

President's Report

For most of us in academic libraries, the weeks between Thanksgiving and the end of the term can be a bit crazy – as if the stress that the students are experiencing is contagious. As a the result, I have started this report three times, each attempt derailed by either a low-level crisis from the outside or a memory lapse on my end. In effort to just ‘get ‘er done’, I am opting to a less narrative, more bulleted piece, and trust that you won’t mind.

Board activities:

- Over the summer & fall board members have put time in to improving the documentation for their positions and streamlining the transition process for new members
- With the help of the ACRL National office, we are continuing our efforts to increase membership by connecting with individuals & institutions in the state.
- The chapter received access to a free webcast from ACRL National. The board chose the webcast “Precision Googling: Techniques to Extract Exactly What You Want from the Largest Search Engine.” The webcast was hosted by Central Washington University on November and will be available to members via the [ACRL WA website](#). A second free webcast will be scheduled after the new year.
- We welcomed Caitlan Maxwell as our newsletter editor.

Conference highlights:

- The annual WA/OR joint conference was held Oct. 23 & 24 at Menucha Retreat Center. The theme for the conference was “Professional Identity and Technology: Looking Forward” – and the Oregon chapter did a great job of providing multiple opportunities for us to discuss & reflect on the varied aspects of ‘identity’ One of my favorite activities was the Six Word Stories (actually I enjoyed reading the stories more than writing them.)
- Keynote speakers, [Deborah Hicks](#) & Chris Bourg, were great! If you are wondering what you missed, you can read Chris’ closing keynote, [Librarianing to transgress](#), on her blog.
- The Washington chapter was represented by a small but mighty contingent, responsible for over half of the presentations. To learn more about the topics covered and who you might want to touch base with for more information, take a look at the [conference schedule](#).

Looking ahead:

- ACRL WA is again receiving access to two ‘free’ webcasts from ACRL National. Be on the lookout for email notification of when the in-person events will take place, as well as how to access the archived version from the [chapter website](#).
- As we head into the new year, we will begin the process of soliciting nominations for the 2015-2016 year. Please consider tossing your hat into the ring – or at the very least, talk to one of the current [board members](#) for more information.

Wishing you all a safe and sane end to the academic term and the calendar year. If you have any questions or concerns regarding our chapter, please feel free to contact me directly.

Amy Stewart-Mailhiot
ACRL WA President

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ACRL WA/OR Joint Conference Scholarship Essays

The Washington Chapter of ACRL provides two conference scholarships—one to a library school student residing in the state and the other to a new academic librarian in the state. The scholarship enables recipients to attend the annual fall conference jointly held by the WA/OR Chapters of ACRL. The scholarships provide full conference registration, including meals and lodging, plus a \$25.00 travel stipend, and a one year membership in the WA State Chapter of ACRL. This year's scholarship recipients are Reed Garber-Pearson and Talea Anderson. The following essays record their conference experiences.

Finding Identity Through Shared Vision

By **Reed Garber-Pearson**, Graduate Student, University of Washington's Information School



In October I had the opportunity to attend the ACRL WA/OR joint conference at Menucha on a student scholarship. The topic of this whirlwind conference was *Professional Identity and Technology: Looking Forward*. As a student, just beginning to form my own personality within the field, it was a fantastic theme to be immersed in. Identity is a sticky subject for me. Choosing boxes and conforming to categories is complex, and for me they don't always exist unless I create them. This conference offered a new experience, one in which I was able to become aware and present in my own subjective participation, without feeling separate or averse to joining. Possibly it was the astounding home cooked meals or the sweeping views over the Columbia River Gorge, but being in a room full of compassionate people with similar investments, was uplifting. There is comfort in finding myself within this multifaceted Venn diagram.

Since the conference, the book that sits on my bedside table is Bell hooks' *Teaching to Transgress*. Closing keynote Chris Bourg offered a necessary conversation on the politics of librarianship and creating spaces for transformative communication within the library. This is neither a neutral nor an apolitical field. The work of a librarian is inevitably tied up in the politics of identity, oppression, access and economics. Academia, in particular, is a system organized to make us feel like we can never quite catch up. It could be so easy to attend each class, submit each assignment, and move on to the next agenda item without placing my values and heart at the center of it. But this is a fantastic reminder that, even as a student without any concrete power, I am a puzzle piece in an entire ecosystem of information. I do this for growth and change, and to build bridges for others that can connect them with information to enhance their lives.

A valuable token I bring back to my present, is to be honest, inquisitive and open. I have been investigating the positions of established librarians, searching for where I might fit. This has been invaluable, and I will continue to gain insight from my mentors, those who are already out there finding new ways of connecting knowledge and users. It is inspiring to better understand that this is a well established yet constantly evolving field. The options don't have to end in what already exists. There is opportunity and space to connect and build upon those vested boxes while creating those that are not yet known.

Reflections on ACRL OR-WA 2014

By **Talea Anderson**, Cataloging & Digital Initiatives, Central Washington University



For me personally, the topic of this year's ACRL OR/WA conference—professional identity and technology—couldn't have been more timely. Since the beginning of this year, I'd been asked to manage Central Washington University's new institutional repository. It's been an exciting proposition but it's come with a host of new responsibilities. Most notably, I've been making my first tentative forays into discussing open access and scholarly communications with faculty members.

