

ACRL Excellence in Academic Libraries Award  
Carleton College Laurence McKinley Gould Library Application



Submitted December 7, 2007  
by the staff of Gould Library

The Laurence McKinley Gould Library at Carleton College has a long tradition of excellence in its collections, staff, and traditional library services. There has been a concerted effort over the past decade to strengthen and grow in a number of areas while continuing to build on our core strengths. While the major motivation for expanding our arenas of excellence is the need to keep up with innovations in the field of library and information science and in the library programs of our peer institutions, we have tried to balance the drive for innovation with staying true to the culture of Carleton--its quiet, confident sense of itself, its skepticism of fads, and its thoughtful and relentless dedication to excellence in learning and teaching--which often demands an approach unique to Carleton. The first line of our college's mission statement reads, "The mission of Carleton College is to provide an exceptional undergraduate liberal arts education," and the staff of Gould Library is inclined to believe that "exceptional" denotes not only "superior," but also "rare." So, we strive to provide a library experience that is not only superior, but rare: rare in its student-centered approach, rare in its attention to the research needs of each individual that passes through our doors, and rare in the extent of support that we provide to all of our users. This individualized approach is reflected in the library's own mission statement, which affirms that the library aims to "help faculty, students and staff meet academic and personal goals that extend knowledge and promote achievement in the individual and in the community."

In the recent past, the library has: updated our building in response to technology and changes in student research and study needs, developing a vibrant, welcoming sense of place; developed an outreach program to raise the profile of the library and its staff on campus; integrated information literacy into the curriculum of the academic departments; strengthened the reference and instruction program; adopted technology in support of library operations, resources, and services with increasing rapidity; forged partnerships with other student support offices and services on campus; increased the amount of collaboration with other departments, libraries, and cultural institutions both on and off campus; developed our collection of electronic and digital resources; involved all library staff in the shaping the direction and programs of the library in an effort to erase the distinction between those who have the MLS degree and those who do not; and increased the number of staff and the level of staff development in order to carry out new initiatives and provide the best possible support for our users. We are also very pleased with recent achievements such as our improvement in Interlibrary Loan delivery time, our substantial participation in assessments such as LibQual and Consortium on Financing Higher Education (COFHE) student questionnaires, our encouragement of growth in the use of electronic resources, and our creation of an Emergency Response and Preparedness Manual that is used by other institutions across the country. In short, we have accomplished a lot in a short time. If this document were to include a discussion of all of the innovations of the past decade, projects accomplished and underway, and other things we are just plain proud of, it would almost certainly run to three times its current size.

Because we cannot reasonably address all of our achievements here, those that we have chosen to highlight in this document reflect those of which we are most proud and which best highlight our interest in collaboration as a team within the library and our partnerships with faculty and other support staff on campus. In the first section of this document you will find what we think are the key partnerships we have made on campus in order to serve our faculty, students, staff, and community of users in creative and innovative ways; in the second section, you will discover some homegrown ideas adaptable to other libraries such as our approach to information literacy, our collaborative approach to organizational operations, and our combined reference and information technology help desks; and in the final section, you will see some of the close ways in which we have built relationships with our faculty to best support learning and teaching at Carleton. Carleton prides itself on being a student-focused institution and on valuing people over things, so throughout the whole document, you will find a pattern of strong, productive collaboration both within the library and between the library and our faculty and other staff on campus, all in support of the student. And, as an institution that fully embraces technological and visual approaches to learning, we would be remiss if we did not direct you to our Flickr group in which you will find pictures--taken by library staff, faculty, and community members--of our building and staff, of the results of our efforts to innovate, and of many of the events discussed in this document:

<http://www.flickr.com/groups/571364@N21/>

Without further fuss, then, and because we exist to serve our students, we'll let Emily Walz, a senior Political Science major and library student worker, exemplify how our students feel about what they call "The Libe":

As a student worker [at the library], I have to have the best job on campus. I love working at the library. I feel as though I've learned so much more about the way the library works and the resources we have, and I've been able to pass that knowledge on to people I know and to people who just come to the desk looking for help. Knowing the library inside and out is probably the most valuable research skill I have, and being able to assist others is one of the things that makes me feel the best about my job. As students, we are so lucky to have such an extensive and accessible library, in addition to its warm atmosphere and plethora of study spaces. There are good reasons that it is the most popular place on campus, and I wouldn't trade working here for anything.

