

# President's Report



Last fall's conference theme, *Forging Partnerships, Opening Doors*, blends into the theme of inclusivity. Inclusivity via partnership is an essential approach for libraries, linking the services and resources we provide with patrons who empirically understand their own needs and how best to meet them.

Much of the current discussion of inclusivity in libraries is about accessibility, which is necessary but not sufficient in scope. We often struggle to live up to our ideals in this area; limited budgets and technology interfaces that were not designed with accessibility in mind lead to unintentional access restrictions. Even a broken elevator can be worse than an inconvenience to a patron who needs something on an upper floor.

The articles in this issue illustrate dimensions of inclusivity beyond the accessibility baseline, however. Our ideal of the library as a democratic space that seeks to meet the needs of all requires our definition of inclusivity to be inclusive as well. In her writing on information literacy in higher education, Christine Pawley critiqued discourse around, and implementation of, information literacy as Procrustean rather than Promethean, a reference to Greek mythological figures the former of whom resized every one of his houseguests (sometimes by lopping off their limbs) to fit in the bed provided for them, while the latter stole fire from the gods as a gift to humanity for its own improvement.

I don't think anyone in academic libraries would disagree that we want our libraries to be Promethean, not Procrustean, but achieving this in practice presents several challenges. One of these is that we are fighting our legacy at the same time that we seek to preserve it. This manifests anywhere from obsolete and inaccessible information formats to outdated index and cataloging terms. Inclusivity frequently becomes political, as when the Library of Congress discontinued the use of the subject heading "illegal aliens"--a change with which few librarians would disagree--to controversy in the media and even on the House floor.

This issue of the newsletter will explore several ways that academic and research libraries can be more inclusive--through dialogue, discussion, and scholarship, but also through our everyday engagement in teaching, learning, and providing access to resources. We're excited about the many ways our chapter membership continues to evolve the ways that libraries work, while staying true to our core mission.

In the spirit of partnership and inclusivity, the chapter leadership has some exciting new initiatives in play. We've begun outreach to non-academic research libraries in Washington; look for profiles in upcoming issues of the newsletter, and possibly some conference programming. We're also exploring the potential for partnership with the Washington Library Association. And stay tuned for news this summer of a new chapter excellence award!

Respectfully,

Genevieve Williams

ACRL-WA Chapter President

<b>Inside this issue:</b>	
Serving LGBT Users in Libraries and Classification Systems, by Kristine Nowak	2
Improving Electronic Accessibility in the Academic Library, by Nora Burmeister	3
Developing an Awareness of self and others at Seattle Central College Library, by Kimberly Tate	4
Using Dialogue to Achieve Equity & Inclusivity: The Teaching-Learning Academy, by Clarissa Mansfield	5
Umoja Black Scholars Program at Highline College, by Annette Wadiyah E. Nelson	6
Exploring the Latino Experience in Tacoma: A Panel Discussion at the University of Puget Sound, by Katy Curtis	7
Book review: <i>Rare Book Librarianship: An Introduction and Guide</i> , by Jennifer Kim	8
Washington Virtual Reference Conference Review, by Lisa Euster	9
Campus Spotlight: Cannell Library, Clark College, by Laura Nagel	10
Campus News	11

# Serving LGBT Users in Libraries and Classification Systems

By **Kristine Nowak**, Public Services Librarian, Foley Center Library, Gonzaga University

We often fail to recognize the social implications of the language and categories we use. This issue is especially problematic in libraries because of our concern with categorization and classification. In this short article, I will be discussing how the ways that we categorize concepts can be problematic for LGBT library users.

On the basic level, some problems with language and categorization are simply pervasive in our culture. Libraries typically have gender binary restrooms, like most public buildings, which can be alienating for transgender people or people of different gender identities. Since we are especially concerned with dividing things into categories, we may also find ourselves using binary gender categories or other 'standard' groupings to explain concepts, such as searching or Boolean operators. We often use these categories without considering how they can exclude certain people or groups.

**Subclass HQ**

**The family. Marriage. Women**

But, more significantly, we rely on classification systems which are

based on outdated understandings of sexuality and gender. Library of Congress Classification places most topics associated with LGBT and gender issues in a category called "The family. Marriage. Women" (Library of Congress, n.d.), which already creates a number of problems. The very category assumes a traditional understanding of family and gender roles (in which marriage and family is associated specifically with women), which fails to include modern gender roles and identities. The category itself is also full of problematic assumptions. For example, all LGBT topics are grouped together with subcategories like prostitution, emasculation, and sexual deviations. This placement introduces a value judgement regarding whether LGBT identities are considered normal or acceptable.

Of course, the way LGBT topics are categorized can make it discouraging for LGBT people to find resources and feel welcomed in libraries. Although users do not necessarily know what call numbers mean, they will likely notice if books about transgender people are next to books about prostitution. Furthermore, classification systems still use some non-preferred terminology, such as the use of "transsexual" instead of "transgender." This language makes it difficult to search for and find materials, since the knowledge structure and terminology is out-of-touch with current usage. Some articles (ex. Schaller, 2011) have noted that LGBT students often have trouble with searching and locating appropriate materials, so they often conclude that libraries cannot help them with their information needs.

Of course, classification systems are not easy to change, and major reorganizations often present insurmountable problems. However, I believe we need to begin taking steps to mitigate the negative consequences of these categorizations. First, I think it's important that we acknowledge to our users that this is an issue we take seriously. In particular, academic libraries should maintain updated research guides discussing LGBT research and the unique challenges posed by our classification systems. These guides should acknowledge that some of our terminology is outdated and problematic, as well as explain why it can't be easily fixed. The guides should also provide instruction for how to search for materials effectively, given that the outdated terminology makes searching more difficult. I also think it's important to demonstrate support for LGBT users, by educating library faculty/staff/student workers and by creating displays of LGBT materials. In general, the necessity of rigid and consistent categorization in libraries is going to create problems for marginalized populations. In order to serve all our users, we need to ensure we are doing everything possible to be as inclusive as possible.

