



## Business

ACRL-Oregon did an wonderful job of hosting the 2016 Joint Conference in October. The Menucha Retreat and Conference Center was, as always, a beautiful backdrop for a lively discussion about librarianship. I attended the Pre-Conference about Open Educational Resources, and found it to be a very useful session. The poster session was hugely popular, thanks in part to the wine and cheese provided to attendees.

ACRL-Washington's Membership Meeting at the Joint Conference was extremely well attended. The agenda included the Treasurer's Report (we're doing fine financially), discussion of a small change to our membership fee structure, and a substantive conversation about the 2017 Joint Conference in Washington.

## Commentary

While at Menucha, I was able to visit with colleagues I don't see very often, and I was struck by the common narrative that we, as librarians, are all too damned busy. The majority of us seem show up to work early, stay late, and work from home in our evenings and weekends. We even come in sick, a phenomenon called presenteeism, because these are the standards we set for ourselves and our colleagues. This isn't healthy, and it isn't sustainable.

I planned to write more about presenteeism in this report, but that changed once Trump was elected, and conversation about nearly anything else besides the election seemed to cease in my communities. The library community was no exception.

On Election Day, and the days following, ALA released a several statements related to the election. Some of these statements raised ire amongst librarians for offering to collaborate with Trump on a number of policy issues. So how does ALA propose we, as a profession, move forward in the current climate of fear and uncertainty? In a well-intentioned statement, ALA Pres. Julie Todaro lauded the importance of libraries acting as safe spaces, and cited ALA's 140-year long commitment to "abolish intolerance and cultural invisibility, stand up for all the members of the communities we serve, and promote understanding and inclusion through our work." This claimed commitment to diversity doesn't stand up to the history of racism in American libraries. The ALA is an organization whose state chapters were desegregated little more than fifty years ago. We need to recognize that libraries, like every other American institution, have a checkered past in regards to minoritized communities.

How, as a profession, do we respond to an incoming administration that has expressed disdain for many of our colleagues and patrons? How do we leverage our unique set of skills and resources to prepare for a regime with authoritarian proclivities that emboldens and empowers white nationalists and other chauvinists? The answer will vary by institution and individual, as our resources and communities differ in makeup and needs, but here are some ideas:

## Safe Spaces

President Todaro was right about the importance of safe spaces. Many of our students have been made to feel unsafe by Trump's ascendance and the concurrent surge in hate crimes. This is a feeling that can stay with a person in the classroom, and in the library as well. Librarians need to find

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—ways to make our users feel welcome and secure in their interactions with the library in these turbulent times.

### **Bibliographies**

Topic bibliographies and reading lists aren't shiny and new, but they serve a good purpose. At a time when many are looking for answers, topical readings can serve to inform, generate discussion, and even comfort.

### **Digital Privacy/Security**

It's certainly time to review and update our patron privacy policies, but let's not stop there. We can also educate our stakeholders about how to conduct themselves in ways that will decrease their exposure to both government and corporate data collection. Mild-mannered conversations are hardly enough. Our instruction needs to incorporate aspects of proactive electronic counter-surveillance.

### **Librarians as facilitators**

Librarians who are accomplished instructors have a great capacity to facilitate discussion. Our ability to generate conversations about information literacy, and demonstrate how it relates to critical social and political issues is critical at this moment. We need to step forward as leaders, both within our institutions and our broader communities, and teach the importance of understanding the nature of information, how to evaluate it, and its critical role in society.

I know that this is a significant challenge, and will require an even greater commitment of time and energy when we're already feeling stretched thin to an unsustainable level. The truth is we work so hard, because our vocation is important for our communities. We might as well keep our sleeves rolled up.

**Ben Tucker,**

ACRL-Washington Chapter President

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## ACRL OR/WA Joint Conference Scholarship Essays

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*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 library professional 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 Sarah Schroeder and Jieun Kang. The following essays summarize their conference experiences.*

### **Student ACRL OR/WA Joint Conference Scholarship Essay**

By **Sarah Schroeder**, Research & Learning Services Specialist, Odegaard Undergraduate Library. MLIS Candidate 2017



I knew that the ACRL-OR/WA conference would be a great opportunity to meet and learn from the people doing great work in academic libraries around the Pacific Northwest, and I am so grateful that I had the chance to attend this year!

Being in my second year with the UW's MLIS program, it can sometimes be easy to get caught up in the whirlwind of schoolwork, projects, and job searching, and forget about the reasons that I wanted to go to library school in the first place. Meeting professionals who get to spend their days working with students and faculty, embracing creativity and innovation, was a great reminder. So many creative ideas from the conference stood out to me, including promoting the libraries through Snapchat and applying the "Choose Your Own Adventure" style to information literacy. Librarians in my breakout session had great feedback to offer and ideas for me to pursue. I can't wait to take what I've learned and apply it to my work as a Research and Learning Services Specialist at Odegaard Undergraduate Library. In her closing keynote, Hannah Gascho Rempel said that she didn't always think of herself as a creative person, and I can relate. But like her, I realize that I find creative joy in planning en-

gaging lessons, researching and writing, and working with my colleagues every day. It's truly exciting to be at the beginning of a career in which the opportunities for creativity and collaboration abound.

Meeting librarians from around Washington and Oregon and sharing my own experiences by presenting a poster was fantastic. I hope I get the chance to return to Washington's conference next year, as I can tell that there is so, so much more to learn! Thank you so much to the Washington chapter for giving me the chance to share in the conference experience!

