



## **Grinnell College Libraries Annual Report, 2011-2012**

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## **1. Summary**

2011/2012 was a year of transition for the Grinnell College Libraries, with much behind-the-scenes preparation that will bear fruit in the coming year. We worked closely with faculty committees involved with assessment of student learning and, particularly, of the first-year Tutorial program, helping to explore the best places in the curriculum for introducing information literacy and library research skills to students. Meanwhile, we significantly increased the amount of one-on-one consultation time between librarians and students, a mode we consider especially effective in developing sophisticated research abilities, and worked intensively with students in MAP projects and other research experiences. At the same time, we expanded the role of peer Research Tutors in providing front-line walk-up research assistance (encounters that often set the stage for a more intensive follow-up consultation with a librarian). We continued to increase our classroom teaching in upper-level courses, and developed an information literacy test that we will administer to beginning and more advanced students in the coming semesters. We look forward to continuing conversation next year on the role of information literacy in Tutorial and additional avenues for developing sound research skills.

We completed the successful review of journals and databases that occupied fiscal year 2010/2011, in which we replaced many less-relevant subscriptions with new ones (reflecting changing interests among the faculty and new areas in the curriculum), and shifted to online-only access for many more. We started analysis of trends in the use and growth of collections at Grinnell. We outlined a multi-year plan to manage growth within the limits of our current facilities (Burling, Kistle, and off-site storage) and to target new acquisitions more clearly in areas of use by students and faculty (based on long-term circulation trends). We look forward to reviewing these plans with administration and faculty and

student governance during the next academic year. At the same time, we will continue discussion with the budget committee regarding the challenges of managing price increases for journals and databases as operational budgets remain relatively static. For fiscal year 11/12, these prices increased by 5.7% (the CPI for medical care during roughly the same period was +3.6% while the average for all items was +1.7%)<sup>1</sup>. Despite these challenges, creative efforts on the part of Grinnell's librarians and staff allowed us to make important acquisitions of primary source material in economics and in the humanities – continuing our strong support for inquiry-based learning – and to expand our online journal offerings in cooperation with other Midwest college libraries.

Continued escalation in the prices of scholarly publications and other barriers to accessibility and educational use of literature created by scholars for scholars and students have led to deep questions worldwide about the current scholarly publishing model, with many colleges, universities, and funding agencies encouraging faculty to share their work more widely using digital tools. The Grinnell College faculty voted this year to convene a task force to investigate issues of access to scholarly and educational materials and to make a recommendation for a Grinnell position on these issues. We were heartened by a district court decision that affirmed – in a suit brought by Cambridge University Press, Oxford University Press, and Sage Press against the Georgia State University library – that electronic reserve programs may fall within the “fair use” provision of copyright law, and we are reviewing our own practices against that ruling.

We made important progress developing new tools to facilitate access to information and collections and to support open sharing of student, faculty, and staff scholarship, learning materials, and creative work. We introduced a new mobile app for the library catalog and Web site. We also tested a new database architecture for the library catalog system that will allow us to extract data directly from the system into various applications and provide APIs for building new services. Migration of the catalog is scheduled for early in the new fiscal year. And in partnership with Curricular Technology, Information Technology Services, the Faulconer Gallery, the Dean's Office, and Communications we contracted with Discovery Garden, Inc., to implement an open-source digital platform at Grinnell – called Digital Grinnell – for repository services, online journal publication, and online conference papers.

## 2. Librarians Teaching

Information Literacy: As information grows more complex -- available in more formats, from more sources, burdened with confusing questions about copyright and reliability -- libraries are more central to learning than ever before. Our services emphasize working closely with students to develop their fluency in the use and evaluation of information sources as they conduct research and other intellectual investigations, through individualized research appointments, classroom instruction, and drop-in reference assistance. Over recent years we have seen a significant increase in by-appointment services in which a librarian can spend 45-60 minutes in consultation with a student (“library labs”), modeling the research process and helping to develop deeper information literacy while addressing the student's particular research need. **For the year 2011-2012 we conducted 341 library labs, compared to 174 in 2010-2011, in addition to 133 in-class teaching sessions compared to 124 in 2010-2011.**

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1 United States Department of Labor. Bureau of Labor Statistics, Consumer Price Index: <http://www.bls.gov/cpi/>, accessed 28 June 2012.

Support for Advanced Student Research: Research consultation and in-class instruction are not the only ways in which librarians teach. This year, Special Collections Librarian Catherine Rod co-directed a Mentored Advanced Project with professor of Classics Angelo Mercado, in which **Tad Boehmer '12 researched a previously unidentified handwritten late-Medieval manuscript in the Libraries' Special Collections.** Analyzing the language, paper, watermarks, paleography, and binding, Boehmer identified the text as a collection of religious writings and determined that the work was most likely produced in or around Cologne in the mid 15th century. His work made it possible for the Libraries to catalog the manuscript and thus make it available to the scholarly community for study. Boehmer presented his findings at the annual conference of the Iowa chapter of the Association of College and Research Libraries this month, and will make his paper available in the forthcoming Digital Grinnell repository.

Ms. Rod also worked closely with professor of History Sarah Purcell in another MAP, in which **Sara Lowenberg, Christian Snow, Ethan Drutchas, and Amanda Borson (all class of 2013) curated an exhibition, "Grinnellians in the Era of Disunion,"** as part of a study of the Civil War in history and memory. Using primary source materials from the Libraries' collections and artifacts borrowed from the Grinnell Historical Museum, the exhibit told the story of Grinnell's role in U.S. Civil War.

