

Grinnell College Libraries
Self Study 2008-2009
Appendix 1: Self Study Team Membership

	Leader	Library Members	External Members
Organization and Staffing	C. Knight	B. Bohstedt G. Bonath S. Sieck	
2. Information Literacy	K. Engel/P. Jones	C. Gaunt C. Rod	J. Hunter (Writing Lab) K. Skerrett (Dean's Office)
3. Collection Development & Management	R. Stuhr	N. Cadmus K. Engel R. Fyffe D. Hoeksema R. Jones	
4. Discovery and Access	G. Bonath	J. Bauder S. Bissen S. Clayton L. Gardner C. Knight	J. Kalkbrenner (VP, College Services) L. Wright (Faulconer Gallery)
5. Special Collections	C. Rod	G. Bonath S. Clayton C. Knight L. Rodrigues	F. Hagemester (Curricular Technology Services) K. Wilson (Faulconer Gallery)
6. Digital Initiatives	C. Knight	G. Bonath S. Clayton C. Knight L. Rodrigues	F. Hagemester (Curricular Technology Services) K. Wilson (Faulconer Gallery)
7. Outreach	R. Stuhr	E. Settergren P. Jones K. Gilbert B. Mitchell	T. Woodward (Faulconer Gallery)
8. Partnerships	R. Fyffe	K. Engel R. Stuhr	W. Francis (Information Technology Services) L. Wright (Faulconer Gallery) L. Gregg-Jolly (Dean's Office)

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Appendix 2: Grinnell College Profile

Mission Statement

When Grinnell College framed its charter in the Iowa Territory of the United States in 1846, it set forth a mission to educate its students "for the different professions and for the honorable discharge of the duties of life." The College pursues that mission by educating young men and women in the liberal arts through free inquiry and the open exchange of ideas. As a teaching and learning community, the College holds that knowledge is a good to be pursued both for its own sake and for the intellectual, moral, and physical well-being of individuals and of society at large. The College exists to provide a lively academic community of students and teachers of high scholarly qualifications from diverse social and cultural circumstances. The College aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good.

Source: <http://www.grinnell.edu/offices/president/missionstatement/>

Founded: 1846

Type: Private, coed, residential, liberal arts

Degree Conferred: Bachelor of Arts

Enrollment: Approximately 1,600 students, generally from all states and about 50 countries

Six-Year Graduation Rate: 90 percent

Student: Faculty Ratio: 9: 1

Academic Year: Late August through mid-May (two semesters)

Accreditation and Affiliations: Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, telephone 312-263-0456; on the approved list of the American Chemical Society; Phi Beta Kappa chapter chartered in 1907; member of the Midwest Conference, National Collegiate Athletic Association (Division III); member of the Associated Colleges of the Midwest, Great Lakes Colleges Association, American Council on Education, Association of American Colleges and Universities, Council for Higher Education of the United Church of Christ, College Board, and other national and regional associations

Libraries: The Grinnell College libraries—consisting of Burling Library, Kistle Science Library, Curriculum Library, and the Off-site Storage facility—hold more than a million books

and government documents, more than 25,000 serials, roughly 33,000 audiovisual units, and nearly 8,000 e-books; select depository for federal documents

Academic Support Laboratories: Library Lab, Math Lab, Reading Lab, Science Learning Center, Writing Lab, Data Consulting Services

Distinguished Programs: Center for Prairie Studies, Center for the Humanities, Center for International Studies, Noun Program in Women's Studies, Peace Studies Program, Rosenfield Public Affairs Program, Donald L. Wilson Program in Enterprise and Leadership

Campus: 120 acres, 64 buildings (including 19 residence halls), 365-acre environmental research area

A Grinnell Education

At the center of a Grinnell education is intensive mentoring of students by the faculty. This mentoring begins in the First-Year Tutorial, the only required course at Grinnell College. While faculty members from all academic departments teach the tutorial and their topics vary widely, every tutorial emphasizes writing, critical thinking and analysis, oral discussion skills, and information literacy. Each tutor also serves as adviser to this group of students until they declare a major field of study. Thus, students receive guidance from an instructor with personal knowledge of their academic interests, aptitudes, and needs. The tutorial is usually limited to 12 students, making it somewhat smaller than the average class, though similar in intensity to the rest of the curriculum. Grinnell classes generally are small, with an average enrollment of 17 and fewer than 6 percent of classes above 30 students. Many academic programs offer a Mentored Advanced Project (MAP), either as independent study or in the context of a seminar. The MAP, closely guided by a faculty director, gives upper-level students the opportunity to culminate a sequence of academic work by completing a highly advanced project in research or creative arts.

At all levels of the curriculum, Grinnell College students receive an education rooted in active experience. For example, students in science classes engage in discovery-based learning, even at the introductory level. Each area of the fine arts offers opportunities for creative practice alongside the study of history, theory, and formal analysis. Outside the classroom, the Career Development Office has coordinated more than 400 College-funded summer internships for students over the past five years. About one-third of students participate in intercollegiate athletics through membership on varsity teams. Residence life, another important feature of a Grinnell education, teaches students the pragmatic social skills of self-governance as they live together in community. The College offers a calendar packed with cultural events and activities, including concerts, lectures, theatre, films, and opportunities for volunteer and civic involvement. Grinnell has never had fraternities or sororities; social events are open to all members of the College.

Grinnell's emphasis on active learning extends to participation in the global community. With international students making up about 10 percent of our student body and domestic students representing every state, Grinnell offers a geographically and culturally diverse environment for living and learning. A flourishing Center for International Studies coordinates and highlights the

many courses and programs at Grinnell College with a global perspective. Even without a language requirement, nearly all students elect to study a foreign language. Roughly half of Grinnell students (a number matched by very few other colleges) spend a semester in Off-Campus Study. Nearly all of these students decide to live and study in an academic program outside of the United States.

Above all, Grinnell College entrusts students with an uncommon level of responsibility for their own college experience. Just as self-governance is central to residential life at the College, the freedom of each student to choose a unique set of courses is central to the way Grinnell organizes its curriculum. Students exercise this responsibility not in isolation, but with the active guidance of their faculty advisers and other faculty mentors. Intensive teaching, active learning, residence in a community of cultural and global diversity, and the institution's commitment to self-governance in both social and academic life--these elements come together at Grinnell College to form a distinctive experience of liberal education.

Source: <http://www.grinnell.edu/offices/institutionalplanning/links/grinnelleducation/>

Core Values of Grinnell College

Excellence in Education for Students in the Liberal Arts

- varied forms of learning, in and out of the classroom and beyond the campus
- creative and critical thinking stimulated by the free, open exchange of ideas
- education that reflects on its own process
- excellent teaching as the highest priority of the faculty
- active scholarship in traditional and interdisciplinary fields
- need-blind admission of students with strong academic potential

A Diverse Community

- a wide diversity of people and perspectives
- a residential campus in a setting that promotes close interactions
- personal, egalitarian, and respectful interactions among all members of the college community
- meeting full demonstrated financial-aid need of admitted and continuing students
- support for professional well-being of all whose work contributes to the college

Social Responsibility

- our strong tradition of social responsibility and action
- our strong tradition of self-governance and personal responsibility
- learning from and communicating with the world beyond the campus
- life-long connections that support friendship, work, and learning
- continuing to build institutional strength for educating tomorrow's students

Source: <http://www.grinnell.edu/offices/president/missionstatement/core/>

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Appendix 3: Official Peer Institutions

Note: Midway through the Libraries' self study, the designated peer group was changed by replacing Kenyon College with Pomona College. Because Pomona College shares in the larger Claremont College Library system which is not comparable to the Grinnell College Libraries we have retained the older list with Kenyon and not Pomona.