# ACRL NW Conference Scholarship Essays cont.

## Academic Library Professional ACRL OR/WA Joint Conference Scholarship Essay

By **Jieun Kang**, Instruction & Reference Librarian. Visiting Assistant Professor. Mortvedt Library, Pacific Lutheran University



Having moved from a different type of institution and environment (for all the opportunity to appreciate the vast landscape, Iowa-Washington half cross country trip was a true challenge for me), I was just starting to get myself oriented to the new teaching and learning culture at Pacific Lutheran University. When my colleague encouraged me to apply for the 2016 ACRL-OR/WA Joint Conference scholarship, my initial reaction was hesitation—as someone who is new to the region, would there be anything I could contribute? However, as I started to contemplate on the conference theme "Enhancing Creativity and Turning Inspiration Into Reality," I realized that my role as an instruction and reference librarian is aligned with what the conference theme was asking about. Let's face it: information literacy is not a subject that excites students most. Often times, they think they already know it all, or this is about learning all the great search tips that they can use to find their sources as fast as they can, and well, forget about everything until their next research assignment is due.

Fully aware of this reality, I try to remind student that research can be, and is, a fun, creative process during which they can put an investigator's hat on and use their own expertise to find best clues and keys for their quest. At the same time, I was curious how or if my colleagues in Pacific NW would take on the information literacy instruction approach from different angles.

Therefore, I was genuinely excited about this opportunity to be part of the larger conversation with my colleagues in Oregon and Washington. The understanding that we are all striving to serve our students and community as best as we can in various capacities was, of course, not new to me. However, being able to hear from others and share my story with them was a truly transforming experience for me. All three 10-minute talks by librarians from different institutions confirmed our commitment to students' learning on multiple platforms with diverse approaches; the closing keynote by Hannah Gascho Rempel was the most inspirational moment for me within the large theme of creativity and inspiration by emphasizing the importance of collaboration in our effort to cultivate creativity as I used to believe creativity is often times a lonely journey to embark on my own.

As a new comer, this conference was a welcome opportunity to ease myself into a larger scholarly community with my librarian colleagues in the region, and I am very grateful to be a recipient of the scholarship. I'm thrilled about future opportunities to contribute to our ongoing efforts to enhance information literacy in multiple ways.



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**Miss the ACRL-OR/WA Joint Conference?**  
Check out conference materials at this link:  
<https://acrloregon.org/2016-acrl-orwa-joint-conference/>

# ACRL-Washington Excellence Award

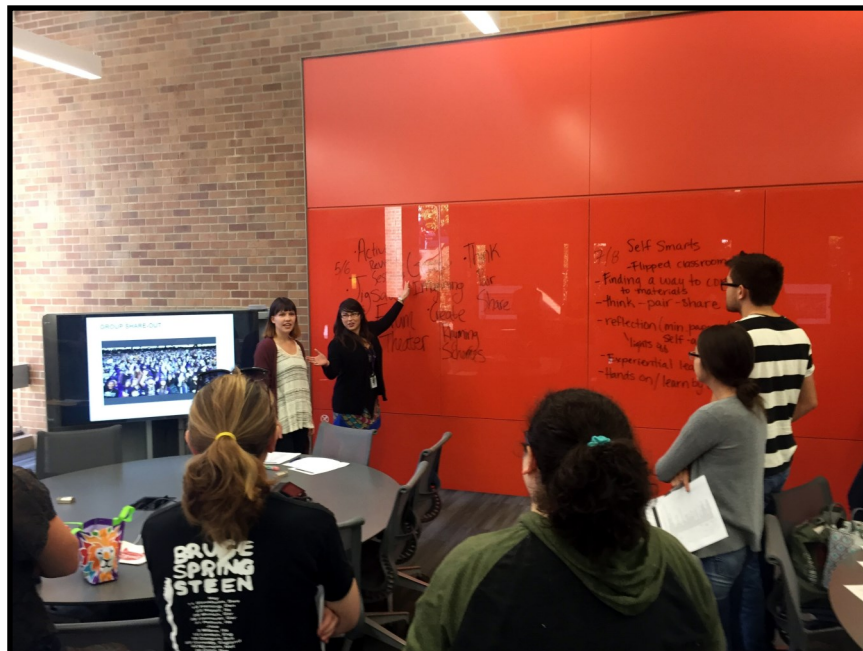
*The ACRL-Washington Excellence Award recognizes a project that demonstrates excellence in the field by significantly improving Washington State academic or research libraries/librarianship.*

By **Deb Raftus**, Romance Languages & Literatures Librarian, Libraries Reference & Research Services, University of Washington Libraries

**Project Title:** Comprehensive Training Program for Student Research and Learning Services Specialists

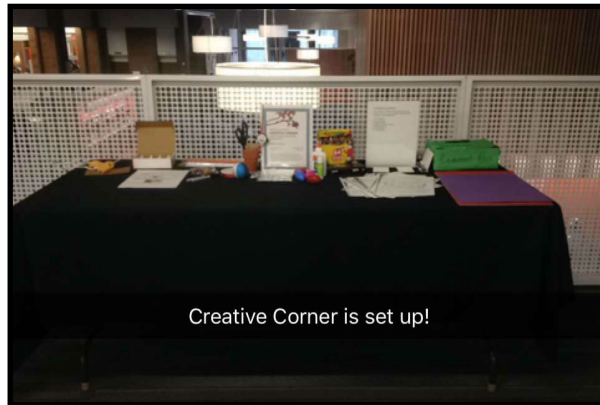
**Project Team:** Deb Raftus, Reference & Research Services, Suzzallo Library (project coordinator); Amanda Hornby, Odegaard Undergraduate Library; Kathleen Collins, Odegaard Undergraduate Library (all at University of Washington Libraries)

