

ILA/ACRL Newsletter

vol. 24, no. 6, November 2014

Elections Results of 2015 Officers

The election results are in and the new 2015 ILA-ACRL Executive Board members will be:

Vice President/President-Elect: Sara Scheib, University of Iowa

Secretary/Treasurer: Kristy Raine, Mt. Mercy University

At-Large Representative: Jill Jack, Coe College

The race was a close one for all 3 open positions. Please thank all our candidates for their willingness to serve the association. It takes nearly half our members being involved either on the Board or on committees to ensure the success of our membership. If you haven't volunteered before (or in a while), please consider it! More information is available at the ILA-ACRL website or from any Board member.

Reflections on Fall Conference by Scholarship Winner, Alyssa Grigsby

It was wonderful to finally be able to attend ILA, and I am very grateful to the ILA/ACRL for providing me with this opportunity. I had not had the opportunity until now to attend, but I am pleased to say that it was a very worthwhile experience. I opted to take advantage of most of the opportunities provided, attending a pre-conference session and the open house at the gorgeous Cedar Rapids Public Library on Wednesday. These events, combined with the Conference Orientation/New Members Breakfast proved to be valuable for introducing me to some familiar faces which I would continue to see around during the next days of ILA.

I found the general sessions and keynote speakers to all have interesting stories and points to make, and the companionship at meals was excellent. However, I believe that it was the break-out sessions which are the true highlight of the conference for me, aside from meeting the lovely people in attendance. The sessions that I attended all covered very interesting, applicable topics that I believe have provided me with some great ideas to potentially implement at some point in the future. However, there were some times when I wished I could be in two places at once so that I would not have had to choose between sessions!

The people that I had the opportunity to meet were all wonderful, and I believe that I have made some invaluable contacts. It was nice to have time to socialize with fellow librarians between sessions as well as to wander through the exhibit hall and make contact with some of the vendors which I will be working with. I would also like to extend my thanks for putting me in contact

with my lovely “conference buddy” [Cara Stone, of Grand View University] who took the time to introduce me around and provide insights on the proceedings.

In attending ILA, it is not difficult to see why Iowa libraries make it happen. Thank you again, ILA/ACRL, for giving me this opportunity. I hope to see you again next year at ILA 2015!

Pictures of ILA/ACRL members who were recognized



Anne Marie Gruber, University of Dubuque



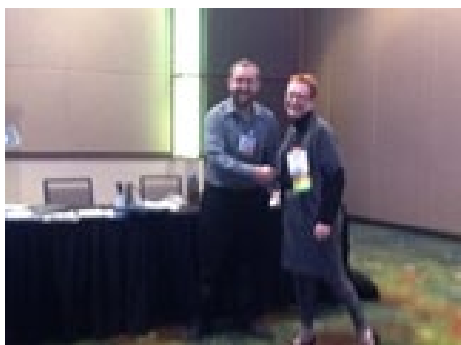
Lisa Martincik, University of Iowa



Jeff Kushkowski, Iowa State University



Sheryl Bissen, Grinnell College



Nancy Kraft, University of Iowa



Dottie Persson, University of Iowa (retired)



Front row (left to right): Sheryl Bissen, Grinnell College ; Lisa Martincek, University of Iowa; Randy Roeder, University of Iowa

Back row (left to right): Ann Coulter, Southwestern Community College; Nancy Kraft, University of Iowa; Jeff Kushkowski, Iowa State University; Dottie Persson, University of Iowa (retired)

Complete list of recognized members.