Recently I found myself in a lengthy exchange with a faculty member who had deep reservations about making his work publicly available in an institutional repository. "Why would I let somebody steal my work?" he asked. "Is this really an effective alternative to traditional publishing? Are we blindly following a fad?" I was unprepared for his questions and stuttered through my responses. Although I believed in my reply—in part that open access is good for society as a whole—I did wonder about his question. Was I promoting an altruistic tool or a flashy fad?

Cont. page 3

The keynote speakers at the ACRL OR/WA conference raised similar questions as they spoke about technology and librarian identity. Both Deborah Hicks and Chris Bourg asked us to consider whether we use technologies for their own sake—because we feel more “relevant” by claiming technological prowess—or whether we use technology to support core values like social justice.

I appreciated the opportunity to step away from work and consider these questions. As Hicks noted at the end of her talk, a little “intentional navel-gazing” may be just what’s needed to work out our relationship to technology. I think all of us would also agree with Bourg when she noted that our values should come first—our sense of humanity—and the technology should follow as support. Bourg reminded us that we’re “librarianing in messy, sexist, racist, homophobic times,” which means that we may need to step back on occasion and straighten our priorities before continuing on. For me, the conference at Menucha provided just that sort of pause where I could hear from colleagues and reflect on our common priorities. After this moment of reflection, I look forward to carrying on the conversation in the future, as gracefully and thoughtfully as I can manage. Thanks to all participants for the inspiration.

The Cephalonian Method in Action

By **Chelsea Nesvig**, Substitute Librarian, Bates Technical College

“How much will it cost me to print a picture of my cat, Florence Nightingale? I want to show my teacher and see if I can bring her in for show and tell.”

As more than 50 first year nursing students giggled while their classmate read this question, from a color-coded index card, I was sold. During the rest of my 30 minutes with them, other students asked preplanned questions on a range of library-related topics – including the one above regarding print costs in the library. They were subsequently informed by me about the library and information services available at Bates Technical College in Tacoma, WA. After two or more months of planning, the Cephalonian Method was finally in action!

Upon taking over for a newly retired librarian this past July, I was informed that I would be presenting an orientation session for a new group of practical nursing students on the first day of fall quarter. I was handed discs of PowerPoints used during previous sessions. As I glanced through a 42 slide file, I knew I wanted to try something different.

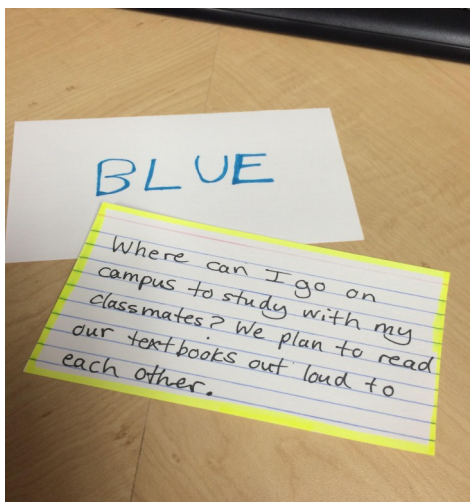
The Cephalonian Method had just entered my consciousness within the previous month, so the timing was fortuitous. It is an active learning technique that takes students from passive listeners to active participants. Originating in the United Kingdom at Cardiff University, it involves preparing color-coded index cards with questions that you want to answer during a library orientation session. This allows a randomly selected group of students to ask questions, while the librarian or presenter stands at the front of the class to answer them. During the library orientation session, I randomly distributed the twelve color coded cards. I then called for colors in the order that I wanted them read and prompted students to stand and read their cards when their color was called. I wanted to keep things light and humorous, so I asked questions like: “My friend said that at his nursing school, the library website has a section that’s just for nursing class info. I dreamed last night that this was true at Bates, too. Do dreams come true?” **Cont. P. 4**

Mind blown at a conference?

Tell us how you are going to apply what you learned to your library!

Going to ACRL in Portland? How about ALA Midwinter in Chicago? Tell us about how you are going to apply what you learned at a conference to your institution. Submit articles and photos to the newsletter editor at maxwec@uw.edu for inclusion in the Spring Issue.





Example (recreation) of a color-coded index card

Some librarians have let a student draw colors from a hat to keep the question order random, but I didn't want to leave that much to chance for my first session. While the Cephalonian Method could be used without accompanying PowerPoint slides, I felt that my slides with the question at the top and illustrative photos* were very useful for students who are visual learners. I took photos of library and campus locations to add to my slides, and kept text to a minimum.

The next challenge will be assessing the long-term effectiveness of this orientation method. I gave students a five minute questionnaire at the end of the session and got positive feedback by asking for the most useful thing they'd learned and what they still had questions about. An attempt at assessing students' memory of the material about four weeks post-orientation was not as successful, especially in terms of return of the surveys by students. Improving on that is my next goal. All in all, it was exciting to test this orientation method on the practical nursing students at Bates and I look forward to using it again when a new cohort begins this spring. It is appealing for its adaptability, interactivity and ability to grab students' attention.

In the end, if they remembered only one thing from my time with them, I wanted it to be that they could come to the library with questions about anything, so my session concluded with this question: "What if I only remember the picture of Florence Nightingale by the time I get home?" For that, I included library contact information and reminded them of the quotation commonly attributed to Einstein: "The only thing you absolutely need to know is the location of the library."

*Special thanks to University of Washington iSchool professor Trent Hill for his emphatic instruction on effective slide design. This article is also printed in the CLAMS Fall 2014 Newsletter.