The MLIS program at UW's iSchool provides its students with a grounding in formal theory and a holistic view of librarianship. Our training program is designed to complement the iSchool curriculum with invaluable practical experiences and in-depth training and mentorship in academic librarianship. Using a collaborative model, the year-long program begins with an intensive twenty-hour "boot camp," requires the completion and presentation of a teaching portfolio, provides opportunities for students to formally present their work, normalizes teamwork and collaborative brainstorming, and encourages experimentation and risk-taking with teaching. We practice what we preach, offering flipped classroom trainings, modeling active learning, developing learning goals, and assigning homework to support their learning. We teach advanced search techniques, subject reference, learning theory and application, assessment techniques, and introduce potential career paths in academic librarianship. The curriculum for last year's training is outlined online at <http://guides.lib.uw.edu/research/RIST>. Because a significant portion of our graduating GAs find positions within the state, our effort to complement their formal graduate training has enriched the pool of academic librarians in Washington by helping to produce already-experienced new professionals who therefore need less intensive onboarding training than might be expected of entry-level librarians.



# Staff Self-Care: Fostering Creativity, Lowering Stress, and Building Relationships

By **Amelia Klaus**, Recent MLIS Graduate from the University of Washington



Self-care, work-life balance, and creativity have increasingly become buzzwords within the librarian profession. As budgets are cut or stagnate, librarians have come under increased pressure to do more with less- to think find creative solutions that stretch the budget and increase user involvement. Much like many universities across the United States, the University of Washington Libraries' librarians have risen to the challenge, creating student facing events, such as therapy dogs, music in the library events, and their whiteboard messages program.

However, my Capstone partner Annika Janzen and I observed while working as Graduate Assistants in the Reference and Instruction Departments at the University of Washington that there seemed to be lack of staff facing programs aimed at fostering the creativity necessary for the creation of such events and to discourage creative burnout and job stress. Our observations were strengthened by internal surveys, which indicated that librarians were finding their work-related stress increasing, which was negatively impacting their ability to create thoughtful creative programming, and desired more opportunities to communicate and connect with their coworkers- especially with those from other departments or libraries.

In order to explore how encouraging librarians to “play” and be creative in the workplace affects creativity, stress levels, and the workplace environment, Janzen and I created a 6 week program of rotating crafts and also provided supplies such as coloring sheets and crayons for staff to use at the two tables, one in Odegaard Undergraduate Library and one in Suzzallo Library. In addition, the Creative Corner project aimed to provide informal opportunities for the creation and development of cross-departmental relations, which could increase communication across departmental divides. Giving staff the opportunity to take a break, do a craft, or draw something will free their minds briefly, help them feel refreshed, and get back to their previous task with a new outlook. If they spent that time speaking to another person from a different department, they also have the chance to hear a different perspective they may not have thought of before. In the last week of the program we sent out an email survey to assess what people thought of the Creative Corner tables and how it affected their moods and stress levels.

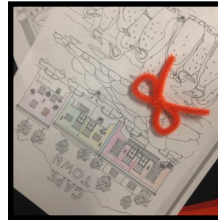
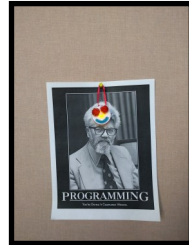
Upon review, the survey results revealed that of the 44 survey respondents, 34% participated in the program. The survey was composed of seven questions, which were a mixture of multiple choice and open-ended in order to gather a mixture of quantitative and open-ended qualitative feedback. When asked to rate how stressed participants felt after spending time at the Creative Corner, about 60% said that they felt “quite,” “slightly,” or “very” relaxed. Furthermore, the project helped participants to feel more energized, commenting that “being able to create something and complete something gave me a more positive outlook for the day. It may have been a small, unimportant task, but accomplishing something helped spur me on to complete other tasks” (Janzen & Klaus, 2016).

The results also revealed areas where the project could have been strengthened, with respondents expressing shyness over “other staff seeing I had done the project when they didn't” and confusion as to whether or not the project could be completed “staff time rather than break time” (Janzen & Klaus, 2016). These worries could be mitigated in future projects by reaching out to department heads and asking for them to give official approval to their department encouraging participation. In addition, 44.8% of participants were simply “not interested” in the project, which is understandable as crafting is

Staff self-care cont.

Is not everyone's cup of tea. One of the other barriers to participation was the fact that librarians at the many branch libraries found it difficult to make time to travel to the participating branches- a barrier that could be mitigated by organizing a roving creative corner so that everyone would have the opportunity to participate in their own branch.

My partner and I were overall pleased with the positive responses and great feedback we received. We hope to the UW Libraries continue and expand this pilot in the future, as it is a low cost method of providing a relaxing space for staff to re-energize, strengthen their ties with their peers, and foster a culture of creativity.



Works Cited

Janzen, A. and Klaus, A. (2016). Creative Corners for Library Staff: A Capstone Project Exploring Fostering Creativity in the Workplace. <https://docs.google.com/document/d/1mNtuTp8pzzNnJx4L3A44nJe1DwVji1gksNNrxpqsst8/edit?usp=sharing>

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## Librarians Learn First Aid for the Mind

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By **Erin Hvizdak**, MA, MLIS. Reference and Instruction Librarian, Washington State University.

Finding a colleague with the skills to administer CPR or First Aid is usually not a difficult task. New hires receive requisite safety training, and we often even have a disaster plan for our library collections. But would you know what to do if someone near you were experiencing a serious mental health crisis? According to the National Alliance on Mental Illness, more and more students are reporting feeling stressed and overwhelmed, with nearly 1 in 4 students having a diagnosable mental illness. With declining budgets and overworked wellness centers, it is more crucial than ever to have people throughout campuses trained to recognize and respond to the signs of a mental health crisis. Enter Mental Health First Aid. MHFA is an 8-hour training course that was developed in 2001 in Australia. The curriculum teaches attendees how to respond to mental health crises, reducing the risk of harm to the person experiencing the crisis and those around them. First aid is given to the individual until professional help arrives. The course also teaches attendees how to recognize the potential signs of mental health issues and substance abuse and provide resources and guidance to that individual before a crisis is experienced. Nearly 700,000 individuals in the United States have completed the training course, and famous attendees include First Lady Michelle Obama and New York City First Lady Chirlane McCray.