First Name	Last Name	Institution	Year Joined	Years a Member in 2014
JULIE	Hansen	William Penn University	1984	30
JOAN	Leysen	Iowa State University	1984	30
SELINA	Lin	University Of Iowa	1984	30
SUSAN	MARKS	University Of Iowa Libraries	1984	30
KATHERINE	MARTIN	University Of Northern Iowa	1984	30
HANK	ZALETEL	Iowa Dept Of Transportation	1989	25
STEVE	OSTREM	University Of Iowa	1989	25
JOHN	GOODIN	Luther College	1994	20
BR ANTHONY	KREINUS	Divine Word College	1994	20
SHERYL	Bissen	Grinnell College Libraries	1999	15
BRETT	CLOYD	University Of Iowa Libraries	1999	15
CLAUDIA	FRAZER	Drake University	1999	15
DUNCAN	STEWART	University Of Iowa Libraries	1999	15
Paul	Soderdahl	University Of Iowa Libraries	1999	15
KARL	SCHAEFER	Drake University - Cowles Library	1999	15
ANN	COULTER	Southwestern Community College	1999	15

JEAN	DONHAM	University of Northern Iowa	1999	15
Jeffrey	Kushkowski	Iowa State University	1999	15
LISA	MARTINCIK	University of Iowa	1999	15
MARGARET	Stangohr	Buena Vista University	1999	15
Sheryl	Taylor	Dordt College - Library	1999	15
BECKY	WADIAN	Upper Iowa University	1999	15
ANNE MARIE	GRUBER	University of Dubuque	2004	10
KAREN	GOODELL	Palmer College Of Chiropractic	2004	10
SHERI	Muller	Grand View University Library	2004	10
JACKIE	Alsaffar	Buena Vista University	2004	10
JOYCE	MELDREM	Loras College Library	2004	10
PHIL	JONES	Grinnell College	2004	10

Conference Sessions at ILA

Mobile Technologies: Libraries & Health

Jacqueline Leskovec, National Network of Libraries of Medicine, Great Midwest Region

Jacqueline Leskovec started the presentation by providing the audience with an array of statistics on the growing use of mobile devices such as tablets, e-readers, and cell phones. Leskovec mentioned that 90% of all U.S. adults own cell phones and that the number of active cell phones will exceed the global population by the end of the 2014. High use of mobile devices is being reported across all demographic, social, and economic categories so it's not surprising that these devices are increasingly being used to access healthcare information. Since the technology is becoming more tightly woven into the fabric of our society, it's important that websites be designed with mobile users in mind. Mobile friendly features include narrow columns, browser re-directs, auto resizing of screens, minimal panning and scrolling, brief text, and larger buttons.

A number of tools are currently available for creating and enhancing mobile websites. The required skill level and knowledge of programming languages varies by the resource being used. For example, Google provides a cloud based template that was developed with non-coders in mind. However, experienced coders may find that JQuery or Kurogo's mobile platform allows for greater flexibility and control in developing a user friendly website.

Leskovec went on to explain that the use of mobile devices for services and information to support medicine and public health is called mHealth. This networked support for healthcare can provide critical and life-saving help in diagnosing, treating, and assisting patients with health related problems. Although there are important issues to be ironed out with mobile technology,

such as security to protect personal information, it is rapidly being integrated into modern medicine. An example of a current mHealth app is CATRA which maps cataracts with the use of a mobile phone and eyepiece attachment. Developed by researchers at MIT, the technology provides a quick and inexpensive alternative to conventional practices.

Beyond routine medical support, mobile technology is ideally suited for disaster medicine. First line responders often need to treat and diagnose injured people in the field and mobile devices can bring important technology to the scene. In cases where natural disasters have damaged conventional power sources and phone lines, mobile devices can still operate effectively and help people in need.

Submitted by Rob Van Rennes, University of Iowa

[Truthiness/News Know-How Project: Sound Bites, Infographics, and Media Literacy](#)

Barb Fister, Director, ALA Office for Intellectual Freedom

Merri Munks, Library Consultant, Iowa Library Services/State Library

Lorraine Borowski, Director, Decorah Public Library



Ms. Fister, Ms. Munks, & Ms. Borowski discussed the News Know-How Project, which was implemented in Iowa in 2011. Originally funded through the Open Society Foundations founded by George Soros, the project was designed to provide “fishbowl” opportunities for high school students and their communities to discuss controversial issues from a civic engagement perspective. According to Fister, critical thinking, information literacy, and media literacy promote intellectual freedom, and this project was a tangible example.