UW Libraries Wellness Program: Yoga

In early 2013, the University of Washington Libraries began a pilot Wellness Program under the direction of Patrick Osby, Libraries Director of Human Resources. The program's first offering was a six-week yoga pilot, taught by Jenny Mulenburg, a UW librarian who is also a certified yoga instructor (RYT-200). The idea for the class began with the intersection of an employee who wanted to teach on-site, and a new Wellness Program in the Libraries spearheaded by Osby.

To start the pilot, we surveyed all staff asking about interest in a yoga class. Response was strong: 118 people responded to the survey, nearly all of whom said they'd be interested in taking an onsite yoga class. The survey asked questions about preferred days and times, as well as previous yoga experience and/or physical limitations. This allowed us to pick a day and time that worked for most people, and to design a class that would be accessible by the majority of staff working in the Libraries.

The UW Libraries Wellness Committee worked with the instructor to select Mondays at noon as the standing class time, and to reserve a room. The pilot survey let us see that of those that responded, the majority had practiced yoga before, and many owned a mat. We capped the pilot class at 32 participants, to make sure that crowding would not be an issue. The initial pilot ran for six weeks, people brought their own mats, and was taught as an all-levels course focusing on beginners or those returning to the practice after a significant break. The class was offered free to staff, with the instructor donating her time.

For location, we picked a conference room in the main library on central campus. The room is reserved from 12-1pm, and class runs from 12:05-12:50. This gives us enough time to both break down and reset the room, and gives students a few minutes to change clothes, if necessary, and eat lunch.

One of the goals of the class is to keep barriers to entry down. Accordingly, the class is taught at for all levels, with the idea that even newcomers to yoga can benefit from the practice. Poses are kept simple, are aimed at those that spend a lot of time at desks, and offers slightly advanced optional modifications for some poses. No special attire is required, though comfortable pants and shirt are recommended. The goal is to have the class be something that people can come to at the drop of a hat, and not be deterred from attending class if they suddenly have a free lunch hour. **Cont. p. 5**

UW Libraries Wellness Program: Yoga Cont.

After the initial pilot, there was much vocal support for a continuation of the class. A second survey was run, asking for feedback on the program. A selection of comments included:

- I like the convenience of having it in the building.
- I have enjoyed the midday break here on campus, and not having to walk all the way to the [gym].
- I like it that management has been supportive of the program and much more!

After discussions with Osby, the Wellness Committee and Libraries Administration, it was decided that the class would be offered on a continual basis with no registration required. Administration also backed up the program by providing funding to purchase 8 yoga mats and mat cleaning spray. This on-site equipment allows people who forget a mat or who don't own one to still be able to participate in class.

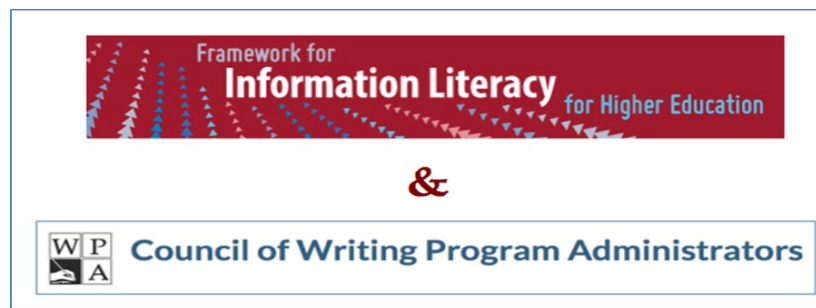
The continuation of the class was with great enthusiasm from staff, who have continued to regularly attend the class, which routinely has 8-14 people in attendance. Several months into the weekly drop-in class, the instructor requested a small amount of funding to be able to purchase 12 foam yoga blocks, a prop that makes many yoga poses accessible to more people by providing support when needed. Two dozen tennis balls and some cotton socks were also purchased, to allow folks to do concentrated muscle release using pressure-point therapy. This has again provided an enhancement to the class that has been very well received.

About a year into the continuous class, a second instructor offered her time, and a second day was chosen to have class. The same room and time slot was chosen, as the lunch hour seems to be the most flexible for the greatest amount of people. Again, an enthusiastic crowd has been regularly attending classes, and feedback has been good.

Success of the program has been due in large part to both the volunteer time of the instructors, as well as solid support from administration, in the form of both participation and financial assistance. Without either of those things, this program would likely not exist. It's unlikely that in a time of constricted library budgets that a paid instructor would be possible, but with volunteer instructors and financial support for equipment, this program succeeds quite well. Liability issues can be covered easily by either having an instructor with insurance, and/or including waivers for students to sign at the outset of class. With donated space that is used respectfully, this is a program model that could be repeated in other institutions.

Librarians and Compositionists Discuss the New Information Literacy Framework

By **Ielleen R. Miller**, Coordinator of Instruction at Eastern Washington University



On Monday, November 10, 2014, 49 librarians and composition instructors gathered for the 6th annual [Inland InfoLit Retreat](#). Held at [Bozarth Mansion](#) in Spokane, the theme this year was "You've Been Framed: The New Framework of Information Literacy & Composition." The attendees came from Eastern Washington University, Gonzaga University, Spokane Community College, Spokane Falls Community College, University of Idaho, Washington State University, and Whitworth University.