Academic librarians can especially benefit from this training. Hundreds and sometimes even thousands of students walk through our library doors each day, looking for research materials or a place to study. While librarians may only see each student one or two times and cannot track changes in behavior over an extended period, this training can help us respond to immediate dangerous situations, look for signs of distress, and try to adjust our communication to de-escalate a situation.

Do you know who on your campus to notify if a student shows signs of distress or self-harm? Do you know what resources on campus are available to the student? Librarians are in the business of helping students access needed resources, so knowing your mental health resources on campus is a natural extension of what we do. As Washington State University (WSU) Librarian Erica Carlson Nicol explains about completing MHFA: "Since so much of my job involves working with students, I wanted to learn what I could do to provide help when they are struggling. I think the training was very good in help-

-ing me to get a better idea of what I can do, but also of my limitations; knowing when to refer is important.”

A number of WSU Libraries faculty and staff attended MHFA training on their own and found it so helpful that the libraries scheduled a day specifically for employees in the library. Attending and encouraging your co-workers to take the training and even arranging a day for all to attend is one way that you can support mental health efforts on campus. WSU Libraries also partnered with Health and Wellness Services and the student chapter of the National Alliance on Mental Illness to create a display in our large entryway display case, and our communications coordinator wrote an article about it that was distributed campus-wide (<https://news.wsu.edu/2016/02/08/through-february-wsu-display-explores-mentalhealth/>). Making these resources visible in the library demonstrates the library's solidarity with wellness services and may help students feel more comfortable approaching library faculty and staff in a time of need. For more information on Mental Health First Aid or to find an instructor near you, visit <https://www.mentalhealthfirstaid.org/cs/>.

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## Investing in Staff Self-Care at the James E. Brooks Library

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By **Maureen Rust**, Student Engagement and Community Outreach Librarian, James E. Brooks Library, Central Washington University

CWU Brooks Library conducts three all-staff meetings annually. On this day, every member of the library faculty and staff retreat to a non-library location to participate in group activities. The activities range in nature from professional development to team building. Topics that have been featured at past all-staff meetings include emotional intelligence, generation theory, and emergency preparedness. Regardless of the topic, there is always a tie-in with the library's overarching strategic plan.

The topic of focus at our fall 2016 meeting was self-care. We were about to launch into a brand new academic year, and wanted to provide the staff with tools to avoid the dangers of stress and burnout that often accompany such a demanding and charged time.

The day began with a 20 minute guided meditation, followed by three short video presentations on the benefits of mindfulness. These activities set the stage for a frank and open discussion about mindfulness. Colleagues who already practice mindfulness shared their experiences and tips. Others unfamiliar with the practice were able to have their questions answered in a friendly and supportive atmosphere. The practice of "setting your intention" was discussed, and provided an appropriate segue into the next topic.

The next portion of our meeting was devoted to project management strategies and tools. Two staff shared methods acquired at a project management seminar they had recently attended. Their presentation included handouts and a worksheet intended for use in managing a specific project. The presenters used the worksheet to demonstrate how they applied project management strategies to a project they had recently completed.

Our library strategic plan is a compilation of strategic plans from each department.

At this point in the meeting, all attendees grouped according to their library department. The groups were instructed to choose one department goal, and then use the worksheet template to create an achievable, productive, sustainable plan for attaining that goal.

At the end of the meeting, the groups took turns sharing with the entire staff the goal or goals they had selected to work on, and the plan they developed for achieving those goals. An unexpected benefit of this exercise was that the whole group was able to learn about several departmental goals being developed among the individual library departments.

We did not formally assess the day's activities, but many participants shared that it was one of the most beneficial all-staff meetings they had attended. Starting the day with instruction on meditation and mindfulness served to remind us, throughout the day, that self-care should be first and foremost in our priorities, and plays an essential role in being able to carry out our professional responsibilities in a manageable and sustainable manner.

# Hamilton Comes to the Classroom: Nonstop avenues for research: Mining Hamilton with undergraduates

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



Lin-Manuel Miranda, center, performs in the musical "Hamilton" at The Public Theater in New York. (AP)

This fall, students in ENGL 234: American Literature & Culture aren't throwing away their shot to take an academic dive into all things Hamilton!

Since Lin-Manuel Miranda's mesmerizing production [Hamilton: An American Musical](#) took to the stage in early 2015, it has been an undeniable hit, generated a wealth of public commentary, and brought renewed energy and enthusiasm to musical theater and the study of American history. Is it even possible at this point to have missed the story of the "ten dollar founding father" and his meteoric rise on Broadway? For anyone who has managed to miss the accolades and awards, the critics, or the social media bonanza, Miranda's musical provides a (mostly) historically accurate account of the life and death of Treasury Secretary Alexander Hamilton and the founding of the American nation by combining traditional elements of a Broadway musical with the lyrically dense, complex musical style of hip-hop and rap and a racially diverse cast. Put plainly, Hamilton is much more than a rote, oft-told story of long-dead, white guys; it's clever, emotionally engaging, relevant to our current political and social climates, and now showing up in classrooms all over the country.