Librarians also worked with two cohorts of Mellon Mays Undergraduate Fellows to provide a successful launch of their **summer research projects.** Mellon Mays Fellows are minority students identified by Grinnell's faculty as having strong potential for academic careers. Both faculty sponsors Shanna Benjamin and Michelle Nasser are MMUF alumnae and requested that librarians Julia Bauder, Phil Jones and Catherine Rod lead new and continuing fellows through specialized research tools and strategies for a range of challenging topics: the impact of Marxist philosophy on the Khmer Rouge in Cambodia; storytelling among Jewish communities in New York City and the Cherokee in Oklahoma and North Texas; and Korean-American identity formation among high school youth.

Assessment of Student Learning: Through the College's Assessment and Tutorial and Advising committees, we participated in the campus conversations that are now under way to consider **how research skills and information literacy should be introduced** to students. The faculty completed a survey assessing their satisfaction with and suggestions for the Tutorial and discussed these results in a faculty meeting. One of the options the committee is considering is to reduce the number of skills covered in Tutorial, including information literacy. Over the years, Tutorial has become one of the key avenues for introducing students to library research. Librarians see interesting opportunities in shifting that introduction to (for instance) gateway courses in the various majors, but also significant risk that students will miss developing important competencies early in their Grinnell experiences. The Tutorial and Advising Committee will continue working on this topic in the fall 2012. Librarians are drafting an **information literacy assessment** to pilot with first-year students in fall 2012, in an attempt to learn more about our students' background with research skills and concepts and how they improve in these areas as they progress through a Grinnell education. Librarians focused this year on sharing with disciplinary faculty members student feedback gathered from a sampling of information literacy sessions, tutorials through seminars. As a result, we hope to work with faculty colleagues to improve these sessions.

### **3. Collaboration: ARC and Other Collaborative Initiatives**

ARC: Now in its third year, the Academic Resource Centers – a network of professionals from thirteen different offices or departments across campus who have expertise in teaching a variety of academic skills and work together to support student and faculty success (see [://www.grinnell.edu/academic/arc](http://www.grinnell.edu/academic/arc)) –

focused on deepening the college's **peer mentoring program**. Peer education is deeply embedded in many parts of the Grinnell program (e.g., the Science Learning Center), and research by Minna Mahlab and Professor David Lopatto has established its benefit to both the students who teach and the students who learn from them. A summer 2011 faculty workshop identified several areas where coordination among offices would benefit the overall program, and ARC was charged to address them. Librarians and library staff worked with other ARC colleagues to submit an application to the Arthur Vining Davis Foundations to help us expand the corps of peer educators and hold a series of workshops for faculty and staff to better integrate their work into the curriculum. We also participated in development of a shared model for position descriptions for peer mentors.

DASIL: The Libraries collaborated especially closely with DASIL this year to support faculty who want to expand the use of **data-driven inquiry-based learning** in their classes. This collaboration included a summer 2011 workshop, co-led by DASIL director Kathy Kamp and Social Studies and Data Services Librarian Julia Bauder, on “Developing Inquiry-Based Course Materials,” during which eight faculty members explored ways to use the technologies and data resources available at Grinnell to allow students in their courses to explore real-world data and to draw conclusions from it. In another collaboration, DASIL student employees entered over 100 years of data from historic Iowa Department of Public Instruction Biennial Reports (which the Libraries own back to 1854) into a Google Docs spreadsheet attached to Google’s interactive data visualization tools. After a quick introduction to the Google tool from Julia Bauder, students in Deborah Michaels’ course “Historical Perspectives on U.S. Education” could visualize the data quickly in ways that helped them answer questions that interested them. Ms. Bauder also served as interim director of DASIL for the 2011-2012 academic year during Professor Kamp's sabbatical.

Reaching Out Across Campus: As new Vice Presidents for Development and Alumni, Communications, and Admissions settled into their positions, the Libraries reached out to them learn more about their goals, to offer assistance, and to explore partnerships. In concert with staff in Development and Alumni we reviewed the processes by which we acknowledge our generous donors and considered ways in which the Libraries might help alumni stay connected with the College. As noted below, we partnered with the Office of Communications in developing a mobile application for the Libraries as part of the larger roll-out of a mobile app for the College Web site.

#### **4. Co-curricular Engagement with Students**

The 2011-2012 academic year brought significant curricular engagement with students through the Libraries’ outreach efforts. The mix of legacy events, such as our very popular Cookies & Milk Study Breaks during finals week and library student employee-curated displays, nicely complemented the wealth of distinctive, collaborative gatherings we coordinated. One of our foremost outreach goals this year was to be sure that our events supported campus initiatives and the vibrant academic community in which we live and learn.

Within our major campus-wide collaborations, our partnerships included: the Grinnell College Debate Union; the Spanish, GWSS, Chinese/Japanese, History, French, Classics, and English departments; the Center for Humanities; the Center for International Studies; and Faulconer Gallery. Our events were well-attended, received enthusiastic responses from the entire Grinnell College community, and were frequently covered by the *Scarlet & Black* student newspaper.

#### **5. Peer Mentoring in the Libraries**

Over this year we have deepened the involvement of peer assistants – **Research Tutors** -- at the reference desk. These students provide walk-up research assistance to their peers under close mentorship and guidance by librarians (another form of librarian teaching). We expanded our program from 4 to 6 research tutors this year, with support from an endowed fund created by Tom Dorst '73 and Connie Poole '73. As one of our research tutors explains,

The Reference Fellow/Tutor is useful for my professional preparation. I am planning on applying to graduate school in history upon my graduation from Grinnell, and thus the experience working with reference tools and especially different types of sources is incredibly useful. ... I also sincerely believe that this program is beneficial to the campus community. Students, faculty, staff, and even alumni take advantage of the Reference Desk. Having students staffing the desk reinforces the notion that members at all levels of the campus community are constantly engaging and collaborating with each other. It is also worth pointing out that I believe that the Reference Fellows/Tutors are highly prepared to fulfill their roles. From my experience I have noticed that users who come to the Desk often come back repeatedly, seemingly indicating satisfactory previous visits.