## I.

Gould Library operates on the assumption that our future lies in collaboration with others, and a high value is placed on projects and staff interactions that help identify the common cause of the library in providing excellent information services with both departments within Carleton and organizations outside the college. In 2003, in the spirit of collaboration, Gould Library and the libraries of St. Olaf College, our neighbor across the Cannon River, decided to merge our catalogs and integrated library systems and to establish a formal consortial relationship. Merging the catalogs provided faculty and students with one convenient point of access to the holdings of both libraries, and the joint catalog has proven immensely popular on both campuses, creating a favorable climate for further cooperation between the two colleges. By joining with St. Olaf, we have doubled our number of colleagues and have created a collaborative atmosphere that has had benefits to both college library systems. Over the past few years, the Bridge Consortium has coordinated a wide range of consortial services and operations, from cooperative collection development, acquisitions, and cataloging to consolidation of government documents, parity in loan policies, and opportunities for joint professional development.

In working as a consortium focused on cooperative collection development, we have saved money on annual maintenance fees for our integrated library system and have secured grants for cooperative collection development and workflow analysis to advance the goal of developing and managing "two collections that function as one." As a result, we have reduced duplication of print monographs, coordinated cataloging and acquisitions policies and procedures, and increased dramatically the lending and borrowing of materials from each other's collections. Furthermore, we are currently working on our first-ever joint journal review with the goals of reducing duplicate print subscriptions, shifting subscriptions from print to electronic, and urging faculty to think in terms of a single journal collection--print and electronic--spread across two campuses. Bringing in consultants to assist us in a review of collection-related workflows at the two colleges also resulted in the consolidation of government document processing at St. Olaf and a comprehensive review of USGPO receipts to eliminate duplication as much as possible and to combine sets to save space.

When Carleton and St. Olaf developed the joint Bridge catalog, we both knew we wanted to make things as easy as possible for our patrons. The Loan Services Working Group, comprised of library staff from both libraries, was committed to merging two disparate loan policies into one common policy that was the same for faculty, students, and staff at both colleges, despite the difference in our academic calendars and term lengths. Negotiating this policy required a great deal of flexibility and compromise and demanded staying focused on our user-centered vision. It also meant meeting with different constituencies including the library directors, faculty library committees at both colleges, and student organizations to guarantee support and approval for the change.

As the staffs of the libraries at Carleton and St. Olaf continue to work together, we have created joint professional development opportunities. Most recently, we brought in Joshua Ferraro of LibLime to talk about the benefits of open source library automation systems. Staff members from Carleton and St. Olaf's libraries have also traveled together on site visits to other liberal arts colleges engaged in consortia to see how they work. Although the formal relationship between our libraries is only a few years old, the

bond between us has become strong and the friendships lasting. We cannot now imagine working apart from our colleagues at St. Olaf.

In a similar fashion to our partnership with St. Olaf, staff at Gould Library and ITS, Carleton's office of information technology services, have been working hard at building a robust partnership on this campus for the past several years. Perhaps the sweetest fruit of our collaboration with ITS has been the design and staffing of a joint service point: our Research/IT desk. Changes in pedagogical trends, shifting interests of undergraduates, and the accessibility of new technologies have contributed to an expansion of the traditional research assignment to include a range of text, visual, and multimedia products. In response, our library is increasingly a place where students produce intellectual work of all kinds; including papers, group presentations, audio and video productions, statistical analyses, and projects in various other innovative formats. The tools and expertise needed to support this kind of academic work have contributed to the ways we imagine and implement different kinds of services and spaces. Now in its fourth year, Research/IT offers combined reference and technology assistance: reference librarians and student computing consultants work at the desk side by side. Planning for Research/IT involved inventorying the list of information and technology needs of students and mapping them against a grid of all the information service providers on campus as a way of determining which needs we should strive to jointly meet at Research/IT. The result has been an unqualified success, which, most importantly, gives students the help they need whatever the nature of the question they bring to the Research/IT desk.

As the partnership between the library and ITS continues to flourish, the services offered individually by each partner have benefited, creating a whole that is more than the sum of its parts. Although the library and ITS are separate academic units, our commitment to working together in support of students' needs has resulted in a successful, but continually developing, collaboration. In addition to collaborating on Research/IT, ITS has worked with the library on a range of issues including ITS taking over support of public computers in the building and coordinating the work of our Library Technology Coordinator (Eric Hinsdale) more fully with ITS. The relationship between the library and ITS further expanded with annual joint planning retreats beginning in 2002 at which the two divisions set a common agenda of projects to work on for the year. This in turn has spawned an InfoServices Forum that provides ongoing professional development and discussion forums for all academic support professionals on campus. Nationally, Carleton's College Librarian and ITS Director have jointly championed cooperation between the Oberlin Group and the Consortium of Liberal Arts Colleges (CLAC) by organizing national meetings to foster support for this aim. As a result, plans are underway for the first joint meeting of these two national leadership groups.

