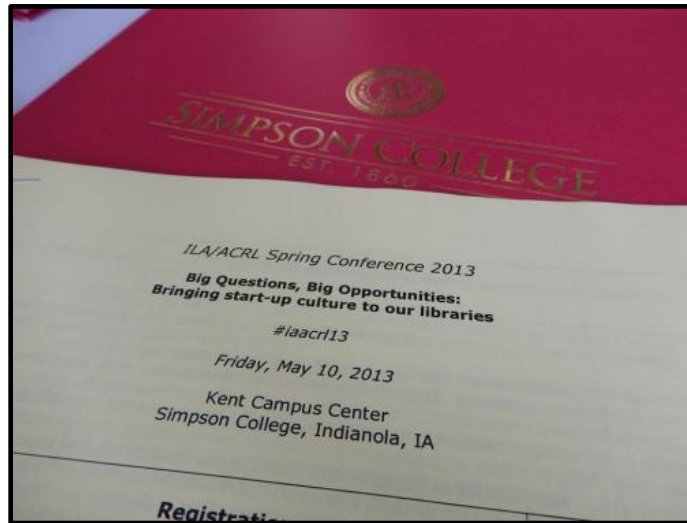


# ILA/ACRL Newsletter

vol. 23, no. 3, May 2013



We are pleased to report on the sessions and the scholarship recipient for the May 10, 2013 ILA/ACRL Spring Conference held at Simpson College in Indianola, Iowa. You'll see the results of the conference committee's planning as well as the contributions of our guest panelists and member-presenters. If you attended, but didn't get to all the sessions you wanted, here's your chance to catch up. If you weren't able to attend, this will give you some insight into the dynamism of our state organization.

## Panelist Sessions – Keynotes and Roundtables

Each of the four panelists had unique perspectives to stimulate the thinking of our Iowa Chapter. See individual reports for details.



## Opening Panel

**Dorothea Salo (U of Wisconsin Faculty Association in the School of Library and Information Science & Independent Consultant)\_**

[Presentation: Educators Together](#)



Dorothea Salo strongly challenged the common assumptions about libraries, librarians and library degrees. Why are we using the same thinking process we've used in the past when the circumstances around us have changed? We can use the changing landscape as opportunities to grow, and even get ahead of the game. For example: MOOCS? We can use them as stepping stones to embed Information Literacy. What about the new directions possible through e-textbooks, [RDA and Bibframe](#)? Despite predictions of the end of need for libraries, statistics show libraries are more used than ever serving a wider variety of needs.

Dorothea called our attention to several projects, individuals, and trends that can expand the way we look at library issues and provide inspiration at the same time.

- [Project Information Literacy](#)
- [Strong Opinions, Weakly Held](#) by Bob Sutton on his Work Matters blog
- Start Up culture - changing from a starting point of "no" to starting with "yes" and working through the issues together
- Librarian re-skilling programs
- Peer-to-Peer Review
- Digital Humanities

- and more...see Dorothea Salo's Roundtable discussion in the next section of this newsletter

Dorothea concluded: "We're in this together. Let's get it right."

## **Amanda Styron (SeedHere/Vault Coworking Space) & Trace Pickering (SourceMedia Group)**

[Presentation: Big Questions, Big Opportunities: Bringing Start-up Culture to Our Libraries](#)



Amanda Styron and Trace Pickering shared their knowledge and experience of social transformations and community building that are taking place in the corridor and beyond. Every institution is transforming: education, media, business. Libraries are and should be part of that transformation.

Being involved in creating transformations means you care about the future. Often, preparing for the future involves being a disruptor.

- Examples of Entrepreneurs and Edupreneurs in our area
- [reviving Vinton Popcorn by students](#) and local business in partnership
- [ClusterFlunk](#): sharing notes and ideas with classmates and across the country
- [Tutor Universe](#): online tutoring marketplace
- teachers in Iowa City building a Standards Based Gradebook
- [Iowa TransformED](#): shines the light on what is going on in education across the state (subtitle: Providing Students with \*Hirable\* Experiences)
- [Creative Corridor](#) project

- Co-Working and Collaborating spaces where people can work together, not necessarily on the same thing: [VAULT](#)
- [FusionFarm](#) for businesses

Libraries are a ripe opportunity to be a hub of transformation. Are our systems out-of-date? (yes) More complicated? (yes). But our mission is still critical. So, it is time for a redesign. Using inspiration from the examples shared by Trace and Amanda can provide numerous avenues for directions, creativity, and innovation that can be adapted to apply to the future direction of libraries.

