FACULTY SENATE LIBRARY COMMITTEE MEETING
MINUTES
14 MARCH 2013

PRESENT: Sherry Crow, Chair; Mary Beth Ailes, Brenda Eschenbrenner, Julie Flood, Rick Miller, Deb Schroeder, Janet Wilke, Tyler Zoellner

GUEST: Michael Sutherland, Web Services Librarian

The meeting convened at 2:05 p.m.

Old Business
Wilke reminded the Committee that a copy of the Library’s Collection Development Policy was distributed at the previous meeting. She asked if there were any comments or questions regarding the policy. There were none.

New Business

1. Calvin T. Ryan Library Award for Undergraduate Research, April 4, 2013 – Wilke explained that John Falconer and she discussed the development of an award presented by the Library in conjunction with the Office of Undergraduate Research & Creative Activity that “recognizes and honors excellence in the use of library services, collections, and resources by undergraduate student researchers.” Wilke provided copies of the description of award eligibility, application process, and evaluation criteria. Applicants will be judged by a panel of UNK library and department faculty in accordance with the Association of College and Research Libraries’ Information Literacy Competency Standards for Higher Education. If there is an application meeting the criteria, the first recipient will be recognized at the Student Research Day Award Ceremony on April 4, and will receive a prize of $100.

2. Poetry Reading, B.H. Fairchild, April 11, 2013 – Wilke announced that award winning poet, B.H. Fairchild, will present a reading of his poetry at the Museum of Nebraska Art at 7:30 p.m. on Thursday, April 11, 2013, followed by a wine & cheese reception and book signing. Sutherland, who is on the planning committee for this event, provided background information on Mr. Fairchild, who was an instructor at Kearney State College from 1968 to 1970. This event is a collaborative effort among the UNK Library, English Department, Reynolds Reading Series, Faculty Senate Artists and Lecturers Committee, University Foundation, Kearney Public Library, and Kearney High School Library. Wilke noted that the representative from Kearney Public Library commented she could not remember such extensive collaboration on an event before. Mr. Fairchild’s visit will immediately precede the observance of National Library Week, which is the following week, April 14-20, 2013.
3. **Archives Consultant, Summer 2013** – Wilke provided background information on efforts to identify funding to hire a consultant to review the UNK Archives and Special Collections. With funds from the Senior Vice Chancellor and the Library, an Archives Consultant will visit the campus in August, 2013, to evaluate the Library’s archives space and assess its needs. The consultant is a paper conservator/preservation consultant and a Professional Associate Member of the American Institute for Conservation (AIC). She is also the Preservation Field Services Librarian at the Yale University Library. She will conduct her assessment over two days, August 13-14, and will then spend one day preparing a report of her findings and recommendations.

4. **Change in Responsibilities for Dr. Ron Wirtz** – Wilke provided background information on Librarians’ responsibilities in general and then described the changes to Dr. Ron Wirtz’s responsibilities resulting from his recent appointment as Assessment Librarian and Assistant Director of the Learning Commons for the Library. Rochelle Krueger will assume Instruction Coordinator responsibilities.

5. **Assessment in Action** – One of Dr. Wirtz’ first projects has involved investigating the “Assessment in Action” (AiA) program of the Association of College and Research Libraries (ACRL), a division of the American Library Association. Three hundred institutions of all types will be selected to participate in the AiA learning community (Year 1: 75 institutions; Year 2: 100 institutions; Year 3: 125 institutions). Each participating institution will identify a team consisting of a librarian and at least two additional team members as determined by the campus (e.g., faculty member, student affairs representative, institutional researchers, or academic administrator). The librarian team leaders will participate in a 14-month professional development program that includes team-based activities carried out on their campuses. Librarians who participate will lead their campus teams in the development and implementation of an action learning project examining the impact of the library on student success and contributing to assessment activities on their campus. The projects will result in a variety of approaches to assessing library impact on student learning which will be documented and disseminated for use by the wider academic library and higher education communities. The different perspectives and experiences represented by the institutional team members will foster a collaborative approach to assessing the library’s impact on student learning and success on the campus of each participating institution. The AiA program has three broad goals:

**GOAL 1:** Develop the professional competencies of librarians to document and communicate the value of their academic libraries primarily in relation to their institution’s goals for student learning and success.
GOAL 2: Build and strengthen collaborative relationships with higher education stakeholders around the issue of library value.