The Library and ITS are also partnering in the early stages of establishing a digital archiving capacity and service for Carleton, together with the Dean of the College, leading campus conversations to raise awareness of the need for an institutional repository function and establishing some pilot projects. Nationally, Carleton has played a leadership role with other schools in establishing the Liberal Arts Scholarly Repository (LASR), which operates through NITLE/DSpace and currently has 35 members in a nascent shared repository.

One further point of collaboration between the library and ITS is campus support for media. At Carleton, media content and media production had historically been run out of an office called Media Services, part of the Media Studies program. In 2005, after a year-long campus conversation about the rapidly increasing use of media (video and DVD) materials on campus and the struggle to maintain the college's informal acquisition and circulation model in the face of this increasing use, Carleton integrated the collection of roughly 7,600 faculty-selected videotapes and DVDs into the library collection and hired Matt Bailey, a specialist with both a library degree and a graduate degree in film studies, to oversee the curation of the media collection. Media production, including the recording of campus events and the loan of audiovisual equipment, was taken over by ITS. Though these services now reside in separate buildings, the strong partnership between the library and ITS means that support remains seamless.

Since 2005, circulation of media among faculty, staff, and students has doubled and the content of the collection has grown from materials intended solely to support the curriculum to include films for recreational viewing, films that support students conducting research for their comprehensive exercises, and recordings of campus speakers. The number of DVD titles alone in the collection has increased six-

fold to over 3,000, most of these selected individually by faculty to support their teaching. But media selection is not the only area in which faculty have a voice in collection-building.

When we talk with staff in other libraries, they are often surprised by the fact that our faculty take a major role the development of the library's print collection. Each year, academic departments are allocated a significant portion of the library's materials budget, and their faculty select materials to support teaching and research in their fields of study. Faculty are trained on collection development tools such as Blackwell's Collection Manager and work closely with our Collection Development staff to create a library collection that strongly supports the curriculum of the college. Gould Library does not subscribe to any approval plans and maintains relatively few publisher standing orders because we believe that careful, item-by-item selection is the best way to build a collection that supports the needs of our faculty and students.

While the library collection is a point of pride for the whole campus, it cannot always be the sole location for materials that support teaching and learning. Over the past few years, Gould Library has worked with the college's academic departments and campus offices to make collections of materials tucked away in remote corners of the college more accessible to the Carleton community. A major piece of this initiative was to catalog the scores and recordings of the Music Department's listening room. Our technical services staff assisted Pam O'Hara, the department's Music Collections Curator, in adding records for thousands of items into our online catalog while allowing the Music Department to maintain control over acquisition and circulation of the materials. We are also in the process of working with the Perlman Center for Learning and Teaching at Carleton to make their office's collection of books and video materials accessible through our online catalog. We are working with the College Archives to digitize photographs related to the history of Carleton and are collaborating with ITS once more to provide access to their hundreds of video recordings of campus events. More informally, we have also created listings of materials on the library's Web site for video materials housed in the departments of History and of Physics and Astronomy as well as the college's Gender and Sexuality Center.

Gould Library is also committed to helping faculty members provide access to their own collections of teaching materials and has worked with faculty in English, American Studies, and Astronomy to digitize the images they use in their curricula. These images were added to the Carleton Image Collection, a CONTENTdm database, where they reside along with images from the College Archives and 20,000 images from the Visual Resources Collection of the department of Art History.

While the library is very active in providing support for Carleton's technology-rich curriculum, one of our major points of pride is our maintenance of a traditional print materials preservation program. Since it also happens to be one of the major employers of students in the library, perhaps it is best to let the students speak about the program. Kristen Miller is a senior and has been employed in preservation for three years:

Every day when I come to work, I sit down and carefully piece together books that are falling apart. Some of them are over a hundred years old and damaged by general wear: their pages are brittle and the cloth is thin and worn. Others are nearly new, but were poorly made or damaged by mishandling. Due to my time spent repairing books, I have come to appreciate them so much more as an art form: the paper, the binding, the type set, the book cloth, all of these elements that I never bothered to pay attention to before because I saw books simply as a source of information. They are a source of information, and I'm always surprised to find books on the most obscure topics passing through my hands, but I have come to see the physical book itself as a testament to its time, as a record of the history of the ideas contained within. I love considering how many hands the volume has passed through, wondering what each person got out of it, whether they skimmed it for a class project or dove into it for the sake of pleasure.

As much as I am a product of the technological generation, I have, through my time working in the library, developed a soft spot for books. I treasure the volumes in my personal library, knowing that they will likely pass through many hands beyond my own, and I do my best to take care of them. In sixty years, rather than going out and buying a new edition of a classic, I hope

my grandchildren will have the privilege of opening my edition, maybe a little bit worn, but still the same book.