See more about Amanda Styron and Trace Pickering's ideas in their Round Table discussion in the next section of this newsletter.

### **Chris Draper (Meidh; iSc.EDI)**



Chris Draper brought an fresh perspective to library issues utilizing over 10 years in business. Looking at principles that apply to successful organizations, Chris described libraries as portals to community knowledge. He challenged some current realities, including students' attending classes so they "earn the right to sit in a cube." Rather than automatically following old traditions, Simpson is working on pursuing solutions that are actually solving problems. This involves figuring out what the problem is before trying to solve it as well as building the right team to work on the problem.

See more about Chris Draper's ideas in his Round Table discussion in the next section of this newsletter.

*Reported by Mary Iber of Cornell College  
ILA/ACRL Newsletter Committee Chair*

## **Roundtable Sessions**

### **Dorothea Salo**

**Roundtable with Dorothea Salo** (U of Wisconsin Faculty Associate in the School of Library and Information Science & Independent Consultant)

The morning roundtable session with Dorothea Salo, University of Wisconsin at Madison and independent consultant in scholarly communication, copyright, digital preservation, and research-data management, was an unstructured free flowing conversation where attendees were encouraged to bring up any topic of interest. The first subject area discussed was how to engage library science students and library schools. It was pointed out that one of the difficulties in reaching out to students is that distance education is more prevalent today and there are many more non-traditional students who may not be on campus. One suggested solution is to develop more practicum opportunities and remote projects or services that could be a win for both students and libraries. For those librarians with onsite library schools another possibility is to consider inviting student representatives to significant library committees or initiate mutually beneficial mentoring programs. It was pointed out that mentoring is no longer just a one way exchange of information as students are often exposed to some of the more recent developments in the field and can also share new ideas with their mentors.

The difficulties and challenges of continuing education for librarians was the second significant topic discussed by the group. Attendees indicated that a variety of barriers can stifle training activities including time constraints, lack of administrative support, limitations of the staff, low motivation, and prohibitive costs. There is also a tendency for staff to develop tunnel vision and only focus on their own personal responsibilities. In order to overcome these obstacles participants exchanged possible low cost solutions. It was mentioned that it's important to utilize in house expertise so that local training can be accomplished without expending additional funds. Inventories of staff and their skills can be maintained so that others can tap into that knowledge. Complacency can also be thwarted by implementing cross training, developing core competencies, and organizing lightning rounds where personnel briefly describe their work or projects to their colleagues so that everyone is informed. Finally, it was suggested that librarians seek outside support by reaching out to state and national professional organizations, develop peer networks, utilize LISTSERVs, and attend conferences.

*Report by Rob Van Rennes of the University of Iowa  
ILA/ACRL Newsletter Committee Member*

## **Trace Pickering and Amanda Styron**

Roundtable with Amanda Styron (SeedHere/Vault Coworking Space) & Trace Pickering (SourceMedia Group)

Links to presentation & Materials:

[Social Transformation & Community Building](#)

[Community Building Overview](#)

[Community Building Outline](#)

[Community Players Handout](#)

[Map Your Community Worksheet](#)

Mr. Pickering presented the short version of the American education system to room of thirty librarians. Using a systems thinking model, he noted how the context, function, structure, and processes in our public schools haven't changed all that much since the Industrial Revolution when societal focus was on preparing children for wage work in predictable increments of time. Working with teachers and students as "edupreneurs", Mr. Pickering believes that moving beyond the basic 3Rs to highly contextualized work focusing on problem-solving and integrated learning will prepare U.S. students to address issues of globalization, technological networks, and work-based creativity. At the end of this segment, a librarian asked how this kind of shift could occur when so much of the infrastructure is designed to maintain the status quo. Earlier in the presentation, Mr. Pickering stated that transformational change was "stimulating, exciting, and terrifying" all at the same time. He responded to the question by suggesting that we can look for "the cracks;" where we might begin a foothold. He closed with a brief description of the Billy Madison Project. <http://iowatransformed.com/2013/01/02/the-billy-madison-project/>

