



CLS Newsletter

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View from the Chair

My year as CLS Chair is now drawing to a close. Vice-Chair/Chair-Elect Sally Gibson of Creighton University will take over after the ALA Annual Conference in Chicago, and she'll do a great job. Before I go, however, I want to alert you to the section's program in Chicago and update you on what the CLS leadership has been active in doing.

Don't miss the program "Value Enhanced: Reimagining a Philosophy of Excellence" at ALA in Chicago! The CLS program this year features ACRL Excellence in Academic Libraries award-ees sharing nimble, flexible, and courageous approaches to the challenges we all face. Learn how each of these college libraries has used recognition for past practices to inform future directions. College library directors and staff will showcase initiatives that not only respond to their institution's needs, but also demonstrate a significant voice in the conversation about the value of libraries in higher education. This program will take place on Saturday afternoon at the Convention Center. More information will be forthcoming as the conference draws near.

The Executive Committee has been planning and hosting social events. CLS, with generous sponsorship from Routledge/Taylor & Francis, recently hosted a reception at the ACRL Conference in Indianapolis. Forty-one attendees enjoyed good company as well as hors d'oeuvres and beverages at the historic Canterbury Hotel.

Plans for the CLS Friday Night Feast at the upcoming ALA Annual Conference in Chicago are well underway.

Please see the announcement elsewhere in this issue for details, registration information and news about our sponsor, EBSCO.



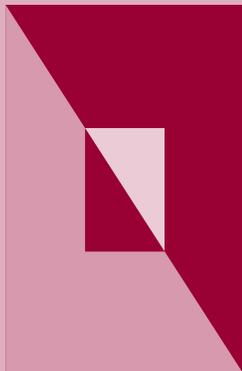
Jill Gremmels, CLS Chair

Photo courtesy of Bill Giduz

We have also begun serious discussion about the section's committee structure and purposes. Committee chairs raised questions during the Executive Committee meetings about whether the section's current committee structure works as well as it should.

Currently, CLS has eleven committees and discussion groups. Two are committees that every section has: the Conference Program Planning Committee that creates the proposal for section's program at the ALA Annual Conference and the Nominating Committee.

CLS's other committees include: Best Practices, CLIP Notes, Communications, Leadership, Membership, Professional Development, and Research for College Librarianship. Our two discussion groups are Leadership and Management Issues (formerly the College Library Directors' Discussion Group, but now open to anyone interested in leadership and management issues) and Medium-Sized Libraries Discussion Group. The Instruction Section has many more committees than CLS, the University Libraries Section fewer.



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View from the Chair

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A couple of examples of the kind of issues now being discussed might shed some light. When CLS initiated its Innovation Award several years ago, soliciting nominations and deciding on the recipient fell to the Leadership Committee. Since that is now the committee's main task, it is being considered whether it would make more sense to call it the Awards Committee. Also being considered is what professional development is the Professional Development Committee in charge of that doesn't fall into the province of one of the other committees?

Four volunteers stepped up to formulate some thoughts about these important issues: Sally Gibson (Vice-Chair/Chair-Elect), Amy Badertscher (Leadership Committee Co-Chair), Diane VanderPol (Leadership and Management Issues Discussion Group Co-Convenor), and Polly Boruff-Jones (Member-at-Large). Their work will be an agenda item at the next Executive Committee meeting in June at the ALA Annual Conference.



CLS Friday Night Feast at ALA

Join your CLS colleagues for the 15th Annual CLS Friday Night Feast at the ALA Annual 2013 Conference in Chicago on Friday, June 28 at 6:00 pm. We will dine in a beautiful atmosphere, enjoy a tantalizing meal and catch up with colleagues at Brazzaz, an authentic Brazilian-American Churrascaria (steakhouse) that combines the cuisine of Southern Brazil with the generous spirit of Texas. The restaurant also features a 60 item gourmet salad bar that has plenty of vegetarian and gluten-free options. Brazzaz is located at 539 North Dearborn Street, Chicago, IL 60654. Check it out on their website at: <http://brazzaz.com>.

Very special thanks to our new sponsor EBSCO for their generous sponsorship of this event. This is the first year EBSCO has graciously sponsored this event. Because of their generosity we are able to offer this feast to CLS members and guests for \$10.00. Space will be limited so register early!