Amherst College
Amherst, MA

Bowdoin College
Brunswick, ME

Carleton College
Northfield, MN

Colorado College
Colorado Springs, CO

Davidson College
Davidson, NC

Kenyon College
Gambier, OH

Macalester College
St. Paul, MN

Oberlin College
Oberlin, OH

Pomona College
Claremont, CA

Reed College
Portland, OR

Swarthmore College
Swarthmore, PA

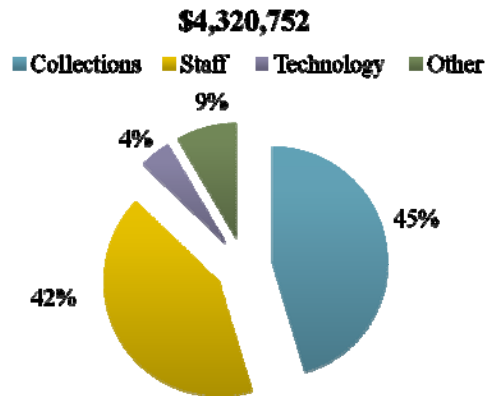
Washington & Lee University
Lexington, VA

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Appendix 4: Collections and Service Statistics 10-year data series, 1998-2007

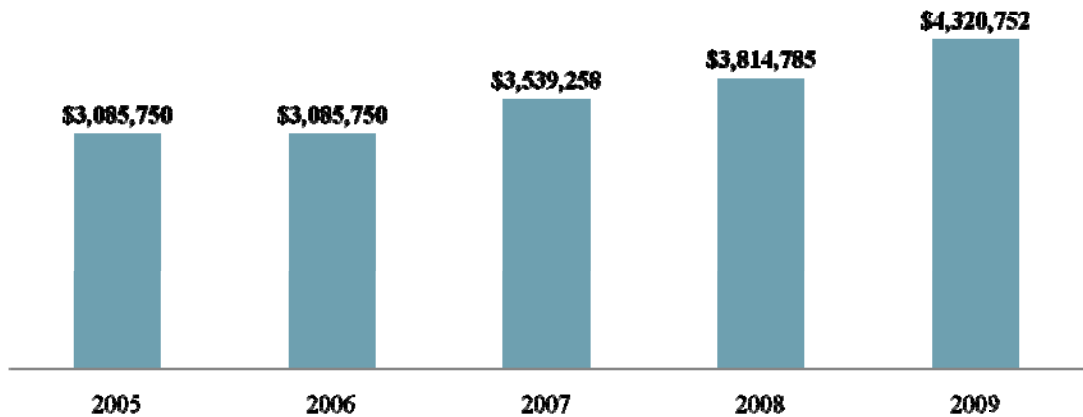
	06/07	05/06	04/05	03/04	02/03	01/02	00/01	99/00	98/99	97/98
INPUTS: RESOURCES WE OFFER										
LIBRARY EXPENDITURE PER STUDENT	\$2,293	\$2,123	\$2,044	\$1,979	\$2,014	\$1,917	\$2,019	\$1,960	\$1,891	\$1,810
TOTAL LIBRARY EXPENDITURES (INCLUDES SALARIES)	\$3,600,460	\$3,307,569	\$3,147,492	\$2,964,806	\$2,922,649	\$2,781,540	\$2,632,555	\$2,538,230	\$2,475,402	\$2,401,822
PROFESSIONAL STAFF FTE POSITIONS (LIBRARIANS)	8	8	8	8	8	8	8	9	8	8
SUPPORT STAFF FTE POSITIONS	12.8	13.8	15	15	14	14	14	14	14	14
FTE STUDENT ASSISTANTS	11.8	10.0	11	8	10	9	9	13	10	10
NUMBER OF PUBLIC WORKSTATIONS IN LIBRARIES	61	45	45	45	45	40	N/A	N/A	N/A	N/A
HOURS OPEN PER WEEK	109	109	105	105	105	105	105	105	104	104
TOTAL COLLECTION VOLUME COUNT – BOOKS, BOUND PERIODICALS, ETC.	750,289	732,237	706,742	684,602	666,344	655,473	636,696	616,734	613,988	565,013
CURRENT SERIAL TITLES TOTAL	23,568	20,164	16,089	5,147	3,124	3,875	3,032	3,597	3,389	3,100
HOURS OF REFERENCE DESK PER WEEK	63	63	58	58	55	43	43	43	47	47
NUMBER OF ELECTRONIC REFERENCE SOURCES AND AGGREGATOR SERVICES	123	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

OUTPUTS: HOW OUR COMMUNITY USES OUR RESOURCES										
CIRCULATION: STUDENT	34,819	37,071	33,474	34,194	36,522	38,649	34,739	35,464	52,858	33,264
CIRCULATION: FACULTY	11,437	11,827	12,335	12,519	10,546	10,795	13,071	10,161	10,633	10,388
CIRCULATION: TOWNSPEOPLE	1,139	1,113	1,055	1,308	796	771	602	2,195	858	1,043
TOTAL NUMBER OF SEARCHES IN ELECTRONIC REFERENCE SOURCES AND	311,399	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL NUMBER OF TEXT DOWNLOADS FROM ELECTRONIC REFERENCE SOURCES AND	182,472	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ILL AND OTHER RESOURCE SHARING - BOOKS LOANED TO OTHER LIBRARIES	1,472	1,418	1,413	1,310	1,403	1,243	1,182	1,807	1,563	1,750
ILL AND OTHER RESOURCE SHARING - ARTICLES PROVIDED TO OTHER LIBRARIES	1,398	1,906	1,981	1,729	1,792	1,760	2,126	3,423	2,983	3,839
ILL AND OTHER RESOURCE SHARING - BOOKS BORROWED FOR OUR USERS	2,293	2,872	2,444	2,449	3,131	3,199	2,820	3,532	2,723	3,020
ILL AND OTHER RESOURCE SHARING - ARTICLES RECEIVED FROM OTHER LIBRARIES	2,254	2,314	2,488	2,461	3,391	3,271	3,662	5,155	3,439	3,973
REFERENCE TRANSACTIONS IN A TYPICAL WEEK	69	76	103	103	103	103	103	103	137	177
GATE COUNT IN A TYPICAL WEEK (BURLING LIBRARY ONLY)	4,112	4,776	5,204	3,864	5,755	4,590	4,978	4,978	N/A	5,570
PARTICIPANTS IN GROUP PRESENTATIONS (ANNUAL)	1,260	1,650	1,272	1,260	1,248	1,284	1,596	1,505	640	640
GROUP INSTRUCTIONAL SESSIONS (ANNUAL)	84	110	106	105	104	107	133	126	64	112

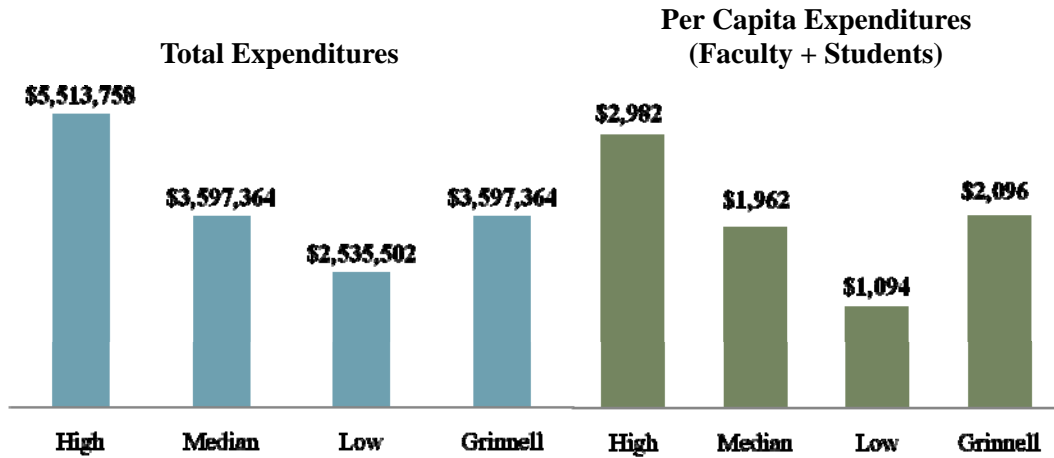
Budget Allocations FY09



Total Budget Allocations, 2005-2009



Total Expenditures in Peer Context: 2007



Peers: Amherst, Bowdoin, Carleton, Colorado, Davidson, Kenyon, Macalester, Oberlin, Reed, Swarthmore, Washington & Lee

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Appendix 6: Reference & Instruction Statistics

	2003-04	2004-05	2005-06	2006-07	2007-2008
1) Reference transactions per week	103	103	76	69	142a
2) Reference desk hours per week b	58	58	63	63	63
3) Instruction sessions per academic year.	105	106	105	84	170c
4) Library labs per academic year	Not available	110d	80	114	134

a: In 2007-2008, we began using a 7-day sampling period and counted reference inquiries made 6 public services points throughout the libraries rather than just at two reference desks. The total for the Burling and Kistle Reference Desks for the 2007-2008 sampling period was 67 per week.

b: Grinnell's librarians provide on-call, afternoon, evening, weekend, and virtual reference services totaling 63 hours per week in Burling Library. The Science Librarian is on call 30 hours per week in the Kistle Science Library.

c: In 2007-2008 we began counting each session of our credit-earning classes (Lib 100, Lib 195) in the total number of instructional sessions. 75 credit bearing course sessions are included for 2007-2008.

d: Library Labs are counted as reference transactions during our sampling periods, but the number is given here separately to demonstrate the popularity and importance of the service.