In Iowa, the project was implemented by the News Literacy Project and led by high-caliber journalists. Journalists met with high school students paired with their local public librarian and used engaging techniques to cover such concepts as: Where do we get our news? Why should we care? How do we differentiate fact vs. opinion? And what kind of damage can be done through unreliable news sources? Munks detailed the 3-day regional workshops held with

student/librarian teams to empower students to be more intelligent consumers and creators of news. The successful pilot, encompassing 8 participating libraries, received very positive feedback from all involved and was assessed by staff from University of Illinois's Center for Digital Inclusion. Unfortunately, transportation and scheduling challenges did not allow for Iowa's participation in year 2 of the grant.

Borowski shared her experience as one of the participating librarians. She discussed the process of selecting students as well as how impressed she was with the students as well as the program. She mentioned that the program used engaging pedagogy to overcome apprehension of some participants and families, encouraging open discourse across the political spectrum. Student teams presented their findings in their local communities as well as creating videos that are available on the ALA Office of Intellectual Freedom YouTube channel.

What's next? There are many options for libraries of all types to replicate the project. ALA's Office for Intellectual Freedom and the State Library of Iowa will provide all necessary tools. There is interest among Iowa's academic librarians in modifying the News Literacy Project curriculum for the college level. Interested in discussing more? Connect with any ILA-ACRL Board member!

Submitted by Anne Marie Gruber

Global Reach, Local Touch

Barbara Jones, Office for Intellectual Freedom, American Library Association, Chicago, IL

Barbara Jones discussed government corruption as a common theme that libraries around the world are facing. Government corruption, which causes money to be siphoned into other areas and leaves many libraries underfunded. In these countries, many libraries are just thankful to have the lights on rather than worry about privacy issues. However, libraries are still managing to make a difference in their communities.

In Nigeria, libraries are the center for imparting important medical and resource information to the rest of the community. In the Philippines, the internet was solely controlled by a librarian, as it was available only on the librarian's computer. Now the internet can be used by anyone in the library. In Copenhagen, the controversy over the Muslim cartoons caused their public removal. Librarians worked with the Muslim community to stress the importance of the cartoons for education. Although the cartoons are still not publicly displayed, they are kept private and available for scholarly use. In the Ukraine, the recent uprisings have increased the importance of libraries. Many of the libraries have stayed open during the unrest. In numerous cases, libraries were used as emergency triage centers. For the communities, libraries have become the center of refuge and hope in times of war.

In the United States, we have more of a luxury to worry about intellectual freedom. It would help us all to know the politics of the community. We should know which people to contact, which groups we can get support from, which press is sympathetic, and about social networking. It may be hard to distinguish between our idealism and the reality of our limitations. However, it is important to know when you must draw the line in the sand. If in doubt, contact the Office for Intellectual Freedom. The economic condition fosters risk aversion, but we're not alone. There is also a fund for librarian who lose their jobs due to an Intellectual Freedom situation.

Submitted by Anita Niemczyk

IOWA CORE AND 21ST CENTURY SKILLS

Cindy Blinkinsop, Head of Media Services, Davenport School District

The Iowa Core focuses on skills that present the creation of authentic work. The focus of teaching has shifted to include teaching for learner differences, understanding, applying, and student focus. Learning is no longer just memorizing and repeating information but applying and creating information. This new learning paradigm is due to the increasing speed at which information becomes outdated. However, skills that can transcend outdated information can give students an edge for careers that may not yet exist.