Online registration information is coming soon! Please feel free to send any questions about the dinner to Ann M. Watson, CLS Member at Large, awatson@shepherd.edu.

Immersion for the Instruction Coordinator

The ACRL Information Literacy Immersion Program currently offers six tracks: Practical Management, Teaching with Technology, Teacher, Program, Assessment, and Intentional Teaching. All tracks are independent of each other. Two tracks, Teaching with Technology and Practical Management are currently one-day events held in conjunction with national conferences. The Assessment and Intentional Teaching tracks are 3.5 day programs, and the Teacher and Programs tracks are 4.5 day programs. There is a competitive application process for most of the tracks.

One that is not competitive, but open to anyone who chooses to register, is the Practical Management Track for the Instruction Coordinator. This one is new, offered for the first time this year in conjunction with the 2013 ACRL Conference in Indianapolis. The program facilitators were Karen Williams, Associate University Librarian from the University of Minnesota Libraries and Michelle Millet, Library Director at John Carroll University. As one relatively new to the field, and being an Instruction Coordinator, I thought this track would be worthy of the investment for professional development.

The immersion program I attended in Indianapolis drew a diverse audience from areas stretching from Vancouver to Puerto Rico and from Texas to Ontario. The librarians at my table ranged from recent graduates new to the profession to a veteran library leader with decades of experience. Such diversity offers a learning opportunity in itself.

Diving In

Being a Library Instruction Coordinator has its own peculiar leadership and management challenges. Many individuals in coordinator positions do not have supervisory authority over instruction librarians. Supervisors need to have persuasive powers, communication skills and coaching abilities. Instruction coordinators need all those as well, but may not have authority.

The major topics covered during the program were leadership orientations, creating effective messages, influencing people, conflict management and delegation. Initially the focus was on exploration of leadership and management; two related but distinct roles that we play.

Management is making things work, specifically dealing with plans and budgets, allocating resources, and dealing with problems. Leadership is making things happen. This involves influence and persuasion, setting goals, and dealing with uncertainty and conflict.

Attendees worked through Lee Bolman's Leadership Orientations survey to determine our preferred approaches towards leadership. This model breaks leadership down into four types, or "frames" as the survey puts it:

- Structural leaders, who tend to be analytical and decisive
- Human resource leaders, who act as coaches and motivators, to make the most of the available talent
- Political leaders, whose strengths include advocacy and conflict negotiation
- Symbolic leaders, who work to be visionary and inspirational

It is important to note that librarians are not confined to any one style, but rather demonstrate each of them to varying degrees. Librarians tend to be strong in the first two types or styles of leadership, we were told. A show of hands among attendees bore this out. Individuals in the room who identified themselves as political or symbolic leaders were a small minority, perhaps 10 percent.

Different frames may be more appropriate depending on the situation. Some situations call for advocacy, some call for inspiration. Even though we may feel we innately belong in one category, none of us are born leaders. Leadership is a quality we develop through practice and reflection. We may find we need to stretch ourselves.

Understanding these frameworks is important not only for understanding ourselves, but also for understanding how we can relate to others. We have to interact with other leaders on campus as we build, improve or maintain our instruction programs. Being aware and conscious of their frames is important for effective communication. As leaders, we need to be able to influence others to action. We need to be able to persuade others, which entails understanding their interests and objectives. Who can effect change on your campus? What are their areas of influence? What are their concerns? We need to have answers to these questions and then we can look for ways to align our needs with theirs. Then we can talk about what we want to accomplish and what we need. As a small group exercise, we did some role playing, taking turns acting as an instruction coordinator, and either a library director or a provost, and responding to question prompts in the coordinator role. This pushed us to see things from the other side.

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A good portion of the day was devoted to discussing conflict management. As a bit of pre-conference work, we were asked to take a survey to determine our individual conflict management styles. The survey listed five styles: competing, compromising, collaborating, accommodating and avoiding. Competitors and collaborators tend to be more assertive; collaborators and accommodators tend to be more cooperative. Compromisers sit in the middle. As with leadership styles, it is important to understand the conflict management styles of ourselves, as well as those we work with, and to consider which style is most appropriate for a particular situation. Individuals in our profession tend not to embrace conflict, as it is viewed as negative. Perhaps a better term to use would be competition. While building and advocating for our programs, we will run into competing interests, competing demands upon one's time, and competition for resources and attention.

