2009 Update

Elmhurst College

Application for the ACRL Award for Excellence in Academic Libraries

I am proud and pleased to update the application of the A.C. Buehler Library of Elmhurst College for the ACRL Award for Excellence in Academic Libraries. Since our 2007 application, we have continued to build on our substantial and productive relationships with faculty and students, to respond creatively and innovatively to the needs of the Elmhurst College community, and to provide leadership to the field of librarianship.

During this period, we experienced the retirement of a long serving president and the selection and installation of a new president with new interests and new priorities. This change in administration brought a new planning process and a new strategic plan that refocuses the institution, and so we also rethought and revised the library's strategic plan and aligned it with the new college-wide plan. The Library's new strategic plan can be found at (http://library.elmhurst.edu/library-information/strategic-plan).

Substantial and productive relationships with classroom faculty and students at Elmhurst College.

As described in our original application, the A.C. Buehler Library has had a robust and successful course-related information literacy instruction program for many years; librarians teach over 275 information literacy sessions each year, with 136 sessions during the fall 2009 semester. During the 2008-2009 academic year, we achieved a significant milestone when the Elmhurst College faculty adopted a new general education curriculum that included information literacy as an essential skill. The new program features a developmental structure that requires students to learn and practice writing, oral communication, quantitative reasoning, and information literary skills throughout their academic program: in the first year experiences, in general education courses, and in courses required for majors. While they are at Elmhurst College, all students will participate in information literacy instruction taught by librarians and classroom faculty at least three times, including during the First Year Seminar, the first year writing course, and at least one course required for the major. Within the context of seminars that focus on values development, the First Year Seminar information literacy module engages students in discussion of the ethics of information use and creation. The first year writing course concentrates on accessing, evaluating, and synthesizing information in the writing of academic research papers. Upper level courses will focus on discipline-based resources and skills. We will also continue our program of course-related information literacy instruction to teach students the specific skills they need to complete research assignments across the curriculum. These course-related experiences will build on the skills learned during the First Year Seminar and the first year writing course and prepare students for the more advanced discipline specific work required by their major. Excerpts describing the information literacy components of the Elmhurst College New General Education Program are included at the end of this update.

This new curriculum and the role of librarians in its development and implementation demonstrate the strength of the A. C. Buehler Library's information literacy programs and of the substantial and productive relationships with classroom faculty and students that the librarians have built.

The new curriculum represents the institution wide integration of information literacy that is recommended by the "Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline" created by the Institute for Information of Literacy of ACRL. The work we have done to develop this new curriculum builds upon and strengthens the collaborative relationships we have built with faculty over many years and, most importantly, increases the articulation of information literacy instruction with College's curriculum. Because information literacy learning outcomes have been built into the new program, their assessment will now be integrated into general education assessment so these efforts will be more authentic and robust. Librarians not only worked tirelessly to craft and promote the information literacy sections of the program, but also participated in all aspects of the development and approval process. The Director of the Library served on the General Education Taskforce that designed the new curriculum, while each of the librarians has worked as a departmental liaison to develop appropriate learning outcomes and assignments. Although a number of aspects of the new curriculum were controversial and hotly debated during its development, the information literacy skills were strongly supported by many classroom faculty. This strong support is a testament to the excellent and hard work of the Elmhurst College librarians and the success of the programs they have created.

Creativity and innovation in meeting the needs of the academic community

Since our 2007, we have continued to monitor the needs of the Elmhurst College community and to seek creative and innovative ways for the library to respond. We have worked diligently to strengthen our collaborative relationships across the campus not only with classroom faculty but also with various student groups and administrative units. These collaborations have resulted in some interesting partnerships that have stretched our understanding of the services that academic librarians and libraries can provide.

Strengthening the Elmhurst experience of first year students has been an important emphasis of the new Strategic Plan, and a major component of this initiative was the design and pilot implementation of a First Year Seminar for all students. From the beginning , the Library and librarians played an active role in the creation of this program, serving on the planning taskforce, offering their expertise to teach First Year Seminar sections (one on the Internet and Society and one on gaming), and offering faculty and staff development sessions. Because the Elmhurst College version of a first year seminar staffs each section with a faculty member and an administrative staff colleague, the Library also provided two staff members to partner with faculty. In addition, because all 32 sections of the course were required to use the Blackboard course management software, librarians provided training and support to a large number of staff who had not previously used Blackboard, as well as to a number of more reluctant faculty who had avoided it in the past. Librarians led the group that selected the common reading that was sent to students during the summer, in this case Barack Obama's **Dreams From My Father**, and conducted book discussion groups for faculty and staff to prepare for using the book during the semester. We have also designed and delivered an information literacy module to all sections of the seminar that incorporated not only discussion of information ethics issue, but significant experiences with technology for students, including working with blogging, streaming audio and video, and digital images. Our active involvement in and contribution to this high profile and important initiative has benefited the Library and the librarians by putting us at the center of a program that is the focus of over one third of the faculty, staff, and students**.** We have been able to contribute our skills and expertise to help make this program successful and to insure that the Library is at the center of college life at Elmhurst College.