Cont. p. 6



The Retreat began with **Dr. Justin Young**, Composition & Writers' Center Director at Eastern Washington University (EWU), and **lelleen Miller**, Coordinator of Instruction at EWU Libraries, introduced Draft #2 of ACRL's Framework for Information Literacy for Higher Education by briefly summarizing the six frames: "Scholarship is a Conversation", "Research as Inquiry", "Authority is Contextual and Constructed", "Format as a Process", "Searching as Exploration", and "Information has Value". They compared the terminology used in the [Framework to the Council of Writing Program Administrator's Outcomes Statement for First Year Composition](#), which was revised in July 2014. (Note: Draft #3 of the ACRL Framework was released two days later, and the wording for the frames has been modified.)

Five presenters gave mini-presentations, three of which were tied directly to the frames.

- **Tim Roe**, Composition Faculty at Spokane Community College, discussed "**Searching as Exploration**" in terms of the need to help students critically read the academic texts that they can now easily find.
- **Kathy Watts**, Access Services Librarian at Whitworth University, discussed "**Authority is Contextual and Constructed**" with specific assignments she gives in her information literacy instruction, such as having students find a recipe online and asking them how they went about choosing it, as well as analyzing their choice in keywords.
- **Elijah Coleman**, Composition Instructor at Washington State University, discussed the need to have **students incorporate discipline-specific sources** in their writing.
- **Janet Hauck**, University Archivist at Whitworth University, presented on "**Format as Process**" and discussed the composition assignment where students find and analyze different formats (encyclopedia entries, books, articles, websites) on their chosen topic.
- And **Kate Watts**, Composition Instructor at Washington State University, presented her successful research assignment that was modeled on the presentation Ms. Hauck had given in 2012 on using archival photographs as the prompt for their research question. Ms. Watts found her students were much more engaged in researching the pictures from WSU's history they chose than they had been when writing more traditional research papers.

Then pairs of composition instructors and librarians from six different institutions discussed each of the ACRL frames, asking each other and the audience questions about what these concepts mean for students in their first year of writing. And after lunch, the attendees chose a specific frame to discuss in break-out sessions.

The Inland InfoLit Retreat was very successful in introducing both the ACRL Framework and the newly revised WPA Outcomes to a receptive audience, as well as composition instructors and librarians sharing successful assignments and collaborations. A few of the comments received in the evaluations:

- So many concrete ideas for assignments / concrete ideas for librarians and comp faculty to collaborate together!
- Some great points of inspiration of fun ideas – thank you for facilitating this collaborative retreat.
- I found it very interesting; I particularly liked hearing practical examples/lessons, etc. of what instructors are doing in the classroom and library.
- I may be biased as a result of being inspired by today's retreat, but I think these mini-presentations, as a whole, were some of the best ever. I am incredibly grateful to all the mini-presenters who shared their work with us, and for all the folks who thought about and discussed these WPA and ACRL outcomes for our benefit. I didn't know the WPA Outcomes existed before.

To view some of the presentations from the past two Inland InfoLit Retreats, or to find out more about the organization, please see the [Inland InfoLit website](#).



Read any good library related books recently?

Write a review!

We are accepting reviews of books related to any aspect of librarianship . Send in your book review to maxwec@uw.edu for inclusion in the Spring Issue.

Image from Pixabay

Science Boot Camp West 2014 a Big Success at the University of Washington

By **Mahria Lebow** . Regional Technology Coordinator NN/LM, Pacific Northwest Region. University of Washington & **Eli Gandour-Rood**, Science Liaison Librarian, Collins Memorial Library, University of Puget Sound



The University of Washington Libraries was the site of the second annual Science Boot Camp West for Librarians from July 9 - 11, 2014. Science librarians from all over the Western United States and Canada enjoyed two and a half days of gorgeous Seattle sunshine, filled with engaging lectures and workshops by day, and entertaining social events in the evening.

This was the second "western" version of Science Boot Camp for Librarians, based on the original Science Boot Camp held each summer in Massachusetts. The first SBCWest was held at the University of Colorado Boulder in the summer of 2013. Attendees from the University of Washington, including Maureen Nolan, Mahria Lebow, Matthew Parsons, and Kari Anderson, volunteered to bring the event to the Pacific Northwest. They formed the 2014 organizing committee along with Eli Gandour-Rood of the University of Puget Sound, Margaret Bean from the University of Oregon, and Margaret Mellinger of Oregon State University.



Science Boot Camp West was developed as an opportunity for academic librarians to hear about three different fields of science directly from researchers. The 2014 Science Boot Camp curriculum was developed with a common theme: the Science of Disasters. Six academic researchers, one local science reporter, four librarians, and one disaster planning professional were invited to discuss their disaster-related work. Science Boot Camp West 2014 was supported by an [NN/LM PNR Symposium Award](#) as well as a grant from the [GWLA Opportunity Fund](#).

Day 1:

On Wednesday, July 9th, University of Washington professors Brian Atwater and David Montgomery spoke on Geology and Geomorphology. Dr. Atwater spoke briefly on his research on historic Cascadia quakes and then invited two guest lecturers visiting from Pakistan, Ghazala Naeem, architect and natural-hazards specialist from Islamabad, and Din Mohammad Kakar, earthquake geologist from University of

Balochistan, to address their current work. MacArthur Fellow Dr. Montgomery explained the field of geomorphology to the audience and then discussed the recent landslide disaster that occurred in Oso, Washington.

