

**Extending Our Reach: The Inaugural Colloquium on Libraries and Service Learning  
Santa Clara University  
Monday August 11, 2014**

7:45-8:45 – Registration and Breakfast (Williman Room, Benson Center)

8:45-9 - Welcome (Williman Room)  
Jennifer Nutefall, University Librarian at SCU  
Dennis Jacobs, Provost at SCU

9-10 – Keynote, Nadinne Cruz (Williman Room)

10-10:15 - Break

**10:15-11 - Session 1**

Benson Center, Parlor C

- Avoiding fluff: Crafting meaningful student reflection activities – Maureen Barry (Wright State University)

Benson Center, Williman Room

- Three legs of the stool: Service learning projects, community and library – Karen Schmidt, Deborah Halperin, Matt LaLonde (Illinois Wesleyan University)

**11:05-11:50 - Session 2**

Benson Center, Parlor C

- Building Bridges at The People's University: Supporting faculty pursuits to develop service learning research - Hillary Richardson and April Heiselt (Mississippi State University)

Benson Center, Williman Room

- Community engagement & information literacy: A case study – Gretchen Keer, Jeffra Bussmann (California State University, East Bay)

**11:50-1 – Lunch/Round table discussions (Benson patio)**

- **Table 1:** Beyond butts in seats: Creating campus and community partnerships through meaningful outreach – Kristen Mastel
- **Table 2:** Service learning projects and credit bearing library instruction – Amanda Peters
- **Table 3:** What does the library bring to the table? Advocating for service learning – Chris Sweet
- **Table 4:** Global and local: Service, mutuality, and interdependence – Phyllis Ryder
- Open discussion tables will be available

**1:00-1:45 - Session 3**

Benson Center, Parlor C

- The library as social contract: Linking information literacy and practice in a service

learning based course – Michael Courtney (Indiana University, Bloomington)

Benson Center, Williman Room

- Read across the county: Campus literacy outreach – Erica Franklin & Michelle Martin (Burlington County College)

University Library, Viewing and Taping A

- Information in the real world: building a bridge between academic and community information through service learning - Megan Stark (University of Montana)

1:50-2:30 – **Poster Sessions** (Benson Center, Parlor B)

- Putting it into practice: Service learning and the LIS curriculum – Sarah Crissinger (University of Illinois at Urbana-Champaign)
- Exploring service learning at the University of Michigan: Year one for a new task force – Amanda Peters (University of Michigan, Ann Arbor)
- Commitment to Magis: Going beyond our walls – Laurie Hathman, Julia Vargas, Mandi Sonnenberg (Rockhurst University)
- One librarian's experience on an international service learning trip – Roger Kosson (Denison University)
- The tool library: From information to implementation – Karen Schmidt & Matt LaLonde (Illinois Wesleyan University)
- The Barbara A. Holland Collection for Service Learning and Community Engagement – Joyce Neujahr (University of Omaha)

2:30-2:45 - Break

2:45-3:30 - **Session 4**

University Library, Viewing and Taping A

- American University's School of Public Affairs Leadership Program discovers the library – Olivia Ivey (American University)

Benson Center, Parlor C

- Crossing the tracks: Service learning, oral history and the Library – George Loveland (Barton College)

Benson Center, Williman Room

- Emptying the silo, entering the 21<sup>st</sup> century: Librarians engaged in service learning – Elizabeth Heffington & Christin Shatzer (Lipscomb University)

3:30-4 - Closing remarks (Williman Room)

4-5 – optional tours of the University Library and the Mission

5:15-6:30 - Reception

## **Session 1**

Avoiding fluff: Crafting meaningful student reflection activities  
Maureen Barry (Wright State University)

Critical reflection is an integral part of all service-learning experiences. This interactive presentation will focus on crafting significant reflection activities and assignments for service-learning students. Using examples from her own courses and from other experienced practitioners, the facilitator will guide participants through the careful design of meaningful reflection activities. Whether you are experienced or a novice, teaching your own S-L course or providing support to a faculty member who teaches an S-L course, practitioners will take away guaranteed practical reflection strategies that will help students connect service with learning.

Three lefts of the stool: Service learning projects, community and library  
Karen Schmidt, Deborah Halperin, Matt LaLonde (Illinois Wesleyan University)

Illinois Wesleyan University's Action Research Center is a rich program that launches many different service learning programs in the Bloomington-Normal community. The need to develop information literacy skills, as well as knowledge about research and trade publications that frequently exist outside the normal, are not always obvious to the faculty directors or the students. The IWU library has seized on many opportunities to integrate library research and critical thinking skills into service learning projects. Some are obvious - working with faculty and students in senior seminar classes and assisting with research papers and presentations - while others are more subtle. The latter includes using our institutional repository to house service learning projects and publish excellent research papers and presentations; using the UL's role as a member of the local city council to facilitate access to government staff and services and teach skills in searching municipal codes and the many local government trade publications; the use of interns for government and organizational projects to build on our institutional commitment to community service; and assisting students in developing strong grant-writing skills. Using 3 service learning projects as case studies, the presenter will discuss how these various approaches are building a solid foundation for library engagement with faculty and students involved in the Action Research Center.