## References:

Library of Congress. (n.d.). Library of Congress classification outline: H--social sciences. Retrieved from [https://www.loc.gov/aba/cataloging/classification/lcco/lcco\\_h.pdf](https://www.loc.gov/aba/cataloging/classification/lcco/lcco_h.pdf)

Schaller, S. (2011). Information Needs of LGBTQ College Students. *Libri: International Journal of Libraries & Information Services*, 61(2), 100-115. doi:10.1515/libr.2011.009

# Improving Electronic Accessibility in the Academic Library

By **Nora Burmeister**, MLS

As library professionals, we are ultimately concerned with providing access to information and connecting our users to the knowledge they need. However, at times, the systems we use to house our resources serve as obstacles rather than pathways. As [the number of students with disabilities in higher education continues to grow](#), so should our awareness of the restrictions that may be present in the platforms used to present our catalogs, websites, databases, and other online information. Electronic accessibility should be considered with the same gravity as we consider physical accessibility, yet it is often overlooked in academic libraries. Tutorial videos are posted to websites without captions or transcripts, or information heavy graphs and charts are presented without any alternative text. Seemingly minor accessibility oversights such as this can create an often insurmountable barrier to patrons with disabilities, making moot the work done to create usable information resources.

There are several things that can be done to improve the electronic accessibility environment at your institution. A good first step is to arrange an educational session for your content creators - in such a session, employees would be made familiar with standards and guidelines for creating accessible content, such as the federally mandated [Section 508 of the Workforce Rehabilitation Act](#) and [Web Content Accessibility Guidelines \(WCAG 2.0\)](#) a standard created by the [Worldwide Web Consortium \(W3C\)](#). Often, merely making content authors aware of standards and best practices for electronic content can make a huge difference in creating content that can truly be accessed by all users.

The strategy of raising awareness and educating authors can help make new content accessible, but how can academic libraries make sure that content created prior to accessibility awareness is also positioned to minimize barriers to our users with disabilities? I recently participated in a fascinating project which audited the electronic accessibility of the entire web presence of an academic library. First, a content audit was used to identify all the various platforms used, and then a representative section of each platform was run through [WebAim's WAVE Web Accessibility Tool](#) to identify potential issues that may be causing difficulty for users with disabilities. The WAVE tool will point out common things like missing alt text, but also less familiar errors. Continuously evaluating platforms with major issues, allowed us to identify possible changes that could be made to improve current content, and to assess the quality of service being currently provided to patrons with disabilities. Although time and effort intensive, this project has been eye-opening, and I highly recommend that any library looking to improve their digital services consider conducting a similar project at their own institution. By working to make sure our patrons have the best possible electronic experience, we can ensure that our digital spaces are as inclusive as our physical spaces.



Please feel free to contact me at [nora.k.burmeister@gmail.com](mailto:nora.k.burmeister@gmail.com) with any questions or to request further details of the electronic accessibility audit.



## **Watch out for ACRL-NW Conference Scholarships!!**

ACRL-WA offers two scholarship opportunities for attending the 2016 ACRL-WA/OR Joint Conference. One scholarship is given to a student who is currently enrolled in a Library/Information Science program. The second scholarship is given to first time conference attendees who works in an academic or research library in Washington State (preference is given to those with an annual salary of \$38,000 or less).



Each scholarship will cover the full conference registration costs—which includes meals, lodging, and program—plus an additional \$25 for transportation, if needed, and a one-year membership in the Washington State Chapter of ACRL. Scholarships will be announced in **mid-August via email and Facebook**.

**For more information**, contact the ACRL-WA Members-at-Large: Kathleen Monks ([monksk@uw.edu](mailto:monksk@uw.edu)) or Erin Hvizdak ([erin.hvizdak@wsu.edu](mailto:erin.hvizdak@wsu.edu)).

# Developing an Awareness of Self and others at Seattle Central College Library



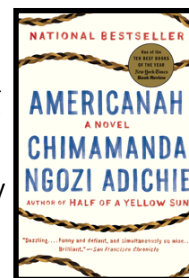
By **Kimberly Tate-Malone**, Reference Librarian, Seattle Central College

After the Seattle Central College faculty and staff discussed the ACRL Diversity Standards, our library began working toward an alignment of our library with the standards and the development of a framework for cultural competency which could be brought back to our work and practice. If you aren't familiar with them, the ACRL Diversity Standards emphasize the need for libraries to "serve and advocate for racial and ethnically diverse constituents" to improve the working conditions and student experience of staff, faculty, and students who have marginalized identities. As one of the most diverse colleges in Washington, we believed it crucial that our library faculty and staff develop our cultural competency skills to better serve students of differing racial, ethnic, and gender identities as well as students of differing ages, nationalities, abilities, languages, and goals. We firmly believe that we will be strengthened as an organization if we can work across our differences, and use those differences to become more creative and responsive with our policies, spaces, and services. Ultimately, our goal is to provide support for library faculty and staff as they work to provide an equitable and inclusive public service experience to our culturally diverse library users, with particular attention to serving those who come from marginalized communities and identities.

## Standard #1 Cultural awareness of self and others

*Librarians and library staff shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of the people they work with and serve.*

With this standard in mind, the library began to seek opportunities to educate ourselves. With no funding for this work, a faculty librarian, Althea Lazzaro, and I, continued a library reading group (founded the previous year by Althea Lazzaro and Ian Howard, a staff member from Circulation) where library faculty and staff read narrative works which related to populations served at Central. This year, we have read *Americanah* by Chimamanda Ngozi Adichie, *Between the World and Me* by Ta-Nehisi Coates, and *Redefining Realness* by Janet Mock. Each of these readings was followed by an hour long group discussion where we discuss the ideas and identities in each book and explore how these deeper understandings can help inform our work.