## 6. Developing Collections and Improving Access to Support Teaching and Learning

Developing Primary Sources: In June, we received an additional **174 books printed in the 16<sup>th</sup> and 17<sup>th</sup> centuries** from collector Peter Jordan as part of his continuing generous donation. Of particular note in this year's gift are an emblem book, a book from a chained library, a book printed by a female printer, and an herbal. Juan de Horozco y Covarrubias's *Emblemas morales*, published in Caragoça (Saragossa), Spain, circa 1604, is an unusual example of an emblem book, since most such books were written in either German or Latin. This volume will also expand our holding of early Spanish imprints. John Stow's *The Survey of London* (London, 1633) is of special interest because it is an example of an early English work printed by a woman – [Elizabeth Purslow](#) -- of which we have few other examples. Unfortunately, little is known about her. John Fox's *Acts and Monuments* (London, 1641) is noteworthy not only for its beautiful etchings and the fact that it is a great example of an important early work in Reformation history, but this copy also was part of a chained library, with its hefty chains still attached – a visible reminder of the way in which information formats may condition or be conditioned by norms for the use of information. John Gerarde's *The Herball, or General Historie of Plantes* (London, 1597) is currently the only example of an herbal in our rare book collection, particularly valuable because it documents early knowledge and uses of plants. The work is profusely illustrated with woodcuts and this copy includes a good deal of marginalia. The availability and accessibility of these materials to Grinnell students – historically significant texts in their original formats, as they were encountered by their original readers – are characteristic of Grinnell's inquiry-based education, and are increasingly important to liberal arts learning as we pass through yet another revolution in communication technology.

Media, Unchained: Browsable access to collections has been a hallmark of American academic and public libraries since the early 20th century, but in many libraries – including Grinnell's – sound and video recordings have been an exception due to their fragility. But as LP's and 16mm films have given way to CDs, VHS tapes, and DVDs, this exception has ceased to make sense and this summer the Grinnell College Libraries **renovated part of Burling Library and processed the collections to allow browsing access to over 30,000 sound recordings and films**. Students and faculty have responded enthusiastically: comments we received through anonymous feedback included “Brilliant. This changes everything!”, “New best thing ever!”, and “Love being able to browse the movies—

thanks for putting in the work to make this happen!!” Although streaming services now complement our disk- and tape-based recordings, the limited range of material offered by streaming services, the restrictions those services impose on use in educational settings, and ongoing struggles over copyright indicate to us that tangible formats will remain useful in higher education for many years to come.

The Continuing Challenges of Information Access and Collection Management: 2011-12 was a challenging year for collection development as we managed a 5.7% increase in the price of journals and databases (journals and databases represent over half our annual budget), contended with continuing changes in academic publishing and social expectations for information access, and looked ahead to reaching the limits of our physical stack and storage space. We completed the successful review of journals and databases that occupied fiscal year 2010/2011 in which we replaced many less-relevant subscriptions with new ones (reflecting changing interests among the faculty and new areas in the curriculum), and shifted to online-only access for many more. After long negotiation with its publisher, we **established a subscription to the database “Mergent Online”** which provides U.S. and international company data—information important to the inquiry-based curriculum of the Economics Department. In addition, we collaborated with other liberal arts college libraries in the Midwest to construct a group contract for **online access to 1,582 journals published by Springer.**

Like most academic libraries, we are studying student and faculty use of our collections to better understand community preferences for information formats, help us build collections in areas students and faculty are most actively researching, and help us manage space in Burling and Kistler libraries and the off-site storage facility most effectively. And like most academic libraries, we have seen **circulation of books decline** over the years, though at Grinnell those drops have been modest compared to many other libraries – at least until recently. Between 2005/2006 and 2009/10, student circulation of books declined just 6 percent, while faculty circulation of books declined 14 percent. Between 2009/10 and 2011/2012, however, student circulation dropped 25% and faculty circulation dropped 8%. Similarly, we have begun to analyze circulation rates by subject area for items acquired over the last 10 years and have noted several areas with circulation levels below 50%. Borrowing of books through interlibrary loan shows no clear trend so far, increasing and decreasing unpredictably since 2005/2006. At the same time, however -- like most libraries -- we have also seen **use of electronic article databases increase** dramatically: the number of full-text article downloads increased by 50% from 2006-2007 to 2010/2011, with the number of databases supporting those downloads increasing by 30%.

There are many factors that may be contributing to these changes. The figures are not normalized against the number of students and faculty on campus (although student and faculty numbers have not changed proportionately). Moreover, there has been a long and gradual shift in most traditionally book-oriented disciplines toward journal articles for both scholarship and pedagogy. And we cannot be sure if these recent circulation trends will continue. **We look forward to discussions with faculty and student governance this fall on the significance of these changes and on the best responses.** Meanwhile, we have begun to focus our purchasing more exclusively on works for which we have a high confidence that they will be used by students and faculty with less “speculative” purchasing of books that are worthy but might not find readers at Grinnell (predicting just which books will be read is the perennial challenge of collection development). We have also introduced the option of selecting books in ebook format to faculty and student requestors, anticipating that – for some titles and in some disciplines – ebooks will be an increasingly attractive alternative to paper. We chose Ebrary as our platform for purchasing ebooks on a title-by-title basis. We also continue to acquire ebooks as part of specific collections.

Continuing growth of the collections in limited stack and storage space will inevitably lead to frustrations for library users and library staff as books and other materials become more difficult to shelve and shift. We have outlined the first steps of a five-year **collection management plan** to help optimize space usage in our current buildings, and have begun weeding in the reference collection in Burling Library with a goal to make room for more group study areas—spaces that are in high demand and in very short supply in Burling. Weeding in the Kistle Science Library and other collections in Burling may follow.