Day one came to an end at the UW Club where Boot Campers mingled and then dined while listening to guest speaker, Seattle Times science reporter Sandi Doughton talk about her recent book, [Full Rip 9.0](#). Doughton's talk was a nice way to close the day as she relied on the work of both of the day's earlier speakers to write her book, an exposé of the Pacific Northwest's history of "megaquakes" and what it will mean for us to have "a big one" in the future.

Day 2

Thursday, Day 2, kicked off with Dr. Jan Newton, Senior Principal Oceanographer, Applied Physics Lab at UW, speaking about ocean acidification. Newton is a co-director of UW's Washington Ocean Acidification Center. She was followed by Dr. Robert Pavia, from the School of Marine and Environmental Affairs at UW, who discussed data collection and analysis during a disaster, looking specifically at the Deep Water Horizon oil spill. Thursday afternoon campers had a choice of attending a four-hour workshop on either Disaster Informatics or Data Librarianship led by librarians Mahria Lebow and Jenny Mullenburg from the UW and Dean Walton from University of Oregon. Walton co-presented with Pascal Schuback who works in emergency management at the UW. The warm and sunny Seattle summer weather held up for an evening BBQ and boat ride around Lake Union and Lake Washington.



Day 3:

Boot Camp concluded on Day 3 with two health sciences speakers, Dr. Randy Beaton, emeritus from the UW Schools of Nursing and Public Health and Dr. David Townes, faculty in the Department of Emergency Medicine. Dr. Beaton addressed issues related to mental health in disaster situations, including how to better study first responders. Dr. Townes closed out the day discussing how policy, politics and emergency medicine come together when responding to global disasters, examining the current war in Syria in particular.

Many active twitter users were among the conference attendees, and there were lively discussions using the hashtag #SBCWest14. All tweets from the event have been collected and made available on [Storify](#). More photos and resources from SBCWest14 can be seen at the [conference website](#).



Library Spotlight: CityUniversity of Seattle Library and Learning Resource Center



By **Tammy Salman**, Associate Director, Instruction
City University of Seattle
Library and Learning Resource Center

City University of Seattle Library is currently participating in the [ACRL Assessment in Action](#) 2014-15 program. The project team includes: Tammy Salman, Associate Director of Instruction at the library; Mary Mara, Director of Library Services; Carolyne Begin, Librarian; Dr. Kelly Flores, Dean of the School of Applied Leadership; and Dr. Susan Seymour, Director of Institutional Effectiveness.

About the library's instruction program

Based on City University of Seattle's [Academic Model](#) and City University Learning Goal 3 (CULG 3; critical thinking and information literacy) the library instruction program prepares information-competent graduates who *"are able to find, access, evaluate, and use information in order to solve problems."*

The CityU Library's embedded Information Literacy (IL) Instruction Program develops students who can define the type of information needed for specific situations and effectively apply strategies to find, access, evaluate, and use that information for the purpose of academic achievement and lifelong learning. Leveraging a variety of technology tools, the instruction program ensures faculty and instructors are knowledgeable about library resources and IL instructional support librarians provide to the CityU community. Success of the program is dependent upon collaboration between faculty and librarians to embed information literacy competencies, instruction, and assessment in all academic programs at the introductory, practice, and mastery levels.

About the CityU Library's yearlong assessment project

In response to research and current thinking about 21st Century learning competencies and employer expectations for what students should know and be able to do upon graduation, CityUniversity adopted a Comprehensive Assessment Strategy for 2014-15. CityU's goal is to collect evidence of learning outcomes at course, program, and institutional levels and generate processes and practices that enable comparison across levels and academic programs to achieve an understanding of student learning and program improvement needs.

Our assessment team aims to answer this question: What can the library learn about the impact of its instruction program on student learning by participating in the university's Comprehensive Assessment Strategy?

Data we plan to collect and analyze: Driven by participation in the comprehensive assessment of university learning goals, our project is set up to identify whether there is a cor-

relation between levels of library instruction (Levels 1-3) and student achievement of CityU Learning Goal (CULG) 3B (information literacy), as measured by students' CULG 3B rubric scores, number of clicks on library-created instruction modules in Blackboard LMS courses, and the number of logins to the library online databases (using data parsed from EZProxy logs). We will work with the Office of Institutional Effectiveness to merge data sets and conduct a multivariate analysis of the data.

Levels of instruction defined: The instruction program is comprised of three levels, which are embedded within the Blackboard LMS online learning system. All courses have an associated Blackboard course, regardless of instructional delivery mode (in person, mixed mode, online, performance-based).

- **Library Instruction Level 1:** Blackboard courses include a library web link and the academic program librarian's contact information.
- **Library Instruction Level 2:** Level 1 PLUS recommended support materials such as learning modules, announcements, and additional library-provided links
- **Library Instruction Level 3:** Level 1 and 2 PLUS Includes direct instruction by a librarian or collaboration with faculty which results in students' completion of a required information-literacy skill-building activity. [Level 3 may include in-person instruction sessions in addition to the online component.]

We aim to develop a sustainable model for assessing our instruction program's impact on student learning. Our project results have the potential to give our peers additional tools for leveraging their institution's assessment plan for the benefit of library instruction programs.