Another emphasis of the new strategic plan is to create integrated co-curricular programs that foster learning and self formation outside the classroom. Normally, we have worked very hard to align the library's programs and services with the curriculum and the academic needs of faculty and students, but we wanted to explore new roles for the library in student life outside the classroom. So, starting in 2007, we began to host computer gaming nights in the library several times each semester. Initially, we decided to experiment with this idea as a way to explore the role of computer gaming in higher education in general and academic libraries in particular, but as we developed the program we also found it to be an excellent way to address this focus of the new strategic plan.   From the beginning, we have partnered with the Director of Student Activities, GEEC (the student run computer gaming club), and the Department of Protection Services to plan and carry out these events. Two Friday nights each semester we move video game consoles into the first floor of the library, load multiplayer computer games on the computers in our information literacy classroom, organize game competitions with prizes, and provide snacks and a safe substance free environment until 1 AM. Librarians and other members of the library staff host the gathering and provide supervision, while the student-run club organizes and runs the activities with funding from Student Activities; the most recent event this fall semester was attended by over 100 students. Students from GEEC work with librarians to plan the events, manage the publicity, and generate attendance which gives them good leadership and collaboration experience and, in turn, insures that the event will be attractive to students. This event has brought many students into the library and into contact with librarians who were not regular or enthusiastic library users, and they now see that the library has more to offer them than they expected. The librarians have become better acquainted with a group of tech-savy millennial students that has enriched our understanding of the attitudes, information needs, and interests of our current students. Based on what we have learned from the computer gaming nights, we have acquired computer games to our collection, purchased many books on gaming, developed two courses on gaming in education, and added a collection of board games and puzzles to our library café.

Diversity, social justice, and civic engagement are also important emphases of the new strategic plan. As part of these initiatives, Elmhurst College established the Elmhurst Life Skills Academy (ELSA), a full-time, four year, post-secondary educational experience to young adults with developmental disabilities that includes academics, work experience, and social and recreational experiences and seeks, wherever possible, to integrate these students into the life of the college. From the beginning of the program, we believed that the library could be an important part of ELSA students' experiences, but we also knew that we would need to develop new programs to meet the needs of these students in an academic library setting. We have worked with the ELSA faculty and our undergraduate special education students to develop orientation and instruction programs that link ELSA students with library staff, collections that support the ELSA curriculum, and job shadowing and work study positions that support work and career exploration. Librarians and library staff work with ELSA students on a basis at the reference desk, assist them with computer use in the library, and gather for lunch once each month in the staff lounge in the library to share a meal prepared by ELSA students. These experiences have served the ELSA students well and have provided practical, hands-on learning about and experience working with special needs students for librarians and library staff.

Like all colleges and universities, Elmhurst College is concerned with planning for current and future technology needs so this is also part of the new strategic plan. The Library's technology leadership role is acknowledged in the plan as one of the units on campus responsible for this planning. Because our

Computer Services department is most focused on computer hardware and infrastructure, the librarians have become the leaders in exploring, advocating for, and supporting faculty technology, in particular, and academic technology use in general. Librarians are currently serving on and in some cases chairing all the technology planning subgroups. Each of the librarians provides Blackboard training and support as well as assistance with other teaching technology as a regular part of their liaison responsibilities. The librarians also lead by example in their own use of technology, including such recent projects as a redesign and conversion of the library's website using a Wordpress platform, creation of a mobile friendly version of the library's website, implementation of SMS text reference service, and a pilot institutional repository. Although this commitment to leadership in the technology sometimes pushes us beyond the roles and responsibilities typically expected of academic librarians, we have most often benefited from our efforts because by meeting a critical need of our academic community, we have been able to make that the library is central to the work of the college.

Leadership in developing and implementing exemplary programs that other libraries can emulate

We have made a strong commitment to sharing the story of the A. C. Buehler Library with other libraries and librarians and continued to make a conscious effort to tell the story of our experiences at the local, state, and national levels. Elmhurst College librarians have attended and presented at every ACRL conference since 1999, at every Illinois Library Association and Illinois ACRL since 2002, and at a variety of other national and regional library and pedagogy conferences. Active participation in library professional organization and the presentation and publication of professional work is an expectation for all faculty librarians and is an activity encouraged and supported for all library staff. We also have hosted many visits from college and university librarians who are planning library renovation projects, including a pre-conference during the 2008 LOEX conference that brought over 75 librarians from around the country to observe the library in operation. A list of the presentations, panels, and publications that we have produced in the last three years can be found at the end of this update and on the library web site.

In conclusion, I am pleased to submit this update to our application for the ACRL Award for Excellence in Academic Libraries. This update and the previous application represent the collaborative work of the librarians and staff of the A. C. Buehler Library who work in a team of six librarians and 16 staff. In a work group of this size, there is little room for hierarchy, territoriality, or even formal organizational structure if the goals we want to be successful in achieving the goals we have set for ourselves. Instead, we have been successful in creating an excellent library because everyone is committed to flexibility, risk taking, pitching in when and where they are needed, and embracing new challenges and opportunities as they arise. I am proud and pleased to work with this fine group of library professionals who have created an excellent library for the students and faculty of Elmhurst College and hope that their fine work can receive the recognition it deserves.

Susan Swords Steffen

Director of the Library

December 2009

New General Education Curriculum: Information Literacy Outcomes

In the First Year Seminar, students will:

- Articulate and demonstrate ways to ethically gather, synthesize, and present information

In the First Year Seminar, all students participate in an information literacy session focused on information ethics (topics include copyright, intellectual property, music file sharing, and plagiarism). Students then create a blog with at least two posts, one responding to the class discussion and one reporting on a campus event they attended as part of the FYS experience.

In the first year writing course, students will:

- Acquire strong information literacy skills that are transferable across disciplines, including the ability:
    o to be able to formulate comprehensive research questions
    o to retrieve information on a range of topics from a variety of print and electronic sources
    o to critically evaluate the credibility of the retrieved information, discerning differences among types of sources

In the first year writing course, taught by the English Department, students attend two information literacy sessions as part of writing an academic research paper.

In at least one course in the major (tagged with information literacy skills) students will:

- Demonstrate an understanding that information may be defined, stored, and organized in different ways in different disciplines;
- Demonstrate an ability to access and use discipline based information resources appropriate to the discipline;
- Demonstrate the ability to evaluate information sources and determine the appropriate use of information;
- Demonstrate the ability to incorporate disciplinary information sources into significant research based assignments;
- Demonstrate an ability to correctly use disciplinary citation conventions.

    o All Information Literacy tagged courses will:
        - Introduce students to discipline-based information literacy skills and practices that build on basic skills acquired in FYS and English 106;
        - Include research-based assignments that require students to engage with a range of discipline-based resources, which could include scholarly, industry, or popular sources;
        - Integrate information literacy instruction taught collaboratively with librarian(s) into regular class time;
        - Be a course required for or generally taken in the major.