Modern academic libraries have always shared resources with each other – through traditional interlibrary lending of books (a right protected in the US copyright code), through shared database contracts (like our new Springer contract, mentioned above), through membership in organizations like the Center for Research Libraries, and other ways. Librarians at Grinnell have, in recent years, held leadership posts in state, regional, and national organizations dedicated to cooperation and sharing among libraries, including the Iowa Private Academic Libraries, the BCR Network, and the Center for Research Libraries. We expect this cooperative trend to intensify in coming years and will continue contributing our fair share to the success of these networks as we rely more heavily on them for resources we might once have held locally.

## **7. Developing Technology to Support Teaching and Learning**

Digital Grinnell: Traditionally, academic libraries have focused their collection development work on published material in print and digital formats: books, journals, sound and video recordings, etc. That work remains vital, but increasingly libraries are taking on a new, additional publishing role in which the **library manages technologies and services through which a college can make the intellectual and creative work of students, faculty, and staff visible and accessible to larger communities** – on campus and across the globe. Publishing locally created work serves the College in many ways. It creates visibility for excellent and innovative scholarship (among prospective students, alumni, funders, and disciplinary peers), and shares knowledge for the common good. It can also enhance pedagogy, by helping students close “the circle of inquiry” through dissemination of their best scholarship, enhancing their engagement and satisfaction.

Many of Grinnell's peers host digital repositories to store, preserve, and provide searchable access to selected student, faculty, and staff scholarship, as well as journal publication systems that disseminate this work in more familiar, theme-oriented ways. During the summer and fall, the Grinnell College Libraries, working with Information Technology, Curricular Technology, Web Services, and the Faulconer Gallery, researched available technologies, consulted with a wide array of college and university colleagues, and selected a suite of open-source software called Islandora, along with a Canadian software support firm called Discovery Garden. Discovery Garden is now under contract to install repository and journal publication software at Grinnell, to be completed this summer.

### Sierra:

In June 2011 the libraries signed on to be an early development partner for Innovative Interfaces, Inc.'s new integrated library system, Sierra. The library staff have been alpha testing this new system for this fiscal year and will implement it early in the next fiscal year. We believe Sierra will provide opportunities for the Libraries in both creating better access to library resources and creating new services to serve library users. **The open architecture of Sierra's database will allow the Libraries to extract data directly from the system into various applications using SQL.** In addition, Sierra will have **APIs for building new, robust user services as well as the ability for the Libraries to**

**develop their own APIs for customized library user services.** In all, Sierra promises to be a mission critical tool for the Libraries in regards to user services and operations.

Mobile apps: The Libraries have also been busy planning and implementing technologies to create better access to materials in a changing technological environment. In conjunction with the Communications office's Grinnell College mobile app, we created a **mobile Web site for the library** at [://libweb.grinnell.edu/m/](http://libweb.grinnell.edu/m/). From any mobile device that has a browser, library users can search the catalog, access several databases, view library hours, and IM a librarian for research help. The mobile catalog search function is featured in the main Grinnell College mobile app and we plan to add more functionality to the mobile site, including library user account options such as renewing library materials and expanded access to other collections on campus.

Off-campus Access: Current students, faculty, and staff can use many of our licensed databases, electronic resources, and similar resources on or off campus – in town or across the world. To simplify administration of this service and to help us expand it to more of our resources, we researched and started implementation of **EZProxy**, a proxy service that will provide a simpler user verification process for restricted online resources. Implementation is scheduled for the beginning of next fiscal year.

Support for E-Reading: The Libraries launched a successful **eReader pilot program** during FY12 with four Amazon *Kindles* (circulated 20 times) and three Barnes and Noble *Nooks* (circulated 9 times) available for checkout to students for one full semester. Students were allowed to download eBooks by using their own Amazon and Barnes and Noble accounts and when the eReaders were returned after the end of the semester, they were cleared of all content to ready them for the next check out. Also, as part of the Creative Media Initiative for testing the use of iPads in the classroom, three iPads (circulated 11 times) were provided for faculty to check out at Burling Library.

Shifting Course Reserves to P-Web In the fall of 2011, Grinnell students voted in favor of an initiative focused on simplifying the process by which students access their electronic course readings (e-reserve readings). In response to this, representatives from the Libraries, ITS, Curricular Technology, and Academic Support developed a pilot in which the Libraries placed **electronic reserve readings directly in Pioneer Web courses** rather than in the Libraries' Millennium-based e-reserve system. This eliminated the need for the student user to click-through from P-Web to the Library system and to enter an additional password to gain access to the reserve readings. We conducted a pilot test of the new procedures during the spring semester, 2011. All feedback from students, faculty, and support assistants was positive, and the workflow was actually more streamlined from the Libraries' point of view. We will be instituting this procedure for all e-reserves readings beginning fall, 2012.

## **8. Teaching, Scholarship, and Information Policy**

Modern scholarship and pedagogy have always been practiced within a framework -- sometimes conspicuous, sometimes less visible -- of national and international laws and policies. These range from the tax laws that influence the size of the inventories maintained by publishers and booksellers (and hence the duration of in-print availability of books) to the copyright laws that protect library circulation (section 106 of the U.S. Copyright law), interlibrary sharing of books and articles (section 108), and, of course, copying for purposes of teaching, research, and criticism (section 107, the "fair use" clause). As scholarship and teaching have shifted to digital modes of production and consumption, the application and scope of those laws have been increasingly contested by authors, publishers, readers, and other stakeholders. This year, the decision in the case *Cambridge University Press v. Becker* -- in which the

publishers Cambridge University Press, Oxford University Press, and Sage Press sued Georgia State University for allegedly violating copyright in its electronic reserve practices -- promised to shed some light on how fair use might evolve. As a district court decision, this one is not binding beyond Georgia State (and may well be appealed), but academic libraries nationwide are parsing it carefully for general guidance. As of this writing, the Grinnell College Libraries are assessing local practices against the reasoning and conclusions in the 350-page decision.