Ms. Styron continued by suggesting that there are two methods of change, start low and go up the chain or go in high and trickle down; each has succeeded and failed in certain circumstances. She shared that transformational change in her experience relies on a groundswell. Community building is about engaging, empowering, and connecting people who are innovating but don't know others who are involved in similar initiatives. The question, am I the only one, is answered by "shining a light on where successes happen to celebrate the footholds in the cracks." And then people of like minds and efforts can help each other. Ms. Styron established Vault Coworking & Collaborating Space to enable people to self-identify as entrepreneurs and professional creatives to facilitate intentional interaction. Ms. Styron explained that community building is not defined project by project, but with a strategic vision that reaches 20yrs out. She invited librarians in the room to share examples of where we are contributing to this sort of community building. Meg Knodl of Hennepin County Library received a shout-out for her community building strategies. Mary Wegner, State Librarian, described instances at two public libraries and challenged academic libraries to reconsider the importance of what we may view as minor services to small audiences. Librarians shared stories of partnerships with service learning relationships in their communities as well as community-based digitization projects and creative projects that have been so successful that they quickly grew in scope. Ms. Styron closed the discussion session with encouragement to use her handout to map our community innovators, teams, and resources.

## **Chris Draper**

### **Roundtable with Chris Draper**

Chris Draper brought an fresh perspective to library issues via his intensity of dedication, sense of humor, and a PhD in Economic Risk. Chris described some of the challenges Simpson and its business relationships deal with, and how they are solving them. Chris pushed the over 20 participants to share their own local applications of these successful business principles during this lively discussion session.

This list includes some of Chris's main points as well as some comments from the discussion:

- Think of your future partners as you plan today's approaches. This idea caused Simpson to reach out to many new countries with emerging economies for prospective students. College is a safe place to explore future partnerships (e.g. recruiting in Brazil and Chile to balance current area needs.) And provide the language translations necessary to attract a broader student body.
- Invest in teams of experts, not technology
- Business is about earning trust so investors will give you money
  - Will MOOCS earn the trust?
  - Where are the library trusts? Is it a portal to the well of knowledge? Or is it a building of books?
- Can you be a completely virtual library and still be relevant?
- Some libraries have eliminated whole branch libraries (e.g. UI Science Libraries) yet there is more access to what there was before
- Each 2 degree shift is significant, and it indicates momentum for a changing landscape. It's easier to shift by small degrees than by 180 degrees at once.
- What is the pain we are solving?
  - getting faculty and students to understand what we have to do
  - we are creating content; we are not merely arbiters of information
- Information is a commodity. Nothing is free.
  - Libraries are breaking down the cost of access
- An idea is worth nothing until you do something with it.
- What are the needs of your stakeholders?
  - e.g. the Myron Dickens project -- partnering with the English Department and established authors provides opportunities to write and edit that are preparing students for new positions
  - integrate your core functions into what you are doing

With everyone working together using open channels of communication, the possibilities are amazing. The solutions will improve all of us, not just our patrons, not just our stakeholders, not just our staff, but each one of us.

*Reported by Mary Iber of Cornell College  
ILA/ACRL Newsletter Committee Chair*

## **Area Meet-ups**

### **Staffing Today's Academic Library**

Four librarians shared hiring and training experiences. We discussed our observations of strange applicant pools for professional MLS positions that stretched from over-qualified PhDs to people without any apparent understanding of library work. We commiserated over the challenges that organizational restructuring can bring to the role of managing libraries, in addition to front-line services. It is not uncommon that other campus departments and other libraries cannibalize high-performing staff members. The four of us wondered what possibilities might exist in a consortium-based approach to job sharing. Library managers continue to deal with low salaries for positions with ambiguous or outdated job titles. There's a valid concern about losing positions, but hiring too quickly to fill an opening might not give us the necessary time to reassess and create new roles. We noted an increasing reliance on paraprofessionals and on student workers to complete core function and extend services/hours. We had similar stories about the demands of training and the necessity of conscripting campus partners; for example, using assistant coaches who monitor study tables for athletes as the adult-in-the-room after hours when student workers staffed the library. A couple of us had established peer-leader positions to help manage student workers—enhanced training, greater responsibility, and slightly higher hourly wage. We all acknowledged the revolving door that is student employment. We agreed that project management training is useful for most of our libraries—capturing good ideas and taking them through to implementation. The discussion ended with a desire to explore staff retention issues in light of a concept one librarian was introduced to at ACRL 2013 in Indianapolis, a “psychological contract” between employee and employer from the time the job ad is posted through the time that the new employee embarks upon orientation to the library position.