**Grinnell College Libraries
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Appendix 7: Critical Inquiry Proposal**

"Information Literacy," Critical Inquiry, and the Mission of Grinnell College: A Proposal¹

DRAFT: 7-16-08

Information literacy has been described as “a new liberal art” which involves “critical reflection on the nature of information itself, its technical infrastructure and its social, cultural, and even philosophical context and impact.”²

Understood in this sense, information literacy is fundamental to Grinnell College's mission, to our more recently framed Strategic Plan, and to each department's pedagogy. Grinnell is committed by its mission to education in the liberal arts "through free inquiry and the open exchange of ideas."³ "As a teaching and learning community," moreover,

the College holds that knowledge is a good to be pursued both for its own sake and for the intellectual, moral, and physical well-being of individuals and of society at large. ... The College aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good.⁴

Similarly, Strategy #1 of the *Strategic Plan* is to "[i]ncrease the emphasis on inquiry-based learning."⁵ As we glossed that concept in the document "Supporting Inquiry-Based Learning Under Grinnell College's Strategic Plan: Implications for Library and Information Technology Services", inquiry-based learning "is experiential and discovery-based; it is grounded in engagement with original sources and evidence; and it challenges students to develop their capacities for collaboration, analysis, creativity, and communication as they learn to participate as members of the broader scholarly community."⁶

We propose that "information literacy" be understood in this expansive sense, as *critical reflection on the methods, norms, and significance of inquiry*. Although there are some basic information skills and competencies common to all research,⁷ "information literacy" as we understand it is strongly dependent on disciplinary context, and each department will teach inquiry in a distinct way. Liberally educated students will understand:

1 This paper originated in an outline prepared by Jim Swartz, Sarah Purcell, and Richard Fyffe at a NITLE/CIC workshop on the "Transformation of the College Library," March 27-29, 2008.

2 Jeremy J. Shapiro and Shelley K. Hughes, "Information Literacy as a Liberal Art: Enlightenment Proposals for a New Curriculum." *Educom Review* 31(2), March/April 1996: <http://www.educause.edu/pub/er/review/reviewarticles/31231.html>). We might add "economic" and "political" to the contexts that are especially germane to information literacy today.

3 Mission Statement, 2002, <http://www.grinnell.edu/offices/president/missionstatement>

4 *Ibid.*

5 Strategic Plan, 2003, <http://www.grinnell.edu/offices/institutionalplanning/strategicplanning/includes/StrategicPlan050305.pdf>

6 "Inquiry-Based Learning under Grinnell College's Strategic Plan: Implications for Library and Information Technology Services," 2007, <http://www.lib.grinnell.edu/general/mission-policies/EKILibITVision112007.pdf>

7 The expanded definition of "information literacy" suggested in this paper allies it closely with several interdisciplinary fields, including media studies, communication studies, and critical information studies. Basic information skills are outlined, among other places, in the *Competency Standards* developed by the Association of College and Research Libraries, <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm>.

- how and why inquiry is differently shaped by different disciplines;
- the materials (evidence) from which inquiry begins for different disciplines, and the course along which inquiry logically proceeds from those materials;
- the ethical issues that may arise in the course of inquiry, and how those are addressed by various disciplines;
- the role of communication and critique within communities of learners, and how communication practices differ among disciplines.

As we suggested in "Supporting Inquiry-based Learning," an important part of inquiry-based pedagogy should be practices and tools that help make the results of student inquiry visible within the Grinnell community, as a stimulus both to critique and to reflection on the processes that led to the product.

At the same time that they are disciplinarily inflected, however, the methods and norms of inquiry -- and the associated practices by which the results of inquiry are created, shared, controlled, and preserved -- are also significant to "society at large" as matters of public policy. As the flow of information and knowledge, especially in digital forms, becomes more global, such public policy issues as information privacy, information security, the roles of the public and private sectors in the creation and dissemination of information, equitable access to information, intellectual property law, and related issues will become increasingly important to all citizens' understanding of the contribution of information to "the common good."⁸

Grinnell's program of inquiry-focused education already incorporates "information literacy instruction" in fundamental ways. The goals of this proposal are:

- to deepen the College's understanding of *critical inquiry* in liberal arts education and to create greater intentionality regarding its place in our teaching practice;
- to encourage greater collaboration among departments/concentrations and cognate programs like the Libraries, Instructional Technology, and the Writing Lab;
- to develop programming (lectures and similar events) around the public-policy issues posed by information in contemporary society.

Deepening the Program: A Proposal

Grinnell College has a strong foundation on which to develop an intentional critical inquiry program. Key components already include:

- Tutorial, which includes explicit goals for basic information literacy;⁹
- the instructional programs offered by the Libraries, Curricular Technology, and the Writing Lab;
- rich and diverse collections of "primary evidence" in digital and non-digital formats, including historic

8 Two among the many works that address the larger public policy issues raised by the flow of information and knowledge are Manuel Castells, *Rise of the Network Society* (Blackwell, 1996) and Sandra Braman, *Change of State: Information, Policy, and Power* (MIT Press, 2006).

9 <http://www.grinnell.edu/offices/dean/tutorial/tcas/>

documents, early printed books, works of art in a variety of media, numeric and spatial data sets, research findings as reported in scholarly journals, historic scientific instruments, and biological specimens;

- a broad array of public events programming;
- faculty development programs.

However, the relationships among these components and the potential they collectively hold for enriching learning at Grinnell have not been well articulated. We propose four broad strategies for deepening Grinnell's commitment to critical inquiry:

- **Increase collaboration** among classroom faculty, librarians, technologists, and writing, visual arts, science learning, and allied professionals.
 - Develop workshops on critical inquiry and information literacy that bring together classroom faculty, librarians, and writing and technology professionals.
 - Conduct an inventory of disciplinary goals and practices for teaching information literacy at Grinnell College, and share across departments, the Libraries, and the Writing Lab. This will help disseminate good ideas, stimulate innovation, and encourage collaboration among classroom faculty, librarians, and other professionals on campus.
 - Evaluate MAP procedures and policies for opportunities to create clearer roles for librarians, writing professionals, and technology professionals;
- Develop technologies that **share primary-evidence collections and locally created knowledge** in ways that encourage discussion and increase awareness (on campus and off) of the College's resources.
 - Enhance the digitization program for Library, Gallery, and other collections, and develop technologies and standards to ensure that the digital collections can be searched together.
 - Create a campus-wide web site including information about -- and access to digital versions of -- primary evidence collections in the Gallery, Libraries, departments, and elsewhere.
 - Continue exploration of the Liberal Arts Scholarly Repository as a site for sharing (locally and globally) selected student and faculty work; develop guidelines for use and selection. This may stimulate discussion about information policy issues (copyright, sharing beyond the community), showcase excellent work, and encourage greater campus engagement in the inquiries being conducted by students and faculty. (See <http://www.lib.grinnell.edu/services/LASR/index.html>.)¹⁰
- Enhance **facilities** for inquiry-based learning
 - Update the campus "master plan" with attention to classroom, media, and Library opportunities to encourage collaborative learning and evidence-centered teaching;
 - Consider needs and opportunities for a campus-wide digitization facility.
- Sponsor public and co-curricular **programming** on information citizenship and public-policy issues.
 - Introduce "information citizenship" into Rosenfield programming.

¹⁰ For information about the LASR project see <http://www.lib.grinnell.edu/services/LASR/index.html>.

Possible Timeline

Spring 08:

- Offer Library 195, "How Disciplines Construct Knowledge," team-taught by Rod and Hunter

Summer 08:

- Offer Faculty Workshop, "Literacies in a Digital Age" (CTS and Libraries; week of June 16).
- Faculty/librarian planning for History 195 (Prevost, Purcell, Rod).
- Develop rubric for survey/inventory of departments' goals/practices for information literacy in their disciplines [R Fyffe to lead].
- Library self-study under way; topics for investigation and assessment include "Information Literacy," "Collection Development," "Discovery and Access," and "Special Collections and Digitization," among others.

Fall 08:

- Report on Information Literacy Initiative at Faculty Meeting [Swartz, Purcell, Fyffe]
- Begin survey/inventory of departments' goals and practices for information literacy [liaison librarians]
- Convene "information citizenship" planning group for the Rosenfield Program [Purcell]
- Continue digital repository development [Fyffe/Francis]
- Library self-study drafts completed
- Review MAP procedures for librarian consultation and deposit of finished product in repository
- Tutorial and Advising Committee to review information literacy goals for Tutorial
- Offer Library 100, "Library Research Techniques"

Spring 09:

- Offer History 195 [Purcell/Prevost/Rod]
- Update campus master plan pending Trustee approval [Sortor]
- James Boyle convocation and related programming [Boyle convocation approved; Fyffe/Purcell to coordinate; date not known, could be Fall 08]
- Offer Library 100, "Library Research Techniques" [Jones]
- Offer Library 195, "How Disciplines Construct Knowledge" (2nd offering)
- Develop proposal for Library 195 (regularize, offer as seminar, redefine?).