The 21st century will focus on technological skills. These technological skills can be categorized into six areas: 1. creativity and innovation, 2. communication, 3. research and information fluency, 4. critical thinking, problem solving, and decision making, 5. digital citizenship (not innate), 6. technical operations and concepts. These skills were translated into what is known as the Rigor and Relevance framework in Iowa. The framework is comprised of 4 quadrants which help illustrate a building of skill level. This shift in teaching has also changed what school systems consider valuable. Instead of quantity the focus is now on the quality of instruction. The most crucial part of instruction is our own self-evaluation.

Submitted by Anita Niemczyk

Buy-in and Outreach: The academic library's role in institutional repositories and scholarly communication

Christopher Cox, Dean of Library Services, Rod Library, University of Northern Iowa, Cedar Falls

Claudia Frazer, Digital Initiatives Coordinator, Cowles Library, Drake University, Des Moines

Jonathan Helmke, Assistant Director for Library Systems and Technical Services and University Archivist, Charles C. Myers Library, University of Dubuque



All three panelists shared their experiences regarding the management of institutional repositories. They recommended various protocols for an institution and certain procedures to avoid in the process. The panelists provided insight into the different aspects of this process on their campuses. They discussed the important questions that an institution needs to consider and issues that need to be addressed. They discussed why pursuing an institutional repository is valuable; how to begin the process; who is involved with the process; and how its success can be measured.

Chris Cox shared the lessons that the panelists learned as they continued with this project:

1. This cannot exclusively be a library project, it has to be a university-wide initiative
2. Create/establish partnerships
3. Plan and strategize: what resources are required and how do we coordinate with other entities
4. Allow the project's advocates to discuss the project with other potential supporters

Claudia Frazer mentioned certain challenges with the project in relation to the academic culture of the campus. Some of the challenges mentioned were determining which administrator or staff member would be in charge of the project; altering job descriptions and duties; and educating our own faculty by going to departmental meetings, deans' council, and new faculty orientations.

Jonathan Helmke stated similar thoughts regarding the process. He explained how their focus is on the information literacy program and the importance of analysis and guiding principles. One of the challenges that he mentioned was scope and cost of the project. Their library dealt with the issue of how to accomplish this project with a smaller staff and budget.

Links will be coming soon.....

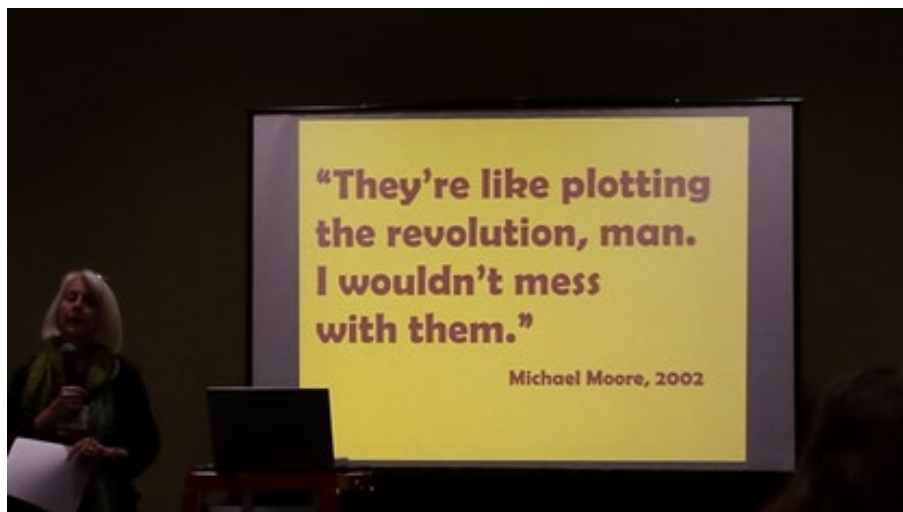
Submitted by Leila Rod-Welch, University of Northern Iowa

The Radical Promise of the Academic Library

Barbara Fister, Librarian, Gustavus Adolphus College, St. Peter, MN



Barbara Fister's presentation raised several questions about the values academic libraries and librarians hold. Some of these values included: access, privacy, lifelong learning, and democracy. Although librarians are familiar with these common values, Fister asked participants to take a step back and really consider what we are doing to support these values. She asked attendees to seriously consider what the values actually mean.