*Report by Julia Dickinson of St. Ambrose University.  
ILA/ACRL Newsletter Committee Member*

### **E Books -- Challenges Including Licensing, Cataloging and Access Issues**

Participants discussed a myriad of issues relating to the purchase and management of e-books. Some general thoughts included:

- It would be great if patrons could use a standard method for downloading e-books regardless of the type of device (nook, kindle, iPad, computer, etc.). Users don't always

understand why some titles can be downloaded and others cannot, due to publisher/author restrictions.

- Lending restrictions for e-book collections can sometimes hamper use -- i.e. NEIBORS lending, one user per title/copy.
- Purchase models vary for e-books and e-book collections. Often times it is more cost effective to purchase a packaged collection; however, then libraries often have a lot of titles that aren't necessarily relevant to your specific users.
- Some e-book vendors (notably, Springer Publishers) have platforms and sales models that work better than others. If other vendors could be more like Springer it would benefit libraries.
- Loading and managing MARC records for e-books in a library's catalog are also problematic. Some libraries cannot upload tens of thousands of records at a time to their catalogs. Some e-book vendors cannot provide records that are compatible with some discovery platforms (e.g.: Primo for Ex-Libris uses SFX instead of MARC) therefore, you cannot rely exclusively on discovery platforms to provide access to the e-books.
- Deleting thousands of MARC records from a library's catalog is also problematic if the e-book vendor does not provide a list that can be imported into ILS systems so records can be flagged for deletion.
- Faculty members often believe that all books can be purchased in an electronic format and are disappointed when they find out otherwise. Librarians can assist faculty members in identifying relevant materials in e-book format and some faculty members move towards adopting open textbooks.
- There are a lot of self-published e-books, and small independent publishers producing genre literature in e-book format, but they are not necessarily included in the current collections available to libraries. Should libraries consider purchasing these materials ala cart? If so, can libraries purchase licensing for multiple users for these books?
- Textbooks in electronic format present both a challenge and an opportunity, but most publishers/vendors bypass discussions of libraries. Librarians could provide expertise in how best to package/deliver e-books. Monopolistic publishers like McGraw Hill or Macmillan seem to intentionally leave libraries out of the equation.

At the end of the discussion, the librarians seemed to agree that the problems they experience are common and that no one has mastered the art of dealing with e-books. For those who felt that they were lagging behind in the management of e-books, they realized that they had as good of grasp on the matter as their colleagues.

*Report by Candace Havely of Hawkeye Community College  
ILA/ACRL Newsletter Committee Member*

### **Institutional Repositories and Digital Collections**

Institutional repositories are still in their early days and interested librarians gathered to discuss their experiences and gain insight from their colleagues. The group encompassed individuals

who ranged from those who were merely interested in learning more about repositories to those who had been up and running for a number of years. The unstructured session began with attendees sharing their personal situations including what institution they belonged to, their level of involvement, and what repository systems they were using.

Early on it was mentioned that those working with an institutional repository should expect to be in a state of perpetual beta because changes are a constant and new technologies are emerging all the time. Librarians contemplating involvement with institutional repositories were encouraged to be fearless and take the initiative knowing that adjustments would be necessary as they go along. It was pointed out that libraries can start small and then scale-up their involvement over time.

Participants also discussed some of the challenges they faced with their institutional repositories and lamented that there are currently no perfect systems that have all the desired functionality and features to meet their institution's expectations. Therefore, it was recommended that librarians determine institutional goals prior to purchasing a repository so that the resource that most closely meets the needs of the institution can be obtained. Since the most common goals for institutional repositories involve preserving collections from local archives, dissertations and theses, faculty publications, and student work, it was suggested that partnerships be sought out with individuals in these areas. In addition, collaboration with other interested parties or departments on campus should be a high priority to increase the number of stakeholders and ensure that the library doesn't have to go it alone.