As the Georgia State decision noted, scholarly literature occupies a special place in the overall publishing economy since the authors of scholarly works -- journal articles, especially -- are rarely paid by the publishers. (Nor, for that matter, are the peer reviewers who guarantee the integrity of the scholarly process paid.) Scholarly authors primarily benefit from wide circulation of their work, not from restricting access to paying purchasers or subscribers. As a consequence, questions have been raised over the last decade about the role of traditional publishing practices in a digital communication system which reduces marginal costs almost to zero. How should scholarly publishing be funded? Should scholarly authors transfer their copyright to publishers? What are the ethical obligations of educators with respect to making their pedagogical materials available to learners beyond their own students? Many colleges, universities, and research agencies in this country and abroad -- including several of Grinnell's peers -- have adopted policies to encourage or even require free public access to certain educational or scholarly materials created by faculty. At the end of this academic year, the Grinnell College faculty voted to convene a task force, led by the Librarian of the College, to inform faculty about these issues and recommend what position, if any, Grinnell ought to take. The task force will undertake its work during the fall semester.

## 9. Staff Changes

In our report for FY10-11, we noted that we were poised for **a significant change in staffing**, as three senior staff prepared to make transitions (Gail Bonath to Senior Faculty Status, Rebecca Stuhr to a new position at the University of Pennsylvania, and Sherry Shults to retirement). Julia Bauder assumed the interim directorship of the Data Analysis and Social Inquiry Lab for the year, devoting about half her time to that role. During the fall, Karla Landers resigned to move with her family to another part of Iowa, and Lisa Adkins retired after 30 years of dedicated service to the Libraries. New staff have since joined us in those positions and in two others that had become vacant during the previous spring:

Amy Brown, Library Assistant, Acquisitions  
Lauren Cantwell, Term Reference and Instruction Librarian  
Marilyn O'Brien, Library Assistant, Circulation  
Betty Santema, Library Assistant, Circulation  
Sara Smith, Temporary Reference and Instruction Librarian (part-time)  
Becky Yoose, Discovery and Integrated Systems Librarian

The invaluable legacies of our former colleagues and the energy, collegiality, and fresh perspectives brought by our new colleagues have helped us accomplish everything detailed in this report, and everything left unmentioned: students and faculty served every day, in many different ways. At this writing, we are preparing for another set of changes, as Lauren Hester moves to Washington, D.C., for a new career in graphic design and Lauren Cantwell accepts a position as Instructional Services Librarian at the University of Memphis. We will welcome Jieun Kang in August as our new Humanities Librarian, and begin searches for Lauren's replacement and for a Digital Library Applications Developer, a newly defined position.

**APPENDIX I: LIBRARY-HOSTED EVENTS, 2011-2012**

<b>Event Name</b>	<b>Event Date</b>	<b>Collaborators</b>	<b>Attendance Estimate</b>
Restaging the Tutorial Debate	9/21/2011	GC Debate Union, Archives & Special Collections	20-25, mostly students
The Pleasure of Primary Sources	11/1/2011	David Harrison (French Department), Special Collections & Archives, Faulconer Gallery	15-20
Teatro Chicana: Even Bones Tell Stories	11/3/2011	GWSS, LAS, SOL, Spanish Department, Public Events Committee, Center for Humanities, Dean's Office, ACE	45-50
Japanese Way of Tea	11/14/2011	Zelideth Rivas (Chinese/Japanese Department), Center for International Studies	About 75 (JRC101)
Crunch Time Workshops (Fall 2011)	11/17/2011 and 12/1/2011	Phil Jones (Burling Library) and Library Research Tutors	4
Civil War Exhibition Opening	12/8/2011	Special Collections & Archives, Sarah Purcell (History Department)	About 30-35
Fall 2011 Study Breaks (Burling)	12/12-12/14, 2011	Library SEPC, ACE, Improv, G-Tones, SGA	100+ each night
Fall 2011 Study Breaks (Kistle)	12/13-12/14, 2011	Library SEPC, Grinnell Meditation, Monica St. Angelo (yoga)	5 for Meditation (12/13 noon); 5 for yoga & 50-75 for cookies (12/14 9pm)
The (Un)Discovered Codex	3/15/2012	Special Collections & Archives, Classics Department, Tad Boehmer ('12)	30-45 at peak

<b>Event Name</b>	<b>Event Date</b>	<b>Collaborators</b>	<b>Attendance Estimate</b>
The Forbidden Text	4/24/2012	Faulconer Gallery (Tilly Woodward), Henry Wilhelm ('68), Richard Fyffe, various faculty members (humanities, sciences) and Wadzi Motsi ('12)	About 40 at peak
Craft of Creative Nonfiction Reading	4/25/2012	Ralph Savarese (English Department)	About 75 at peak
Revision Palooza	4/23 and 5/1, 2012	The Writing Lab, Curricular Technology (CTS)	1 (4/23), and 3 (5/1)
Spring 2012 Study Breaks (Kistle & Burling)	5/14-5/16, 2012	Improv, Con Brio, ACE, Library SEPC, Food House, SGA	100+ each night at Burling; Food House cookies @ Kistle each night – attendance there unknown

## APPENDIX II: STAFF AND LIBRARIAN ACTIVITIES

### **Julia Bauder**

#### *Publications:*

Bauder, J. (2012). Using VuFind, XAMPP, and Flash Drives to Build an Offline Library Catalog for Use in a Liberal Arts in Prison Program. *Code4Lib Journal*. [Status: Published]

Bauder, J. & Bohstedt, B. (2012). "Success through Community: Engagement at Grinnell College Libraries", *Excellence in the Excellence in the Stacks: Strategies, Practices and Reflections from ACRL-Award Winning Small College Libraries*. Woodhead. [Status: In Press]

#### *Professional Service:*

Board Member: Advisory Board

2011-2012: Grand View University Library Advisory Committee, Des Moines, Iowa (Local).