There were no easy answers to these questions. Fister broke participants into groups to tackle one value, discuss its meaning, and consider ways academic libraries can serve their patrons through these values in a meaningful way. The session ended with groups sharing and building upon each other's ideas.

Fister's presentation notes can be found here: <http://barbarafister.com/ILA2014radical.pdf>

Submitted by Katelyn Wolff, University of Dubuque

Combatting Dysfunction on Your Library Team

Darryl Eschete, Director, West Des Moines Public Library

Darryl Eschete gave an informative presentation on dysfunction in the work place to a full house of librarians looking for answers. He began by saying efficient and effective organizations have leadership that is engaged, responsive, and friendly. In many cases, these organizations operate with a sense of confidence where employees feel valued, supported by their administration, and function as a team. Staff in these environments look forward to coming to work, enjoy the company of their colleagues, and are open with their problems and concerns.

Eschete went on to explain that successful organizations have leadership that confronts personnel problems by either fixing the issues or dismissing the employees who fail to perform. An important component in this process is thoroughly documenting all personnel problems and being honest in reviews and evaluations. Other positive practices include forming committees that have a real purpose with obtainable goals that don't just meet out of habit, developing policies that are fair and applied consistently throughout the system, and fostering supervisors who are open to criticism and consider the ideas of their employees.

In contrast, Eschete mentioned that a sign of organization dysfunction often makes itself known through the sudden and frequent turnover of employees. In many cases work relationships and social interactions among staff members can derail even the most skilled and talented workers. According to Eschete there are individuals with specific characteristics who can cause chaos by continually undermining authority, backstabbing, sabotaging, bullying, and engaging in other unwelcome activities. Often these disruptive people need to be confronted and called out for their behavior. When confronting these difficult situations, Eschete recommended that managers make use of the advice of Dr. Marie McIntyre who specializes in office conflicts. She recommends managers meet with the person, report what was observed, and explain why the conduct needs to be changed. The employee is then given the opportunity to respond and make excuses, but in the end the both parties agree on a strategy to change the behavior which will be followed up with periodic feedback.

Organizational dysfunction may also stem from employee's distrust of the administration. This can occur when workers feel that their work is meaningless and that they are on their own with little power to influence their environment. In many cases these employees may feel like they are in the dark and, without ongoing feedback, inevitably assume the worst in every situation. This type of dysfunction can be prevented by frequent and meaningful communication that travels in both directions. Therefore, administrators need to provide a clear vision of the organization to the employees, but at the same time convey an understanding of the views of the staff.

Submitted by Rob Van Rennes, University of Iowa

Personal Safety and Self-Protection

Oleta McKenna, University of Iowa Police Department, Iowa City.

Oleta McKenna stressed that safety is everyone's business and that it's important for staff to be alert to potentially dangerous situations. When threatening events do transpire, individual staff members and their personal safety should always be considered the number one priority. Employers and supervisors are ultimately responsible for ensuring a safe workplace and that includes an environment that is free of bullying, harassment, intimidation, threats, and violence.

In situations that become tense and have the potential to escalate, McKenna said that it's vital for staff to command and establish a presence. This technique includes wearing a name tag that implies authority, standing up straight, making eye contact, showing empathy and understanding without sympathy or agreement, and talking in a firm voice.

A vast majority of potentially dangerous situations are emotionally driven so it's critical to never rise to the same level of agitation as the individual who is upset. When engaging the person in conversation, staff should use minimal encouragement with short phrases or words such as "okay" and "I see." To reduce the tension, staff should also try to ask open ended questions and reflect or mirror what the person is saying while using effective pauses.