## **Session 2**

Building bridges at "The People's University": Supporting faculty pursuits to develop service-learning research  
Hillary Richardson, Dr. April Heiselt, and Noelle Avenmarg (Mississippi State University)

In an effort to provide faculty at a 4-year, land-grant research institution with resources to research and publish their service-learning pedagogy, Mississippi State Libraries formed a partnership with the Center for the Advancement of Service-Learning Excellence (CASLE). This presentation highlights the methods for beginning a partnership, including ideas like the creation

of a service-learning liaison, a LibGuide, developing a service-learning collection, and connecting faculty to service-learning research in their specific fields. Additionally, the presentation includes a guide on forming and sustaining partnerships between academic libraries and service-learning entities.

Community Engagement and Information Literacy: A case study

Gretchen Keer and Jeffra Diane Bussmann (California State University, East Bay)

This session is a case study describing our exploration of community engagement and information literacy over four quarters in LIBY 1210: Introduction to Information Literacy. Our module introduces students to new ways of viewing the production of knowledge by asking them to participate in a community-based participatory action research scenario. Typically, unless librarians can attach instruction activities to existing service learning courses, we are not able to assign such projects. However, if we shift our focus from a service learning/volunteerism paradigm to a broader community engagement model, there are opportunities to expand into a more social justice based approach.

### **Session 3**

The library as social contract: Linking information literacy and practice in a service learning-based course

Michael Courtney (Indiana University-Bloomington)

Service learning can dramatically increase opportunities for librarian and teaching faculty collaboration, broadening the librarian's role in curriculum design and creating a fluid social contract with students. Such engagement positions the library as a dynamic partner in civic education. This presentation will discuss the collaboration between the Indiana University Libraries and the ACE (Advocates for Community Engagement) Program. The presentation will focus specifically on several innovative approaches used in strengthening information literacy within a service learning context as well as methods for creating and collaborating with campus and community partners in an academic library context.

Read across the county: Campus literacy outreach

Erica Franklin and Michelle Martin (Burlington County College)

This year, Burlington County College became the first college in the nation to partner with First Book, a nonprofit social enterprise, to distribute 40,000 books to children in need. This is a comprehensive service-learning initiative that includes English students researching eligible communities, identifying qualified recipients, and conducting assessment of the project's impact. This initiative is a step toward eliminating illiteracy and the obstacles children face when they don't have books at home. The Burlington County Library System plays an integral part in making this possible. Workshop attendees will receive tools to replicate the project with their community colleges and libraries.

Information in the Real World: Building a Bridge between Academic and Community Information through Service Learning

Megan R. Stark (University of Montana)

Presentation will address differences between academic information and information in the real world, including its arrangement, collection and creation. Presentation will demonstrate how UM Libraries restructured information literacy workshops for service learning courses to teach students to build a bridge between abstract, scholarly sources and community information. We found that teaching students to find, value and use community information in addition to academic materials promoted their ability to interact in service environments with increased sophistication. Will allow opportunities for discussion and application at attendees' institution.

#### **Session 4**

American University's School of Public Affairs Leadership Program discovers the library

Olivia H. Ivey (American University)

American University's mission statement tells us that "among major universities...its distinctive feature...is its capacity as a national and international university to turn ideas into action and action into service." [1] With such a strong institutional priority placed on service learning, it is important for the AU Library to explore involvement in service learning programs. This presentation will introduce attendees to service learning at AU generally, with primary focus on the School of Public Affairs Leadership program. Under the leadership of upperclassmen, freshmen in the program explore a social justice problem in small groups. For the fall semester, each interest group proposes a solution to a social justice problem in the form of a policy memo. In spring semester, they partner with a local non-profit to implement their proposed solution. The policy memo assignment provides a unique opportunity for a subject specialist librarian to provide targeted research skills and information literacy instruction that directly relates to community action. This case study will allow us to see how this works in practice, how student learning outcomes have improved, and will explore how the model can be expanded to work with other service learning programs.

[1] American University, "Statement of Common Purpose: American University's Mission," 1994, updated 11/8/2010, <http://www.american.edu/president/Statement-of-Common-Purpose.cfm>.