While these reading groups have been a great, informal way to begin important conversations, we recognized the limits of our facilitation skills, and sought to partner with an outside facilitator with experience leading organizations into conversations about race, culture, and social justice. Though there was no precedent for entire programs to request funding for training from the college, we were able to secure grant funding for a four hour workshop with a facilitator from [Cultures Connecting](#), an anti-racist organization. This workshop was held at the end of the quarter in lieu of our staff meeting, and included 23 attendees from the library as well as select employees around the college who work directly with students. In the session, we were able to begin building the skills needed to talk about difference within our staff. After reflecting on our experience with this programming, we hope that attendees will use the Cultures Connecting workshop as a starting point for reflection and conversation on these important topics in their own roles at the college. This was the first time that the library was able to include a significant number of folks from outside the library in this work, and the feedback from the workshop was overwhelmingly positive.

We believe that this work embodies the library's values and the college's core themes, "diversity in action" and "responsive teaching and learning:" by developing the skills to work more effectively with students and co-workers, we are able to take action in response to the diverse needs of our college community. As we move forward, it is important to our library that we recognize that we are not alone in our efforts around diversity and inclusion, and that we can leverage existing and potential initiatives around the college. This will allow us to maximize the number of opportunities for training and to build a strong network of other educators seeking to create a more equitable and inclusive institution.

## Mind blown at a conference?

**Tell us about it!**

**Submit conference reviews and photos to the newsletter editor at**

**[maxwec@uw.edu](mailto:maxwec@uw.edu) for inclusion in the Fall issue.**



# Using Dialogue to Achieve Equity & Inclusivity: The Teaching-Learning Academy at Western

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By **Clarissa Mansfield**, Western Libraries Communications Manager



Since its inception nearly sixteen years ago, participants in the Teaching-Learning Academy (TLA) at Western Libraries have been meeting in the library to engage in dialogue around a variety of topics related to improving teaching and learning at Western Washington University (WWU). Grounded in the scholarship of teaching and learning, the mission of the TLA is to create a community of scholars who work together to better understand the existing learning culture, to share that understanding with others, and to enhance the learning environment for everyone.

This past academic year, WWU faculty, staff, community members, and more than 70 students worked together to identify and formulate this year's TLA "BIG" question, which ended up being: "How do we move beyond conversation to achieve self-sustaining equity and inclusivity at Western Washington University?"

When participants continued these dialogue sessions during winter quarter, they spoke about the benefits of engaging in the dialogue groups to explore this topic. They shared what interested them about this year's "BIG" question, and talked about what they hoped their work would bring. Jordan Blevins, a TLA student facilitator, explained how TLA's "flattened hierarchy" makes it easier for participants to share unique perspectives.

"We all want to participate. We all want to have our voices heard," said Blevins, "TLA is our opportunity to do that. This is a great time and an open space, where everyone is welcome."



WWU TLA cont.

During one TLA session, participants broke into groups to try and define the terms “equity” and “inclusivity” before returning to the larger group to share their results, hoping to arrive at some sort of shared definition which would aid them in the exploration the “BIG” question. Additional questions emerged, such as: “What is fairness?” and “What is difference?” Equity, equality, and privilege were each considered and explored. Some participants noted how every person brings a different perspective to conceptualizing each of these words, and while “diversity” is not explicitly stated in the “BIG” question, it is implicit in each of these considerations.

Carmen Werder, Director of the Teaching-Learning Academy (TLA) at Western Libraries, pointed out that when engaging in dialogue and discussion, often it is through asking questions rather than thinking we have the answers that we are able to arrive closer to understanding the complexities of these words.

“Dialogue is collaborative and requires participants to be aware of their assumptions and to arrive at a deeper understanding, which means the emphasis is on opening up the conversation to as many views as possible,” said Werder. “People engaged in dialogue try to find a shared connection, and to do this they need to really listen and try to understand.”

Learning Commons Coordinator Shevell Thibou, who has been helping facilitate the TLA since 2012, agreed. “Dialogue consists of asking questions and sharing insight; it’s an exploratory process,” she explained. “Because dialogue isn’t about being ‘right,’ and because it requires us to suspend judgment and really explore our own assumptions, it can be challenging.”

TLA participants have continued their work this spring, and will spend the remainder of the quarter engaging in additional dialogue sessions to analyze their findings thus far, ultimately developing action projects based on their new understandings.

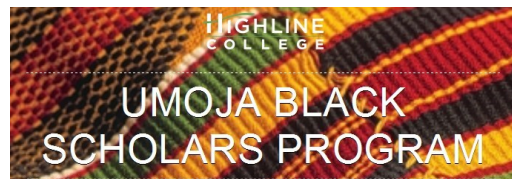
The TLA is a program of Western Libraries and a Learning Commons partner. Engaged in studying the intersections between teaching and learning, the TLA is the central forum for the scholarship of teaching and learning at Western Washington University.

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## Umoja Black Scholars Program at Highline College

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By **Annette Wadiyah E. Nelson**, Highline College Librarian



The goal of the [Umoja Black Scholars program](#) at Highline College is to connect students and community members in order to share the cultural and educational experiences of African Americans and other students.

Umoja (Ooo-moe'-jah), a Kiswahili word meaning unity, is a learning community dedicated to the academic success, personal growth, and self-actualization of African American and other students.

I was assigned to the Umoja Black Scholars program as the librarian liaison in the fall of 2015. During fall and winter quarter I provided two information literacy classes, assisted students with their research projects, researched books, videos and websites to recommend to faculty for their classes. I also donated books, artwork and posters to their program.

I found both faculty and students committed to the principles of academic research, critical thinking and lifelong learning. I found students in the program willing to be challenged in their learning and research endeavors for classroom papers and projects. Though some students were hesitant in stepping “out of the box” in learning new ideas – the support of faculty class cohorts provided them with a safe environment to do so.

Umoja will continue to grow at Highline College because of the dedication of faculty and staff.