McKenna told the audience that when speaking with hostile individuals they should ask rather than command them by using phrases such as, "can you lower your voice?" At the same time it's important to explain to the person why their behavior is inappropriate. Alternatively, she stated that staff can offer the person an option such as, "please lower your voice or leave the premises." Confirming with the individual if there is anything that can be said to remedy the problem and allowing them ample time to respond is another good defusing technique. In the end if the individual will not comply or be consoled, staff need to act by enforcing consequences such as calling the police.

In potential violent confrontations it's critical to remember that a proper distance should be maintained from the individual, and staff members should always position themselves nearest to the exit in any enclosed room. If at all possible, staff should avoid addressing any threatening situation alone. If there is a perceived or real threat, personnel should lock themselves in an office and call police. If that is not an option, staff should make an excuse to use the phone to call for help as dispatchers who answer 911 calls are trained to listen for code words in cases where it may not be safe to talk freely. Even if talking seems unwise, it's important to dial the number as police are required to personally investigate all 911 calls.

Submitted by Rob Van Rennes, University of Iowa

Can Your Library Have a Cross-Platform Social Media Presence?

Colleen Thiesen, Special Collections, University of Iowa, Iowa City



Special Collections Librarian, Colleen Thiesen shared tips and tricks to create a successful social media presence for libraries across different platforms. Much of the advice shared was learned in the process of creating the [UI Special Collections Tumblr page](#). Advocacy and awareness of library services were a few of the reasons behind the project. Thiesen targeted both non-users and users to provide relevant content and increase awareness and usage of library services. The outreach philosophy behind the library's Tumblr was to tell stories, show behind the scenes, and provide archive content, among other goals.

Along with planning advice, Thiesen outlined some logistics for sharing the library's content across multiple platforms. Understanding how different social media platforms interact with each other is essential. For example, Tumblr and Twitter work well together, therefore making it easy to share a Tumblr post on Twitter (making access easier for users). The UI Special Collections department also posts content on [Facebook](#), [Instagram](#), [Pinterest](#), [YouTube](#), and [on their blog](#).

Collaboration however, was a piece of advice Thiesen continually encouraged attendees to embrace. Collaboration between staff members could allow further reach, more content posted, and the prevention of burnout. While there is no collected data, Thiesen has noticed increased traffic in reading rooms. In summary, creating a successful library social media presence involves understanding the nuances of each platform, creating consistent, relevant content, and collaborating with others.

Submitted by Katelyn Wolff, University of Dubuque

New Books for Children Grades 3-6

Angela Pilkington, Youth Services Manager, Burlington Public Library

Erin Silva, Youth Services Librarian, Kalona Public Library

Zach Stier, Children's Librarian, Ericson Public Library, Boone



This panel presentation featured recommended titles for children in grades 3 to 6. The presenters each previewed a variety of titles and shared selected books. Recommendations ranged from picture to lengthy chapter books. A few notable titles included: *The One Safe Place* by Tana French, *Maddy Kettle: The Adventure of the Thimblewitch* by Eric Orchard, and *The Boundless* by Kenneth Oppel.

The presenters also shared intriguing passages and vibrant illustrations, along with age and interest recommendations for each book.

Submitted by Katelyn Wolff, University of Dubuque

RA Sneak Attack

Becky Canovan, Reference and Instruction Librarian, University of Dubuque

At the Iowa Library Association Conference in Cedar Rapids, Becky Canovan, Reference and Instruction Librarian at University of Dubuque, and Sarah Smith, Library Aide at Carnegie Stout, gave a presentation entitled “RA Sneak Attack.”

How did each become interested in RA (Readers’ Advisory)? In Sarah case, it is a central part of her job. Becky came to RA very much by accident after creating the YA book club and admitting to 400 first-years she read the same literature that they did.

To frame this service, they began by identifying those who do not typically use RA: the captive audience (people who are in the building but not to find a book), the window shopper (they're just there to browse but don't ask for help), the bookaholic (they know exactly what they want and don't want help), and the digital natives (those who never set foot in the building, but use library services).