Member: Committee/Task Force

2011-2012: Iowa Private Academic Library (IPAL) Consortium Steering Committee (State).

#### *College Service:*

Chair:

2011-2012: Co-leader of the Academic Technology Development Team

2011-2012: Interim Director of the Data Analysis and Social Inquiry Lab

### **Sheryl Bissen**

#### *Presentations:*

Innovative Users Group Conference in Chicago, "Core Competencies for Library Staff", 4-17-2012

#### *Professional Committees:*

Conference Planning Committee, Innovative Users Group Conference 2012

### **Beth Bohstedt**

#### *Presentations/Performances:*

A Historical Perspective of Student Employment in Academic Libraries. presented at "GSLIS in a Flash: Lightning Talks on Current Research," Urbana-Champaign, IL October 21, 2011.

Acted in *Release*, performed at Flanagan Theater, Grinnell College, May 4, 5, & 6, 2012.

#### *College Service:*

Supervisors' Study Group

#### *Professional Service:*

Member, Membership Committee, Iowa chapter of the Association of College and Research Libraries

*Community Service:*

Christian Education Director, Grace Community Church, Grinnell

*Continuing Education:*

Studies toward M.S. in Library and Information Science, University of Illinois at Urbana-Champaign

***Nancy Cadmus***

*Community Service:*

Grinnell Human Rights Commission

Grinnell League of Women Voters

Mediator (volunteer), Poweshiek County Small Claims Court

***Sharon Clayton***

*Publications:*

*The Eclectic Review* ( [://eclecticreview.wordpress.com/](http://eclecticreview.wordpress.com/))

*College Service:*

Process Analysis Committee

*Community Service:*

Volunteer - Jasper County Animal Rescue League (JCARL)

*Continuing Education:*

Studies toward B.S. in Library and Information Science, University of Maine-Augusta

***Kevin Engel***

*Professional Service:*

2011-2012: Iowa Private Academic Libraries (IPAL), IPAL Consortial Purchasing Coordinator: coordinator for IPAL (Iowa Private Academic Libraries) group purchase of online access to academic database and full text products provided by (in 2012) 16 national vendors (Annual Reviews, Choice, CountryWatch, Credo Reference, EBSCO, Elsevier, FMG, Gale [Cengage], JoVE, Oxford University Press, Plunkett Research, ProQuest, Thomson Reuters, Value Line, Wiley, and W.T. Cox). In 2012, the Consortium involved 29 Iowa private colleges and universities and a total purchase of more than \$1,799,105 for some 102 database products. (State).

*College Service:*

Member:

2011-2012: Science Division Personnel Committee

2011-2012: Instructional Support Committee

***Richard Fyffe***

*Professional Service:*

Center for Research Libraries  
Board of Directors  
Chair, Collections and Services Policy Committee

NITLE (National Initiative for Technology in Liberal Education)  
Advisory Board.  
Convener, Digital Humanities session at the NITLE Summit

University of Iowa School of Library and Information Science Advisory Panel

Iowa Private Academic Libraries Steering Committee: Vice-chair/Chair elect

Oberlin Group: A Consortium of Liberal Arts College Libraries: Coordinating Committee.

*College Service:*

Career Development Office Internship Open/Research/Endowed Grant Committee: Chair.

Search Committee: Assistant Director of Graduate and Professional School Advising, Career Development Office

Technology Assessment and Planning Committee / Information Technology Advisory Panel

Sexual Assault Transparency Focus Group

Strategic Planning / Teaching and Learning Subcommittee

Strategic Planning Steering Committee

Committee for the Support of Faculty Scholarship

*Mentoring Activities:*

Faculty Supporting Faculty

*Other Institutional Service Activities:*

Phi Beta Kappa/Beta of Iowa Chapter President

Panelist - Faulconer Gallery, Future of the Book panel presentation

***Chris Gaunt***

*Publications:*

“My Spiritual Transformation as a Peacemaker,” *Prairiewoods: The News and Activities of Prairiewoods, an Ecospirituality Retreat and Conference Center* May/June 2012: p. 3  
([://prairiewoods.org/wp-content/uploads/2012/04/2012-May-June-Newsletter-for-Web.pdf](http://prairiewoods.org/wp-content/uploads/2012/04/2012-May-June-Newsletter-for-Web.pdf))

***Donna Hoeksema***

*Professional Committees:*

Iowa Conservation and Preservation Consortium (ICPC) State Board Member, Events and Marketing Committee Chair, Chair Organizer of the 1<sup>st</sup> Fall Preservation Destination Event in Sept. 2011 in Ankeny and Johnston, Co-Chair for Preservation Destination Event in Sept 2012 with some of the preliminary work done already.

*Community Service:*

First Friends Church (Grinnell) Christian Education Committee member, Secretary for the Christian Education Committee, Chair of the Library Committee, Adult Sunday School Teacher, Nursery Coordinator, Choir Member, Assist in piano accompaniment for the choir

Volunteer at the Iowa Valley Education and Training Center in their Adult ESL program Monday and Wednesday nights when possible since mid-June 2012. Volunteer at Friends Church, West as an ESL tutor for adults on Tuesday and Thursday nights since mid-June 2012.

**Chris Jones**

*Publications:*

Exhibition: "From Papyrus to Kindle: a glimpse at the history of printing in the Western world," in conjunction with Deborah Rudolph, Curator, C.V. Starr East Asian Library, U.C. Berkeley and her exhibition in the Faulconer Gallery, "From the Book Forest: Commercial Publishing in Late Imperial China."