Crossing the tracks: Service learning, oral history and the library

George W. Loveland (Barton College)

The Norfolk Southern Railway tracks outline the boundaries of Wilson, NC's racially segregated communities. In the fall of 2012, a group of citizens from East Wilson, the African American side of the tracks, met to explore ways to document their community's history, in hopes of winning historic preservation funding. Barton College's library director attended these meetings, and

launched “*Crossing the Tracks*,” an oral history service learning partnership between the citizens, Hackney Library, and Barton’s History Department. George Loveland, the library director, will present a paper that discusses the project as a case study of service learning for social justice.

Emptying the silo, entering the 21st century: Librarians engaged in service learning  
Elizabeth Heffington and Christin Shatzer (Lipscomb University)

Through an active learning session, this presentation will discuss the experience of a librarian at Lipscomb University who teaches a service learning course in Freshman Seminar. Credit earned in this course fulfills part of the comprehensive SALT (Serving and Learning Together) graduation requirement. The characteristics and culture of service learning complement the characteristics and culture of academic librarians. The added value of active library participation in the SALT program to students, their increased engagement with the university library, and the ultimate goal of student retention will be addressed.

At face value, such a partnership makes sense. However, what tensions arise in such a relationship? 21<sup>st</sup> century academic librarians need to move beyond the library walls. Service learning goes beyond the university walls. This requires a cultural shift – service learning was new to Lipscomb University at the time of the inception of the SALT program 6 years ago. How can we engage?

## **Poster Sessions**

Putting it into practice: Service learning and the LIS curriculum  
Sarah E. Crissinger (University of Illinois at Urbana-Champaign)

The American Library Association’s Standards for Accreditation of Master’s Programs in Library and Information Science emphasize exposing LIS students to both diversity and practice (2008). Incorporating service learning into the LIS curriculum offers a solution to tackling both of these issues while giving students real-world experience that they can use in today’s competitive job market. But how many ALA-accredited programs actually incorporate service learning in some way? Many studies in the library science literature discuss specific cases of service learning within LIS programs, but only address one or two programs. Other studies look more broadly at multiple LIS programs but are outdated in terms of the growing field of service learning (Mehra 2004). This poster offers a more holistic picture of service learning in today’s LIS curriculum. The poster will provide quantitative data about which of the nation’s fifty five ALA-accredited programs offer a service learning component explicitly in their course catalog. Noting the mention of service learning or community informatics within the course catalog is an important indicator of the institution’s mission regarding service learning, as it attracts students interested in service learning and gives employers more information. The poster’s data will be organized to emphasize disparities in service learning in relation to geographic location and rank (U.S. News & World Report 2013). In addition, the poster will highlight some of the reasons that scholars believe service learning is an integral part of LIS student development.

Exploring service learning at the University of Michigan: Year one for a new task force  
Amanda R. Peters (University of Michigan - Ann Arbor)

A library task force was charged with exploring service learning initiatives across our campus, and how the library might provide greater support to these initiatives. Our work has resulted in organizing a series of panel discussions attended by librarians and members of the University community. These discussions have helped us understand the landscape and have prepared us for more involvement in service learning projects

Commitment to Magis: Going beyond our walls  
Laurie Hathman, Julia Vargas, and Mandi Sonnenberg (Rockhurst University)

This poster will highlight how a small, private university, located in the urban core of a major metropolitan area, is moving through the stages of developing formal and information service learning collaborations across campus and in the local community with organizations who have limited resources. These partnerships involve faculty, librarians, service learning, community outreach, student life staff across campus and non profit and educational institutions in the community.

One librarian's experience on an international service learning trip  
Roger Kosson (Denison University)

In the winter of 2010, a Denison University librarian became an adviser to a Habitat for Humanity "alternative" spring break trip to El Salvador. The students held several class sessions before the trip, and the librarian educated the students about library resources to learn about the country. This poster session describes the librarian's experience both before and during the trip, and offers ways that such an experience can benefit libraries and librarians.

The tool library: From information to implementation  
Karen Schmidt and Matt LaLonde (Illinois Wesleyan University)

In 2012, Matt LaLonde was engaged in IWU's service learning program, the Action Research Center. While working on research for another topic, he discovered a tool library in Philadelphia. Matt's research led to the establishment of a fully functional tool library in Bloomington, IL. Matt will discuss his research and work on this project; Karen will discuss the service learning program and how this service project engages both primary and secondary resources.

The Barbara A. Holland collection for service learning & community engagement  
Joyce S. Neujahr (University of Nebraska - Omaha)

Gifted to the University of Nebraska at Omaha's Criss Library, the Barbara A. Holland Collection offers a unique (and the only) retrospective and comprehensive collection for Service Learning

and Community Engagement. This internationally important collection features publications regarding engagement research in higher education, K-12 schools, the community-based organization sector and the Tribal Nations. Making these materials available to policy makers, researchers and practitioners is an invaluable asset for the advancement of the field.