Then they discussed strategies and tips for each user type, such as creating displays centered around a theme, placing read-alike bookmarks in books, asking patrons for suggestions, initiating conversation, not overestimating a reader's knowledge of a genre, and understanding that a lot of enthusiasm can overwhelm a patron.

Throughout the presentation, both told their RA success stories. They ended with some show and tell.

Submitted by Mary Anne Knefel and Becky Canovan, University of Dubuque

2014 Conference Handouts

Below is the link to the session handouts that have been submitted by speakers. Not all sessions have handouts available.

[2014 Conference Handouts](#)

Understanding The Acronym: What Is NARA?

Jessica Hopkins, National Archives at Kansas City

Archivist Jessica Hopkins said the intent of her presentation was to “lift the veil” on NARA, the unique federal agency for which she works. The acronym NARA stands for the National Archives and Records Administration, an agency established in 1934 during the New Deal for the purpose of protecting, preserving, and providing access to the records of the U.S.

Government. Jessica believed President Franklin Roosevelt best explained NARA's purpose when in a speech he gave at the dedication of his presidential library, he said it was, “To bring together the records of the past and to house them in buildings where they will be preserved for the use of men and women in the future . . .”

According to Jessica, NARA is composed of four distinct areas: The Federal Records Centers, Presidential Libraries and Museums, Legislative Archives, and Research Centers.

There are seventeen Federal Records Centers. Jessica described the one in Lenexa, Kansas as being as large as twelve football fields and filled with boxes of federal records deemed not needed on a daily basis. Jessica said the records at these centers are temporary and access is not open to the public.

Currently there are thirteen Presidential Libraries and Museums, a number that is expected to grow. These libraries house presidential papers and memorabilia. Unlike the Records Center, these are open to the public.

There is but one Legislative Archive and it resides in Washington D.C. It houses the records of the House and Senate, and is available to researchers.

Finally, Jessica said there are thirteen Research Service centers that are all open to the public. According to Jessica, this service is in great demand by genealogists. For example, she explained the regional center in St. Louis, MO houses both the National Personnel Records Center (NPRC) and the Official Military Personnel Files (OMPF), each one of great interest to family researchers. She admitted few records have been digitized by NARA, and that presently the finding aids can be difficult to navigate. While one can make an information request online, on-site research is sometimes necessary. To expedite public access, Jessica stated that NARA has developed relationships with outside entities (e.g. Ancestry.com) to digitize records and make them available for a fee. According to Jessica, after five years the rights to those digitized records return to NARA. She advised if one wanted to conduct research at a center, one should notify the center in advance.

Submitted by Conrad Bendixen, St. Ambrose University Library

Nine Elements of Digital Citizenship

Cindy Blinkinsop, Head of Media Services, Davenport School District

Ms. Cindy Blinkinsop, a school Librarian at Mid City High School in Davenport, talked about digital citizenship issues from two sides:

- 1) Who is responsible for educating students in being good digital citizens? Teachers, librarian, counselors, or administration? Where is this educating taking place - class content, stand alone assembly, classroom setting? The role of parents is uncertain and inconsistent, making it necessary for educators to be willing to stretch to find an answer. The most important aspect here is establishing good formal policies, both to serve as a guideline and as a protector for educators.
- 2) The other side of the coin was the educator's citizenship - school, class websites, FB pages, twitter feeds. She stressed the importance of posting guidelines for behavior, etc so the responsible party can remove things (free speech came in here). The danger of using your own personal social media with students and the pitfalls inherent in that. A recent example was given of a principal fired for simply looking at the images on a student's phone that fell under Iowa strict sexting laws. She emphasized being very careful and thoughtful in addressing digital citizenship from both of these angles.

The nine elements can be found at www.digitalcitizenship.net

Submitted by Conrad Bendixen & Stella Herzig, St. Ambrose University Library