*Professional Service:*

Attended a meeting of the Consortium of Iowa Archivists in West Branch on July 11, 2011. I also attended THATcamp at the University of Iowa from March 30-April 1, 2012. And I attended the ILA/ACRL spring conference in Decorah, IA, on May 25, 2012.

**Phil Jones**

*Working Papers:*

Jones, P. & Rod, C. (2013). "ERIAL Comes to Iowa: Information Literacy Assessment at Grinnell College Libraries" targeted for Association of College and Research Libraries.

Jones, P., Bauder, J., & Bohstedt, B. (2013). "Muchos Mentores en Iowa: The Pedagogy of Student to Student Mentoring in Information Literacy" targeted for LOEX National Conference, Ft. Worth, TX, May 7, 2011. (Proceedings written and submitted during spring 2011 to be published in summer 2013).

*Professional Service:*

Member: Committee/Task Force

2011-2012: Teaching Methods Committee, Association of College and Research Libraries, a division of the American Library Association, Anaheim, California (National).

*College Service:*

Member:

2011-2012: Faculty Organization Committee  
2011-2012: EcoCampus Committee  
2011-2012: Tutorial and Advising Committee (served since 2005)  
2011-2012: Committee on Assessment  
2011-2012: Bowen Scholarship: Interviewed applicants for this scholarship targeting Iowa high school seniors.

**Contributions To Diversity:**

2011-2012: Mellon Mays Undergraduate Fellow (MMUF) Research Sessions: Coordinated and taught individual and cohort research sessions during the summers and throughout 2011-12 academic year.

***Community Service***

Member of a Committee

2011-2012: Christian Education Committee, United Church of Christ-Congregational (UCC), Grinnell

Speech / Presentation at a Community Meeting

2011-2012: Volunteer Spanish Teacher, Bailey Park Elementary School

***Cecilia Knight***

***Publications:***

2011: Other Publications. Academic Resource Centers : an umbrella or an ARC? Working together strategically across administrative areas. /with CTS Barbara Johnson, American Library Association Annual Conference. June 25, 2011. New Orleans, LA. Refereed poster session.

2011: Other Publications. Organizing for the Future: Poster presented at the American Library Association Conference in New Orleans, LA. June 26, 2011. Refereed.

***Professional Service:***

Member: Committee/Task Force.

2011-2012: American Library Association. Association for Library Collections and Technical Services (ALCTS).

Budget and Finance Committee, Dallas, Texas, United States of America (National).

***College Service:***

Member:

2011-2012: Gender, Women, and Sexuality Studies Committee

2011-2012: Benefits Committee: Revised the Benefits sections of the Staff Handbook Studied and revised the sick leave policies and procedures Gave feedback on the presentation on benefits for the faculty

2011: Institutional Animal Use and Care Committee

2011-2012: Bowen Scholarship Interviews: Interview 3 Iowa high school seniors who have been admitted and have taken a qualifying test in order to make recommendations on whether any of them should receive a Bowen Scholarship for the 4 years they attend Grinnell College.

2011-2012: Academic Resource Centers (ARC): The Academic Resource Centers (ARC) are a network of professionals, from thirteen different offices or departments across campus, who have expertise in teaching a variety of academic skills.

2011: Ad Hoc Performance Appraisal Group: This group of college employees (supervisors, exempt and non-exempt staff) was gathered together by Kristin Lovig in Human Resources to re-design the performance appraisal system at Grinnell College. The most recent iteration is the Halogen system.

*Community Service:*

2011-2012: Grinnell Newburg Band Boosters Treasurer, Treasurer for the Grinnell Newburg Band Boosters organization.

*Professional Development:*

2011-2012: American Library Association. Midwinter Conference. The ALA Midwinter Conference is an important venue for updates and continuing education in the categories of cataloging and collections. Libraries are preparing to make a transition from the Anglo American Cataloging Rules 2nd ed. (AACR2) to Resource Description and Access (RDA) in order to better utilize the technologies now available and be more adaptable moving forward. Midwinter is also a venue for committee work. Dallas, Texas.

2011-2012: American Library Association. Annual Conference. ALA Annual Conference is an important venue for continuing education and opportunity for presentations. For Cataloging and Collections ALA is the central venue for information about developments. New Orleans, Louisiana.

2011-2012: Grinnell College. Human Resources. 14 hours of training related to being a supervisor at Grinnell College. Includes training on Performance Appraisals; Diversity; Mediation; and productivity software. Grinnell, Iowa.

2011-2012: Innovative Leadership Forum. An invited 1 /12 day opportunity to provide feedback to our integrated library system provider (Innovative Interfaces International (III)) along with a group of about 20 other Associate Library Directors from III academic libraries from the United States and Canada. Chicago, Illinois.

2011-2012: American Library Association. Association for Library Collections and Technical Services (ALCTS). Budget and Finance Committee. Libraries, Linked Data and the Semantic Web. Friday, January 20, 2012. 8:30 a.m. - 4:00 p.m. Dallas, Texas.

2011-2012: American Library Association. Association for Library Collections and Technical Services (ALCTS). Budget and Finance Committee.

ALCTS RDA 201: RDA Gets real. June 23, 2011, 8:30-4:30. A workshop to help library practitioners begin to understand the changes in practice that will be need in the transition from AACR2 to RDA. New Orleans, Louisiana.

2011-2012: American Library Association. Library Leadership & Management Association. LLAMA. The tough stuff: Leadership, change and performance management for Library Managers: June 24, 2011. 8:30-1:00. New Orleans, Louisiana.

### ***Marilyn O'Brien***

#### *Professional Service:*

Iowa Commission on the Status of Women

Blank Children's Hospital – Volunteer; Festival of Trees

Four Mile Book Club

#### *Continuing Education:*

CPR: Adult/Child/Infant – Modules A, B, & C; Iowa Mercy College

Mandatory Reporter: Abuse Report Training – Child/Adult; DMAACC

#### *Community Service:*

Participant/Host: International Student Affairs

### ***Catherine Rod***

#### *College Service:*

Faculty Sponsor:

2011-2012: Restaging the Tutorial Debate: Worked with college debate team to stage an event commemorating the debate surrounding the curriculum change that brought about the institution of the tutorial advising system.