# Exploring the Latino Experience in Tacoma: A Panel Discussion at the University of Puget Sound

By **Katy Curtis**, Humanities Librarian, University of Puget Sound



Presented by:



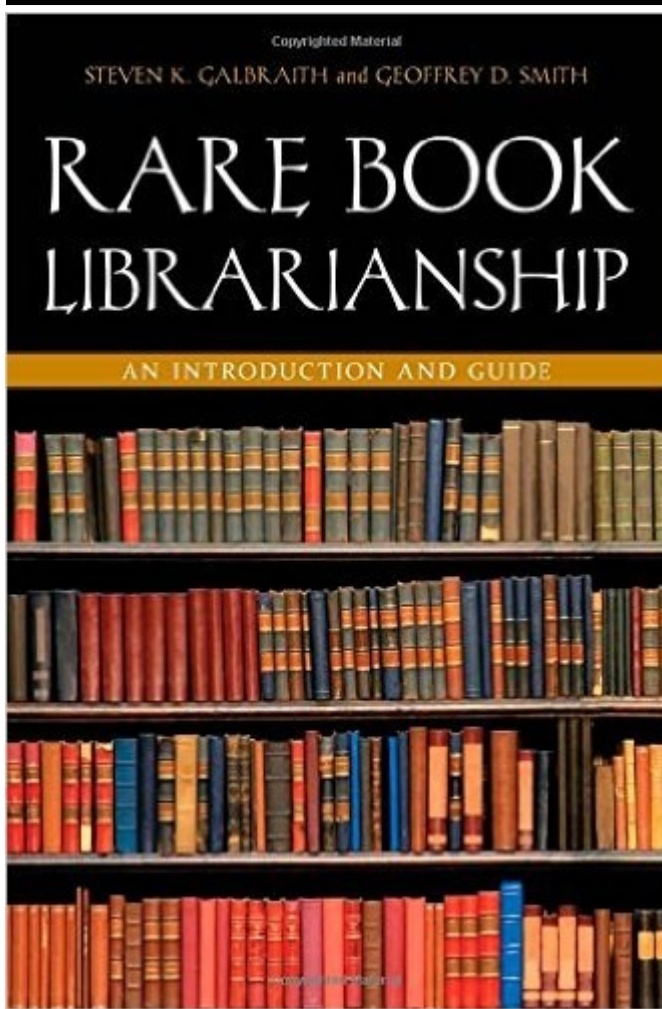
This year, Katy Curtis, Humanities Librarian at Collins Memorial Library, collaborated with the Tacoma Art Museum, Centro Latino, and University of Puget Sound’s Latinos Unidos student organization to develop an event for Latino Americans: 500 Years of History, a nationwide public programming initiative from the American Library Association and the National Endowment for the Humanities. Affiliated programming seeks to engage people in examining and documenting the histories of Latino Americans in their communities and facilitate informed discussions about Latino history and culture.

“Exploring the Latino Experience in Tacoma: A Panel Discussion,” was held in the Rasmussen Rotunda at Wheelock Student Center on Thursday, February 18th, 2016. Hosted by the Collins Memorial Library, the event featured a student-led panel discussion between members of Puget Sound’s Latinos Unidos student group and individuals affiliated with Centro Latino, a local organization that supports the Latino community in Tacoma. Our community panelists included Miguel Anaya, a first generation Mexican-American and former Boeing employee, who was involved in the Chicano movement in the early 60’s; Rose Anaya Mednick, Miguel’s daughter, a small business franchise owner in Tacoma, and a past board member for the Tacoma-Pierce County Chamber of Commerce; and Olgy Diaz, the daughter of Guatemalan immigrants and a first generation college graduate with over 10 years’ experience in politics and government, who currently serves as a legislative assistant for State Representative David Sawyer.

Before an audience including Puget Sound affiliated individuals and community members, our panelists shared personal narratives about the local Latino experience in Tacoma, and contributed to a dialogue about community issues, personal experiences, and cultural heritage. Student moderators posed questions about the collegiate and professional experiences of our panelists, solicited professional advice, in addition to raising larger questions about diversity and inclusion at Puget Sound and in the region. The discussion was preceded by a reception for our campus and community guests, and accompanied by a free form canvas from local Latina artist, Blanca Santander. A [recording of the panel can be found via Sound Ideas, Puget Sound’s institutional repository](#).



## Book review: *Rare Book Librarianship: An Introduction and Guide*



By **Jennifer Kim**, Library Supervisor at National College of Natural Medicine

*Rare Book Librarianship: An Introduction and Guide*

By: Steven K. Galbraith and Geoffrey D. Smith

Okay okay, I'll admit it. This book was originally a required reading for my Rare Book and Special Collections Librarianship class but it ended up being a super useful tool at work that I still refer to weeks after the class has ended. Before I read this book, I had absolutely no idea how to handle the rare books collection at my library and would avoid the books like the plague. As we all probably know, successfully supervising and handling rare books requires a specific set of skills and insight, and not knowing what those are can be terrifying when you have to shelve a fragile, 100-year-old book back into its wooden cabinet home. Luckily, Galbraith and Smith's *Rare Book Librarianship* book provides all of that crucial knowledge and core skills in a clean package of less than 200 pages. Chapter 4 of the book especially, which delves into best practices for preserving rare books, set me at ease with its practical, transparent instructions. Besides discussing the physical care of rare books, this handbook delves into many other hot special collections topics, such as outreach, digitization, and collection development techniques. After I finished reading about all of these enthralling topics and wondered, "Now what?" I conveniently ended up on Chapter 12's grand list of indispensable reference resources and knew that the adventure had just begun. So remember, if you find yourself in the same boat as me (zero rare books and special collections experience), please save yourself the time of being scared and get yourself a copy of this book.



Image: Pixabay

### Watch ACRL e-Learning Webcast Recordings for Free!

The ACRL-WA board gets to choose two [ACRL e-learning webcasts](#) each year at no cost. The recordings of these webcasts are available to ACRL-WA members on the [ACRL-WA website](#) under the 'Current Members' page. The 'Current Members' page is only visible when you **log in** as a member. Please contact a [board member](#) if you are interested in hosting a live viewing of an ACRL webcast at your institution.