GOAL 3: Contribute to higher education assessment work by creating approaches, strategies, and practices that document the contribution of academic libraries to the overall goals and missions of their institutions.

In addition to Ron Wirtz; Keri Pearson, Academic Peer Tutoring/Assessment Specialist, Learning Commons; and Beth Hinga, Assessment Director, are members of the UNK team. The application submitted to ACRL included description of a study proposing to measure effectiveness of Library information literacy instruction and Learning Commons referral.

Zoellner reported that the fraternities are investigating how study hours affect students’ GPAs. He will present the results of this study to Dean Wilke when it is completed.

6. New Calvin T. Ryan Library Web Pages – Michael Sutherland introduced himself and provided information pertaining to his professional background and qualifications. He then presented a demonstration of the new library web pages, describing the work of the Library’s Web Development Committee. The new library website is the culmination of a two-year project which focused especially on web content and accessibility for people with disabilities. The committee prepared a website evaluation, conducted a usability study in Spring 2011, and prepared a report of their findings. Sutherland described processes that were used to research and develop the new website, including making the language more understandable and easier to use. The library website resides on its own webserver. Schroeder encouraged the Web Committee to test accessibility to the website from outside UNK. Sutherland demonstrated several key features of the new website and asked questions regarding content and usability.

There being no further business to discuss, the meeting adjourned at 2:58 p.m.

Respectfully submitted,

Colleen M. Lewis
Scribe
Calvin T. Ryan Library Research Award for Undergraduate Research

The Calvin T. Ryan Library Award for Undergraduate Research, in conjunction with the Office of Undergraduate Research & Creative Activity, recognizes and honors excellence in the use of library services, collections, and resources by undergraduate student researchers.

Eligibility:
All undergraduate exhibitors and presenters at Student Research Day, sponsored by the Office of Undergraduate Research, are eligible to apply for the award.

Procedure:
To apply for this award, submit the following:

1. A bibliography of all works cited and consulted for the project
2. A narrative of the research process, explaining how library resources were used for the project and specifying which Calvin T. Ryan Library services (research consultations, web tutorials, etc.) and resources (Research Guides, databases, indexes, etc.) were used within this process.
3. Do not include research logs or copies of articles with the application.
4. Submit application documents electronically to Rochelle Krueger at: kruegere@unk.edu
5. Application deadline is Friday, March 22, 2013.

Evaluation Criteria:
Applicants will be judged by a panel of UNK library and departmental faculty in accordance with the Association of College and Research Libraries’ Information Literacy Competency Standards for Higher Education. These criteria include demonstrating the ability to:

- Determine information needs to start research
- Effectively find information
- Critically evaluate information for relevancy
- Synthesize information
- Ethically use information

Award:
The winner will be announced at the Student Research Day Award Ceremony. The prize is $100.
Calvin T. Ryan Research Award Committee
Jennifer Harvey and Rochelle Krueger
January 31, 2013
B. H. Fairchild

b. 1942

B.H. Fairchild was born in 1942 in Houston, Texas, and grew up in small towns in Texas and Kansas. The son of a lathe operator, he attended the University of Kansas and the University of Tulsa. His poetry explores the empty landscapes of the region of his birth, and the lives of its working-class residents, including his own family and friends. Frequently described as a poet of the “sacred,” Fairchild’s work has gained renown for its marriage of high and low culture and art, as well as its interest in evoking beauty in quotidian memories and events. According to Paul Mariani, “Like William Carlos Williams, James Wright, and James Dickey, all writing in the American grain, [Fairchild] insist[s] on the beauty to be found in what seems to be a desolate landscape.” Fairchild’s books of poetry include *The Arrival of the Future* (1985; reissued 2000); *The Art of the Lathe* (1998), which received the Beatrice Hawley Award and was a finalist for the National Book Award; *Early Occult Memory Systems of the Lower Midwest* (2004), winner of the National Book Critics Circle Award, the California Book Award, and the Bobbitt National Prize for Poetry; *Local Knowledge* (2005); and *Usher: Poems* (2009).