I haven't always (ever?) been a serious history buff, but I love musicals, popular culture, critical analysis, and thorough research. When I first heard the Hamilton soundtrack in the fall of 2015, not only did I set about evangelizing the show to anyone in close range, I immediately started looking for opportunities to tap into its educational potential. What better way existed to fuel my obsession than connecting it to my work with undergraduates at the University of Puget Sound? The musical is remarkably well-researched, drawing heavily from historian Ron Chernow's biography and primary source materials from Hamilton's life and times, making it an obvious match for students of history; however, I'd like to suggest that Hamilton's academic appeal stretches beyond its historical narrative to more varied disciplinary endeavors. As a librarian for the humanities, I frequently find myself supporting students as they examine (and sometimes grapple with) the personal, social, political, and structural contexts that shape creative work – most often in the realm of literature. When I discovered that my colleague, Alison Tracy Hale, Professor of English (and fellow Hamil-fan!), was interested in re-designing her early American literature course with an eye toward the musical, I knew I'd found my shot at a collaboration.

Designed to familiarize students with the history, literature, and culture of the eighteenth-century, Professor Hale's current course uses Hamilton as a lens to explore Revolutionary America. Over the course of the semester, students immerse themselves in the raw materials that inform Miranda's musical and undertake a variety of individual and group work, which hone skills in interpretation and research. Not wanting to stray too far away from intended learning outcomes or inadvertently teach a history lesson, we settled on a range of assignments that reflect the creative and interpretive work of scholars of literature.



Assignments include ongoing annotations to the class compilation of the musical’s lyrics, using Annotation Studio; close readings and literary analyses of the musical; a research-based annotation assignment using primary documents; the revision or creation of a music number; and a final, researched and thesis-driven interpretive presentation. Through the course readings, assignments, and research opportunities, we hoped to enable students to make connections between the musical and its relevant historical and contemporary contexts, as they performed analytic work and made use of necessary resources and research methodologies used by scholars in the discipline. This is no small task, but it can be accomplished through thoughtful and intentional collaboration.

For their first library-integrated assignment, students were tasked with conducting a close reading and analysis of a historical letter written by or to one of the figures from the musical, the selection of which included documents from Thomas Jefferson, George Washington, Maria Reynolds, John Laurens, and others. In this activity, students discussed the function of letters in the 18th century and used background research from tertiary sources to provide contextual details about the author, recipient, and text of their chosen letter. The final product was a synthesis of their research in the form of a “scholarly edition” of their letter, with a formal headnote and annotations, similar to the kind found in a literary anthology.

While designing the assignment and accompanying library session required a not insignificant amount of preparation and collaboration, I can honestly say that this has been one of the most enjoyable teaching experiences I’ve had at Puget Sound. Not only have students responded enthusiastically to the source material – both in Hamilton the musical and the historical and literary works they’ve encountered in class – they’ve contributed to this material in meaningful ways through creative, interpretative, and research-based disciplinary work. The semester isn’t over yet, but based on our first library session and assignment together, I have no doubt that these students will continue to blow us all away as they examine, enhance, and re-imagine Hamilton’s story.

More information, accompanying resources, and a reading list for popular media coverage on Hamilton can be found on the [companion guide to ENGL 234](#).

## 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.

# Information Literacy Beyond the Classroom: An Ongoing Conversation at ACRL Immersion, 2016

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By **Karleigh Knorr**, Librarian, Highline College

I had the opportunity to attend ACRL's Immersion Teacher Track program this summer at Champlain College in Burlington, Vermont. Immersion is a hands-on opportunity for Instructional Librarians to closely and critically examine our instructional practices.

Throughout Immersion, there were many conversations about how to best serve students. One discussion we often returned to was how we can teach information literacy in a way that is relevant and meaningful for both the personal and academic lives of our students. This question was reflected and discussed in various ways throughout Immersion's curriculum, including but not limited to: an examination of the ACRL Framework and other literature, activities and seminars on active and student-centered learning, questioning pedagogical assumptions, and assessment of learning outcomes and curriculum development.

When thinking of effective ways to reach a more transformative level of information literacy in the classroom, suggestions included:

- Become reacquainted with your students, campus, and community in order to understand and meet the various needs of students. Ask, "What do our students bring to class from their past experiences?"
- Think about what students need to know versus everything we want them to know.
- The flipped classroom: Online modules, video tutorials, and/or assignments before an IL session. Allow the class to focus more on discussion, activities, and questions.
- Connect with faculty to collaborate.
- Continue to be critically reflective.

I have returned to the classroom with coast-to-coast influence from a community of colleagues and mentors. Immersion instilled me with more confidence in my IL instructions, with a focus on creating a more engaging learning experience for students and educators alike. I strongly encourage anyone interested in Information Literacy and Instruction to attend ACRL Immersion.

## 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 Spring issue.



# Campus News: People, Collections, Happenings

## TACOMA COMMUNITY COLLEGE LIBRARY

### News:

-Jennifer Snoek-Brown is the new Reference/OER Librarian at Tacoma Community College. She comes to TCC from Mt. Hood Community College. We're thrilled to have her!

-The TCC Library is overseeing the third and final year of the LOEL (Librarians as Open Education Leaders) grant.

### Wellness:

-In December, the TCC Library will offer stress relief for students during finals week with a visit from therapy dogs. Students can take a break from studying to relax and hang out with the dogs.

-During the last year, the TCC Library has been providing students an opportunity to decompress during midterms and finals by providing a drop-in Lego table in the library lobby. Student creations are showcased on the TCC Library Facebook, viewers vote for their favorite, and the winner wins a Starbucks card!

### Presentations:

-Jennifer Snoek-Brown participated in a nanotalk about OER structures in academic libraries across the region at the ACRL-OR/WA Joint Conference at Menucha.