Presentations, Publications and Poster Sessions presented by Elmhurst College librarians (pre-2007-present):

2009

Cook, Peg, Jacob Hill, Marjorie Peters (College of DuPage) and Karla Aleman (College of DuPage). "College Expectations." Fenton Township High School, Bensenville, IL. November 2009. Panel presentation.

Cook, Peg and Mary Walsh (Political Science Department). "Politics and Information Literacy: A Problem Based Learning Approach." Scholarship of Pedagogy Symposium. Associated College of the Chicago Area. Lewis University. Lockport, IL. October 17, 2009.

Cook, Peg and Bonnie Simmons (Center for Business and Economics). "Integrating Liberal Learning Into the Accounting Curriculum." Illinois Accounting Teachers' Conference. Chicago, IL. October 2-3, 2009.

Goodwyn, Donna. "Effective Teachers = Successful Schools." ACI's Annual Summer Institute for Educators 2009 -invited presentation: *Creating Wikis and Other Online Resources*. University of St. Frances, Joliet, IL. 19 June 2009. Presentation.

Goodwyn, Donna. "Technology Tricks and Tips for the Classroom & Discipline Specific Resources on the Web." Invited Presentations for the Associate Colleges of Illinois, 2008 - 2009 Teacher Induction Academy, Dominican University, River Forest, IL. 26 September 2008, 7 November 2008, 30 January 2009, 3 April 2009. Presentation.

Hill, Jacob, Toby Greenwalt (Skokie Public Library), and Colin Koteles (College of DuPage). "Library Services for Mobile Device Users." Illinois Library Association annual conference, Peoria, IL. October 2009. Panel Presentation.

Hill, Jacob. "There is no box." Mobile Device Support presentation. *Kentucky Library Association.* 1 October 2009. Presentation.

Hill, Jacob and Elaine Fetyko Page. "An Empirical Research Study of the Efficacy of Two Plagiarism-Detection Applications." *Journal of Web Librarianship* 3.3, 169-181. 2009.

Hill, Jacob and Kyle Jones. "Low- or No-Cost Options for Supporting Mobile Users." NITLE Technologies Meeting, Centre College, Danville, KY. 25 April 2009.

Hill, Jacob and Kyle Jones. "Tools that Support Mobile Users." LIBRAS Emerging Technologies Group Meeting, North Central College, Naperville, IL. 7 April 2009.

Hill, Jacob. "Mobile Devices." Associated College and Research Libraries 2009 Conference, Seattle, WA. 13 March 2009. Presentation.

2008

Goodwyn, Donna and Ian Crone (Student Affairs). "Gaming Night Extravaganza: Freedom to Learn." American Library Association, TechSource, The Second Annual Gaming, Learning, and Libraries Symposium, Oak Brook, IL. 2-4 November 2008. Presentation.

Hill, Jacob and Toby Greenwalt (Skokie Public Library). "Supporting Mobile Device Users." Metropolitan Library System of Chicago, Burr Ridge, IL. Fall 2008. Panel Workshop.

Hill, Jacob. Contributer to Byke, S. and Lowe-Wincentsen, D.'s book; *A Leadership Primer for New Librarians: Tools for Helping Today's Early-career Librarians Become Tomorrow's Library Leaders.* Oxford, UK: Chandos Publishing, 2008.

Page, Elaine Fetyko and Ann Brownson (Eastern Illinois University). "Academic Integrity and the College Student." Illinois Library Association Annual Conference, Chicago, IL. September 2008. Panel Presentation.

Page, Elaine Fetyko, Susan Swords Steffen, Caroline Sietmann (Dominican University), Lisa Richmond (Wheaton College) and Terry Huttenlock (Wheaton College). "Scholarly Communication: What is it? Why should we care? What can we do on our campuses?" LIBRAS annual meeting, Elgin, IL. May 2008. Panel presentation.

Steffen, Susan Swords and Mary Kay Mulvaney (English Department). "Laying an Ethical Foundation: Information Ethics as a Good Beginning." LOEX Annual Conference on Information Literacy, Oak Brook, IL. May 2008. Panel Presentation.

Steffen, Susan Swords, Donna Goodwyn, Elaine Fetyko Page, Jennifer Paliatka, Jacob Hill and Peg Cook. "Designing Library Spaces with a Focus on Information Literacy." LOEX Annual Conference on Information Literacy, Oak Brook, IL. May 2008. Pre-Conference Open House and Presentation.

Steffen, Susan Swords. "Through the Information Literacy Lens: Managing the College Library in the 21st Century". In *Defining Relevancy: Managing the New Academic Library*. Westport, Conn.: Libraries Unlimited, 2008.

2007

Steffen, Susan Swords. "From Option to Opportunity: Concrete Ways to Attract the Next Generation of Academic Librarians" Association of College and Research Libraries 13th National Conference. Baltimore, Maryland, March 29-April 2, 2007.

Steffen, Susan Swords, Michael J. Bell (Vice President for Academic Affairs). "The glass of fashion: librarianship for the twenty-first century. In *An introduction to reference services in academic libraries*. New York: Haworth Information Press, 2007.