Summer 09:

- IT/Library/Writing Lab/Faculty Workshop: case studies in disciplinary norms for critical inquiry and information literacy

Tutorial Information Literacy Curriculum

Draft 2/09/09

Purpose of tutorial information literacy sessions

To help students learn the critical information skills and concepts, including critical reflection on the methods, norms, and significance of inquiry, necessary for their first year at Grinnell College.

Objectives for tutorial information literacy sessions

Objective 1: Students will form a research question

(Tutors will be encouraged to help students complete these tasks before a tutorial library session; librarians can create a tutorial resource webpage to facilitate the completion of learning activities).

Sample learning activities:

- Students work with tutor and classmates to identify a promising topic
- Students explore general information sources in order to increase familiarity with research topic (*Encyclopedia Britannica* and *Wikipedia*, e.g.)
- Students consider if topic has a manageable focus in the context of the assignment
- Students list key concepts and terms
- Students draft a research question

Objective 2: Students will identify terms and tools

(Objectives 2-4 can be introduced during a tutorial library session)

Sample learning activities:

- Students select keywords and synonyms
- Students select an appropriate point of entry into information resources (e.g., a disciplinary database, a reference work, Google Scholar)
- Students evaluate and select appropriate resources for research on their topic

Objective 3: Students will access useful sources

Sample learning activities:

- Students construct, use, and revise search strategies using Boolean operators, subject headings/controlled vocabulary and database limiters in a manageable number of relevant online tools (Grinnell College Libraries catalog and a database, e.g.)
- Students consider the scope and focus of their research question in light of search results
- Students browse and retrieve promising sources available in the Libraries and online. This may include a physical orientation to the library.

Objective 4: Students will evaluate sources

Sample learning activities:

- Students compare sources, for instance, in terms of authority, timeliness, point of view, audience (popular vs. scholarly, peer reviewed materials), and “overlooked” criteria (length, language, e.g.)
- Students consider and articulate their own criteria for evaluating sources in the context of the assignment

Objective 5: Students will use research findings

(To be done after a tutorial library session)

Sample learning activities:

- Students organize and apply the best sources to their research question
- Students cite their research findings appropriately
- Students share their research in an appropriate and effective manner
- Students reflect on their research process, including choice of topic, and consider how to improve
- Students compare their knowledge on the topic before and after research

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Appendix 9: Overview of Discovery and Access Services

Discovery

Discovery and access of information resources at Grinnell College Libraries is facilitated by the use of many tools. Some tools allow users to just identify materials with access provided by other means, others allow access to the content of the materials themselves, and some tools do both—serving as both an index/abstract and a full-text resource. The content being accessed may be available on campus in the form of print or digital materials, or—increasingly—it may be accessed from remote locations.

Innovative Interfaces Integrated Library System (ILS) (Millennium) provides access to records describing books, journals, audiovisual materials, Web resources and databases through a variety of access points including author, title, subject, series, and numbers (Library of Congress classification number, LCCNs, ISBN, ISSN, MPN, etc.). Additionally, the keyword index indexes all subject-rich fields of the bibliographic records. Tables of contents and summary notes from Backstage Library Works supplement bibliographic records for U.S. imprints (books) since 1995. Over the past year, we have loaded approximately 150,000 records into Millennium representing and allowing access to digital or audio content from Eighteenth Century Collections Online, Naxos Music Library, Inter-University Consortium for Political and Social Research (ICPSR) data files, the Digital Archive of Recorded Music (DRAM), and other databases. The library catalog also contains records for and access to about 8,000 electronic books via OCLC NetLibrary and several thousand U.S. Federal and Iowa State government documents. Records for and access to many high-quality Web sites are also available.

Besides the library catalog, the ILS has modules which support virtually every library activity, including ordering materials, serials check-in, circulation of materials, interlibrary borrowing, and electronic reserves. Students may also access their electronic reserves through their course pages in the College's Blackboard system.

Databases and Indexes The Libraries subscribe to approximately 270 databases and indexes to allow users to identify and, often, access the full text of journal articles, books, book chapters, newspaper articles, data files, audio files, images, and reviews. Many databases are subject-specific while others are more general.

Serials Solutions is the URL resolution service that the Libraries utilize to identify electronic journal, magazine, and newspaper resources to which we subscribe. Patrons know it as the “journal finder” or “ArticleLinker”. Serials Solutions provides a “Search for full text” link in the various databases to which we subscribe. By clicking on this link, patrons are led either to the full-text of an article, or to the information that the libraries hold the item in print form, or, if we do not own the item, they will arrive at an auto-populated interlibrary loan (ILL) form.

ResearchPro is a federated searching tool from Innovative Interfaces. It provides the ability to

simultaneously search across subsets of databases and indexes that we subscribe to returning a single set of results. ResearchPro is close to being ready to roll out to the campus community.

PDID (Pioneer Digital Image Database) provides access to locally digitized images representing the Art Department's Image collection, the Libraries' Historic Iowa Postcard Collection, the Physics Historical Museum, and other image collections.

LASR (Liberal Arts Scholarly Repository) is a demonstration project of an institutional repository providing access to faculty and student papers and publications (Kevin: might some of these materials be unpublished?)

The ***WorldCat*** database allows a user to search the collections of 69,000 libraries worldwide. The Grinnell College Libraries "set our holdings" for the materials that we own and participate in both the lending and borrowing aspects of ILL. WorldCat is available as one of our subscription databases; it is also freely available to the general public through WorldCat.org. Google books interfaces with WorldCat.org to help individuals identify whether items are locally available.

Google Scholar and Google Books – The Grinnell College Libraries participate in Google Scholar's Library Links program. Items are identified in Google Scholar as being available at Grinnell College through a link labeled "Full-Text @ My Library."

Grinnell College is a member of the ***Center for Research Libraries***, a consortium of North American universities, colleges, and independent research libraries. The consortium acquires and preserves traditional and digital resources for research and teaching and makes them available to member institutions for extended loan periods through interlibrary loan and electronic delivery. Their catalog is available online via the Libraries' Website. Additionally we have loaded selected records from CRL's collection into our Millennium catalog system. Clicking on a link takes you to a special interlibrary loan form for CRL materials.

The Libraries have a variety of *primary sources* in **Special Collections and Archives** (housed in *Burling Library*). Some of these materials are discoverable through Millennium. Others have "finding aids" which are available via the Special Collections Website and in paper. The card catalog in the Iowa Room provides access to materials in the Iowa Room and the Archives and also indexes the *Scarlet and Black* (the student newspaper) prior to 1920. A Web accessible index to the *Scarlet and Black* exists for the years 1976-2000. The paper itself is available online from fall 1999 to date.

The ***Libraries' Website***, <http://www.lib.grinnell.edu/>, provides access to the discovery and access tools mentioned above. Additionally, it contains subject specific research guides and much additional information

Current Status: Access

The *physical collections* of the Libraries are housed in five locations: Burling Library, Kistle Science Library in the Noyce Science Center, the Audiovisual Center in ARH, the Curriculum Libraries in Steiner Hall, and the Offsite Storage Facility at Facilities Management. In our increasingly digital world, browsing the shelves remains an important aspect of discovery and access. Only two of our five facilities are amenable to physical browsing of the shelves.

Current Status: Access : Interlibrary Loan at Grinnell College

Purpose of Interlibrary Loan Interlibrary loan (ILL) is a service provided to obtain materials for study and research that are not available in our collection. The conditions of this service are set by the National Interlibrary Loan Code, 1993, (adopted by the American Library Association), local agreements, and the regulations of individual libraries. Members of the Grinnell College community (students, faculty, and staff) may request materials through interlibrary loan. With the exception of audio, video and microform items, Grinnell College lends a variety of materials to other libraries.

Current Methods of Interlibrary Loan (Borrowing) The majority of interlibrary loan requests are placed via online forms available through the library catalog and the Libraries' Web site. Interlibrary Loan requests may also be placed by telephone or by email. Each request is checked against the libraries' print and electronic holdings before being uploaded to WorldCat Resource Sharing (WRS), the interlibrary loan portion of the WorldCat database. Books, dissertations, and copies of articles and book chapters are then obtained from other libraries. Copies of articles are received through Ariel. Requested books which have been published within the last 5 years, are available on Amazon.com, cost less than \$100.00, and meet our selection criteria are purchased for patrons rather than requested through ILL. If a journal article is available electronically through one of the databases to which we subscribe, a .pdf of the article is sent to the requester with an email saying where the article was found.

Current Methods of Interlibrary Loan (Lending)

Grinnell College currently lends print holdings and provides copies of journal, magazine, and newspaper articles, but does not lend CDs, DVDs, videos, microforms, and items in other media formats. Interlibrary Loan requests are received from other libraries via WRS. A small number of requests are received via other methods (fax, email and telephone). Each request is checked against the libraries' holdings.