-Rebekah Williams presented a poster entitled "1-2-3 Collaborate: An OPEN Door to Deeper Librarian/Faculty Partnerships" at the ACRL-OR/WA Joint Conference at Menucha.

-Earlier this month, Heather Gillanders presented "Is it working? Assessing the Effectiveness of Community College Information Literacy Instruction: Creating Developmentally Appropriate Outcomes and Improving Instruction using the "Framework" as a Guide" at the Library Assessment Conference in Arlington, VA.

*Rebekah Williams, Librarian, Tacoma Community College Library. ACRL-WA Campus Liaison*

## WASHINGTON STATE UNIVERSITY PULLMAN

In October, Erica England began the tenure track position of Instruction Librarian at the Holland and Terrell Libraries at WSU-Pullman. Erica will be coordinating library instruction in the first-year composition program, strengthening our connection with the WSU Global Campus, performing outreach to early-career students, leading programming efforts in the library and across campus, and providing reference services. Prior to WSU, she was a Research and Instructional Services Librarian at the University of Alabama-Tuscaloosa and an Adjunct Librarian at the University of Central Florida. Prior to becoming an academic librarian, Erica was a School Librarian for 2 years and a Middle School Language Arts and High School Reading Teacher.

*Erin Hvizdak, Reference and Instruction Librarian, Washington State University Terrell Library. ACRL-WA Campus Liaison*

## RENTON TECHNICAL COLLEGE



Cheyenne Roduin

Renton Technical College Library (RTC) welcomed new Library Director Cheyenne Roduin from Lake Washington Institute of Technology on May 19, 2016. Cheyenne replaced retiring Library Director Eric Palo. Cheyenne has quickly settled into her new role. Cheyenne's vision is: "The RTC library helps prepare our students for their futures

through responsive and complimentary instruction, services, tools and collections and through encouraging collaboration, learning, questioning and discovering. We are branching out into new areas and had a huge success working with the RTC Foundation to host the 75th Anniversary - Past & Present RTC Presidents and Trustees event in our library on September 27, 2016. This event celebrated our long college history, the people that have been instrumental in making RTC a great place, and highlighted the wonderful library spaces at RTC. We look forward to more partnerships with the campus and community that spotlight our amazing Library, staff and collections."

At RTC's Fall Kick-Off breakfast on September 13, RTC Media Librarian Laura Staley was named as one of the recipients of the college's Exceptional Faculty Award for 2016. The annual award honors RTC faculty and staff who have made significant contributions to the college. The ceremony was sponsored by First Financial Northwest Bank and hosted by the RTC Foundation. Recipients received a \$750.00 gift in honor of RTC's 75th anniversary. Congratulations, Laura!



Laura Staley with Exceptional Faculty Award

*Debbie Crumb, Instructional Librarian, Renton Technical College Library. ACRL-WA Campus Liaison.*

## PUGET SOUND LIBRARY COLLINS MEMORIAL LIBRARY

The Library has two new initiatives in place to assist students with the transition to college life and to support engagement and wellness.

Financial Literacy: Ben Tucker, Business and Economics Librarian, has developed a LibGuide on Financial Literacy: <http://research.pugetsound.edu/financialliteracy>. This guide provides access to a numerous resources that provide students with information on credit, student loans, investing and issues associated with renting and housing.

# Campus News: People, Collections, Happenings

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## **Puget Sound University Cont.**

**Life Skills:** Katy Curtis, Humanities Librarian, is responsible for the Life Skills Collection: <http://research.pugetsound.edu/c.php?g=528954&p=3617600>.

The purpose of the Life Skills Collection is to help students in college and beyond by providing information and resources for essential life skills in areas such as health and wellness, interpersonal relationships, finances, transitioning to college, developing cultural competency, understanding issues of diversity, equity and inclusion, and developing self-esteem and leadership skills. On each page of the LibGuide, there are helpful links and additional information on University of Puget Sound services for specific topics. The Library has also designated a Life Skills Corner where materials are on display.

## **Library Update in General:**

Digital Collections

Council for Independent Colleges and Artstor:

From Script to Stage: Documenting the Process of Performance and Production showcases the interdisciplinary nature of the theatre arts by documenting the process of faculty directed campus productions through images of set, stage and costume design drawings and photographs, production photographs, playbills and posters. The images are available to the academic community through the Artstor Shared Shelf. The Library also hosts the senior art exhibitions on this platform. This pilot project is designed to evaluate the ongoing use of this digital platform. Over 400 original images and documents have been published and shared on this platform as part of the project. Lori Ricigliano is the project lead and more information about this effort can be found by visiting this link: <http://www.socommons.org/openlibrary/#3|collections|7730877||University20of20Puget20Sound3A20Theatre20Arts20Productions>

## **Exhibits: Book and Paper Art:**

Amanda Clark, art historian and scholar and Director of the Whitworth University Library gave a presentation. Words in Dust and Literary Fireworks: Contemporary Chinese Book Arts at Collins Library on October 24.

She covered several works of Chinese book art, broadly defined, including Xu Bing's Where does the dust itself collect?, Wang Qingsong's Crazy readers, and Cai Guo-Qiang's One night stand, among other works that push the margins of how we define and categorize art. She considered a wide variety of works produced by contemporary Chinese book artists, the paradigms they push against, and the powerful global messages their artworks convey.

Local printer, illustrator, book and paper artist Chandler O'Leary exhibit From Farm to Table is on display at the Collins Library until January 2, 2017. This exhibit will feature a series of illustrations, lettering, patterning and paper installations that highlight organic farming and the sustainable food movement in the South Sound region. From original sketchbooks to cut-paper pieces, the body of work illustrates the agricultural importance of our region and highlights the struggle to preserve farmland amid rapid suburban and industrial development.