Pre-2007

Goodwyn, Donna, Jacob Hill, Elaine Fetyko Page, Jennifer Paliatka, Ayanna Gaines and Susan Swords Steffen. "Academic Librarians for the 21st Century: The Small College Library as a Crucible for the Future of the Profession." Association of College and Research Libraries 12th National Conference, Minneapolis, MN. 7-10 April 2005. Poster Presentation. http://www.elmhurst.edu/library/services/AcadLib21stCentury/ACRL2005/ACRLposter2005.ppt

Goodwyn, Donna, Jacob Hill, Elaine Fetyko Page, Jennifer Paliatka, Ayanna Gaines and Susan Swords Steffen. "Academic Librarians for the 21st Century" Illinois Library Association Annual Conference, Chicago, Illinois. 30 September 2004. Poster Presentation.

Hill, Jacob. "One State, Many Faces." *The Illinois Library Association Reporter* 24.6, 4-9. December 2006.

Hill, Jacob, Peg Cook, Donna Goodwyn, Jennifer Paliatka, and Susan Swords Steffen. "Information Literacy at Elmhurst College: Alive in the Bubble." Making Connections: 2006 Wisconsin Library Association Annual Convention, Wisconsin Dells, WI. November 2006. Presentation.

Hill, Jacob and Nadine Bachman (Elmhurst Public Library). "Our Town, Common Ground: Academic Libraries' Collaboration with Public Libraries." ALA Annual Conference, College Libraries section, Chicago, IL. 12 July 2006. Panel Presentation.

Hill, Jacob, Peg Cook, Donna Goodwyn, Jennifer Paliatka, and Susan Swords Steffen. "Information Literacy at Elmhurst College: Alive in the Bubble." Information Literacy Summit 2006, Moraine Valley Community College, Palos Hills, IL.. April 2006. Presentation.

Hill, Jacob, Bryan Blank (Elmhurst Public Library) and Peggy Fox (Fenton Community High School). "Why Go It Alone? Cooperative Collaboration between Local Community Libraries." Illinois Library Association Annual Conference, Peoria, IL. October 2005. Poster Presentation. http://www.elmhurst.edu/~jacobh/Collaboration.ppt

Hill, Jacob. "Teaching Information Literacy Off-Campus: Challenges and Responses" Association of College and Research Libraries National Conference. Minneapolis, MN. April 2005. Presentation. http://www.elmhurst.edu/~jacobh/PresentationAlt.ppt

Hill, Jacob, Janice Fodor (English Department), Jennifer Paliatka, Ayanna Gaines, Donna Goodwyn, and Susan Swords Steffen. "Academic Librarians for the 21st Century: The Small College Library as a Crucible for the Future of the Profession." Illinois Association of College and Research Libraries. April 2004. Presentation.

Steffen, Susan Swords and Michael Bell (Vice President for Academic Affairs). "Reports From the Front: Transforming the Library in the 21st Century." CAO Institute, Council of Independent Colleges Santa Fe, NM. November 2002.

Steffen ,Susan Swords. "Value Added or Virtually Redundant: Elmhurst College and Questia." American Library Association Annual Meeting. Atlanta, GA. June 2002.

Steffen, Susan Swords, Donna Goodwyn, Elaine Fetyko Page, Anne Jordan-Baker, Michael Bell (Vice President for Academic Affairs), and Wight & Company architects. "Planning the Model Small College Library for the 21st Century." Illinois Association of   College and Research Libraries. Spring Conference, Oak Brook, IL. April 2002. Panel Presentation.

Page, Elaine Fetyko and Anne Jordan-Baker. "Online Research Guides: Are They Worth Librarians' Effort?" Illinois Library Association, Annual Conference. Chicago, IL. October 1999. Poster Presentation.

Steffen, Susan Swords and Elaine Fetyko Page. "If You Give a Professor a Web Page."   Association of College and Research Libraries, Ninth National Conference. Detroit, MI. April 1999. Poster Presentation.

December 2009

The A. C. Buehler Library of Elmhurst College is pleased to submit this application for the Association of College and Research Libraries Excellence in Academic Libraries Award. In formulating and implementing our vision of a model small college library for the 21st century, we believe we have created an innovative, creative, and effective program of library services that not only substantially and excellently meets the informational and educational needs of our students and faculty, but also explores critical issues in college librarianship.

The A.C. Buehler Library serves Elmhurst College, a four-year private college located 16 miles west of downtown Chicago. Approximately 3000 full-time and part-time students are enrolled in the college's 22 undergraduate academic departments, 54 undergraduate majors, and nine small graduate programs. These students represent diverse ages, residential statuses, and ethnicities, and pursue their studies in a variety of traditional and nontraditional formats both on and off campus. According to Elmhurst's president, Bryant Cureton:

> As a comprehensive college, Elmhurst advances the practical and professional relevance of the liberal arts tradition. We assume that one's work in the world is a central concern for an educated person. Our academic programs are characterized by their real-world connections, their innovative delivery methods, and their demonstrated responsiveness to student needs.

The A.C. Buehler Library supports the vision and mission of Elmhurst College by reinforcing the intellectual integrity and academic excellence of its programs, providing access to rich and varied information resources, and maintaining a physical facility that fosters study and research. As a teaching library, the Library is committed to an active role in the preparation of students for a lifetime of purposeful learning for professional excellence in an information technology-based society. The Library fulfills its mission by teaching students to be successful, ethical information users; facilitating access to information resources through a variety of user-centered information services; selecting, organizing, and efficiently managing a collection of books, periodicals, electronic resources, and multimedia materials; leading faculty and students in the use of emerging learning technologies, and providing a welcoming, vibrant physical library that supports the community of learners and scholars.

Within this institutional context, we believed that our library was ideally suited to the task of rethinking library services and creating a "new library" for the 21st century. In 2000, when Elmhurst College received a significant bequest restricted to improvements in the library, we decided to attempt to create that "new library." We already had a firm foundation of a strong information literacy program; major investments in computer technology; a recently renovated building with enough space to comfortably house users, collections, and staff; and librarians focused on the teaching and learning needs of undergraduates and faculty. Because we did not need to spend resources on basic infrastructure improvements or fundamental program development, we had the opportunity to build our vision for library services that would prepare our students and faculty for the Information Age and to renovate the library space to embody that vision.

