical evidence, such as binding, watermarks and paper, as well as textual evidence, like handwriting and contractions, to make conclusions about the circumstances and context of the production of this 15th-century codex. I will also touch on the importance of special collections and archives large and small and the priceless primary sources in their holdings.

*Ready to Stream? Investigating Offering Online Video Content for Courses  
Amy Paulus, University of Iowa*

In January 2012, the University of Iowa Main Library piloted a service of streaming media content for videos used in classes by working with 7 different instructors and procuring 74 video titles. All areas of the library were involved in this process: acquisitions, collection development, library information technology, cataloging, and course reserves. This presentation will focus on what is needed to implement this service, an analysis of our pilot service, and our future plans.

### *Lightning Round: Building Issues*

The Lightning Rounds are meant to provide conference attendees a forum to share experiences and ideas from their libraries without working up a formal proposal. How have you designed your library building to work for your community? What challenges and opportunities has your building presented? We want to know! Presenters should plan on 5 minutes of speaking time and 5 minutes of Q&A.

## **Changes for the Future**

These articles highlight important changes at four different academic and research libraries in Iowa as they look toward the future and the changes it will bring to libraries.

### **Empowering Hourly Staff Members to Create Their Own New Jobs at Loras College**

*by Joyce Meldrem, Library Director, Loras College*

Beginning in June 2011, the jobs for the hourly staff in the Loras College Library were reorganized. Some positions changed a lot and some changed a little. Why did we start this conversation? The changes were made so we could arrange for both a day-time and a night-time supervisor for the Check Out Desk. In the past, we'd had a day-time supervisor and a person who worked until 10 p.m. The student employees were on their own between 10 p.m. and midnight and often had to close the building by themselves. Sometimes their fellow student weren't cooperative about leaving in a timely fashion and even harassed our student employees. Since evenings are our busiest times, it made sense to have a staff supervisor available to support them.

In January 2011, Joe McGerr, the Interlibrary Loan Coordinator/Night Circulation supervisor left the library's employ and the library director's part-time Administrative Assistant, Lori Behnke, who also worked part-time in another department on campus, wanted to consider moving full-time to the library. The timing was right for a look at all of the hourly positions to see if we could accomplish everything we needed to with the people we had and the allocated salary amount that was available.

Left alone in a room for almost two hours, the five staff members involved moved some tasks from one position to another, moved people from one job to another, and came up with a plan they all felt comfortable presenting to me as the Library Director. During the discussion, they felt empowered to suggest and discuss changes without repercussions. In addition, it was very easy for each of them to describe the skill set needed for the positions they were currently in and discuss how other people's skills sets would work in a new position. This came in very handy when some people weren't sure that they had the skills needed for a particular job.

In addition to the two positions mentioned above, the rest of the staff was ready for change and eager to explore options that did not involve searching for a new job. For example: Suzanne Ward, day-time Circulation Supervisor, while she'd always enjoyed her job, was beginning to burn out after supervising student employees for the past 6 years.

Deone Merkel, Acquisitions Coordinator, was ready to apply her creative talents to a position more suited to her creativity by becoming the marketing coordinator and day-time circulation coordinator. Deone had previous experience supervising employees at other jobs she'd held so she had the skills needed for supervising student employees.

Lori Behnke, part-time Administrative Assistant, wanted to work full-time at the library but didn't want to supervise students. She had experience working in the business office, so it was a good fit for her to take on the bookkeeping and budget tracking that is done in the library as Acquisitions Coordinator/Library Administrative Assistant.

Donna Welter, Serials Coordinator, had worked with serials for years and picked up receiving of all library materials since she already received periodicals.

In addition, most of the staff wanted less than a 12 month contract so that was also worked out within the salary line. After their discussion, they presented their ideas to me and with a bit of tweaking (especially regarding the budget), and we devised a plan that came to fruition in June 2011.

Because of the rearrangement, we were able to hire Rose Palmer to work the night shift supervising the students at the Check Out Desk and she began work on September 15. Rose works from 6:00 p.m. to 12:30 a.m., Sunday through Thursday. We were able to assign Rose tasks that she could work on alone since her hours don't overlap with the day-time staff.