# Washington Virtual Reference Conference Review

By **Lisa Euster**, ACRL-WA member, AskWA volunteer

Aaron Schmidt, User Experience guru, kicked off this enriching gathering of virtual reference librarians from Washington and Oregon to share and to learn about reference in this unique context, and to demonstrate to each other - if not the users who ask - that we actually are real people. Schmidt's lively and thought-provoking talk addressed the user experience of the library in both the physical and virtual realms. He defines design as "arranging things for a purpose" and encouraged us to focus on that purpose. Interestingly, some of his points bear a striking resemblance to concepts familiar to librarians. We, who spend so much time trying to persuade researchers that research is an iterative process, were told that the design process is also iterative.

Jonathan Betz-Zall described a multi-faceted, successful campaign at Shoreline, and its long tail effect. Publicity and faculty buy-in were critical in this blitz which included print, online, and face-to-face elements.

Aubri Keleman of Whatcom County library presented lessons from a teen marketing campaign that doubled chat usage over last year. She noted the libraries' clear goals for the classroom visits, tips to teach the students, the importance of teacher interest, and some characteristics of teens.

A prerecorded interview with a librarian at the University of West England highlighted similarities and differences in approaches, resources, and citation, practices, among other topics. Also on the global theme, Amy Coughenour, from the distant land of Oregon, outlined features of the reference interview and differences in access, and language which can apply to any chat, but can be more challenging in an international context.

Alyssa Deutchler and Nancy Huling, from the UW, presented their monumental chat assessment project. One discovery is that there aren't many large-scale transcript assessment studies. Beyond the sheer scale, challenges included survey and evaluation instruments which did not serve well for the purpose. One interesting takeaway was that their chat service has a higher proportion of complex questions than their physical desk interactions. On a similar theme, Erin Hvizdak of Washington State reported on their investigation regarding what chat questions were not answered and what information was needed.

Space constraints preclude details of Suzanne Carlson-Pradini's useful discussion of public versus academic chat, Central Washington University's overview of their promotion through instruction, and Lorena English and Erin Hvizdak's tips on the whys and hows of screencasting.

Good company, good food, and test drives of chat software filled out the day. I am sure others join me in looking forward to the next Washington Virtual Reference Conference. Thank you to our fearless leader, Nono Burling, and all those who helped!

View the conference program at this link: <https://drive.google.com/file/d/0B5-gN8jl3wgmSC1XTC1SYmxGYzg/view>





## Campus Spotlight: Cannell Library, Clark College



By **Laura Nagel**, Reference and Instruction Librarian, Clark College



From February 6th through March 16th Cannell Library at Clark College (Vancouver, WA) hosted the “Native Voices: Native Peoples’ Concepts of Health and Illness” exhibit. Native Voices is a traveling exhibit originally put together by the National Library of Medicine and supported by the American Library Association. It focuses on the interconnectedness of wellness, illness, and cultural life for Native Americans, Alaska Natives, and Native Hawaiians ([learn more here](#)).



The Clark College community is both culturally and economically diverse. However, many students have had a limited introduction to indigenous communities, in spite of the fact that the Vancouver/Portland area has a large Native American and Pacific Islander population. One of our goals in hosting this exhibit was to bring more awareness to Native culture both historically and in the present. We wanted to provide an inclusive and welcoming environment in which visitors could ask questions and celebrate the national history and heritage of our students and community.

With a lot of help from campus partners like the Office of Diversity and Equity as well as community organizations, we held six events in coordination with the Native Voices exhibit. On February 9th students, staff, faculty, and community members came to Cannell Library to celebrate the opening of the exhibit. Chinook tribal elder, Sam Robinson, gave a blessing and sang traditional songs with Channa Smith, a student and president of the Native American Culture Club of Clark College.

A week later we were able to coordinate with the Student of Color Luncheon where students, staff, and faculty of color and their supporters gathered for a meal and networking. The speakers for the event were Cheyenne and Arapaho artists Brent Learned and George Levi, creators of the One November Morning art exhibit depicting the Sand Creek Massacre of November 29th, 1864. Channa Smith was also announced as the first Dreamcatcher Scholarship recipient. That Friday, Brent and George returned to present a documentary about the Sand Creek Massacre, speak about the process of creating their artwork, and hold a discussion.

As part of Cannell Library’s ongoing technology workshop series, [30 Clicks](#), Librarian Laura Nagel presented digital storytelling and digital humanities projects that focus on the connections between wellness, illness, and cultural life for Native peoples. In conjunction with Vancouver’s First Friday Downtown event we held an Art Walk on March 4th. We worked closely with Clark College’s Archer Gallery, which happened to have an exhibit on display sponsored by the Native Arts and Culture Foundation—Woven: The Art of Contemporary Native Basketry—and the Clark County Historical Museum which was hosting two exhibits related to Native Voices—One November Morning and Making Beauty: Native Beadwork of North America. Cannell Library hosted a reception beginning at 5 pm, several of the artists from Woven spoke about their work in Archer Gallery at 6 pm, and the Historical Museum was open until 8 pm with free admission. We were excited to see a wide range of students, Clark College employees, and community members at this event.

Sam Robinson returned for our closing ceremony on March 9th and shared photos and spoke about the healing journey of canoeing. Overall, we had very good feedback from visitors about the exhibit and events. One person said, “It was very interesting, about a relevant topic that people need to know about. I may use it in school, in connecting with native friends and family, and better understanding America’s heritage.” This really sums up our intent, and actually the library’s mission in general—creating access to information in an inclusive way.