Rachel Stephenson is a junior who works on both digitization projects and book mending:

Working at the library has given me historical perspective of Carleton that I did not have before I started working here. I've been involved in a project to digitize a photo collection from the 1920s. As I scan the photos into the computer, I get the opportunity to look at each one. Doing this has given me a sense of what it was like to be at Carleton eighty years ago, but more than that it has made me realize that this college has existed long before I was a part of it and will continue to exist long after I leave it. I think that's why I also enjoy my work mending books. It reinforces the idea that students have been here before me reading these books, and people will be able to continue to read them after I've repaired them.

Although providing access to media collections, digitizing photographs, and preservation are familiar work for libraries and have been for years, one area of support very new, at least to libraries at liberal arts colleges, is comprehensive support for statistical inquiry. Recognizing the need to support faculty and students in this area and to do it across disciplines, Gould Library has committed funds specifically for the acquisition of data sets and supporting materials and has committed to a team-based approach to data services. Both the data team and the GIS team have been collaborating with faculty and support staff across the college to work toward a more robust service model for the college. Two years ago, members of these teams, along with ITS coordinators, organized an on-campus workshop for faculty and staff called "Start Seeing Numbers." The workshop was intended to assist faculty with course assignments that incorporate the visualization of numeric evidence. The workshop proved so successful that it was reconfigured for librarians and given as a workshop at ACRL in Baltimore in the spring of 2007.

The library has also invested in the professional development of our social sciences librarian, Kristin Partlo, so that she may support students and faculty in their quantitative research. Kristin and her ITS colleague, Paula Lackie, attend the yearly meetings of IASSIST and ICPSR and are recognized as essential collaborators on campus for projects involving the analysis of quantitative information. We will be expanding our Data Services Team further with the addition of another social sciences librarian this spring.

## II.

With all this talk of Gould Library's collaborations and partnerships in support, it should come as no surprise that Carleton's approach to information literacy involves working closely with the faculty and support staff of the college on an information literacy initiative instead of trying to go it alone. Historically, Carleton faculty have been open to the integration of information literacy into the larger curriculum. This climate of openness is due in part to a report on the senior thesis-type comprehensive exercise, faculty enthusiasm for the Writing Across the Curriculum (WAC) program, and the success of the ITS academic coordinator faculty support model. Given these influences and a three-year Mellon grant, we launched a faculty-driven initiative focused on discipline-specific approaches to information literacy and concentrated on students majoring in the five departments cooperating in the initiative (English, Classical Languages, History, Economics, and Geology). Carleton Professor of History Victoria Morse sums up benefits of the collaboration well: "The outcomes include a much greater level of self-consciousness about these issues and their teaching and a greater involvement in communicating their importance to our students, which will be of lasting benefit to all parties." Clara Hardy, Professor of Classical Languages, adds, "Over the past three years the Mellon grant has allowed our department to spend a significant amount of time articulating the goals we have for our majors, and implementing a series of curricular changes that will better accomplish these goals."

One of the goals of the initiative was to gain a better understanding of the needs of the Carleton student. A survey of Economics majors was developed by a librarian, an ITS academic coordinator, and

the chair of the Economics department, with assistance from Carleton's Institutional Research staff. In order to obtain benchmark data, we implemented a survey of incoming students, designed to measure their research skills before having taken any classes at Carleton. This survey provided us with much needed information, but had the additional benefit of increasing our visibility among students, faculty, and other academic support staff. Based on this successful but limited First Year Student Survey, we turned to the National Institute for Technology and Liberal Education (NITLE)'s Midwest center to help us fund a collaboration with other liberal arts colleges to develop a common tool for the assessment of first-year student information literacy. The idea was to treat information literacy not simply as a skill set but as a manifestation of the reflective, dialogic approach to learning fostered in liberal arts colleges. The members of the steering committee, reflecting the collaborations that cross institutional and disciplinary boundaries, were a librarian from Carleton, a professor of Political Science and director of Academic Research from St. Olaf, a professor of Psychology at Grinnell, and a representative from Carleton's office of Institutional Research. With Carleton as the lead institution, the survey was developed and piloted by four colleges, then administered by nine colleges in the fall of 2005. After the success in 2005, NITLE expanded the project to twenty institutions for the Fall 2006 survey, which included a follow-up survey in the spring of 2007. Each institution received reports including their own results and comparative data from other institutions. Members of the steering committee presented at the AAC&U conference in the spring of 2006 and with NITLE at ACRL 2007.