*Report by Rob Van Rennes of the University of Iowa  
ILA/ACRL Newsletter Committee Member*

### **Patron Driven and Demand Driven Acquisitions**

Community colleges, Regents institutions and private colleges were represented in our group that sat in several comfy chairs near the windows of the conference center open area downstairs. We had catalogers as well as collection management folks, and collection development/acquisitions people.

I had envisioned that a discussion on PDA would be about any method to incorporate user suggestions for acquisitions, including buying titles listed on course syllabi, whether print or electronic. However, our entire conversation was about ebooks. Turns out there is a lot to say just about ebooks! There was much discussion about the pros and cons of various vendors and ebook collections, such as NetLibrary, Proquest's ebrary, EBSCO, and Springer.

What does a "purchase" mean with ebook vendors? There is no one answer at this point. Drake, for example pays EBSCO a "hosting fee." 24/7 access is such a plus for ebooks, someone said. But it is also important to measure attitudes such as "I like ebooks!" versus actual user behavior patterns.

We discussed cumbersome ebook models and problems accessing them from various devices. EBSCO was said to have too many steps for users. ISU has had to have their ebrary Academic Complete books as a separate file, not in their catalog. If my notes are correct, for this and other reasons, UNI will be switching to EBSCO from ebrary Academic Complete.

To have some control over their ebook budget, ISU set a price limit per ebook title that a patron acquires for the library via clicking on the link to it. At Drake, "slips" were converted to PDA. They dropped ebrary, and just bought the Springer 2013 collection. Springer is .pdf chapter by chapter, compatible across just about any platform, and has an affordable print option for users. However their collections and model are so new that the "quality" has yet to be measured. EBI and Ingraham were mentioned as part of the discussion of Drake's PDA. Kirkwood Community College uses ebrary College Complete collection. Hawkeye Community College will likely go with all ProQuest/Summon. At Buena Vista U, half of their catalog is EBSCO ebooks.

WorldShare management, a cloud based ILS was discussed, which is affiliated with WorldCat local. To sum up: we could/should have many, many more sessions and discussions about ebooks. There are some great things going on, some frustrating things, and plenty of questions to ask each other. We have lots to learn from our colleagues' experiences with ebooks.

I hope I have captured our discussion accurately. Any errors or omissions remain my own.

*Report by Mara Eggherman, MA, MILS of Central College  
Volunteer Contributor*

## Assessment and Communicating Value



Seventeen people attended the Area Meet-Up on the topic of Assessment and Communicating Value. Discussion of an assessment challenge facing one member of the group kicked off our conversation and led sharing current practices and solutions in place at several different institutions. Participants considered issues related to standardized tests for assessment, the value of national norming, the role of student reflection, assessment for online courses, curriculum mapping, and assessment efforts in areas other than instruction. We shared and explored ideas for reaching students across their college careers and assessing information literacy in the disciplines. Our thoughtful and lively discussion continued past the end of our appointed time, showing that IPAL librarians have many ideas and lots to talk about on the subject of assessing the outcomes of our work and communicating its value.

*Report by Beth McMahon of Central College  
Volunteer Contributor*

## **Resource Sharing & Synergy among All Types of Iowa Libraries: Interlibrary Loan and Beyond**

The Area Meetup on Resource Sharing was small but mighty! We talked about changes in the OCLC ILL WorldShare interface, how our institutions use SILO, partnering with public libraries (Kaplan and Hawkeye CC), Book Club on Blue Zones, and how to support the new STEM hubs.

*Report by Amy Paulus of the University of Iowa  
ILA/ACRL President*

## **Concurrent Sessions**

### **Better, Faster, Stronger: Using LibGuides and Google Analytics to Do More With Less**

Presented by: Anita J. Niemczyk, Conrad W. Bendixen, and Julia B. Dickinson from St. Ambrose University

[Presentation slides](#)

[Selected readings/Works cited](#)

LibGuides were adopted at St. Ambrose (SAU) to provide a better method of delivering course specific information for doing research. Patrons can access this information faster by using multiple points of access and there is stronger collaboration between librarians and faculty as specific LibGuides are developed. Previously BIOTN (Best Information On the Net) was used but this tool was difficult to update and keep current. So, SAU used methods adopted from “start-up culture” philosophy to implement LibGuides. They invited people across campus to provide feedback and ideas and they allowed faculty and students to be co-creators in the product.