### *Interview with Deone Merkel*

When asked, Deone Merkel noted that the hardest part about changing jobs was trying to shift gears where “nothing had changed except everything had changed”—she was in the same building with the same people and the same atmosphere, but everything about her day-to-day job had changed. She also said that the same thing made it the easiest part about changing jobs – not everything was new, they still knew the basics of the library and the people who had done their job before was still there to answer questions after their training was over. She also said it was sometimes difficult wearing the two hats—putting on a new one while still wearing the old one and trying to pass the old one off onto the next person.

When asked what part she liked most about the process of changing jobs, Deone said “I loved sitting in that room and just talking to everyone else about who had what strengths and where those strengths would best serve the library. I'd never heard of that happening before. Although sometimes it was difficult to think of myself as anything other than the position I'd been hired to do.”

If she had to do it over again, Deone would want to stagger the change-over so everyone wouldn't have changed jobs at the same time. But if she had to do it over again, she “wouldn't change the collaborative effort of the whole process – that's the reason it worked.”

### *Interview with Suzanne Ward*

When Suzanne was asked about the hardest part of changing jobs was that she'd “worked here for a few years but I still had no idea all of the things that were really involved in Interlibrary Loan.” She found the easiest thing about the change was “the ability to take on a new challenge

without leaving the building and the opportunity to become rejuvenated without having to change everything involved with getting a totally new job.”

When asked what part she liked most about the process of changing jobs, Suzanne said “just the staff coming up with the ideas. We all had an opportunity to speak freely. There was a genuine sense that ‘if this works for you, then let’s try and make it work’ so that it ended up being beneficial for everyone.”

If she had to do it over again, Suzanne wished “she’d learned more about the specifics of the position earlier in the process. I thought I knew what the other people did, but found out I didn’t know as much as I thought.” Suzanne felt that the timing of how people switched worked well and flowed over the course of the summer.

### **Conclusion**

The staff worked over the summer and the beginning of fall to train one another in their new jobs. While that didn’t go as smoothly as it could have gone, everyone has settled into their new work. Some of the training went very well, and other pieces fell off people’s radar because the staff each had some part of the summer off with their new shortened contracts. I did learn some things to be cognizant of in the future—I would make sure people had a better idea of the whole job they’d be responsible for and I would follow up better on how the transition was proceeding, rather than assume it was moving smoothly. In retrospect, it can be considered a successful endeavor, and as Library Director, there’s very little I would do differently.

### **New Learning Commons at the University of Iowa Main Library**

*by Brett Cloyd, Kathy Magarrell & Amy Paulus*

Construction has begun this spring on the new Learning Commons in the Main Library at the University of Iowa (UI). The Learning Commons will be a tech-infused, comfortable study space and one-stop academic help center... with good coffee! The project is a collaboration of the Provost’s Office, UI Libraries, and Information Technology Services. When completed, the project will encompass 37,000 square feet of newly finished space on the first floor of the Main Library and cost approximately \$14.2 million. University Librarian Nancy Baker has been steering the project in consultation with other campus leaders. For the ILA-ACRL Newsletter, we wanted to share some of the planning process and explain what staff and students are eagerly awaiting.

A blended service desk of circulation, information, DVD & laptop checkout, technology, and Reserves will be created to provide seamless service to patrons and reduce confusion among users. Staff members from these related areas are being cross-trained to get up to speed in their new area. We are looking forward to a new desk model that is more user-friendly and has a more welcoming interface.

One item at the Main Library that has not been available to students is an abundant selection of group study spaces. Today, student projects are often collaborative and involve working with fellow students. Students have been working with furniture that has been in the building for many years, and is not very flexible. The Learning Commons will have 18 group study spaces, in addition to the 11 existing spaces currently on the second floor. The spaces will include flexible, easy-to-move furniture, as well as technology that will enable students to work interactively, practice presentations, and so forth.

Another exciting feature of the Learning Commons will be a 45-seat classroom known as TILE (Transform, Interact, Learn, and Engage). Projectors and high definition screens will be placed throughout the room so students can easily share information and follow the instructor's lead. Students will also have access to laptops so they can share their work with their table or the entire class. The classroom will be available for student use during times when the classroom is not in use for regular classes.