The "new library" that we created invites students and faculty to learn, to inquire, and to read through five major focus areas: *instruction*, *research and information consulting*, *technology leadership*, *collections*, and *reading encouragement*. Through experiences in these areas of library programming, our users learn information literacy skills, gain experience in the practice of inquiry, encounter a range of information technologies, explore a variety of information resources in multiple formats, and appreciate reading as an essential part of intellectual life. Because we are committed to the critical role of librarians in the "new library," we have also intentionally explored new roles for librarians. The renovated library space, completed in 2002, has provided a convenient and comfortable place for inquiry, collaboration, and engaged learning. Photographs of the library can be found at the website listed in the Appendix to this application.

Student response to the "new library" has been overwhelmingly positive and reflects the impact that the library is having on their Elmhurst College experience. In a survey of returning second year students conducted in fall 2006 by the Dean of Student Affairs, 94% of students surveyed reported that they had used the A.C. Buehler

Library, and over 95% said that they were satisfied with their library experiences. Further, the library was the highest ranked of all the services they had used, and over 95% reported a favorable impression of the library. Students are also coming to the library in large numbers with typical week gate counts increasing from about 4500 per week before the renovation to a reported 5923 in fall 2007, a more than 30% increase. Typical week seat counts show a significant number of students in the building at all 96 hours per week the library is open, with seating at 55% of capacity at peak hours.

Instruction

As a teaching library, the A. C. Buehler Library is committed to an active role in the preparation of students for a lifetime of purposeful learning for professional excellence in an information technology-based society. Information literacy instruction serves as an organizing philosophy for all the library's services and programs, and all staff view either formal or informal instruction of users as part of their responsibilities. The library's mission statement and action plan both articulate the centrality of information literacy instruction in the teaching library, and the campus administration and faculty affirm and promote the library's commitment to information literacy and its integration into the college curriculum.

A central feature of the renovation project was the construction of a highly visible information literacy classroom in the center of the library's first floor. In this glass-walled classroom, equipped with thirty computer workstations and a full range of audiovisual and projection equipment, librarians can be observed as they teach information literacy classes to a wide range of students and faculty. This fine new facility not only provides an effective venue for information literacy instruction, but also dramatically highlights the centrality of learning in the library's programs and of the teaching role of librarians. This classroom has ensured a place for information literacy learning at the physical as well as philosophical center of the library.

Our instruction program includes a required module in all courses in the Writing and Reasoning category of our General Education program and course-integrated information literacy across the curriculum at basic and advanced levels. Librarians teach over 250 formal instruction sessions each year, which represent over 4300 student contacts. Information literacy web pages, created by librarians for each course, guide students independently through their research and are consistently among the most accessed pages on the College's web server. Librarians and other library staff provide informal instruction from the reference desk, and all library staff members understand that information literacy instruction is an expectation of their jobs. Courses from all 22 academic departments and all nine graduate programs participated in the Library's formal instruction programs during the 2006-2007 academic years. Many faculty routinely schedule information literacy instruction as part of their courses, and students frequently remind faculty who neglect to do so that they expect to receive instruction from librarians. The heightened visibility of our information literacy program has resulted in an increase in the number of classes we teach.

Our approach to the pedagogy of information literacy is discipline-based; that is, all instruction is delivered within the context of courses rather than as "general" introductions to information literacy. Librarians work collaboratively with faculty to develop assignments that stress critical thinking and reflection as well as skill development. The library's commitment to developing a web page for each course that participates in the instruction program supports student-centered learning by encouraging students to work independently and to carry their learning beyond the classroom. We believe that these web pages are very effective because they provide guidance and structure to novice researchers as they navigate disciplines that are new to them by helping them to understand how knowledge is created and valued by a discipline. In addition, all librarians strive to use a range of active and collaborative learning activities that address students' multiple learning styles.

To assess the outcomes of our information literacy program, we look to student evaluations, faculty responses, and evidence that information literacy experiences have been incorporated into the curriculum.

Information literacy assessment questionnaires are administered at the end of the semester along with regular student course evaluations to assess the impact of information literacy instruction on student success. Over 80% of students report that the instruction helped prepare them to complete their assignment , that they used the A.C. Buehler Library two or more times to work on their project, and that they used the course web page created by the library. Faculty response to the program is also very positive. Typical of such response is an English department faculty member who said "it is hard to overestimate the importance of the library in enhancing the quality of assignments instructors can create and the quality of students' work. Now, of course, I have been conditioned to 'expect' this quality and have never been let down." Additionally, information literacy has become a foundational part of the Elmhurst College experience, so much so that the faculty designing a pilot first year seminar program and those working on a revision of the general education curriculum have included information literacy goals into their planning without prompting from librarians.

Research and Information Consulting

Consultation and collaboration with librarians who are experts in selecting, accessing, and organizing information continues to be an important library service provided for students and faculty as they research and inquire. We provide a variety of user-centered, proactive, and approachable information services to enable library users to use information resources effectively.

We have expended a considerable amount of effort developing and refining the library's web site for a number of reasons. The course web pages created to support information literacy instruction act as the voices of librarians guiding students through the maze of electronic resources available through the library's web site and on the World Wide Web. The library's web site gathers, organizes, and provides access to the library's electronic resources both on and off campus; it also provides access to a variety of research tools created by librarians that facilitate information seeking, evaluation, analysis, synthesis, and communication. The library's web site extends both its instructional programs and its research and consulting services to students and faculty whether they are interacting directly with a librarian or not. Our web pages both model and facilitate good information literacy practice for our users. During 2004, we conducted a web usability study to examine the way students and faculty used the library's web site, to identify problems they might be experiencing, and to improve its usability. Based on the results of this study, we redesigned the website to better meet student and faculty needs.