SAU Librarians applied Google Analytics to their LibGuides to help them identify the questions that they should be asking and to help identify who needs the specific resources. They found that using inbound marketing strategies and making LibGuides “stickier” increased usage.

Applying Google Analytics to the LibGuides allowed them to see the bounce rate, the number of visitors, the number of unique visitors, the medium and source of access, pages viewed per visit, and average duration of visit. These metrics are used to generate reports and feedback data that contribute to quick decision-making about revisions, investments of time, audience reach and marketing efforts.

*Report by Candace Havelly of Hawkeye Community College,  
ILA/ACRL Newsletter Committee Member*

## **Disruptive Thinking About Disruptive Innovation**

Presented by: Dr. Susan Fink and Marc Davis, Drake University

Approximately twenty librarians pondered the opening question, “What business are you in?” Dr. Fink laid the foundation for the concept of disruptive innovation by demonstrating the contradiction in the terms ‘disrupt’ and ‘innovate’. Google Image search results for each word were compared. Images of disruption were negative, darkly colored, and somewhat scary. Innovation however was portrayed as brightly colored, creative, and lighthearted. Images for ‘disruptive innovation’ were business charts and graphs, and it was emphasized that “disruptive innovation” is a specific organizational theory. The theory is about how organizations react to significant changes in their markets. Mr. Davis used a graph showing the decline in book circulation to highlight a resistance to change. Those of us in the audience who tried to explain why the graph might not be bad news could find ourselves in the same boat as Kodak, Borders, and the music industry.



Our denial might indicate that we are incorrectly defining the business we are in. Kodak wasn't in the film business; it was in the business of capturing and preserving images and memories.

Mr. Davis explained that innovation relies on an understanding of the constraints on consumption in four areas: skill, access, cost, and time. Luke Williams, a prominent product designer and innovation thinker, asserts that “an inferior product that relieves significant constraint will displace a superior product.” We can use this insight to understand why Google search, for example, is preferred over library databases. Having the “better” product is not, in and of itself, enough to hold our market. How do organizations respond to disruptive innovations? Mr. Davis stated that innovate is not an organizational attribute; organizations are structured to regularize and standardize. And typically, library culture tends to minimize conflict and hence, innovation. Innovators come in at the bottom, address the “overshot” user or non-user, and begin to redefine ‘good enough.’ Dr. Fink noted that disruptive innovation theorists stress how essential it is to clearly understand and articulate our “business.” In order to avoid Nilofer Merchant’s “air sandwich”, libraries might utilize Hildy Gottlieb’s model for flipped strategic thinking. Mr. Davis condensed theoretical tomes about disruptive thinking to a simple formula: identify cliches and then manipulate them into “yes, and” scenarios. For example, everyone knows that socks come in pairs and one of those socks always gets lost which makes the other obsolete. A company called LittleMissMatched challenged that reality and sells three socks, none of which are perfect matches. It enables customers to bypass the frustration of trying to find the right match and turns a humdrum necessity of purchasing socks into a creative way to express themselves. So, to answer the question, “What business are you in?” consider becoming the disruption by seeking insight through awareness of what our customers or patrons need and want and do.

*Reported by Julia Dickinson, St. Ambrose University  
ILA/ACRL Newsletter Committee Member*

## Instant Ideas: Crowdsourcing Information Literacy Strategies

Presented by Dan Chibnall & Cara Stone, Grand View University

[Presentation slides](#)

[5 scenarios and crowdsourced approaches](#)



Dan Chibnall and Cara Stone demonstrated the value of crowdsourcing with their live presentation. It was obvious that a lot of preparation and background work had been done before the session started in order to make this successful. The full room of seemingly creative and dynamic librarians were divided into 5 groups, each getting a different elaborate scenario/assignment to "solve" by creating a Lesson Plan together with their teammates. The room buzzed while we designed and justified an approach to our Lesson Plan, Student Outcomes, Student Activity, and an Assessment Plan. Naturally, after the design, each group shared their plan.