ILL Statistics

See accompanying spreadsheet in Appendix 10: ILL 5-year stats. This table shows where we are in comparison to our peers as far as being a net borrower or a net lender.

The library catalog, a discovery tool, also serves as our inventory and collocation tool for our local collection and indicates whether an item is available or checked out. Our physical collections include books and journals on shelves in Burling and Kistle, special collections including the Iowa Room, Listening Room and Audio-Visual Center, and paged materials from the Curriculum Libraries and Off-site storage. Locations and circulation status are indicated in the library catalog. Virtual collections

are accessed via links from the catalog and databases as well as through our Serials Solutions database (Journal Finder). These can be fine tuned through maintaining accuracy and completeness of the relevant databases and utilizing best practices in shelving and storage activities.

**Grinnell College Libraries
Self Study 2008-2009**

Appendix 10: Interlibrary Loan Net Borrower / Net Lender Peer Comparison

Number of items (articles + books) loaned in excess of those borrowed.

+ = net lender

- = net borrower

Peer College	2003	2004	2005	2006	2007
Amherst College	3599	2924	2105	650	2543
Bowdoin College	-2444	-2127	-5836	-6668	-5444
Carleton College	-5387	-4558	-9783	-5237	-5338
Colorado College	-1535	-1840	-1580	-749	-1038
Davidson College	-3988	-5250	-4050	-2991	-2506
Grinnell College	-3327	-1871	-1538	-1677	-1862
Kenyon College	-2407	-703	-710	-766	-539
Macalester College	-1535	-561	1211	2592	6827
Oberlin College	8367	-3189	17929	26788	-1316
Reed College	4391	5919	482	8201	8036
Swarthmore College	2532	2857	2944	4085	3211
Washington and Lee University	3382	2174	2249	3024	1399

**Grinnell College Libraries
Self Study 2008-2009**

Appendix 11: Collections, Collection Expenditures, and Collection Usage in Peer Context

**Designated Peers: Amherst, Bowdoin, Carleton,
Colorado, Davidson, Kenyon, Macalester, Oberlin,
Reed, Swarthmore, Washington & Lee**

Note: Grinnell data from the Grinnell College Controller. Peer data from the Oberlin Group of Libraries Annual Survey. Grinnell expenditure figures may vary from those reported to the Oberlin Group.

1. Total Volumes	2007
Grinnell College	748,202
High	1,398,401
Low	434,057
Average	803,283
Median	732,828

2. Volumes Per User	2007
Grinnell College	436
High	723
Low	212
average	400
Median	399

3. Total Expenditures on Information Resources	2007	5-year Average, 2003-2007
Grinnell College	\$1,559,077	\$1,408,103
High	\$2,373,195	\$1,735,766
Low	\$981,861	\$767,317
Average	\$1,655,673	\$1,245,206
Median	\$1,569,192	\$1,253,552

4. Expenditures Per User on Information Resources	2007	5-year Average, 2003-2007
Grinnell College	\$909	\$844
High	\$1,554	\$1,129
Low	\$480	\$362
Average	\$852	\$646
Median	\$795	\$621

5. Items Acquired Per User from Outside the Institution (Books and Articles, ILL and Document Delivery):	2007	5-year Average, 2003-2007
Grinnell College	3	3
High	15	16
Low	1	2
Average	5.67	2
Median	5.39	3

6. Circulation Per User from the Collection:	2007	5-year average, 2003-2007
Grinnell College (1 semester loan period for students)	27	28
High (4 week loan period for students)	57	46
Low (1 semester loan period for students)	16	16
Average	30.86	30
Median	26.12	28

7. Number of Electronic Titles. Note: Definitional variations make these data suspect	2007
Grinnell College	19,315
High	21,290
Low	1,696
Average	10,999
Median	8,830

8. Books Purchased	2007
Grinnell College	9,998
High	11,159
Low	5,672
average	8,429
Median	8,573

9. Ratio of Print to Electronic Expenditures for Subscriptions (Journals, Databases, etc.): 2007				
	<i>Ongoing Commitments to Subscriptions (All Formats)</i>	<i>Ongoing Commitments to Electronic Subscriptions</i>	<i>Ongoing Commitments to Print Subscriptions</i>	<i>Ratio: Print Subscriptions to Electronic Subscriptions</i>
Grinnell College	\$1,043,096	\$183,082	\$860,014	469.74%
High (based on Total Subscriptions)	\$1,493,991	\$580,703	\$913,288	157.27%
Low (based on Total Subscriptions) *	\$453,111			
Average	\$1,085,978	\$467,012	\$618,965	132.54%
Median	\$1,043,096	\$478,664	\$645,057	134.76%

* The lowest figure reported is anomalous and has been left out of the Average and Median calculations

**Grinnell College Libraries
Self Study 2008-2009
Appendix 12: Special Collections Reference Statistics**

2003-2004	
Total Number of Users	417
Patron Type	
Faculty/Staff	92
Student	117
Class Students	10
Townsperson	
Off Campus	135
Total Onsite:	260
Total Offsite:	77

2004-2005	
Total Number of Users	366
Patron Type	
Faculty/Staff	113
Student	96
Class Students	5
Townsperson	
Off Campus	152
Total Onsite:	236
Total Offsite:	126

2005-2006	
Total Number of Users	346
Patron Type	
Faculty/Staff	130
Student	84
Class Students	12
Townsperson	
Off Campus	120
Total Onsite:	232
Total Offsite:	104

2006-2007	
Total Number of Users	496
Patron Type	
Faculty/Staff	141
Student	195
Class Students	
Townsperson	14
Off Campus	146
Total Onsite:	290
Total Offsite:	120

2007-2008	
Total Number of Users	576
Patron Type	
Faculty/Staff	213
Student	154
Class Students	21
Townsperson	
Off Campus	188
Total Onsite:	375
Total Offsite:	166

Grinnell College Libraries

Self Study 2008-2009

Appendix 13: Academic Commons and Trends in On-Campus Collaboration

The Academic Commons movement seeks to bring many instructional support services—libraries, writing centers, quantitative literacy centers, IT help desks, media production services—together in one location, creating a one-stop shop for students to get help with all aspects of the learning process. The spaces that house these collaborations are typically referred to as "information commons," "learning commons," or "academic commons."

According to David Lewis,

Until very recently, the study space in most libraries was a mix of carrels, tables, and some soft seating that was designed to serve individual users. Beginning in the mid-1990s, substantial numbers of public computers were deployed, though most often these computers were configured and managed as public computer labs that just happened to be located in the library. In the past several years, there has been a concerted effort in many libraries to rethink and redevelop study spaces to create what are generally referred to as the "Information" or "Academic" Commons. The first commons projects generally focused on bringing technology into the library and often involved collaborations with campus technology organizations. More recent projects have focused on developing spaces that are conducive to group work and involve partnerships with writing centers and other campus groups focused on student success. Multimedia centers and presentation rehearsal rooms are not uncommon, nor are collaborations with centers that provide technological and pedagogical support to faculty. Following the Barnes and Noble model, coffee shops are becoming the norm. The aim is to create comfortable, lively, and active spaces where students can interact with each other, with information and with technology and where support for the use of library resources and technology can be found. Increasingly, these spaces are being thought of as places to create, as well as to access, knowledge. -- David W. Lewis, *A Strategy for Academic Libraries in the First Quarter of the 21st Century*, *College & Research Libraries* Sept. 2007
Preprint available:

https://idea.iupui.edu:8443/dspace/bitstream/1805/953/1/DWLewis_Strategy.pdf

Among liberal arts colleges, Oberlin's "Academic Commons" project is one of the more recent and visible experiments:

The commons would provide centralized and coordinated research, information, technology, and learning assistance for Oberlin students. It would include an adjacent café that provides academic community space designed to encourage faculty-student interaction. It would bring together or coordinate a variety of services that are currently available in separate locations on campus and also introduce some new services. The commons would contribute to two areas of the College's strategic plan – curricular support and community building. Specific components of the commons would include reference and research assistance; technology support; a combined library circulation and reserve service; an electronic classroom; current newspapers and periodicals as well as recent library acquisitions located adjacent to comfortable seating; and campus exhibition and cultural events space. Utilizing primarily peer advisers and consultants, the area would provide support for academic advising, writing, quantitative reasoning, and other learning needs. It would also serve as a central location for information about college offices, services, and events, reducing bureaucratic barriers and enhancing the extent to which students take advantage of College resources.--
<http://www.oberlin.edu/library/ac/>

Grinnell College Libraries
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Appendix 14: Elected and Appointed Service, 2003-2008

Note: Current staff only.