Member:

2011-2012: Watson Fellowship Committee

2011-2012: Faulconer Gallery Advisory Committee

2011-2012: Center for Prairie Studies

2011: Special Projects or Assignments.

Worked with Deborah Rudolph as she curated the exhibition, "From the Book Forest", including identifying materials in our Special Collections that would serve as examples of western instances of features from the Chinese printing exhibit. I also worked with her to develop assignments for her short course using materials from our rare books collections.

#### *Community Service:*

Chair of a Committee:

2011-2012: Happy Birthdays Unlimited, Co-ordinate service project for St. Paul's church. We bake and deliver birthday cakes, survival kits, and other treats to students as ordered by their parents.

Member of a Committee:

2011-2012: Grinnell Historical Museum Board

*Professional Development:*

2011-2012: Iowa Chapter of the Association of College and Research Libraries Spring Conference, Iowa Chapter of the Association of College and Research Libraries Spring Conference. Attended sessions that were focused on the use of primary resources in teaching. Decorah, Iowa.

2011-2012: Consortium of Iowa Archivists. Decorah, Iowa.

2011-2012: ACM Book History Workshop. Representatives from ACM colleges presented ways to involve students in the study of print culture/book history. Mount Vernon, Iowa.

***Betty Santema***

*Community Service:*

I served as president of the Jewel Box Quilter's Guild for the 2011-12 year and will continue to serve on the executive board for the 2012-13 year.

I also donate my time to teach a beginning appliqué class that meets monthly at Cornerstone Quilts in Grinnell.

I am an active member of the Living Faith United Methodist Church in Montour and currently serve on the parish council.

***Becky Yoose***

*Publications:*

Perkins, Jody and Becky Yoose (2011). "Mining Oral History for Enhanced Access." *Oral History in the Digital Age*. [://ohda.matrix.msu.edu/?page\\_id=31](http://ohda.matrix.msu.edu/?page_id=31) . (Editor-invited)

Yoose, B. (2011). "Technology anxiety in academic professional and paraprofessional library staff", Under Review, *The Psychology of Librarianship*. Scarecrow Press.

*Presentations:*

Yoose, B., Harper, C., McDanold, S. L. , & Smart, L. (2012, February). *Digging into Metadata: Context, Code, and Collaboration*. Code4Lib Annual Conference, Seattle.

Yoose, B. & Perkins, J. (2011). *Mining Oral History for Enhanced Access*. ARCHIVES 360°; 75th Annual Meeting of the Society of American Archivists, Chicago.

*Professional Service:*

Academic Conference: Organizer or Co-organizer  
2011-2012: Code4Lib Annual Conference, Seattle, Washington (International)

Member: Committee/Task Force  
2011-2012: Iowa Innovative Users Group, Pella, Iowa (State)

Other Professional Service Activities

2011-2012: CatCode/LibCodeYear, Co-organized informal international group of librarians/library staff interested in learning programming languages and their use in a library setting (International)

2011-2012: LibCatCode, Created and administered Q&A website designed to facilitate discussion on issues surrounding coding and library metadata (International)

2011-2012: ACRL TechConnect, Composed and published regularly scheduled blog posts about various library technology topics (International)

*College Service:*

Member:

2011-2012: Academic Resources Centers

2011-2012: Pioneer One Card Committee

2011-2012: Academic Technology Development Team

Other Institutional Service Activities:

2011: Grinnell Prize First Round Reviewer: Reviewed and rated a selection of first round nominations to the Grinnell Prize

*Professional Development:*

2011-2012: Code4Lib Annual Conference. Seattle, Washington

2011-2012: CatCode/LibCodeYear. Grinnell, Virtual

2011-2012: III Systems Administration Training. Parma, Ohio

### **APPENDIX III: LIBRARIANS AND STAFF, 2011-2012**

Lisa Adkins, Library Assistant (Interlibrary Services): Retired November 2011

Julia Bauder, Social Studies and Data Services Librarian

Sheryl Bissen, Library Systems Support Specialist

Beth Bohstedt, Manager of Access Services

Gail Bonath, Senior Faculty

Nancy Cadmus, Library Assistant (Serials)

Laureen Cantwell, Term Reference and Instruction Librarian, 2011-2012

Sharon Clayton, Administrative Assistant to the Librarian of the College

Kevin Engel, Science Librarian

Richard Fyffe, Samuel R. and Marie-Louise Rosenthal Librarian of the College

Leslie Gardner, Library Assistant (Interlibrary Services)

Chris Gaunt, Library Assistant (Circulation)

Kim Gilbert, Library Assistant (Acquisitions)

Lauren Hester, Library Assistant (Circulation): Resigned June 2012

Donna Hoeksema, Library Assistant (Cataloging)

Christopher Jones, Library Assistant (Special Collections)

Phil Jones, Humanities Librarian and Coordinator of Research Services

Randy Jones, Library Assistant (Burling Media Room)

R. Cecilia Knight, Associate Librarian of the College / Acquisitions and Discovery Librarian

Karla Landers, Library Assistant (Acquisitions): Resigned October 2011

Christopher McKee, Senior Faculty

Marilyn O'Brien, Library Assistant (Circulation)

Kathy Peterson, Library Assistant (Serials)

Jean Reavis, Library Assistant (Cataloging)

Catherine Rod, Special Collections Librarian and Archivist of the College

Betty Santema, Library Assistant (Circulation)

Shealey Sieck, Library Assistant (Cataloging)

Becky Yoose, Discovery and Integrated Systems Librarian