Coming Up for Air

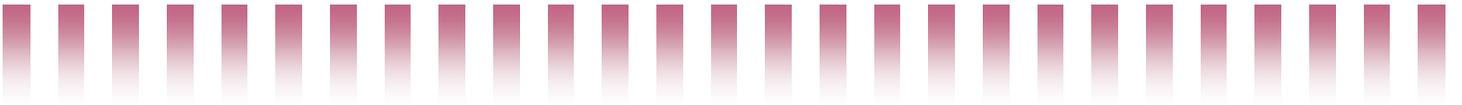
The Practical Management for the Instruction Coordinator track program was an intensive day. The two facilitators had to cut back on their plans during the day, and still some of our small group discussions had to be shortened. .

We were told that the one-day program was a trial, and that ACRL is considering making it a multi-day program. In my view this would be good, as it would open up more time for attendees to work together and engage in participatory and peer learning, sharing views and ideas.

We were warned that people come away from Immersion programs full of energy and ideas, ready to change the world. Implementation, however, is a long-term project. The next steps, as I see it, are reflection and incubation of the ideas and information shared. It is important to let the experience and information sink in, think about how it applies to my background and applies to my environment, and let the transformation of personal and professional growth happen. Then action and application follow, putting the ideas to work. Spread the word to faculty about the importance of information literacy, and how the library can help. Growing the program won't happen overnight, and it may take years for results to develop, but the journey has already begun.

If the Practical Management track is representative, I would recommend ACRL Immersion Program to anyone working in an instructional capacity in an academic library. Different tracks may be more appropriate depending on an individual's particular situation, but given the variety of the programs and the fact that they are non-sequential, the Immersion Program offers something for everyone.

Paul Bond, Library Instruction Coordinator
Owen Library
University of Pittsburgh at Johnstown



ACRL offering Standards and Innovation Preconferences in Chicago

ACRL is offering two preconferences prior to the 2013 ALA Annual Conference in Chicago on Friday, June 28, 2013:

[Planning, Assessing, and Communicating Library Impact: Putting the Standards for Libraries in Higher Education into Action](#)

Libraries in higher education are increasingly required to demonstrate their value and document their contributions to overall institutional effectiveness. Through presentation, discussion and group activities, learn how to use the Standards for Libraries in higher education are increasingly required to demonstrate their value and document their contributions to overall institutional effectiveness. The Standards for Libraries in Higher Education is a framework for library planning and assessment that can be used for a variety of circumstances including annual planning, program review, and accreditation self-study.

[Helping Non Innovators through Innovation: Managing Change](#)

Change can be difficult to deal with in any workplace, but the fast pace of change in libraries is particularly difficult. Designed for library supervisors who will need to lead staff (at any level) through change, learn about the potential impact of the stress of change, and how to properly prepare others and one's self for change. Examine the most common responses to change and how to deal with them, effective responses to change and how to instill them in others.

Complete details, including descriptions, learning outcomes, and registration materials, are [online](#). Contact Margot Conahan at mconahan@ala.org or call 312-280-2522 with questions .

The DIY Digital Exhibition Experience

The J. Ardis Bell Library at the Tarrant County College Northeast Campus in Fort Worth, Texas is now offering digital exhibition platforms to its students, staff and faculty members as part of its Repurposed Laptop Project. The project, funded by a Title III grant, consists of repurposing obsolete laptops into attractively framed digital exhibition platforms placed throughout the library.

The digital frames are based on Dell Latitude PP01L laptops capable of displaying a variety of content, including digital photographs and digitized paintings, as well as sound and video recordings. A small number of the frames are used for library promotion displaying FAQs, new arrivals, and events. The rest of the digital frames are used for exhibition purposes. Participants have the option to use a set of five or six frames for each exhibit. Each frame can display a single picture or a series of pictures presented as a slideshow.

The project mission is to promote student success by increasing library attendance and use of its services, build dynamic and long-term partnerships with other departments, and provide exposure and recognition to students, staff and faculty members.

The initiative was welcomed by everyone at Tarrant County College. During its first week, the library scheduled four digital exhibits and many more are now being prepared.