A. State, Regional, and National Committees

American Institute for Biological Sciences (AIBS)

Richard Fyffe: Publications Committee: 2003-2006

American Library Association

Rebecca Stuhr: Mentor, Dr. E. J. Josey Spectrum Scholar Mentoring Program

Associated Colleges of the Midwest

Gail Bonath: Committee on the Status of Women, 2003-2006 (Appointed by ACM Deans)

Association for Library Collections & Technical Services (a Division of ALA (national))

Rebecca Stuhr: Secretary, Ethnic Materials and Information Exchange Round Table, 2006-2008, 2008-2010

Member, Banks Harris Awards Committee, 2007, 2009

Member, Management Committee, Preservation and Reformatting Section, 2006-2008

Cecilia Knight: Continuing Education, Training and Recruitment for Cataloging. Program planning subcommittee, 2003.

Association of College and Research Libraries (national)

Richard Fyffe: Co-chair, Scholarly Communications Committee, 2008-Present

Manuscript Reviewer, *College and Research Libraries*, 2008-Present

Member, Scholarly Communications Committee, 2002-2005, 2006-2008

Chair, Scholarly Communications Discussion Group, 2002-2005

Cecilia Knight: Member, Bylaws Committee, 2008-2010

College Libraries Section. Program Planning Committee for the June 2007 meeting in Washington, D.C., January 2006-June 2007

College Libraries Section. Program Planning Committee for the June 2010 meeting in Washington, D.C., January 2009-June 2010

Association of College and Research Libraries (Iowa chapter)

Cecilia Knight: Member, Conference Planning Committee, 2006-2008

Membership Committee, 2005-2008

Rebecca Stuhr: VP/President/Past President: 2005-2008

Nominating chair, 2005

Member, Nominating Committee, 2008

Secretary, 2003-2005

Bibliographical Center for Research

Cecilia Knight: Board member, 2008-2010

Center for Research Libraries

Richard Fyffe: Member, Collections and Services Policy Committee, 2005-Present
Chair, Liberal Arts Interest Group, 2007-Present

Rebecca Stuhr: Member, Liberal Arts Interest Group

Innovative Users Group

Gail Bonath: Steering Committee, Member-at-Large, 2002-2004

Iowa Conservation and Preservation Consortium

Donna Hoekesema: Board Member, 2008-Present

Rebecca Stuhr: Founding member and Board member, 1992-2002. Webmaster (current)

Iowa Library Association

Sheryl Bissen: Elected Vice President/ President Elect, 2006
President, 2007
Past President, 2008
Governmental Affairs Committee, 2006-2009
Awards Committee, 2008-2009 (chair in '08)
Personnel Committee, Chair, 2008
Finance Committee, 2003-2008
Conference Planning Committee, 2006-2007
Support Personnel Forum

Iowa Library Association Government Documents Round Table

Julia Bauder: Vice Chair/Chair-Elect, 2009

Iowa Private Academic Libraries Consortium

Kevin Engel: Consortial Purchasing Coordinator, 2004-Present

Cecilia Knight: Member, Steering Committee, 2005-Present

Rebecca Stuhr: Member, Steering Committee, 2003-2005

Midwest Archives Conference

Catherine Rod: Local Arrangements Planning Committee, 2004

Midwest Library Technology Conference

Sheryl Bissen: Planning Committee, 2009

B. Grinnell College Committees

Ad-hoc Committee to Explore the Future of Audio-visual support for Foreign Languages

Cecilia Knight, 2004-2005

Apparel Purchasing Committee

Cecilia Knight, 2004-2007

AudioVisual Committee
Gail Bonath, 2004-2005

Benefits Committee
Cecilia Knight, 2005-2008

Burling Planning Committee
Gail Bonath, 2004-2005

Center for the Humanities Advisory Board
Richard Fyffe, 2006-2009

Convocation Committee
Rebecca Stuhr, 2006-2008

Cultural Films Committee
Rebecca Stuhr, 2007-2008

*Curricular Technology Specialists Group (formerly Instructional Multimedia Technology
Specialists Group)*
Gail Bonath, 2002-2006

Ecocampus
Gail Bonath, 2002-2006; chair, 2004-2005
Richard Fyffe, 2007-2009

Faculty Organization Committee
Cecilia Knight, 2006-2007
Rebecca Stuhr, 2003-2006

Faulconer Gallery Assessment Committee
Gail Bonath, 2007-2008
Catherine Rod, 2007-2008

Gender and Women's Studies Committee
Cecilia Knight, 2008-Present

Instructional Support Committee
Cecilia Knight, October 2005-Present; Chair 2006-2007; 2007-2008

Librarian of the College Search Committee
Gail Bonath, 2005-2006
Phil Jones, 2005-2006

Phi Beta Kappa
Catherine Rod, Beta of Iowa Chapter Secretary, 2004-2007

Physical Education Committee

Gail Bonath, 2007-Present

Pioneer One-Card Committee

Gail Bonath, 2000-Present

Public Events Committee

Kevin Engel, 2008-Present

Rebecca Stuhr, chair 2003-2005

Science Building Phase 2 Planning Committee

Kevin Engel, 2001-2008

Science Division Personnel Committee

Cecilia Knight, 2004-2005, 2005-2006, 2008-2009

Second-Year Retreat. Faculty facilitator.

Cecilia Knight, Sept. 7-9, 2007

Technology Studies Advisory Board

Richard Fyffe, 2007-2008

Tutorial and Advising Committee

Phil Jones, 2005-Present

Watson Selection Committee

Kevin Engel, 2006-2007

Wellness Committee

Cecilia Knight, 2008-Present

Wellness Coordinator Search Committee

Cecilia Knight. June 2008

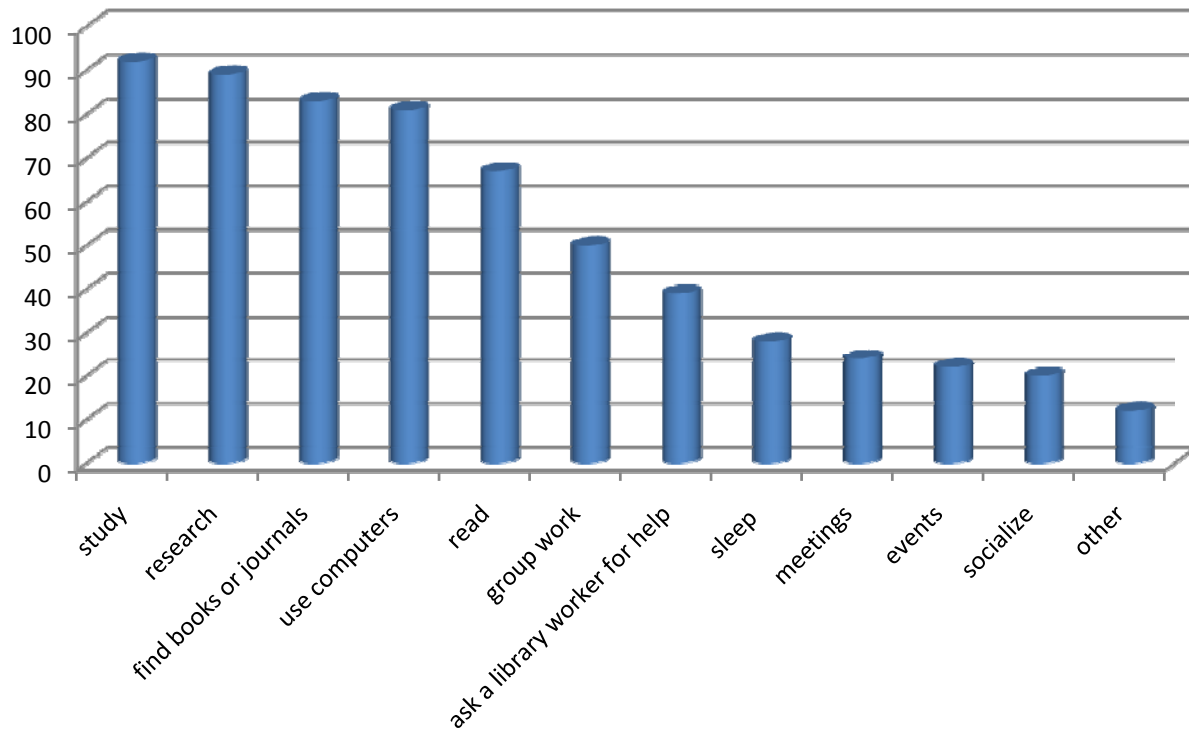
Wind Energy Feasibility Study Committee

Gail Bonath, 2005-Present

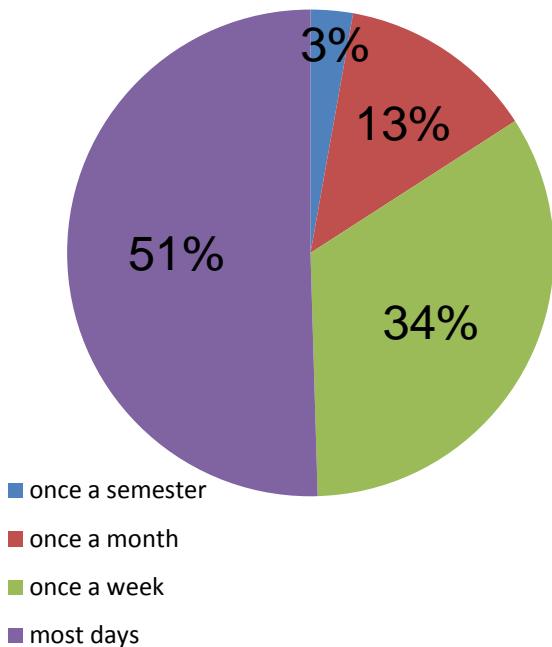
Use of Burling and Kistle Libraries

We created a short informal survey which was left in various places around campus. We received 107 responses to the following questions.