In the newly renovated library, the traditional reference area has been redesigned to facilitate collaboration between and among students and librarians. A librarians' workstation, prominently placed in the midst of the student research area and easily accessible from all sides, replaced a more traditional reference desk with a long counter that separated librarians from library users; there are extra chairs for students to sit down and consult with librarians; and there are two computers so that librarians and students may work side by side. Individual carrels have been replaced with office style furniture designed to encourage students to work in groups. The more open and collaborative atmosphere of our new reference area encourages students to interact with librarians throughout the research process, from initial topic selection to preparation of their final product. Although a review of the typical week reference transactions shows that the number of transactions has increased only slightly since 2002, it is noteworthy that the number of in-person reference transactions has been maintained while many academic libraries report a decrease in the use of reference services.

Because we know that many of our users access the library virtually, research and information consulting is provided remotely as well as in person. After participating in a less than successful virtual reference service pilot project with libraries in the Chicago suburbs, we have chosen to provide virtual reference services through instant messenger software running on the Reference Desk whenever the library is open, allowing patrons to ask for help using a method with which many are quite comfortable. Students studying abroad have been able to ask for and receive immediate assistance in accessing databases from off campus without having to worry about long-distance phone charges, while other students have received technical assistance with the library resources from their

residence halls and homes.   We are currently experimenting with web 2.0 technology (blogs, wikis, Facebook, etc.) to discover how these technologies can be best used to provide enhanced reference services in a college library.

Technology Leadership

In addition to their traditional information provider role, librarians at Elmhurst lead students and faculty to develop expertise in all areas of information technology, including electronically enhanced classroom pedagogy and course resources. Training and support for faculty in the use of computer technology is centered in the Library and includes regular faculty technology workshops covering such topics as online course development, Blackboard, PowerPoint, use of PDAs in the classroom, and information literacy. Well over half the full time faculty and all new faculty since 2005 have participated in these workshops, with many repeat attendees. Librarians introduced and continue to administer and support the campus' Blackboard software, including creating and organizing courses, training faculty, and introducing students to the system. The library renovation included the creation of a faculty technology lab where faculty have access to technology, such as plotters and scanners, and to librarians and student technology assistants to help them with technology learning and projects. Librarians have assumed a significant number of technology leadership roles across campus, including member of the leadership team for the implementation of a new administrative computing system, chair of the Technology Steering Committee, and lead instructor in educational technology courses for pre-service teachers.

Collection Development

The library renovation project gave us the opportunity to closely examine and evaluate our collections and to prepare them to meet the needs of our students and faculty. Our discussions with students convinced us that the library's collections needed to be more diverse in format with an increasing number of multimedia and electronic materials represented, but that a carefully selected, robust book collection will continue to be an important resource. Faculty cheerfully and constructively responded to our request for assistance in weeding the collections in preparation for the renovation project, and with their help a significant number of out-dated and duplicate books were removed from the collections. Despite the growth in the use electronic resources and the Internet, our book circulation numbers have remained consistent since 2002 at just over 25,000 transactions per year, in an environment where many academic libraries have reported a decrease in book circulation. Both because our users appreciate the convenience of electronic resources and because we believe that research experiences with electronic resources are a vital part of information literacy skill development, we have pursued every opportunity to acquire electronic resources that support our curriculum and meet our students' needs. Since 2001, we have weeded almost 22,000 volumes from the collections, primarily bound and microform periodicals replaced by electronic versions. We currently provide access to over one hundred twenty databases containing many full-text documents. A review of use data for these electronic resources shows almost 500,000 searches performed annually. In addition, we have moved our audiovisual collections, previously housed in two other buildings, into the library, and have integrated these collections into the library's programs and services. In order to provide students and faculty with better access to nonprint materials, we have expanded the audiovisual collections beyond resources that support only classroom instruction by adding a circulating film collection.

The College Archives, housed in the Library, have also played a role in our vision for the "new library". As part of the renovation project, we renovated and reorganized the College's archival collections. These collections not only document the history of the College, but also provide an excellent primary source collection in which students can learn how to work with archival documents and conduct historical research. In addition, we have used this collection to experiment with the creation and organization of digital collections by digitizing and contributing a selection of images surrounding student social protest and action at Elmhurst since the 1930's, as part of the Illinois Digital Archives Project. The Archives are used regularly to support a variety of projects, e.g. a photo history of Elmhurst College, a revision of a monograph on the history of Elmhurst College, and a children's history of the city of Elmhurst.

Additionally, to provide our users with the broadest ranges of resources, the Library serves as a gateway to regional, national, and international information resources. We foster and maintain consortia relationships at the local, state, regional, and national level, including membership in ILSCO (the statewide online catalog for academic libraries), the Illinois Cooperative Collection Management Program, and LIBRAS (a consortium of colleges in the Chicago Metropolitan area). We also provide excellent interlibrary loan services as both a borrower and a lender. The library is consistently a net lender, filling interlibrary loan requests at a rate well above national, state, and comparison group averages. Elmhurst College librarians and library staff are not only active participants in a variety of consortia activity, but also provide significant leadership as committee members, officers, and taskforce chairs

Reading Encouragement

By selecting and promoting reading materials, providing spaces for reading, and creating opportunities for discussion and reflection on reading, the library plays a critical role in strengthening the College's intellectual community and provides students with experiences that will help them thrive in the academic and professional world. The library redesign provided new spaces for reading and reading programming, including a comfortable reading area and a library café. Both of these areas are used for individual reading and study and for library displays and programming. We have used this space to sponsor reading-focused programs such as *Banned Books Week* and the *African American Read-In* as well as topical displays of library materials relevant to campus events and initiatives. The library's web site includes a reading web log begun in 2007 that features books recommended by librarians and faculty.