As with our other collaborations with faculty, this campus-wide approach to information literacy has allowed us to work with faculty more intimately than if we only provided basic bibliographic instruction and reference service. One such beneficiary of enhanced support for teaching is Adriana Estill, Associate Professor of English and American Studies:

I have lived and worked in and with libraries all of my adult life. I had, in fact, become quite accustomed to working alone in libraries, as humanities scholars often do. So it has been a wonderful awakening to discover the incredible librarians at Gould Library. They have helped me with everything from choosing and ordering materials, providing film showings, and designing class assignments. In fact, Iris Jastram [Literature and Languages librarian] and I received a grant to create a sequence of assignments for AMST 127. It was amazing to be able to discuss the curricular goals of the class with Iris, receive good feedback about the information literacy those goals entailed, and design a set of assignments that help students reach content goals as well as process goals.

Efforts in information literacy have also had an impact on the way we provide research support for students. Beginning in 1997 with the efforts of Paula Lackie in ITS and Carolyn Sanford in Gould Library's reference and instruction department to provide coordinated instructional support for use of statistical data in social sciences disciplines, cooperation accelerated in 2002 when reference librarians adopted a liaison model based on a successful ITS service model that tied academic technology support for faculty in each specific discipline to a dedicated service coordinator. The ITS approach to faculty support for technology gave the library a model for thinking about how we could provide stronger support for student research and how we might approach reference work differently. Having adapted this model into our successful library liaison service model, our librarians now work collaboratively to provide reference and instruction services in departments divided according to the academic divisions of the college. This has led to an increase in customized instruction sessions and a robust individual appointment program with over 1,100 appointments last year, accounting for more than one quarter of our reference and instruction interactions and nearly five times the number of consultations we had during the 2000-01 school year. The liaison model allows us to focus individual support into disciplines where we can build a certain amount of expertise and to work more closely with students, giving them personalized instruction in methods and resources that will help them with their research.

As a student-centered institution, we are always looking for ways to help students find the information they need and to provide this help in innovative ways, whether it be through our approach to information literacy, individual consultation, the Research/IT desk, or less obvious ways. One of the ways

we have discovered that many of our students learn how to use the library and its resources is by working here. Gould Library is the workplace of some 80 student workers, and the library staff takes seriously our responsibility as the supervisors and mentors of these students. We are committed to providing the opportunity for students to learn about the library work environment, skill sets, and job basics and to giving them additional responsibilities as they progress. Skill development includes a service orientation: we are here to serve our patrons, so students see themselves as an essential component of the services we offer. Our student work hours equate to fourteen full-time staff members, and Gould Library quite simply would not be able to provide our high level of service without our student library employees.

In taking our role as student supervisors seriously, the library has a Student Employment Committee. This group deals with student employment concerns, annually produces the Library Student Worker Handbook, and keeps staff informed about student employment issues. A major role of the Student Employment Committee is to honor and show appreciation for our student employees. At the end of the academic year, our graduating library student employees each select a book from the library that is then plated in their honor. The book is displayed along with their picture and information about how long they have worked in the library and why the book they chose is special to them. The students look forward to this book selection and appreciate the more "permanent" recognition. We also enjoy honoring our alumni who have worked at the library and so hold a reception for these "library alums" during the annual class reunions.

We also actively encourage students to consider librarianship as a career choice. Kelly Johnson, a senior this year who works in our preservation program, says,

I feel as if I have learned more practical knowledge on the job here at Carleton than I ever have in class. This experience has also helped shape my future goals as I now plan to obtain my master's in library science after graduation and help continue a great tradition." We also hear from students long after graduation who have decided to enter the field of librarianship.

A recent e-mail from Alex Gallin, a 2003 graduate, read,

I just finished my first week as a Reference Associate at Bobst Library at NYU. I don't think I would have ever ended up being in this field if it weren't because of the example that all of you set for me. I am really, really looking forward to this new gig, and learning so much more and being helpful to the patrons. I don't think I would be here, doing this, if it weren't for your support and your showing me how great librarians and library professionals can be.

While we take great care in the development of our student work force, we certainly do not neglect our permanent staff. Ongoing, stimulating staff development is a key value for the library. As our College Librarian and primary cheerleader, Sam Demas, puts it, Library staff are the single most important library resource of the college, and the most important jobs of library administration are to ensure that we hire the best possible staff; to provide all staff with a creative, supportive work environment; and to ensure many opportunities for professional growth and renewal for all staff.

Because of this commitment to the library staff, the budget for staff development has increased 350% over the past nine years. A professional leave program available to all staff supports off-site creative professional endeavors for up to two weeks. Furthermore, the library recently received an unrestricted endowment that we elected to designate for an annual travel award, open to all staff, to be established this year. This fund will support self-styled learning adventures that broaden the horizons of all of the members of the library staff.