Photo, L to R: Dr. Susan Seymour, Tammy Salman, Carolyne Begin, Mary Mara, Dr. Kelly Flores

Campus News: People, Collections, Happenings

EASTERN WASHINGTON UNIVERSITY



James Rosenzweig will be joining the EWU Libraries in January 2015 as our Education Librarian. James grew up in Shoreline, Washington, graduating from Shoreline Community College, the University of Washington (double-major B.A. in History and English), and Western Washington University (Master's in Teaching, Secondary Education) before spending five years

teaching social studies and language arts to sophomores and juniors at Eastlake High School in Sammamish, Washington. After returning to the UW to earn his Master's in Library and Information Science in 2011, he moved to Chicago, where he's spent the last 3+ years working as the Education Librarian at Northeastern Illinois University on the city's north side. He's excited about his return to the Pacific Northwest, where he can continue to draw on his experiences as a teacher in support of students and faculty in education programs at EWU. His research interests center around information literacy, the high school to college transition, and the ways in which technology challenges and inspires the libraries of the future. Beyond the library, James blogs about poetry and prize-winning novels, plays European board games with his wife, and generally does whatever will keep his 12-month-old daughter entertained.

PACIFIC LUTHERAN UNIVERSITY

Instruction and Reference Librarian **Lizz Zitron** is working with area high school librarians and teachers to host the Cavalcade of Authors West conference at PLU on May 2. She says, "It's an example of collaboration between academic and school libraries to support literacy. We are bringing young adult authors together with secondary students in an all-day workshop format. Our authors include Marissa Meyer, Lisa Schroeder, and Kimberly Derting among other well-known YA writers."

Undergraduate Research Librarian **Genevieve Williams** recently completed a Master of Fine Arts in Popular Fiction from the University of Southern Maine's Stone-coast program.

UNIVERSITY OF PUGET SOUND

Exhibits at Collins:

Sparkling Imagination: The history and technology of electricity and electrical power. October 27, 2014, through January 15, 2015. This museum-type exhibit discusses the history of electrical science from Benjamin Franklin through the late 19th century and showcases resources

from the Collins Library book collection and the Physics Department's collection of historical scientific apparatus. The exhibit includes interactive demonstrations of physical principles underlying electrical science and a discussion of electrical power generation in Tacoma and in the present-day United States. The [Library website](#) provides an historical timeline, videos and information associated with the exhibit:

All the World's a Stage: Theatre History at Puget Sound. Associate Director **Lori Ricigliano**, with assistance from faculty and students in the Theatre Department, will curate an exhibit on the history of performances at Puget Sound to be on display February through May 2015. The exhibit will feature costumes, original set and costume designs, playbills and other historical materials.

Information Literacy and Freshman Seminars: **Peggy Burge**, Coordinator of Information Literacy at Collins Library, is leading an effort to engage faculty and librarians in collaborative learning programs. The university is in the first year of the implementation of a new approach to first-year seminars. Students take seminars in the both the fall and spring semester and in both of these new programs, information literacy is a required component. The fall semester is focused on basic IL skills while the second semester places a focus on student generated research and writing. The Collins Library has created a new student position, Peer Research Advisor. The student in this position, is responsible for outreach to freshman and works closely with Peggy Burge and liaison librarians to connect course content and research skills. Learn more about our program by visiting our [libguide](#): The Library also works closely with the Center for Writing, Teaching and Learning to host a series of workshop for faculty to help identify how research skills can be integrated into course assignments.

UNIVERSITY OF PUGET SOUND ARCHIVES & SPECIAL COLLECTIONS

The University of Puget Sound Archives & Special Collections continues the ***Behind the Archives Door*** series, which features faculty, staff, students and scholars sharing and discussing rare and unique items from the collections in an informal setting. The fall 2014 series included talks on digital humanities, preservation, history of print culture, and artists' books.

The Archives & Special Collections recently completed a Transforming Collections Microgrant from the Association for Library Collections & Technical Services (ALCTS). The ALCTS Transforming Collections Microgrant allowed the University of Puget Sound to increase access to the Abby Williams Hill collection, 1861-1943, by digitizing and providing detailed metadata for a selection of documents, paintings, diaries and ephemera. It is hoped that

Campus News: People, Collections, Happenings

this project will inspire faculty and students to undertake similar projects with Puget Sound's unique collections and will be used to facilitate a dialogue on campus regarding the use of archival collections (both physical and digital) to enhance undergraduate teaching and learning.

SKAGIT VALLEY COLLEGE

The Norwood Cole Library at Skagit Valley College is so happy to announce that **Elena Bianco** is now full-time, tenure track (imagine us all sighing: AT LAST!). Elena has been very busy redesigning our library website, with ExLibris/Primo, which premiered in late August. The new website uses the college's responsive design template to be more user-friendly for mobile devices.

Skagit Valley College is offering our first four-year degree, a Bachelors of Applied Science in Environmental Conservation. The library worked closely with instruction faculty to ensure students would have needed resources starting Fall Quarter.

WHITWORTH UNIVERSITY

Whitworth University is pleased to announce the appointment of **Dr. Amanda C. R. Clark** as Director of the Library. Dr. Clark has been very ably serving in this role since July 2013 following the retirement of longtime Library Director, Dr. Hans Bynagle. She received her PhD in Communications and Information Sciences from the University of Alabama with a specialization in history and the future of the book. She also holds a MLIS from the University of Alabama and an MA in Art History from the University of Oregon.

Dr. Paul Ojennus is our new Collection Management Services Supervisor. Paul will oversee the cataloguing, acquisitions, and ILS functions in the library. Dr. Ojennus received his MLIS from the University of Washington and a PhD in Classical Philology and an MA in Classics from the University of Colorado at Boulder. His bachelor's degree was from Pacific Lutheran University.