# Campus News: People, Collections, Happenings

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## WHITMAN COLLEGE, PENROSE LIBRARY

Whitman College librarians organized a mini-conference on March 14, 2016, as a forum for librarians to discuss how they facilitate research and student learning with the Ex Libris Primo discovery layer. Nearly 60 librarians from 20 institutions in and beyond the Orbis Cascade Alliance gathered at Whitman College for a program that included presentations on a number of aspects of teaching and reference, two sets of open “unconference” discussion sessions, and a panel discussion. The most popular of the eight unconference topics posed the conceptual question, “Does Primo require a radical instructional shift?” Overall, librarians seemed to agree that while the instructional shift in emphasizing information literacy concepts over discrete skills is separate from the shift to using Primo to find library resources, it is important to think critically about how the Primo interface can and should be used in instruction. Other unconference topics included particular navigation features of Primo, and the implications of an upcoming change in the Primo interface. The panel discussion addressed the likes, dislikes, and “wish lists” of panelists, who represented colleges and universities of different sizes and missions. The subsequent discussion emphasized the diversity of institutions and patron groups across the Orbis Cascade Alliance institutions. The meeting gave all of us a chance to talk with colleagues about their experiences with Primo and their visions for its future role in library reference and instruction. Our thanks to all participants in the Primo for Reference and Instruction Meeting!

Amy Blau, Instructional and Data Services Librarian. ACRL-WA campus liaison

## SEATTLE PACIFIC UNIVERSITY LIBRARY

### Events:

In March, the library hosted the “Teaching with Primary Sources Symposium,” a day of sessions devoted to the discussion and demonstration of integrating experiential learning into instruction programs. Also, that month, various units on campus worked with the library staff to host our first Night Against Procrastination during which hundreds of students beyond our normal numbers participated in activities (yoga, Zumba), entered drawings, enjoyed free food, got writing assistance, and studied.

### Art:

Two paintings by Charles Ethan Porter have been donated to the university and they will hang, along with interpretive material, on the Main Level of the SPU Library. Also, a large collection of historical maps has been donated by the library building’s namesake, Gary Ames. Library staff members are in the process of deciding which maps to display.

### People:

- Leah Hannaford has joined the staff in the new position of Business and Social Sciences Librarian.
- Education Librarian Cindy Strong co-authored an article published in the January issue of Middle School Journal: “Valuing Native American tribal elders and stories for sustainability study”
- Health Sciences and STEM Librarian Carrie Fry, along with members of the SPU Accessibility Task Force, planned and led a faculty in-service workshop entitled, “Universal Design

- —“Universal Design for Learning.”
- At the end of Fall Quarter, Education Librarian Cindy Strong, Library Technology Head Ryan Ingersoll, and University Librarian Michael Paulus, led a panel discussion called, “Digital Life after College” for the SPU Center for Career and Calling’s Life after College Week.
- University Archivist, Adrienne Meier, is currently working on various projects related to Seattle Pacific University’s 125th Anniversary which will be celebrated for a year starting in June 2016.

Elizabeth Gruchala-Gilbert, Assistant Professor. ACRL-WA Campus Liaison.

## UNIVERSITY OF PUGET SOUND, COLLINS MEMORIAL LIBRARY

### Teaching with Primary Sources Symposium

On March 18, 2016 librarians from across the NW gathered at Seattle Pacific University for the first Teaching with Primary Sources Symposium. This symposium was sponsored by the Orbis Cascade Alliance, Seattle Pacific University, Western Washington University and the University of Puget Sound.

In the spirit of collaboration across libraries and archives in the Northwest, this symposium focused on the value of integrating unique content into the educational experience by sharing best practices, research, and shared experiences. The sessions focused on current research and learning outcomes and practical examples of experiential learning opportunities designed to engage and inspire students.

The symposium rose out of an interest of Trevor Bond (WSU), Jane Carlin (Puget Sound), and Michael Paulus (SPU) to highlight the growing interest in integration of unique source materials within the curriculum.

Sessions are described on the symposium web site: [http://digitalcommons.spu.edu/sources\\_symposium/](http://digitalcommons.spu.edu/sources_symposium/)

It is hoped that this is the first of a series of symposia focusing on the special collections of our region.

### Rocking Chairs, Reading, and Greek Community: Engaging the Campus Community

Like many academic libraries, Puget Sound collects children’s literature in support of our graduate program in education. And like many libraries, we seek ways to engage with our campus and local community. Three years ago, with the assistance of Puget Sound staffer Chelsea Pemberton (now a children’s librarian in Arlington, Texas), we developed the Rocking Room Reading Program for Puget Sound families and local community members. The program takes place in the fall semester between 10:00 – 11:00 am on Saturday mornings. This past year we worked with members from the Greek Community to volunteer as readers. The programs focus on a general themes, including authors such as Dr. Seuss, illustrators like Eric Carle, or seasons, pets, and cultures. This past fall, in collaboration with the DIRT? Exhibition at Puget Sound, we held a reading hour on sustainability and the environment, followed by a make your own pigment

# Campus News: People, Collections, Happenings

pets, and cultures. This past fall, in collaboration with the DIRT? Exhibition at Puget Sound, we held a reading hour on sustainability and the environment, followed by a make your own pigment workshop. Most of the story hours include some type of age appropriate activity and music. Students who participate in the program have said how much they enjoy being around children and how it is a welcome relief from the stress of studying. Parents from Puget Sound appreciate the opportunity to come together with other families on campus and we have also highlighted our services and collections to members of the community around the university. It also provides an opportunity for students interested in different types of career opportunities in librarianship to engage in programming and support literacy awareness on our campus.

Jane A. Carlin, Library Director. ACRL-WA Campus Liaison.

## EASTERN WASHINGTON UNIVERSITY LIBRARIES

### Lynnae Daniels joins EWU Libraries in February

Lynnae Daniels joined Eastern Washington University as a Reference Library Associate (10 month, part time) on February 1, 2016. Lynnae provides the majority of evening reference services at JFK Library in Cheney.

Lynnae grew up in and around Spokane, Washington. She is a 2011 EWU graduate with a Bachelor of Arts in History and a double minor in English and Geography. In 2013, she received her Master's in Library and Information Science from Kent State University and worked closely with EWU librarians Nadean Meyer and Kelly Evans as part of her 180-hour practicum.



When Nadean Meyer retired at the end of Fall Quarter in 2013, Lynnae stepped in as the interim Learning Resource Librarian for six months. From there, she was hired as a Librarian at the Yakima Valley Libraries. We are pleased she is now back with the EWU Libraries.