Some themes were familiar ones, for example:

- having students demo the database(s) to the class
- asking students to choose the topic
- provide time for their own searching
- creating a LibGuide tailored to the assignment
- using rubrics
- have the students talk through the criteria of scholarly articles
- include some understanding of Boolean searching, ILL, as needed
- for assessment:

- asking at end: What was a cool thing you learned today -- something new?
- Did they succeed?
- asking: Why would you use scholarly sources?
- one minute paper
- asking: one thing you'd like more help with

Many groups offered creative approaches, such as:

- explaining Boolean using the example of the [commercial "bed OR breakfast"](#)
- give each student group a Reference question and have them explain their process and the reasons for choosing their "answer"
- give all the students the same question and have them compete against each other. Who used the best sources? What kind of evaluation did they do? etc.
- show sockpuppet videos explaining concepts such as scholarly and popular (e.g. [Kimbel library IL videos](#))
- use polling to check student understanding: Poll Everywhere or online polling in the CMS



Cara and Dan masterfully coordinated their "crowd" and everyone came away with new ideas. They also compiled each scenario and many more crowdsourced ideas into a document, which is well worth exploring if you do any library instruction. [5 scenarios and crowdsourced approaches](#)

*Report by Mary Iber of Cornell College,  
ILA/ACRL Newsletter Committee Chair*

## **Innovation for the Career-bound Student within the Classroom and Strategic Planning with Faculty**

presented by Kimberly Babcock Mashek & Madeline Wagner, Kaplan University

[Presentation slides](#)

Encouraged by the findings from several recent surveys and papers, Kaplan University librarians Mashek and Wagner approached professors and administrators with a plan to improve “soft skills” instruction for the career-bound Kaplan student. These findings indicated a skills gap existed between the applied instruction the career-bound student typically received and the skills employers were increasingly desiring. These skills included, among others, critical and analytical thinking, problem solving, collaboration, and ethical judgment. To Mashek and Wagner, these sounded tailor made for information literacy instruction. To help close this skills gap, while at the same time making a case for library instruction, Mashek and Wagner developed a two-prong approach. First, in a required course designed to teach new Kaplan students the skills for academic success, the pair conducted a session on evaluating web and library resources. The skills they stressed included critical thinking, teamwork, and information literacy. The second approach involved working first with the Dean and nursing faculty, and then later with nursing students. With faculty, they sought to develop a uniform grading rubric that included assessments in writing and critical thinking. Later, they worked one-on-one with nursing students on paraphrasing skills, proper ways to cite sources, and techniques for avoiding plagiarism. This addressed the goals of effective writing, critical thinking, and ethical judgment.

*Report by James O’Gorman of St. Ambrose University  
ILA/ACRL Executive Board Member*

## **Big Opportunities and Big Change Go Hand In Hand**

Presented by: R. Cecilia Knight and Becky Yoose from Grinnell College

[presentation slides](#)

[bibliography](#)

Grinnell College librarians discussed how their organization used opportunities presented by staff retirements, the adoption of new technologies, administrative changes, etc. to reevaluate departmental work flow. Work flow analysis allowed the library to respond positively to change, realign with priorities, fill in gaps in library operations and take advantage of opportunities to implement change.

Specifically, work flow analysis led to the creation of a specific position to oversee and manage electronic resources. This position has been formulated to be flexible and incorporate new characteristics of the job as the position evolves with technological developments. The Grinnell

Library staff has done cross-training and updated job descriptions and job titles to reflect the current tasks individuals are doing.

Grinnell College has used work flow analysis twice both in 1999 when a systems support position was created and again in 2008 which resulted in the integration of acquisitions into the cataloging departments.

When asked what they learned from the process and perhaps what they could have done differently, they suggested that you don't shy from challenging topics sooner rather than later in the process. They also wished they had spent more time on documentation and taken better advantage of their ILS's specific features that could have helped them evaluate tasks. Other participants shared their experiences with implementing change at their libraries and inquired about more details about setting up the task analysis chart that Grinnell used.