*Jane A. Carlin, Library Director, Collins Memorial Library, University of Puget Sound. ACRL-WA Campus Liaison.*

## **LOWER COLUMBIA COLLEGE**

Lower Columbia College is pleased to announce that Lindsay Keevy joined our team in September as a Library Instructor. She comes to us from California State University, Stanislaus, where she has been working in academic advising and instructional support. She earned her Bachelor of Arts in English from California State University, Stanislaus and her Master of Library and Information Science from San Jose State University. Lindsay's background in higher education includes writing instruction, information technology support, and library reference and instruction. Lindsay has hit the ground running, offering a workshop on the first day of instruction, and providing four orientations her first week on the job. Welcome Lindsay.

*Melinda Harbaugh, Interim Dean of Instruction & Learning Resources Lower Columbia College. ACRL-WA Campus Liaison.*

## **WESTERN WASHINGTON UNIVERSITY LIBRARIES**

### **What's new at Western Libraries?**

Western Libraries is near completion of its Hacherl Research & Writing Studio, a multi-year project generously supported by the Hacherl family. The Studio brings together what was the Research Consultation Desk (aka "Reference") and the Writing Center into a space designed for students to work on their assignments and projects with expertise on hand. The Studio offers integrated support for research, writing, and reading, including both the integrated research and writing class workshops and the recently updated online Library Information Tutorial. The Studio is also developing ongoing professional development for student and fulltime staff in order to provide comprehensive support for research, writing, and reading academic literacies.

### **Western Libraries New Hires and Retirements**

*Cont. p. 13*

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Pippa Hemsley was recently promoted to the position of interim Assistant Director of the Hacherl Research & Writing Studio, where she provides support for day-to-day services, operations, and curriculum for employee development.



Emma Winingham was recently hired as the Learning Commons Program Assistant in the Western Libraries Teaching & Learning division. She provides consultations and logistical support for the Hacherl Research & Writing Studio and Learning Commons.



Casey Mullin has joined Western Libraries as the Head of Cataloging and Metadata Services. Casey holds a Bachelor of Music degree in viola performance from Western Washington University and a Master of Library Science degree from Indiana University Bloomington. Prior to coming back to Western, he was Music Cataloger for the New York Public Library and Head of Data Control for the Stanford

University Libraries. His professional service engagements include committee posts with the Music Library Association and American Library Association, and he currently serves as the Chair of the Music OCLC Users Group.



Carmen Werder worked at WWU from 1984 until her retirement from Western Libraries in September 2016. She began her career at Western as an academic counselor and Upward Bound Program instructor before becoming a lecturer in the Department of English. Carmen also served in leadership roles in the areas of writing instruction, the scholarship of teaching and learning, curriculum development and assessment, the First-year Interest Group

Program, and as the Director of the Learning Commons, the Teaching-Learning Academy (TLA), and Writing Instruction Support (WIS). During her many years of service to Western, Carmen received a number of awards, including the Carl Simpson Bridging Award, the Carnegie Scholar Certificate of Excellence, the Service-Learning Faculty Fellowship, and the first Presidential Scholarship of Teaching Award.



Coming from University of Wisconsin, Madison, Sarah McDaniel has assumed the new position of Director of Teaching & Learning and the Learning Commons. Prior to coming to Western, Sarah's work focused on partnerships to transform libraries' educational roles. She led the University of Wisconsin, Madison Libraries' Teaching & Learning Programs for nine years, and partnered

with the Chancellor's Office, faculty, and campus and community organizations to establish the Go Big Read campus-community reading program, now in its eighth year. In addition to leading a

twenty-library information literacy program, she expanded the scope of the program to incorporate faculty development and instructional design partnerships, secured campus funding for library e-learning initiatives and co-chaired an Educational Innovation team focused on development of new service models.

As the Director of Teaching & Learning and the Learning Commons at Western, Sarah will bring her experience in faculty development, instructional design, and assessment to develop, implement, and assess an integrated teaching and learning program for Western Libraries that engages students and instructors from across the university. She is also a member of the Libraries' senior leadership team, and will work collaboratively with librarians, staff, student employees, Learning Commons partners, and external stakeholders toward shared goals to advance new teaching and learning initiatives related to the online learning environment, student learning outcomes, and research-writing instruction in support of academic colleges' curricula.



Shevell Thibou has been a part of Western Libraries for five years. Upon the retirement of Carmen Werder, Shevell became the Assistant Director of the Learning Commons and the Head the Teaching-Learning Academy (TLA) at Western Libraries. She has a Master of Adult Education and is currently pursuing her Ph.D in Education with a focus

on co-inquiry and approaches to multiculturalism in higher education.



Julie Dugger has joined Western Libraries as the Director of Writing Instruction Support (WIS). Prior to coming to joining the Libraries, she taught writing, literature, and humanities full time for sixteen years as a professor and instructor at four-year universities. She has also taught in the Academic and Professional Writing Program at the

University of Chicago, the Young Scholars Program at the Oregon Council for the Humanities, and the English for Speakers of Other Languages curriculum at Crossroads Student Center. She is a former Director of the Core Curriculum at Benedictine University, and her publications include work on literature and politics, utopianism, and popular fiction.

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

## BELLEVUE COLLEGE LIBRARY MEDIA CENTER

The Bellevue College Library Media Center (LMC) has recently revamped several physical spaces and non-tangible services. This includes the creation of a Collaboratory and a Tech Hub, co-locating the eLearning team within the Library Media Center, and adding an Outreach Services Librarian. eLearning houses the instructional designers that provide BC instructors with the assistance they need in creating engaging online learning resources.