Kathy Watts is filling a new role for Whitworth as the Access Services Librarian. She will oversee the LibGuides, emerging and extant technologies and any other digitally minded services we need to keep abreast of the technology curve. She is also researching setting up a digital repository. Kathy has her MLIS from the University of Washington and a BA from California State University-Bakersfield in History and English. She has most recently been employed at Olive Tree Software where she was a digital content engineer. Previous to that she worked in libraries, archives and in IT for many years including working at the Huntington Library in San Marino, CA.

CENTRAL WASHINGTON UNIVERSITY

Central Washington University Brooks Library welcomes several new librarians. **Elizabeth Brown** joined us in September working in instruction and reference. **Julie Carmen** joined the library in October and is heading cataloging and digital initiatives. **Maureen Rust** started this month in Instruction and References as well.

John Creech retires November 21 after serving Brooks Library since 1997. John has worked in libraries since 1986. Before CWU, John was at Duke University, Western Carolina University, Willamette University, California State University at Monterey Bay, and others. His roles have included work with library systems, electronic resources, reference, and instruction. His most recent publication was a review of the IUCN Red List of Threatened Species in *College & Research News* July/August 2014. A dedicated and principled professional and a valued colleague and mentor, he will be sorely missed by many in the library and across campus.

Last June, we welcomed **Gerard Hogan** back from his sabbatical in China and Southeast Asia where he gained insights from his immersion in the Chinese higher education and other experiences which he is applying in a variety of ways. An example he shared is the difference in the perception of plagiarism. This is helpful in understanding cultural differences as well as in understanding our scholarly system as a culture with conventions that are not just the natural order of things, but must be learned.

Gerard has leapt back into his work here, devoting most of his time to instruction, both for credit and on request, and to reference. In addition to established instruction activities of the library, he is an active part of the group developing and providing our new library minor. Some of the other members of the library faculty deeply involved in the minor and other instruction include Courtney Paddick, Ginny Blackson, and Elizabeth Brown.

Courtney Paddick also presented a poster at ALA, "ARC to Success," on assessment of the impact of the Academic and Research Commons. She and her collaborators are continuing to gather data this year to expand on that work.

As a member of the fourth cohort in the Orbis Cascade Alliance shared ILS transition, we are rapidly moving toward our "Go Live" date, so it is a very busy time for many of us. Just a few of the library staff members whose Herculean efforts have been absolutely vital to this effort are Beata Miller in Serials, Erin Bledsoe and Kerry Slaughtter in Circulation, and Karen Stevens in cataloging.

SAINT MARTIN'S UNIVERSITY

In August of this year, the O'Grady Library at Saint Martin's University took on two new staff members to fill empty positions. **Cont. P. 11**

Campus News: People, Collections, Happenings

Kael Moffat is now the Information Literacy Librarian, filling a position that had been empty during the previous academic year. He recently graduated with his MLS from Emporia State University (Kansas campus) where he interned in the library at Emporia High School and was a graduate assistant at ESU's William Allen White library, where he was instrumental in initiating flipped instruction for the composition program, as well as working as the night supervisor. Before coming to librarianship, he earned an MA in English from Oklahoma State University and taught high-school English and German in Kansas.

Stefanie Gorzelsky is serving as the full-time Circulation Manager. She received her MLS degree from Clarion University of Pennsylvania in 2007 and has an undergraduate degree in English from the University of Pittsburgh. Until working at SMU, Stefanie served in public libraries as an Adult Services and Emerging Technologies Librarian, and she interned in special libraries while acquiring her degree. Stefanie is enthusiastic about the opportunity to enter the academic library environment and looking forward to expanding her knowledge of libraries every day.

UNIVERSITY OF WASHINGTON TACOMA

Staff Comings and Goings

Kathleen (Katie) Monks joined our staff as Instructional Services Librarian in August. We are particularly happy about welcoming Katie as she was formerly one of our Research Docents, a student employee in Circulation, and a UWT grad.



Picture: Katie Monks

We said farewell to **Erica Coe** in June as she accepted a position at Olympic Community College in Bremerton as the Dean of the Library, Teaching and Learning Center, and e-Learning. A recent update from her indicated that "everything is great!" Congratulations Erica.

We also said good-bye to **Chelsea Nesvig**, one of our reference assistants, who graduated with her MLIS from the UW i-School. She began working as the substitute (and solo) librarian at Bates Technical College Library. Best wishes on your new career Chelsea.

Staff Accomplishments

Justin Wadland, Media and Visual Resources Librarian, published his first book this year and hosted several very successful launch events. His book *Trying Home: The Rise*



Chelsea Nesvig at Bates

and *Fall of an Anarchist Utopia on Puget Sound* was published by the Oregon State University Press. *Trying Home* recounts the tales of life in this early 1900's unconventional community.



Justin's Booktalk

Justin also authored the UWT Library's new website and created a new feature section called "Library Stories" that highlights what the Library is doing and how we are serving our campus and communities: tacoma.uw.edu/library

Jennifer Sundheim, Assistant Director & Head of Collections and Access Services, was recently a participant in the prestigious TRLN Management Academy hosted at UNC Chapel Hill. While only a handful of applicants are accepted each year, Jennifer was also joined by Jason Sokoloff and Leslie Hurst from UW Libraries Seattle and Bothell campuses. The academy, taught by business school faculty, specializes in training library middle management and included a visit to the newly opened world-class Hunt Library at NC State.