For more information please visit the project's webpage at: <http://libguides.tccd.edu/NEDigitalExhibit> or contact any of the project members.

Ayyoub Ajmi, Library Technology Manager
Bonnie Hodges, Public Service Librarian
Ronald Ash, Library Specialist
J. Ardis Bell Library
Tarrant County College Northeast Campus



Photos courtesy of Ayyoub Ajmi

Kudos



Eric A. Kidwell, Professor and Director of the Library at Huntingdon College, delivered a presentation titled “A LibGuide Alternative to the Traditional Student Research Requirement” with faculty colleague Dr. Maureen Murphy, Professor of Chemistry at the recent annual meeting of the Alabama Library Association. In the spring 2012, the two traveled with a group of students to Australia as part of Huntingdon’s travel program. As part of the college program, students were required to take a seminar. For their seminar, which focused on science and art as related it to Australia, Kidwell and Murphy required students to create LibGuides. Examples of LibGuides created were “The Physical World as Expressed by Traditional Aboriginal Culture through Dreamings,” “Australian Cancer: Overview and Research,” and “Australian Science Curriculum: Foundation to Year 12.” The experience was very successful with approximately half the student LibGuides “published.” Several other students have expressed an interest in continuing to work and completing their guides so they can be also be “published.”

Lisabeth Chabot (Ithaca College) reports as the new ACRL Liaison to the Council of Independent Colleges (CIC), an appointment sponsored by the College Library Section, she attended CIC’s Institute for Chief Academic Officers in San Antonio in November 2012. She presented a session on the “Evolving Academic Library” and discussed ACRL’s Plan for Excellence foci and their relation to college libraries. She found the CAO’s to be very supportive of college libraries and interested in the evolution of library resources, services, and physical spaces. Lisabeth also attended CIC’s latest Information Fluency in the Disciplines Workshop which focused on Modern Languages, Literatures, and Cultures. The workshop, held in Charleston, South Carolina in February 2013, brought together teams of faculty, librarians, and administrators from colleges across the country to discuss the development and implementation of campus information fluency plans. Susan Barnes Whyte (Linfield College) and Tom Kirk (retired from Earlham College) also participated in the workshop, presenting on ways in which institutions might support information fluency. They facilitated planning sessions with the campus teams. The workshop series is sponsored by CIC and ACRL, with additional funding from the Mellon Foundation. CIC member libraries can expect an announcement of a new workshop in 2014.

Regina Gong, Manager of Technical Services and Systems at Lansing Community College Library, was a recipient of the ALA Emerging Leader Award for 2013. She attended a Leadership session at the ALA Midwinter meeting on January 25, 2013. Recipients of this award will present their projects at the ALA Annual Conference in Chicago in June. She also co-presented in April at the ACRL 2013 Conference in Indianapolis with librarians from Grand Valley State University and Wayne State University on “Data-Driven Approach for Managing Low-Use Print Materials.” The presentation was also mentioned in the article “A Librarian’s Meeting, Information is Championed-But Not Always Books” in the April 15, 2013 issue of *Chronicle of Higher Education*.

Ru Story Huffman has been appointed Dean of Library Services at Georgia Southwestern State University in Americus, Georgia.

Jessica R. Olin, formerly Information Literacy/Instruction Librarian at Hiram College Library, is now Director of Parker Library at Wesley College in Dover, Delaware.

Fred Stoss, Associate Librarian in the Arts & Sciences Libraries at SUNY University at Buffalo, was a guest of the Aruban Government for the Green Aruba II Conference, and gave a presentation to more than 2,000 high school and post-high school students, titled “Grabbing Sustainable Ideas in Schools for Aruba,” for the first Green Education 2012 Symposium by the Caribbean Energy, Environmental and Sustainability Education (CEESEd) program. He is helping to develop the National Library of Aruba. He is also coordinating a panel discussion at the upcoming 2013 ALA Annual Conference in Chicago, by representatives for several Caribbean library associations, with a focus on the Dutch Caribbean libraries.

Dr. Irene Herold has accepted the position of University Librarian at the University of Hawai’i at Mānoa. She will assume her new position on August 1, 2013. She has served as the Dean of the Library at Keene State College in Keene, New Hampshire since 2002.



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