### Michael Nelson accepts Circulation Manager Position

Michael Nelson has accepted the position of Circulation Manager for the EWU Libraries. Nelson has been with the library since 1993 and has held multiple positions, most recently as the Interim Circulation Manager. He has worked as a supervisor for 22 years, including a role as the evening circulation lead. Gary Jeffries, the previous Circulation Manager, retired July 1, 2015, after 29.5 years of dedicated service to EWU Libraries.

### Liya Deng joins EWU Libraries

Liya Deng will join EWU as the Social Sciences Librarian, July 1, 2016.

In addition to her M.Ed. degree from the University of North Carolina at Wilmington, Liya earned her Master's and PhD degrees in Library and Information Science from the University of South Carolina. Liya brings extensive experience in academic library settings. Prior to starting her doctoral program at USC, she served as the Government Information Librarian at Mercer Uni-

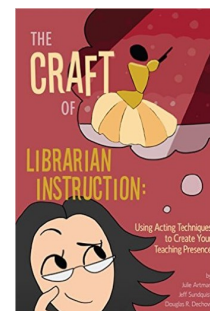
versity Libraries where she provided research support services in a wide range of social science disciplines. Liya's scholarly interests include student information behaviors and library instruction, student learning outcome assessment, and the value of academic libraries.



### Highlights:

Jeff Sundquist recently published, *The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence*. The book was a joint venture with two former colleagues: Julie Artman, Chair of the Collection Management Division, and Douglas Dechow, Digital Humanities and Sciences Librarian, both from Chapman University, in Orange, CA. Jeff's undergraduate and graduate work at UCLA is in theater. After a successful proposal to the Association of Colleges and Research Libraries Publications, he and his co-authors began writing in January, 2015. Their combined experience created an accessible guide to becoming a better instructor, focusing on techniques for the preparation, performance, and reflection stages of teaching.

Jeff states, "My inspiration was my training on the stage and how it has always naturally helped me in the classroom. Too often, librarians come out of library school expected to know how to teach, but not necessarily with all of the tools to do it. So, hopefully this book will help to fill that gap."



### Nursing Mothers & Family Nurturing Room Opens

The EWU Libraries held a grand opening in March for its new Nursing Mothers and Family Nurturing Room. Attendees were encouraged to bring children's books, diapers, wet wipe or toys. The room is located on the lower level of the JFK Library, right near our kids' collection [Curriculum Center]. The room is a cozy retreat to feed baby, change a nappy, or comfort your kiddo or toddler. We welcome moms and families to this new resource at JFK!

Carol S. King, Director, Library Engagement & External Relations, Eastern Washington University. ACRL-WA Campus Liaison.



## WESTERN WASHINGTON UNIVERSITY LIBRARIES

### Special Exhibit and Event Honors Renowned Local Journalist Wallie V. Funk

Currently on display in Western Libraries Special Collections is a photographic exhibit featuring the work of Wallie V. Funk, who photographed a diverse and eclectic range of subjects, including several U.S. presidential visits to the state of Washington, the Beatles' and Rolling Stones' concerts in Seattle, local and regional accidents and disasters, community events

# Campus News: People, Collections, Happenings

WWU cont.



Photo featuring "When Local Becomes National" panelists (Scott Terrell, Theresa Trebon, Elaine Walker, and Paul Cocks), Western Libraries Director of Heritage Resources Elizabeth Joffrion, and noted photographer Wallie V. Funk

—and military activities on Fidalgo and Whidbey islands, and the 1970 Penn Cove whale capture.

During his long career, Funk worked as a photographer and journalist, and was also the co-owner of the Anacortes American, the Whidbey News-Times, and the South Whidbey Record. This past February, panelists spoke about community journalism and the impact of the Funk's work during the special event, "When local becomes national." Funk was also in attendance, along with members of his family, and enriched the conversation with his memories and perspective. The presentation was well-attended by both members of the community and people from across WWU, and was sponsored by Western Libraries Heritage Resources, the WWU Department of Journalism and Western's Office of Communications and Marketing.

## Mongolian Studies Special Issue Dedicated to Wayne Richter of Western Libraries

On Friday, April 1, 2016 at the Association for Asian Studies annual conference in Seattle, Western Libraries Asian Materials Specialist Wayne Richter received a tremendous honor when the president of The Mongolia Society, Alicia Campi, presented him with Volume XXXV (2013) of Mongolian Studies, the scholarly journal of The Mongolia Society, which is a special issue dedicated to Richter.

**Director of Western Libraries Heritage Resources, Elizabeth Joffrion**, was recently selected as a member of an OCLC project funded by the Institute of Museum and Library Services (IMLS) entitled the "Collective Wisdom LAM Conference Exchange." Collective Wisdom is a unique experience in which 18 qualified professionals, representing libraries, archives, and museums (LAMs), are joining together to explore cross-sector practices and culture, and share insights and emerging recommendations with the field about potential partnerships and collaborations to advance cross-sector learning.

Clarissa Mansfield, Western Libraries Communications Manager ACRL-WA Campus Liaison.

## GREEN RIVER COLLEGE HOLMAN LIBRARY

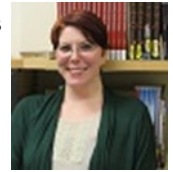
### New Hires

The Holman Library is happy to announce the hire of a new adjunct faculty librarian for instruction and reference. Kaitlyn Straton is originally from Puyallup and a 2013 graduate from the University of Washington's Information School. Kaitlyn most recently worked at Seattle Pacific University where she aided in the transition to Primo and Alma and was responsible for original and copy cataloging. She also works as an adjunct faculty librarian at Pierce College.



Kaitlyn Straton

Nancy Vandermark joined Green River College's Reference Librarian team at the beginning of Winter Quarter 2016. Nancy graduated in March 2015 with her MLIS from the Drexel University College of Computing & Informatics. She currently works both at the Circulation Desk during the week and at the Reference Desk on Saturdays.