Jennifer and Tim

Megan Elizabeth Saunders, Electronic Resources Service Desk Technician, performed in UW Tacoma's first ever production *Unwritten Women: Five Short Plays Based on Female Literary Characters from History*, written by Elena Hartwell. The performance was done in collaboration with UWT's Student Theater Acting Guild, the IAS Writing Studies Program, Tacoma School of the Arts, and University of Puget Sound where the director, Sara Freeman, instructs. Original musical accompaniment and lyrics were written and performed by UWT faculty, Nicole Blair. Megan performed in the vignette *Ichabod's Head* as Katrina, the woman from Washington Irving's *The Legend of Sleepy Hollow* recounting events that took place twenty years ago, telling her side of the story, and speculating on what really happened to Ichabod Crane.

UWT Library Staff – Megan Elizabeth Saunders, Team Captain, Tim Bostelle, Gwen Lewis Kempe, Poppy Papadopoulou, Anna Salyer, Jennifer Sundheim, and Hannah Wilson participated in the Whole U Summer Wellness Challenge. Known as the "**Ripped Pages**" Wellness Team we walked at least three times a week, hosted three healthy potlucks, and participated in a variety of activities such as archery, bocce ball and badminton. Special thanks to Laura Richardson and her daughter Hailey who

Campus News: People, Collections, Happenings

created a wonderful bulletin board in our staff lounge highlighting the many aspects of staying healthy through a balance of nutrition, exercise, mental relaxation, and time management.

Poppy Papadopoulou, Reference & Instruction Librarian, has revamped the Libraries' Research Docent Program. Taking the program digital with many online components, Poppy is shepherding four energetic, upper division students from a variety of majors through the research process in preparation for their volunteering at the reference desk for Winter and Spring quarters. Poppy also plans to tap other areas of the Docent's talents for projects throughout the Library.

Student Employee Activities & Accomplishments



Katy in Copenhagen

Katy Curtis, a graduate reference assistant, and an MLIS student at UW's i-School participated in one of their study abroad programs in Denmark in August. Katy earned 5 credits with her participation in course work, exploring the global information society through field trips to a variety of libraries in Copenhagen, and other cultural sites outside of Copenhagen.

Laura Richardson, another reference assistant, graduated from UWT with a Bachelor Degree in IAS, Politics, Philosophy & Public Affairs. Laura was also accepted to UW Seattle's i-School. Congratulations Laura and good luck in grad school.

Alexandra Fentress, a circulation student employee, traveled to Europe (The Netherlands, France, and Germany) this summer to study urban redevelopment. Her program focused on the dynamics of shrinking cities - areas which have suffered a population decrease, largely due to industrial decline. At the heart of this program was seeking answers to urban blight, developing alternatives to the common growth paradigm, and gaining a better understanding for how to better assist in social prosperity for all.

Renovations to Spaces and Places

The **LARC** (Learning and Research Commons) has transformed the Snoqualmie Building on campus. This building now houses the TLC (Teaching and Learning Center), collaborative study spaces with large monitors, computers, projectors, and software to share what is on four different computers at once, and the ability to easily plug in private laptops to the monitors. **Tim Bostelle**, Head of Library Information Technology, has worked diligently to purchase and install the equipment, and provide training to meet the needs of both students and staff.

The **Prairie Line Trail** between the Snoqualmie Building and the Tioga Library Building was long just an abandoned

strip of rail line. Now, it has been transformed into a garden walkway that connects the campus and our buildings with pleasant plants, trees, colors, and function.



Prairie Line Trail after renovation

UNIVERSITY OF WASHINGTON SEATTLE

Exhibits

The UW Seattle campus libraries had an especially large number of interesting exhibits this Spring and Summer. Special Collections put together a fabulous exhibit of Russian Children's Literature titled **From the Lowly Lubok to Soviet Realism: Early Twentieth Century Children's Books from Russia**. This collection showcased children's books from the late Nineteenth century through the revolution and the 1920's and allowed visitors to see the effects the revolution had on art style and content. The Health Sciences Library hosted **"And there's the humor of it": Shakespeare and the four humors**, a travelling exhibition from the National Library of Medicine. The exhibit explored the relationship between Shakespeare's understanding of the human body and his plays through rare books and images. The exhibit **Mary Randlett Portraits: Artists, Writers and Arts Advocates of the Pacific Northwest** was displayed in Odegaard Undergraduate Library in celebration of the newly released book *Mary Randlett Portraits* by Frances McCue. Randlett's portraits of iconic Northwest artists were selected from the holdings of Special Collections, which holds her life's work.

People:

New Appointments:

- **John Danneker**, Director, Odegaard Undergraduate Library
- **Caitlan Maxwell**, Business Librarian
- **Jamie Gray**, Associate Director for Administration & Liaison Services, HSL
- **Susan Wozniak**, Integrated Social Sciences Librarian
- **Moon Kim**, Acquisitions Librarian
- **Moriah Neils**, Preservation Librarian
- **Carolyn Martin**, Consumer Health Outreach Coordinator, HSL Emily Glenn, Community Health Outreach Coordinator, HSL

Retirements:

- **Jill McKinstry**, Director, Odegaard Undergraduate Library
- **Leilani St. Anna**, Information Management Librarian, HSL
- **Siew-Choo Poh**, Business Reference/Collection