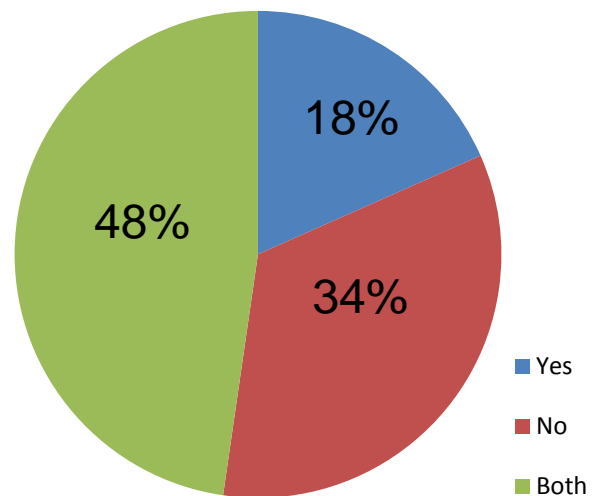
Do you go to Burling or Kistle Libraries to...?



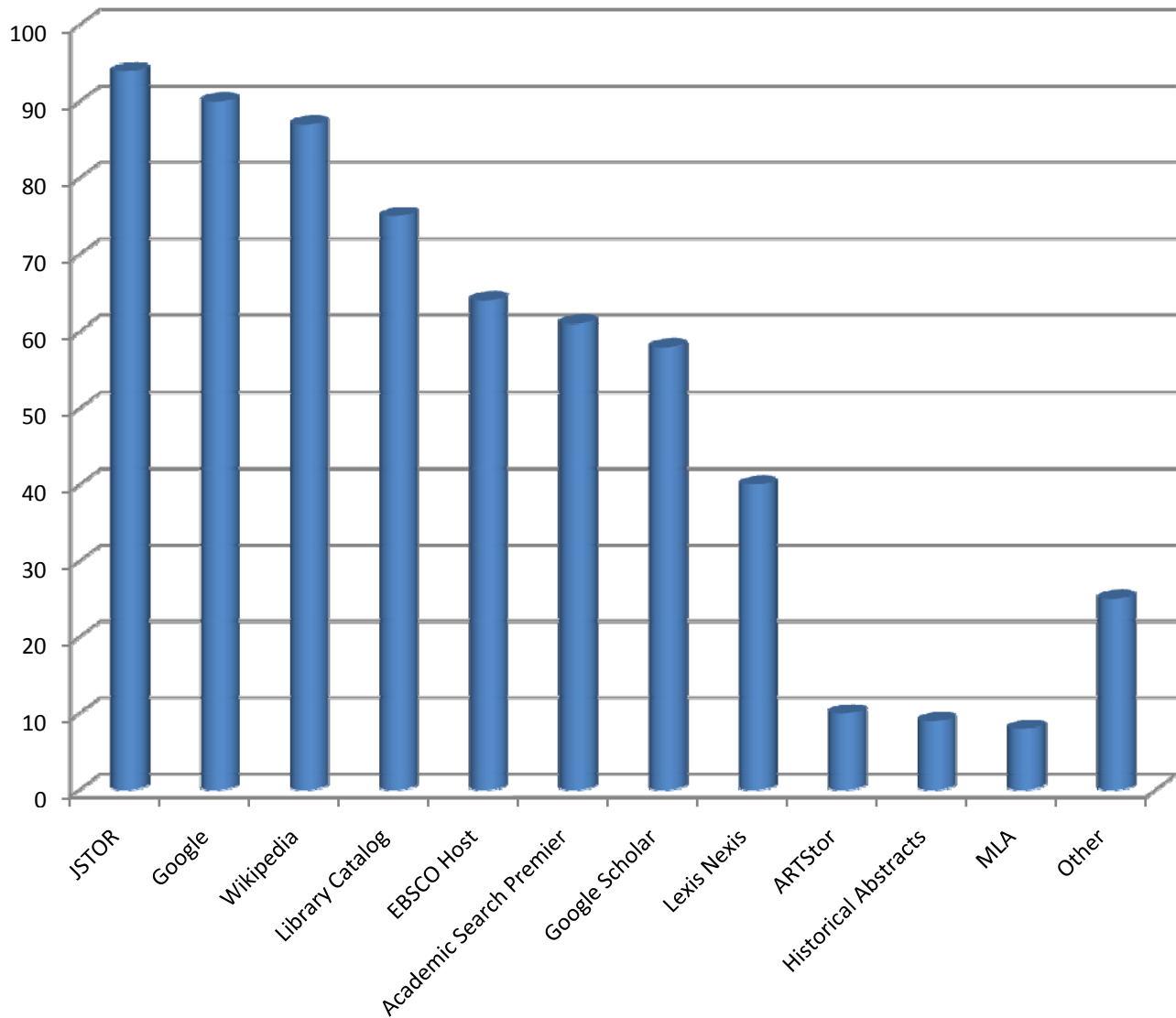
How often do you go to the library?



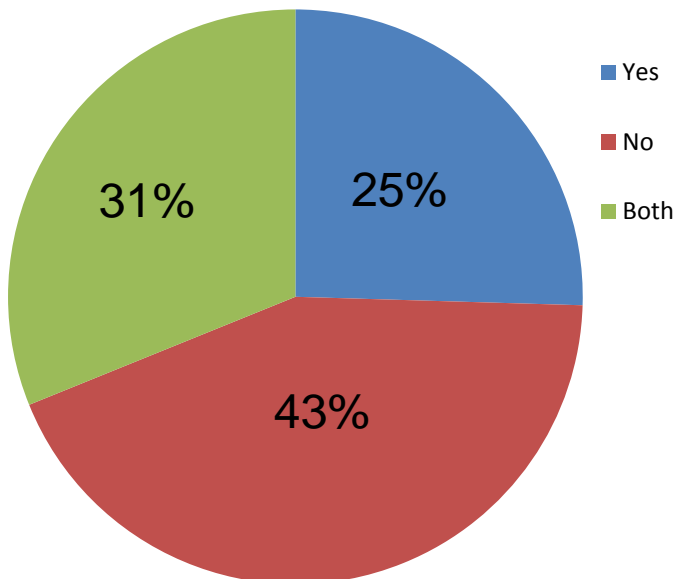
Do you study with others in the library?



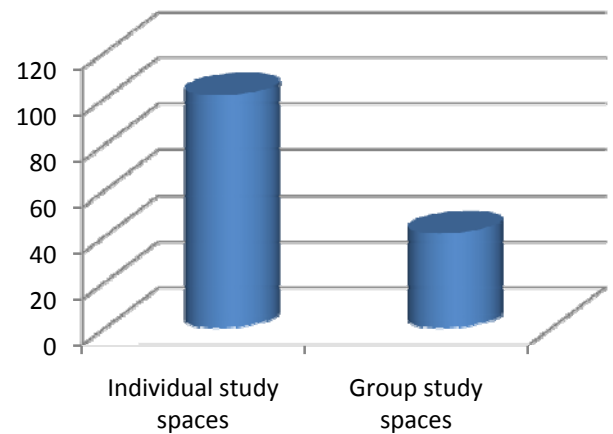
Do you use any of the following Web sites or databases?