Nancy Vandermark

### Projects

The Green River College Digital Archives – "The Current" Student Newspaper debuted in support of Green River College's 50th Anniversary Celebration. This large-scale project is led by Phillip Whitford and Jennifer Rohan (in addition to other librarians acknowledged in the archive home page). The archive makes accessible and searchable over 670 issues of the Green River student newspaper from 1965-2010 with ongoing work to add more content. This effort to preserve an incredibly important and rich piece of Green River College history began in Summer 2014 and included a search for and an inventory of scattered hardcopy and digital newspapers, quality-controlled scanning of hundreds of old issues, and consistent original cataloging in the digital repository.



Jennifer Rohan



Phillip Whitford

Katie Cunnion created an online NoodleTools Citation Workshop in Canvas to assist students with understanding the importance of citing sources, identifying APA and MLA styles, and practice in creating citations using the NoodleTools citation generator. Anyone is welcome to link to that workshop for their students/institution, to use the workshop or to import to their Canvas site and make modifications. The Canvas workshop is licensed under Creative Commons (CC BY-NC-SA 4.0)



Katie Cunnion

### Events

Jody Segal organized and facilitated a successful OneBook Discussion Series for students, staff and faculty around the book *Redeployment* by Phil Klay. Panels included "The Diverse Experi-

# Campus News: People, Collections, Happenings

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Jody Segal organized and facilitated a successful OneBook Discussion Series for students, staff and faculty around the book *Redeployment* by Phil Klay. Panels included "The Diverse Experiences of Women Veterans," "Iraqi Narratives" and "How to Talk about Difficult Texts" among several others.



Jody Segal

Jennifer Rohan co-presented at the Reading Apprenticeship Conference on March 12, 2016. The presentation focused on an ESOL Science Curriculum that incorporated Reading Apprenticeship principles and Information Literacy. Anyone is welcome to download, use or modify any of the curriculum materials on the Appropriate Technologies Curriculum website.

## Accolades and Other News

Green River College Adjunct Faculty Librarian, Elizabeth Knight, who is also a Certified Archivist, keeps her fingers in the archives world by doing project-based consulting work with emerging archives in the region. She is presently developing a digital archive plan for the Pacific Northwest Railroad Archive, which is located in Burien, WA. The project is funded by a capacity building grant awarded by 4Culture, a King County tax-exempt organization that supports citizen and groups who preserve cultural heritage, promote the arts, and foster cultural opportunities. In addition to working with cultural heritage organizations, Knight has also provided archives consulting expertise for a number of academic institutions such as University of Puget Sound, Oregon Institute of Technology, Bastyr University, and the Orbis Cascade Alliance.



Elizabeth Knight

Jody Segal, Faculty Librarian, Green River College. ACRL-WA Campus Liaison.

## UNIVERSITY OF WASHINGTON—SEATTLE

### People

#### New Appointments

- Madeline Mundt, Research Commons Librarian
- Morag Stewart, Acquisition Librarian
- Anne Gleason, Associate Director for Administration and Liaison Services, HSL
- Whitney Buccicone, Special Collections Cataloging Librarian
- David Tolmie, Repository Management Librarian
- Anne Pepitone, Resource Discovery and Library Information Systems Coordinator

#### Retirements

Sherrilynne Fuller, Special Advisor to the Dean of University Libraries

### Awards

Two UW librarians will be recognized at the University's annual Awards of Excellence ceremony. Cass Hartnett, US Documents Librarian and liaison for the Department of Gender, Women, and Sexuality Studies, will receive the 2016 Distinguished Librarian Award. Steve Hiller, Director of Planning and Assessment, will receive 2016 David B. Thorud Leadership Award. Congratulations Cass and Steve!

### Artwork and Exhibits

Odegaard Library is the recipient of a major new work of art commissioned from architects John and Patricia Patkau as part of the Art in Public Places program of the Washington State Art Commission. This work, entitled "Mirrorfold," is comprised of angled and folded metal that is highly polished and reflective -- think the surface of "The Bean" in Chicago! Interestingly, in Mirrorfold, the angles mean that a viewer standing directly in front of the work will see bits of reflections of the surroundings and people on the periphery, rather than one's self.

Special Collections has put on several exhibits this Spring, including Pioneering Medicine: Milestones from Seattle's First Century, 1850-1950 which explored the roles of physicians and hospitals in early Seattle history. Just One Look features 30 newly commissioned art books from artists all over the country, which were inspired by passages selected by UW Humanities faculty.

Jessica Jerit, Reference and Instruction Librarian, Foster Business Library. ACRL-WA Campus Liaison.

## UNIVERSITY OF WASHINGTON—BOTHELL

### Staffing Updates

Our new Head of Access Services, Jennifer Patterson, joined us in February from the Pierce County Library System. Research & Instruction Librarian Kali Stoehr left in April for a science librarian position with the Pierce County system. Library technician Amy Sun retired in March.

### Campus Library Happenings

The Equity, Diversity and Social Justice Team initiated a Community Reads program by hosting a campus discussion of Ta-Nehisi Coates' *Between the World and Me* in May. More details are available at <http://guides.lib.uw.edu/bothell/libraryEDSJteam/communityreads>.

College Dogs visited our campus in March as the quarter was winding down but student stress leading into finals was ramping

# Campus News: People, Collections, Happenings

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Up. Several dogs were able to stop by and offer themselves up for some finals stress-relieving pets!

## **Librarian Publications**

Brook, F., Ellenwood, D., & Lazzaro A. E. (2015). In Pursuit of Antiracist Social Justice: Denaturalizing Whiteness in the Academic Library. *Library Trends*, 64(2), 246-284.

Brown, N., Bussert, K., Hattwig, D., & Medaille, A. (2016). *Visual literacy for libraries : A practical, standards-based guide*. Chicago: ALA Editions.

## **Librarian Presentations**

In March, Alyssa Berger and Chelsea Nesvig presented on Creating Effective Canvas Collaboration with Librarians at CanvasCon, hosted at Tacoma Community College.

Dave Ellenwood, Ana Villar, and Megan Watson presented Thinking outside the box: The social justice librarian's guide to Google and its alternatives at the Washington Library Association conference in Spokane.