Fairchild has also written a critical study on the poetry of William Blake, *Such Holy Song: Music as Idea, Form, and Image in the Poetry of William Blake* (1980).

Reviewing *Usher* in the *Los Angeles Times*, David Ulin declared Fairchild, “one of those poets who prove readers love: Meaty, maximalist, driven by narrative, he stakes out an American mythos in which the personal and the collective blur.” Fairchild’s carefully wrought narratives include moments of ecstatic revelation, often by bringing typically American themes and locales into juxtaposition with “high” art. Barbara Berman in the *Rumpus* noted that *Usher*’s title poem contains “references to Gene Kelly, Milk Duds. Kierkegaard and other signifiers of popular, intellectual and religious culture is equally inventive proof of Fairchild’s risk-taking. Gritty meets exalted and gets the shadows just right.”

Fairchild himself spoke to the intersection of physical labor, memory, and his development as a poet in an interview with Mariani: “One of the most important transitions for me, psychological or otherwise, was the gradual, halting movement out of the physical world of work into the world of art and literature and ideas. Very often, especially in my later teens and early twenties, I was existing in both worlds at the same time, watching a welder lay down a perfect seam while *Madame Bovary* was walking around in my head, or observing the gleam of a freshly shaped and honed piece of stock while remembering the arc of a Brancusi sculpture. I don’t ‘insist’ upon beauty being found in strange, overlooked places; that’s just the way it seems to
emerge in many of my poems. Nobody could be more surprised at this than I am. I did not have a talent for machine work and could not wait to escape that little town, at least for nine months, to the world of the university. But that town is where my mind seems to locate the startling fact of beauty. And the stranger the circumstances or source of beauty, the more authentic it seems to me."

Fairchild has received numerous honors and awards for his work, including fellowships from the National Endowment for the Arts and the Guggenheim Foundation. He is the recipient of the William Carlos Williams Award, the Kingsley Tufts Poetry Award, the Aiken Taylor Award, the Arthur Rense Prize from the American Academy of Arts and Letters, and the PEN Center USA West Poetry Award, among others. His work appears widely and he has taught at numerous institutions. He is currently a professor of English at the University of North Texas.

CAREER

Poet and educator. C & W Machine Works, Liberal, KS, until 1966; Hercules, Inc., Lawrence, KS, 1966-67; Kearney State College (now University of Nebraska), Kearney, NE, instructor, 1966-70; University of Tulsa, Tulsa, OK, teaching fellow, 1970-73; Southwest Texas State University, assistant professor, 1973-76; Texas Woman's University, associate professor, 1976-83; California State University, San Bernardino, professor, 1983—. The Frost Place, Franconia, NH, poet in residence, summer, 2001.

BIBLIOGRAPHY

POETRY
- C & W Machine Works (chapbook), Tellado Press (Danville, IL), 1983.

OTHER


FURTHER READING

BOOKS
ACRL, Association of College and Research Libraries, a Division of the American Library Association

Assessment in Action: Academic Libraries and Student Success

In September 2012, ACRL was awarded a National Leadership Demonstration Grant of $249,330 by the Institute of Museum and Library Services (IMLS) for the program “Assessment in Action: Academic Libraries and Student Success” (AiA). Part of ACRL’s Value of Academic Libraries initiative.

The genesis of the AiA program
This program is based on ACRL’s 2011 IMLS Collaborative Planning Grant which convened two national summits. The summits assembled representatives from twenty-two postsecondary institutions, including senior librarians, chief academic administrators, and institutional researchers, for discussions about library impact. The following four broad themes emerged about the dynamic nature assessment in higher education:

- Accountability drives higher education discussions.
- A unified approach to institutional assessment is essential.
- Student learning and success are the primary focus of higher education assessment.
- Academic administrators and accreditors seek evidence-based reports of measurable impact.