*Report by Candace Havelly of Hawkeye Community College,  
ILA/ACRL Newsletter Committee Member*

### **Em-bedded: Marrying the Library and Writing Center to Deliver Information Literacy Instruction in the Classroom**

Presented by: Lisa Eggebraaten and Elizabeth Kiscaden of Waldorf College

[presentation slides](#)

Anyone who could not stay for this session quite possibly missed the best session of the day. In their presentation Lisa and Liz outlined how they, along with the writing center staff, designed information literacy sessions to help students at the point of need. An assessment for information literacy skills of incoming freshmen at Waldorf College indicated the need for assistance and the librarians knew something had to change. The instruction librarians and the writing center director partnered to develop a series of four one-hour sessions on topic selection, finding and citing sources, writing a thesis statement, and outlining the paper.

This new program was piloted in the fall semester of 2012. Both librarians and writing center staff were embedded in several courses that required a capstone research paper. At the end of the first semester an assessment of how the pilot worked indicated the need for tweaking. For the spring semester of 2013 three 20 to 30 minute sessions on topic selection, finding sources, and constructing a thesis statement along with outlining were embedded into the courses. In addition to the in-class instruction, a 15 – 30 minute one-on-one session was required. During the individual session librarians reviewed the progress students were making in these areas they had taught. Student feedback was positive. Comments on survey forms include, "This is a great idea!" "This really helped me find great sources." And, "Now I know how to write my research paper. This makes it a lot less stressful."

The presenters realize there are limitations to how many students they can reach each semester. There are a limited number of courses that require a major research assignment and not all faculty members are eager to share precious class time with librarians. These librarians are determined to succeed by tempting faculty with the notion that this is a special service and if they would like it could be part of their class!

*Report by Deb Robertson of Briar Cliff University,  
ILA/ACRL Executive Board Member*

## **Reflections of Spring Conference Scholarship Winner, Brittney Thomas**

### *Transforming the Academic Library at ILA/ACRL*

The Iowa Library Association's ACRL Spring Conference was held at the beginning of this month at the beautiful campus of Simpson College in Indianola, Iowa. Thanks to the ILA/ACRL I received a scholarship to attend the conference. One major theme that ran throughout the sessions was that of transformation. As a new librarian in a constantly changing field I know a little bit about transformation and my position as the Learning Commons Coordinator at the University of Iowa spoke to these changes in a very real way. Transformation is definitely under way at the University of Iowa where the University Libraries have partnered with Information Technology Services to build a new Learning Commons in the Main Library. My position as the Learning Commons Coordinator reflects this partnership and I walked into the ILA/ACRL conference with my dual identity very much in mind. How could I use what I would learn at this conference and my position within the University Libraries and ITS to help usher in this new, collaborative and dynamic space? Who and what could I look to for inspiration?

The speakers at the opening panel reminded me that our profession is not the only one in the throes of transformation and that we can look to others, such as the tech start-up culture, to gain ideas of where we want our transformation to take us. Dorthea Salo, from the University of Wisconsin at Madison, advocated for adopting the lazy consensus, or to change our default stance from no to yes. She encouraged us to fail fast, fail often, and fail small. Amanda Styron, CEO of Seed Here Studio, and Trace Pickering, Director of Community Building for the Gazette Companies, advocated for community building, or helping people meaningfully connect with their community, and of co-working spaces, or places where people can work in an open, flexible and collaborative environment. They provided illuminating examples of innovation and disruption in the Iowa community and encouraged us to find ways to "let people play." We also heard from Chris Draper, CEO of Meidh Corporation, who encouraged us to look for the *true* problem before seeking a solution.

Throughout the day, I was reminded that transformation doesn't have to be complicated. We can take small and simple steps to create



innovative solutions to the problems and needs that we see in our community. More importantly, we can engage with that very same community to create something better than what we would have created by ourselves. By collaborating and engaging with faculty, students and the public we are transforming ourselves and our community. We are being innovative and disruptive by empowering our users to create their own solutions for their “true problems” by providing space, expertise and resources.

Throughout the day I witnessed a number of librarians already putting these concepts into practice and I am excited to see how the academic community continues to transform. For my part, I see my position at the University of Iowa as an opportunity to participate in this transformation.

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