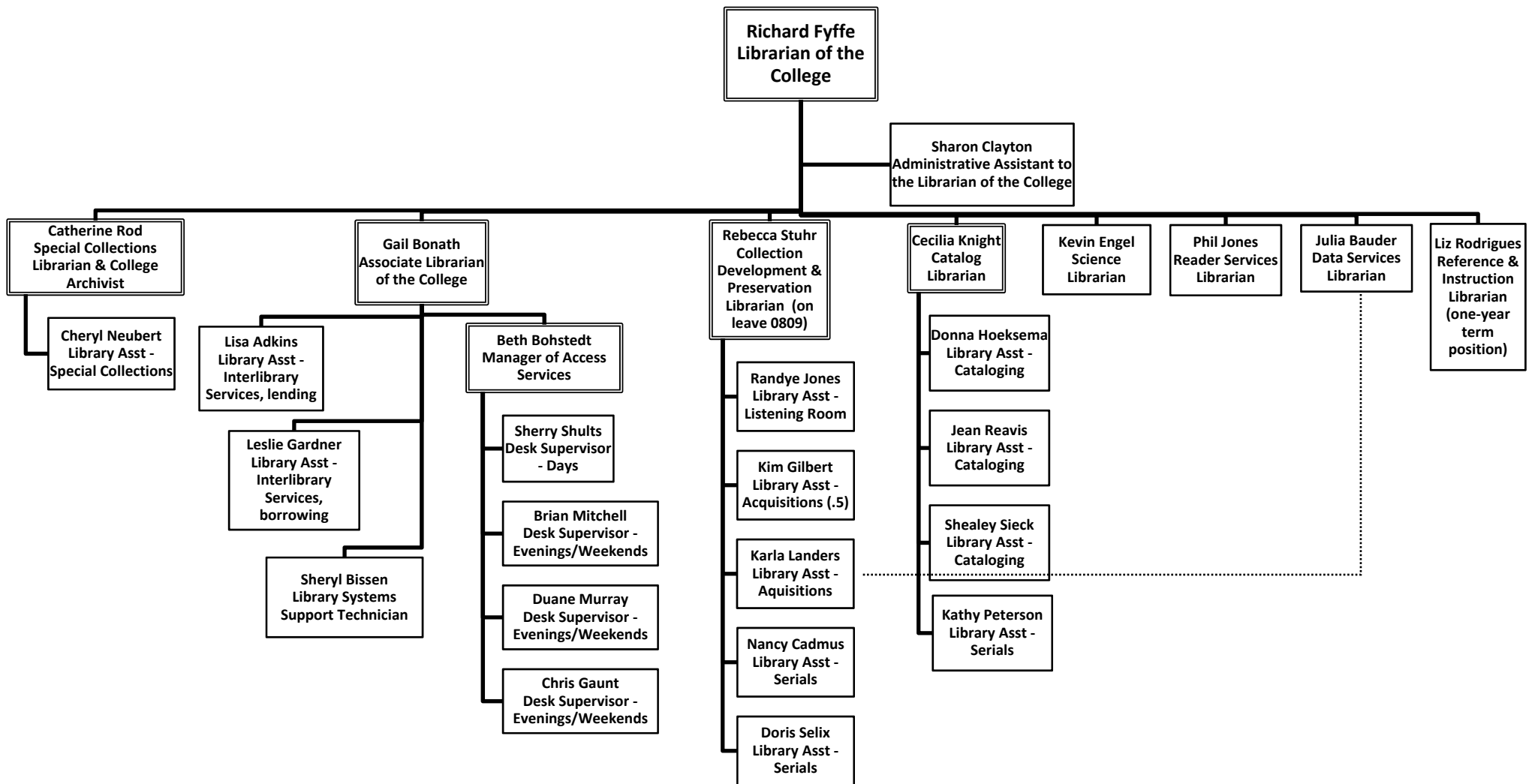
Do you bring your own computer to the library?



Do you look for...?

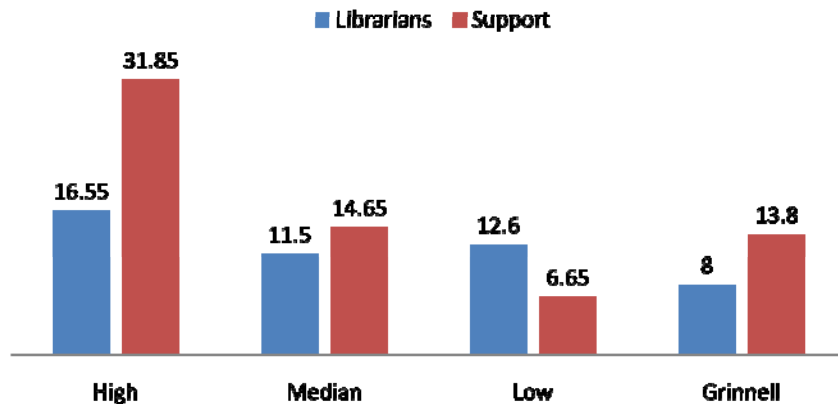


**Grinnell College Libraries
Self Study: March 2009
Appendix 16: Library Organization Chart**



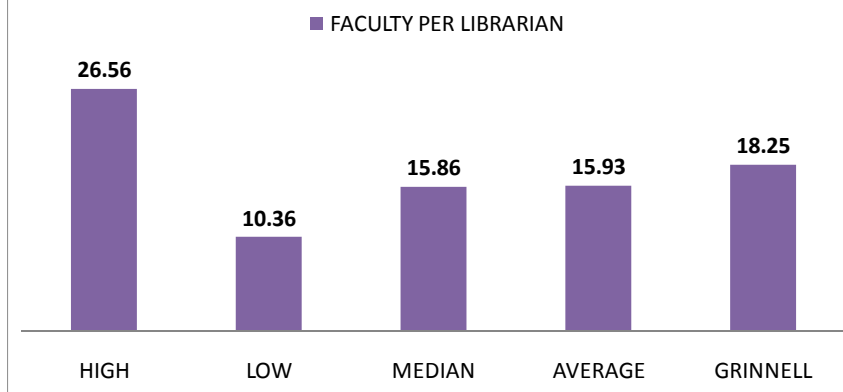
Grinnell College Libraries
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 Appendix 17: Staffing Levels in Peer Comparison: 2007

1. LIBRARIANS AND SUPPORT STAFF 2007

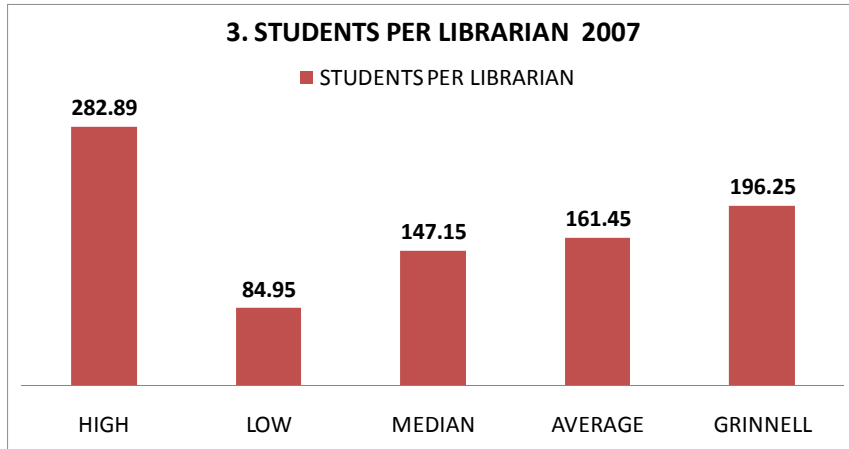


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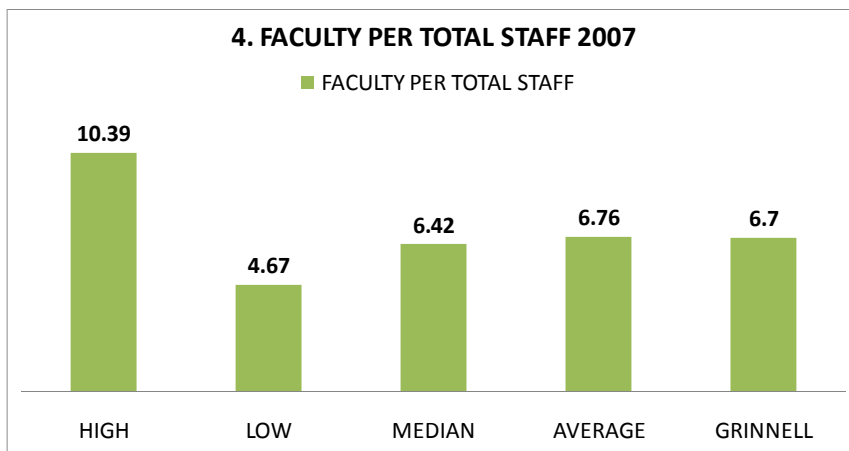
2. FACULTY PER LIBRARIAN 2007



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Appendix 17: Staffing Levels in Peer Comparison: 2007



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Appendix 17: Staffing Levels in Peer Comparison: 2007