Given this intensified attention to assessment and accountability issues in the higher education sector, five overarching recommendations for the academic library profession emerged...

Recommendation 1: Increase librarians’ understanding of library value and impact in relation to various dimensions of student learning and success.

Recommendation 2: Articulate and promote the importance of assessment competencies necessary for documenting and communicating library impact on student learning and success.

Recommendation 3: Create professional development opportunities for librarians to learn how to initiate and design assessment that demonstrates the library’s contribution to institutional mission and strategic goals.

Recommendation 4: Expand partnerships for assessment activities with higher education constituent groups and related stakeholders.

Recommendation 5: Integrate the use of existing ACRL resources with library value initiatives.

The AiA project design is based on those recommendations.

About the program
Three hundred institutions of all types will be selected to participate in the AiA learning community (Year 1: 75 institutions; Year 2: 100 institutions; Year 3: 125 institutions). Each participating institution will identify a team consisting of a librarian and at least two additional team members. The librarian team leaders will participate in a 14-month professional development program that includes team-based activities carried out on their campuses.

Partner, partner, partner; be visible and demonstrate value of libraries as campus partners in the student and faculty learning process. – Academic administrator at ACRL’s 2011 summits

Librarians who participate in the AiA program, supported by a blended learning environment and a peer-to-peer network, will lead their campus teams in the development and implementation of an action learning project examining the impact of the library on student success and contributing to assessment activities on their campus. The projects will result in a variety of approaches to assessing library impact on student learning which will be documented and disseminated for use by the wider
academic library and higher education communities. The different perspectives and experiences represented by the institutional team members will foster a collaborative approach to assessing the library’s impact on student learning and success on the campus of each participating institution.

**The AiA program has three broad goals:**

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AiA will result in training for 300 librarians.... The design of the professional development program and the results of the collaborative campus projects have the potential for significant impact in the profession. The teams will participate in peer review and provide feedback about the library value projects developed by other participating teams. An online collection of library value approaches, practices, and tools replicable to a variety of higher education settings will be documented and articulated for use by the wider academic library and higher education community.

**About the curriculum**

...Learners work collaboratively in face-to-face sessions, webinars, and asynchronous online environments to create, share, and build content and products. In addition to cognitive learning outcomes which focus on building skills and enhancing knowledge, the program will include affective learning outcomes achieved by creating a peer-to-peer collegial network among the librarians in each cohort...In the process, a “community of practice” will develop... The AiA program design includes a sequenced set of experiences to promote and support the creation of a community of practice. The learning activities will also encourage action learning...As the librarians work with their team members on the design and implementation an assessment project, the knowledge and skills they acquire will be tested in authentic learning environments.

...AiA professional development program offers an opportunity to create and evaluate emerging instructional models as they relate to professional practice. The focus on action learning will also lead to a deeper understanding of what happens when knowledge and skills are applied in practice.

**How to get involved**

ACRL is currently **seeking applications** from all types of higher education institutions for 75 teams to participate in the first cohort of “Assessment in Action: Academic Libraries and Student Success.” Librarians will each lead a campus team in developing and implementing an action learning project which examines the impact of the library on student success and contributes to assessment activities on campus. They will be supported in this work by a professional development program with sequenced learning events and activities at key junctures. The AiA program, part of ACRL’s **Value of Academic Libraries** initiative, employs a blended learning environment and a peer-to-peer network over the course of the 14-month long program, which runs from April 2013-June 2014.

In order to apply, each prospective institution must identify a team consisting of a librarian and at least two additional team members from other units (e.g., faculty member, student affairs representative, institutional researcher, or academic administrator). The application requires two essays – the first describes the team’s project goals and the second describes the goals of the librarian team leader – and statements of support from the library dean/director and campus chief academic officer.

March 2013