Librarians and Librarianship

According to the Focus on the Future Taskforce of ACRL, one of the top issues facing the profession of academic librarianship is the recruitment, education, and retention of the next generation of librarians. At Elmhurst College, we are committed to using our "new library" to recruit, educate, and mentor new librarians. We have developed a number of programs including: "Tomorrow's Librarians" a career exploration, shadowing, and mentoring program for Elmhurst College students developed in collaboration with the College's Center for Professional Excellence; practicum for students enrolled in the Library Technical Assistants Program at College of DuPage; and partnerships with graduate library education including serving as host for practicum graduate library school students from Dominican University and regular guest speaking appearances in graduate and LTA courses. Over 50 students at various levels have participated in these programs and are currently working in libraries as librarians and library paraprofessionals. All the librarians collaborate to teach a course entitled "Chicago's Great Libraries" in the Elmhurst College Honors Program encourages students to explore and conduct research in a variety of libraries throughout the Chicago area while also exploring the cultural role of libraries and librarianship as a career. A number of the students who have taken this course now work in libraries and are attending graduate school in library and information science. The course has been so successful that it is now a regular offering in the honors curriculum. Several of the librarians recently new to Elmhurst have contributed to the recruitment efforts of the Illinois Library Association, ACRL, and the American Library Association, including a videotape produced by ACRL on new librarians and a cover feature article in Illinois Libraries. We presented a program entitled "Academic Librarians for the 21st Century: The Small College Library as a Crucible for the Future of the Profession" to report on our programs to the academic library community at conferences of both the Association of College and Research Libraries national conference and the Illinois Association of College and Research Libraries.

We have found that our "new library" provides an excellent environment in which to explore the new roles that librarians will be called upon to fill in the 21st century and to introduce these roles to the next generation of librarians. Because the A.C. Buehler Library is staffed intentionally with teaching librarians; all librarians at Elmhurst College are expected to conduct information literacy classes regularly. Candidates for all librarian positions are asked to demonstrate their teaching skills as part of the interview process as well as to express a strong

interest in teaching. In addition to our active information literacy program, several librarians teach regular credit courses that are related to their expertise as librarians, including "Children's Literature", "Adolescent Literature", "Instructional Technology", "Chicago's Great Libraries", and "Computer Gaming in Education". One of the librarians has become a first year advisor, specializing in advising for open majors and for students interested in librarianship, while another librarian will be developing and teaching a First Year Seminar section as part of a pilot program. Through these teaching activities, librarians bring new subject matter and new perspectives to the curriculum that enrich and engage student learning.

In order to have the greatest impact on the educational programs of their campuses, librarians must also develop partnerships with other campus constituencies. At Elmhurst, librarians collaborate with classroom faculty in designing and delivering instruction and in the academic life of the campus through membership on committees such as the General Education Committee, the Honors Committee, and the Academic Council. All librarians also work with campus groups and events such as the Holocaust Guestship, the Center for Professional Excellence, Straights and Gays for Equality, HABLAMOS, and Staff and Faculty for Equality. This year librarians collaborated with Student Affairs to host a computer gaming night that was attended by over 60 students.

As we explored these new roles, we realized that we needed to articulate new criteria and guidelines for the evaluation of librarians for tenure and promotion. Librarians at Elmhurst College have had full faculty status with rank and eligibility for tenure for over thirty years, but during that time the roles and responsibilities of librarians have changed. We take our roles seriously not because faculty rank and status provide us protections, but because they allow us to speak as equals. With that equality comes the responsibility to assess and document the librarianship, service, and professional/scholarly activities of librarians. We also believe that if we are serious about the educational role of librarians, it is very important to assess library faculty performance in the essential areas of librarianship rather than to recast their librarianship in the criteria used to evaluate the performance of classroom faculty. Working with the Vice President for Academic Affairs and the Faculty Council, we developed criteria and guidelines and established The Professional Portfolio for Librarians that were approved by the faculty and have been implemented by the Faculty Personnel Board. The portfolio, which parallels The Faculty Professional Portfolio, focuses on the practice of librarianship and the role of the academic librarian in the college, scholarly/professional activity, and service to the college. Thus far, two librarians have been tenured and promoted under these new guidelines, which can be found at the appendix to this application.

Guidelines for the ACRL Excellence in Academic Libraries Award Criteria

The vision of the small college library that we have developed and implemented at Elmhurst College demonstrates the excellence in academic libraries described in the Guidelines for the ACRL Excellence in Academic Libraries Award.

1.   Substantial and productive relationships with classroom faculty and students at Elmhurst College include:

An information literacy program that is both broad and deep:

Our information literacy program reaches over 250 classes per year, touches all academic departments and programs, and provides instruction at beginning, intermediate, and advanced levels.

Course-integrated information literacy instruction for many types of students:

We have been successful in delivering a course-integrated, across-the-curriculum model of instruction developed in residential liberal arts colleges to a diverse population of students that includes traditional and nontraditional students, resident and commuter students, traditional and accelerated degree completion

curricula, and on and off campus programs. We employ diverse methods of pedagogy to meet the needs of this student body and use various methods and technologies to deliver instruction.

Collaboration with classroom faculty to develop disciplined-based instruction and alternatives to traditional term paper assignments:

Librarians work closely with faculty in many departments to design effective information literacy assignments appropriate to specific disciplines. Among the more innovative programs have been in collaboration with the Center for Nursing, the Department of Geography, and the pilot First Year Seminar program.

Active participation in the development and revision of curriculum

Librarians serve on all committees that review and approve curriculum in the undergraduate, graduate, and adult programs (the Academic Council, the General Education Committee, the Honors Program Committee, the Advanced Learning Committee, and the Graduate Education Committee), and the library director reviews all proposals for new courses, majors, and programs. Librarians play an active role in the design and teaching of the First Year Seminar and in the ongoing review of the general education program.