Our library's Staff Development Committee is also crucial to the close working relationships of our staff. This group sponsors several talks each year by library staff on subjects vast and varied. Recent talks have included a mushroom hunt in our college arboretum, an overview of social networking software, and insights into the arcane world of audiovisual collection development. An upcoming trip to the Minnesota Center for Book Arts is the highlight of this year's staff development calendar.



Gould Library also takes an organizational approach to the development of our staff. We strive to be a flexible organization and so went through a major reorganization in 2000 to adapt the library to the rapidly changing environment in which all libraries find themselves, a major staffing review in 2002, and a workflow analysis exercise in 2007. This past year we made some additional minor modifications to our organizational structure. As we looked at our organizational structure, though, we recognized a need to formalize the cross-departmental conversations and operations that characterize library work in the twenty-first century. This fall, we created the Library Leadership Group composed of the department heads as well as the team leaders from four newly created library teams. These teams focus on essential work in the library that cuts across departmental lines: digitization projects, licensed electronic resources, user needs assessment, and data services. Involvement in the Library Leadership Group gives the leaders of these teams exposure to the wider discussion of library issues and concerns and the opportunity to develop leadership skills, while the existing management team benefits from an influx of new perspectives and ideas. Perhaps most importantly, the teams provide leadership opportunities for some of our younger staff members, helping to produce the next generation of library leaders.

Most of our organizational innovations come from looking closely at the resources, staff, and facilities we have and thinking carefully about how we can make better use of them. Just as we have adjusted our organizational structure to provide better support and to offer leadership opportunities for all staff, we have also carefully considered why our users come to the library and what they want to do here. When we considered that the library is the largest building on campus and has a significant amount of traffic from all sections of the campus community, we felt it necessary to expand our role beyond simply providing support for research and study. With this in mind, we have added programs such as the Arts and Exhibitions program and the Athenaeum to give Carleton students, faculty, and staff as well as Northfield community members new reasons to visit Gould Library. These programs also serve as a study break for students during the evenings when they can look at an exhibit or attend a poetry reading or lecture. A walk through Gould Library proves that an academic library is more than just an accumulation of books or a convenient collection of online resources. It is a place to look and think, to be informed and aroused, and to be challenged and delighted in the ways that only the real experience of real things in real places can do. Gould Library serves the Carleton community with a wealth of information on site and online, but it also serves as a cultural center and social hub for the Carleton community and as a showcase for visitors to campus. Works of art, exhibits and displays, and careful attention to architecture and design make the Library an everyday life-lesson in visual and experiential learning.

One of the defining characteristics of Gould Library, as a building and as a team of people, is its commitment to the Arts and Exhibitions program of the library. For students in particular, the library art program is a highly visible manifestation of the idea that the arts are part of everyday life on campus. Having art in the library was an intentional decision made when an addition was added to Gould Library in 1984 with interior spaces being specifically designed for large installations. However, it was not until 2000 that the library began to fulfill this mission by hiring a Curator of Library Art and Exhibitions. The library building is graced with collection of permanent and rotating artworks, and our Curator of Library Art and Exhibitions, Margaret Pezalla-Granlund, mounts twenty to twenty-five small exhibits each year, displays art in conjunction with many of the Gallery exhibits, and occasionally commissions artworks paid for with donations.

Students spend many hours in the library each week, and often take breaks from studying by viewing the exhibits located throughout the common areas of the library. Some students report that they select their favorite study areas based, in part, on what artwork they wish to rest their eyes on when they take a break. The library art program also provides the campus with a high-profile laboratory for the creation of, and a venue for the display of, student-curated exhibitions. Most of these are relatively small in scale and many are connected to the work of particular courses. The curator works with the faculty member and students to help turn their ideas into a thoughtfully curated exhibit that hews to professional standards of presentation. The small scale of most student-curated exhibits offers students an opportunity to gain exhibition experience without taking a full course on the topic and offers the college a flexible, intimate venue for infusing the visual into the curriculum and into the life of the college. The demand for these curricular exhibitions is growing steadily, to the point where we had to turn away two faculty

Spring term 2006. A key focus of our program now is on figuring out how to increase the number of course-related exhibitions we can support.

The Art and Exhibitions Program also serves the larger Carleton community as a venue for college- and community-wide activities. The library hosts the annual Off-Campus Studies Photography exhibition, various book award and themed book displays, and substantial, content-driven exhibits that coordinate with alumni activities, commencement, and special activities like the Wellstone Symposium. The library provides a highly visible outlet for the display of artworks in the College collection and has frequently presented artworks in tandem with Carleton Art Gallery exhibit offerings. The library's role in the arts on campus is also evident in permanent artworks like the Gould Tribute, a stone-and-bronze sculpture commission by Professor Emeritus Raymond Jacobsen, and the Carleton Cabinet of Wonders, a commissioned work for the Reference Room by Jody Williams, a 1978 Carleton graduate and the library's first artist in residence.