Students have been asking for 24-hour study space for years. The current building configuration has made this difficult to accommodate (the library is open 24 hours a day during finals week only), but the Learning Commons will provide that 24-hour study space, hopefully Sunday through Thursday.

The planning of the Learning Commons is creating opportunities to work with other campus groups that provide services to students. Currently, the Libraries partner with the Writing Center to provide a satellite location for students seeking input on their writing. We hope to bring other services into the Learning Commons as well.

Students can work up an appetite while studying and working with friends. The current Food for Thought Café has fit into a small space for several years. Frequently, lines of 10, 20, or more await service and nourishment. In the Learning Commons, a new and larger space will allow the Café to grow. The menu will include several new items, including freshly brewed espresso drinks and hot paninis.

The target completion date for Learning Commons is fall 2013. There will likely be growing pains as everyone gets used to the construction and then the new space, but we are all excited to be able to offer students what promises to be a beautiful and functional space in the Main Library.

#### Quick facts:

- Students provided significant input in planning and design of space
- Planned space footprint: 37,000 square feet
- Estimated completion date: Fall 2013
- Planned occupancy: 500+
- Group study spaces: 18
- Most construction begins after Spring 2012 term

- Construction shouldn't heavily impact users—space being remodeled is currently behind-the-scenes.
- 45-seat TILE (Transform, Interact, Learn, Engage) classroom



Main Library, First Floor

Green: Group study spaces

Purple: Food for Thought Café

Pink: Service desk

Dark tan: New rest rooms

Tan: Learning Commons/24 hour space



South entrance, looking east



Main hallway, looking north

## **New Classroom for Special Collections and Preservation, Iowa State University Library**

*by Tanya Zanish-Belcher*

The Iowa State University Library was awarded a grant of \$137,150 by the Roy J. Carver Charitable Trust in October 2010 to create a technology-rich classroom optimized for instruction related to the Library's Special Collections and Preservation programs. The classroom is equipped with ceiling-mounted webcams, microphones, and a speakerphone to support video conferencing and lecture capture and also includes two wall-mounted 60-inch LCD flat-screen panels at the front of the room. Information can be displayed from a variety of input devices, including computers, Blu-ray/DVD players, and digital presenters. A passive speaker system is available to help ensure all students can hear the instruction. Power outlets have been installed around the perimeter of the room for plugging in laptops and other mobile devices, and high-speed wireless access is available. All key technology components can be controlled from the presenter's podium. These instructional technology elements combine to provide the Library a new learning space that is suited for a variety of teaching and learning styles, ranging from lecture to small groups.

The new classroom, which opened in fall 2011, measures roughly 19 by 35 feet (665 square feet), and provides seating for up to 35 students. Throughout the design process, the new classroom was envisioned as a space to support collaborative learning by providing for flexible groups of students. As such, the room is furnished with 10 collapsible tables that can be easily rearranged or removed, and lightweight but durable chairs that likewise can be reconfigured or nested for storage. Since its opening, both the Special Collections and Preservation Departments have used the classroom for a wide variety of webinars and workshops as well as visiting classes and groups, including Iowa State's Honors Program and Horticulture Learning Community, National History Day students, and classes in English, Higher Education, and History. Both as a venue for face-to-face instruction and as a teaching laboratory space, this classroom greatly enhances the department's ability to support teaching, learning, research, and outreach using its rare and unique collections.



## **Visioning the Future at Dunn Library, Simpson College**

*by Cyd Dyer*

Dunn Library went through a “visioning our future” program review in May 2011. John Pollitz, Director of Libraries at University of Wisconsin–Eau Claire, and Karen Schmidt, University Librarian and Professor at Illinois Wesleyan University, were our reviewers. As a result of the library’s review response to the Board of Trustees, we put out an inquiry to academic library space consultants late fall. We are now moving forward. The team from architectural and engineering firm FEH Associates is led by Denny Sharp, along with Gregg Baum and Kevin Eipperle, and includes Bill Wilson of Himmel & Wilson and Scott Bennett. Their task includes making specific recommendations for repurposing current library space based on the review, the library response, plus their own expertise. We have just received the first draft of their report after their March visit and will keep you updated.