A library space that is convenient, comfortable, and welcoming to users:

The addition of a cafe, comfortable reading area, increased number of computers, and a more accessible research and consulting area has created a comfortable and welcoming atmosphere. Students have responded with significantly increased use of the library, enthusiastic recommendations to friends, and requests for increases in library hours.

Recognition of the library as an important component in attracting and recruiting students to Elmhurst:

All admissions tours include the library as part of their campus tour, and tour guides participate in a training session with a librarian so that they understand the mission and programs of the library. Admissions counselors report that high school students and their parents are impressed with the library and mention it as one of the reasons they will seriously consider applying to Elmhurst College.

Collaboration with the Center for Professional Excellence to encourage applications to graduate school:

A librarian is one of the key participants in a campus-wide committee that encourages students to prepare for, apply to, and enroll in graduate school. Librarians are also piloting a program called "Tomorrow's Librarians" that encourages students to explore careers in librarianship and to pursue graduate education in librarianship.

Librarians as leaders across the campus:

Librarians serve on a wide variety of faculty committees in both appointed and elected positions, serve as advisors to student organizations, and have played a major role in organizing the annual student research and performance fair.

Librarians as educators outside the library:

Librarians teach courses in the Education and English departments and the Honors Program and serve as

faculty for international education courses.

2. Creativity and innovation in meeting the needs of the academic community

Rethinking the role of the small college library:

When presented with significant new resources for the library, we chose to develop a new vision for library services that would move our students, faculty, and institution forward into the Information Age. We could have simply added more space to the library or more materials to the collections, but instead we chose to create a "new library" where we could teach our students information literacy skills, foster their capacities for discovery and creation, and strengthen the intellectual climate in which students and faculty work.

Promoting the use of technology by faculty and students:

Leadership for the use of technology by faculty has been centered in the library at Elmhurst. The library introduced and continues to manage Blackboard online course software as well as other innovative uses of classroom technology. The library provides regular faculty technology workshops throughout the year that introduce new information technology, report on the application of technology in the classroom and provide basic software training. Librarians consistently take the initiative to discover new technologies, to learn about them, and then to teach their faculty colleagues how to use them.

Exploring new roles for librarians:

As librarians, we have explored and embraced a variety of new roles that will be critical to the vitality and longevity of the academic library profession including teaching, research consulting and coaching, and technology leadership.

Implementation of full faculty status for librarians:

The criteria, guidelines, and professional portfolio for librarians which we developed establish standards and procedures for assessing the work of librarians. The implementation of these procedures has institutionalized the full faculty status of librarians and facilitated the acceptance of librarians by faculty as colleagues.

Electronic resources:

We have sought to provide our students and faculty with a cutting-edge and comprehensive collection of electronic resources both to meet their information needs and to provide them with experiences that will help them to learn and practice a range of information literacy skills. We have enhanced access to these resources through the library catalog and implemented online tools, such as federated searching and link resolution to facilitate and improve access to these resources.

Web pages for courses:

The web pages that librarians create for each information literacy instructional session guide students through the research process by directing them to the most important resources for their particular assignment and by providing links to research tools useful in evaluating resources and communicating the results of research. In addition, librarians introduced this service at a time when few faculty members used the Internet or any other technology in teaching, and using a library course web page introduced many

faculty members to an educational technology they now fully embrace. Over 80% of students reported using course pages created by the library, and these pages are among the most frequently accessed on the College's web server.

3. Leadership in developing and implementing exemplary programs that other libraries can emulate

Leadership within library profession:

Because Elmhurst librarians have developed a model of library service that can benefit all college libraries, we have made a conscious effort to tell the story of our experience at the local, state, and national levels. We regularly host visits from librarians and higher education administrators to visit our building, and librarians from Elmhurst have served as consultants to other libraries interested in replicating our programs. Librarians have delivered conference presentations and poster sessions at meetings of the Illinois Association of College and Research Libraries, ACRL, and the American Library Association. In 2002, a librarian, faculty, and administrative team from Elmhurst were invited to participate in ACRL Best Practices in Information Literacy Instruction conference. Several librarians have been selected to participate in Synergy: The Illinois Leadership Initiative, a program of the Illinois State Library intended to cultivate library leaders. Several articles about our experiences designing and implementing this model of library service have been published in the library literature; a listing of these publications can be found in the Appendix.

Commitment to the recruitment of new librarians:

Because we believe that college libraries, especially those with strong information literacy programs, are fertile ground for recruiting the next generation of librarians, we have created programs to expose our students to the profession and to encourage exploration of it. The highly successful "Great Libraries of Chicago" course which integrates information literacy skills, independent research, and career exploration can serve as a model for other colleges seeking to interest their students in librarianship. .

Commitment to library education:

Because we are strongly committed to nurturing as well as recruiting the next generation of librarians, we are actively involved with library education. We regularly host practicum students from Dominican University and the College of DuPage and are regular guest speakers in the courses of those programs. We encourage the library's support staff to pursue graduate library education and currently have two staff members enrolled in master's level library education. The library director regularly teaches courses in library user instruction and in academic libraries at Dominican University, and serves on the Graduate School of Library and Information Science's Advisory Board.

Leadership within higher education:

Because we believe that the success of the "new library" requires the involvement of faculty and administration throughout higher education, we have also consciously moved outside the library profession to tell our story. We were selected as participants in the Council of Independent Colleges first Transformation of the College Library workshop in 2002, and Elmhurst's Vice President for Academic Affairs and Dean of the College has delivered several presentations on the role of the college library at the Council's annual Chief Academic Officers meeting and as a regular speaker at the Council of Independent Colleges' "Transforming the Library" workshops.

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