Another venue for college activities is the Athenaeum: a room in Gould Library and the ongoing program of cultural events that take place in that room. Through the Athenaeum, the library hosts a wide variety of lectures, readings, discussions, book groups, and seminars. Gould Library co-sponsored 65 events in the Athenaeum during the past academic year. These events were co-sponsored by 28 academic departments from all college divisions and administrative offices and by several student organizations. Over 2,600 people attended events in the Athenaeum with an average attendance of 40 people per event. The types of events ranged from lectures to musical events to video presentations.

In creating this space, our intent was to make it as easy as possible people across campus to schedule events. Events are booked with a staff member, and this staff member handles all the logistics: arranging for set-up of the space, contacting catering about refreshments, booking any necessary audiovisual equipment, and publicizing the event.

By bringing together people from different disciplines for intellectual discourse, the Athenaeum events celebrate the world of books, the life of the mind, scholarly and scientific pursuits, and the arts and letters.

### III.

It pleases us greatly to see the array of new faces that enter the library for art exhibitions and Athenaeum events, but we are especially pleased when we see familiar faces returning repeatedly to the library, and the staff at Gould Library enjoy cultivating relationships with our users. One of our longtime and still most active users is Emeritus Professor of Art History Lauren Soth. He characterizes his relationship to the library in his own inimitable style: "The library gives access to two worlds, quite different but inextricably linked. The collections, databases, interlibrary loans, etc. give access to the austere world of the intellect. The members of the staff who, with unfailing helpfulness, vivify the collections, databases, interlibrary loans, etc. give access to the heartening world of humanity. As Sinatra sang, you can't have one without the other."

While most interactions between users and staff occur on a daily basis at the Research/IT desk or circulation service points, we have also actively planned events for the Carleton community. One such event, the Library Picnic, is held annually the week before classes begin. The picnic gives the library staff a chance to socialize and visit with other community members in an informal setting. It also serves as a wonderful way to introduce new staff to community members and for the library staff to meet and greet new faculty. An additional event is the annual Murder Mystery, offered every fall during new student week. Sixty to seventy first-year students gather in the library after it closes to solve a mystery based on the game Clue and use various resources and services in the library to solve the mystery. Since it was first offered in 2002, the event has become a popular part of new student week events filling the event to capacity yearly. This important first contact with the students introduces them to some of the basics of using the library for their first week of college, conveys a sense of fun and exploration about the library, and introduces the library staff as approachable and helpful.

Student breaks are another great way to socialize with our students informally. We hold study breaks during finals and provide food and beverages for hungry and stressed-out students. These breaks

serve as a good opportunity for us to talk with our students and do something nice for them during a busy time for them.

We also make contact with first-year students during the Academic Fair, an event during which students can meet faculty and staff from academic departments and offices and at which they can collect that year's librarian trading cards, hot off the presses. Our popular trading cards, which grew out of the liaison approach to support and which were first issued developed in 2002, have been successful not only with our students and faculty but have received national recognition in *The Chronicle of Higher Education*, regional attention in *Mpls.St.Paul Magazine*, and local attention from our campus tour guides who show off the cards to all visitors. Best of all, the cards raised our visibility with students and seem to be at least part of the reason students are less reluctant to approach us with their research questions. Students know the names and the faces of the people who can help them, and they are not faced with trying to find help among a cold list of e-mail addresses or bank of office doors. A student recently told science librarian Ann Zawistoski that she was reminded of Ann's availability to help her as she was reading and looked down at her bookmark, which was Ann's trading card. There are many discussions in higher education about being where the students are and providing support as needed. Much of these discussions imply an online environment. Our trading cards remind us of the multiple ways we can be "where the students are."

Campus outreach is very important to us, and the staff, as a whole, has identified it as something we would like to do more of. Outreach can be time-consuming, and we do not always see instant results, but the long-term rewards can be significant. As Carolyn Sanford, our Head of Reference says, "How I know, after more than 20 years at Carleton, that the library is integrated into the academic life of the college is that: we influence discussions that lead to actions; we are invited to participate in campus initiatives; our expertise is sought out; we are quoted in campus, state, and national publications; we are invited to present or have had proposals accepted at state and national conferences (including ALA, ACRL, and EDUCAUSE); and because the Dean of the College is a fan of the library." Dean Bierman, speaking recently to the Oberlin Group of library directors, made a specific point of showing off to the group his complete collection of librarian trading cards.

The publicity and outreach activities of the library have opened doors for librarians to begin to participate in the many faculty-driven educational initiatives on campus. Elizabeth Ciner, Associate Dean for the College, recently mentioned that when new campus initiatives are launched, she frequently hears, "We need a librarian involved in this group." It is a change in attitude toward the library and its staff she has noticed over her many years at the college. Participation in campus initiatives has allowed us to integrate information literacy in a non-traditional way into the curriculum--not by having a discrete information literacy program but by working directly with the faculty: serving with them on campus initiatives and working groups, participating in the annual WAC writing portfolio analysis, collaborating on a campus copyright policy, and the list goes on.

Among our overall strategic aims is the integration of library staff more fully into campus policy and planning efforts and integration of the library into the cultural life of the college and community. Within this framework, a key strategic initiative of the library has been to partner with faculty and departments in course and assignment planning and curricular initiatives. Faculty and staff at Carleton are currently working on seventeen different campus-wide, interdisciplinary academic initiatives. Members of the Gould Library staff take leadership roles in two of these initiatives and are key members of another six of these curricular initiatives. Among the remaining initiatives, there is a librarian assigned to monitor developments and to participate as appropriate. One initiative in which a librarian is heavily involved is the Quantitative Inquiry, Reasoning, and Knowledge initiative, affectionately known as QuIRK. QuIRK is a project intended to help Carleton and other institutions of higher education better prepare students to evaluate and use quantitative evidence in their future roles as citizens, consumers, professionals, business people, and government leaders. Kristin Partlo, liaison to the social sciences, has taken a very active role in this project, and it does not go unnoticed by Neil Lutsky, Professor of Psychology and prime mover behind QuIRK:

The support and guidance provided by Gould Library staff have been instrumental in advancing Carleton's QuIRK initiative, which is supported by a grant from the Department of Education FIPSE program. Library staff have been lead presenters at QuIRK workshops for faculty, guiding faculty to data sources and to pedagogical means of teaching students about informational literacy and the visual display of quantitative information.

As the college undertakes its first curricular review in forty years, the library has been invited to partake in this conversation through the submission of a document on the state of information literacy at Carleton. During the early stages of the curriculum review, librarians were invited to sit in on meetings of the college's Education and Curriculum Committee to offer comment and guidance as necessary.

Sam Demas, Matt Bailey, and Humanities librarian Heather Tompkins serve on the Mellon-funded, library-driven Initiative for Integrated Curricular Support of Visual Resources. The goals of this initiative include identification of the needs of faculty and students for support in use of visual resources; development of a service model for curricular support for visual learning and teaching; the creation of space planning recommendations for the arts center, the library and ITS, and elsewhere as appropriate to implement the service model; development of an assessment tool to measure efficacy in meeting support needs; and the proposal of a follow-on implementation and dissemination grant to Mellon. Work currently underway includes an ethnographic study of library users (adapting methodologies used by Nancy Fried Foster and Susan Gibbons at the University of Rochester) to gain insights into how support is currently provided and what needs are not being met. Faculty and staff in the initiative are also in the midst of site visits around the nation, studying service models in museums, colleges and universities, labs, commercial design and film studios, and other types of organizations with diverse technological support needs. As the curriculum review and the numerous campus initiatives continue to evolve and to make Carleton an even better institution, and as higher education continues to respond and adapt to the needs of new generations of students and to the demands and opportunities that emerging technologies present, the library looks forward to being involved every step of the way.

We are very proud of the creative ways in which we have updated and expanded our resources and services to better serve our users and of the partnerships and collaborations we have formed in order to accomplish this. We are also proud of the innovative ways in which we approach everything that the library does, from providing the best possible support to our students and faculty in their research to providing a welcoming place in which to study, relax, or attend an intellectually engaging exhibit or event. We are especially proud of the close relationships we have with our faculty that support learning and teaching at Carleton. However, we are most proud of the way in which our staff has made this library the exceptional building, support team, research collection, curricular resource, and second home for students that it has become. To receive the ACRL Award for Excellence in Academic Libraries would be a great honor for the staff of this library, and it would come at a time at which it would provide the capstone for a decade of intense effort to raise the profile of the library among its users and across the nation. At the same time, it would remind us to continue to challenge ourselves to excel and not to rest on past accomplishments. The fact that the library is as popular and beloved by the students it serves, however, is perhaps the best reward for all the effort invested by its staff into it, and the status of the library among students does not escape the notice of our College President, Rob Oden: "If I ever cannot locate a student, I know where to look: the Gould Library. It's the most popular and populated place on the Carleton campus. And it is so because of the way in which it is dedicated, like the College itself, to the life of the mind."