# Campus News: People, Collections, Happenings

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## Bellevue College cont.

This group now resides in the LMC and they have an inviting space to conference with instructors.

The Tech Hub service desk provides a space for Tech Rovers, who are student workers, to answer many general questions and support the computer lab. We have moved our Reference desk deeper into the library, giving librarians the opportunity to provide in-depth reference service to students.

A Collaboratory space was created in a place that formerly held stationary furniture. Mobile furniture, whiteboards, high bar tables, and plug in ports, provide flexible spaces for students to use the Collaboratory for group interactions as well as for instructors to use it for active learning classes. Our first event was held in this space on Oct 26th, and over 150 students attended the Life on Mars: An Interactive STEM Panel, in conjunction with the LMC's BC Reads! selection of The Martian.

*DeAun Green, Part-time Reference Librarian, Bellevue College.*

## UNIVERSITY OF WASHINGTON SEATTLE LIBRARIES

### NEW PEOPLE:

(Some people have included comments about what makes their new UW work pleasant/unusual/surprising.)

- ⇒ F. Kelly Burton, ICA Moving Image Processing Technician-Special Collections
- ⇒ Sharon Seabrook, Circulation Technician-Foster Business Library  
*"I've been rolling this idea around in my head for the past few weeks and, honestly, I'm just grateful I get to do a job I love with people who are awesome."*
- ⇒ Star Schein, Collections Coordinator-Account Services  
*"I love being surrounded by all these BOOKS!"*
- ⇒ Kalyna Durbak, NN/LM Assistant-Health Sciences Library  
*"I am surprised by how many different ways I can get involved in the UW Libraries community and campus life."*
- ⇒ Sarah Pine, Special Projects Librarian-Health Sciences Library
- ⇒ Yasemin Gurz, Academic HR Coordinator-Human Resources  
*"My experience in my new role at UW has been nothing but pleasant. Everyone I work with has been extremely welcoming, and my teammates and manager are all very supportive and approachable. I feel lucky to have a job and working environment that leaves me feeling energized rather than drained!"*
- ⇒ Dylan Glenn, Acquisitions Order Specialist-Acquisitions and Rapid Cataloging Services  
*"Something I like about working at UW is feeling like I'm at Hogwarts when I walk in the library every morning!"*
- ⇒ Crystal Rodgers, Assistant Labor Archivist-Special Collections  
*"One of the most exciting aspects of my new job as Assistant Labor Archivist is being able to engage with the local labor community. For instance, I got to sit in on a meeting of the International Longshore and Warehouse Union pensioners at the ILWU union hall in West Seattle several weeks after I started!"*
- ⇒ Reed Garber-Pearson, Integrated Social Sciences Librarian-Research & Reference Services  
*"What I'm enjoying most about my position so far is the opportunity to work collaboratively in a degree program and develop new and creative ways of delivering material to online learners."*
- ⇒ Emily Patridge, Assistant Director, Clinical Research and Data Services-Health Sciences Library
- ⇒ Elliott Stevens, Assistant Research Commons Librarian-Reference & Research Services  
*"I have been surprised by how open to new ideas people in this system are. I have felt encouraged to be creative."*
- ⇒ Khanh Mai, Linux Systems Administrator-Information Technology Services and Digital Strategies  
*"The thing I find pleasant about my job is the work environment. My coworkers are very friendly and we all find the time to have spontaneous interesting side conversations throughout the day. Also, working in the Suzzallo Library near the Reading Room is quite a pleasure given the amazing architecture and gothic accoutrements."*
- ⇒ Kian Flynn, Geography & Global Studies Librarian, Research & Reference Services  
*"An exciting part of my job is speaking to geography and global studies classes of over one hundred students about how library resources can help them with their class research."*
- ⇒ Emilie Vrbancic, Undergraduate Experience Librarian-Research & Learning Services  
*"From coffee meetings for new UW librarians to formal mentorship programs, I really appreciate the holistic support I receive from my colleagues at UW Libraries."*
- ⇒ Maggie Faber, Data Visualization & Analysis Librarian
- ⇒ Denise Pan, Associate Dean for Collections and Content  
*"I am delighted to be at UW where I have an opportunity to create and shape major programs, strategic direc-*

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and content initiatives for a premier research institution in a stunning location.”

- ⇒ Katie Hillson, Preservation Specialist–Preservation Services
- ⇒ Lydia Castro, Quick Cataloger and Added Volume Processor–Acquisitions and Rapid Cataloging Services
- ⇒ Katie Caldwell, HR & Leave Coordinator–Human Resources
- ⇒ Elly Henricksen, Advancement Coordinator–Libraries Advancement
- ⇒ Cindy Olney, Assistant Director, National Evaluation Office–Health Sciences Library

## RETIREMENTS:

- ⇒ Paula Walker, Director, Libraries Space Planning & Special Assistant to the Dean
- ⇒ Jake Whitefish, Slavic and Eastern European Acquisitions Specialist
- ⇒ Louise Richards, Fisheries & Oceanography Librarian
- ⇒ David Bilski, Library Specialist I–Acquisitions and Rapid Cataloging Services
- ⇒ Michael Milligan, Computer Support Analyst–Information Technology Services
- ⇒ Terry Jankowski, Assistant Director for User Experience–Health Sciences Library
- ⇒ Kay Douglas, Library Technician Lead–Health Sciences Library
- ⇒ Glenda Pearson, Head of Government, Map, Microforms, and Newspaper Collections

## HAPPENINGS:

This fall, Deepa Banerjee (South Asia Studies Librarian) put together an engrossing exhibit titled “Envisaging South Asia: Images, Art, and Scholarship,” which featured a kaleidoscope of media, like poetry, film posters, spiritual objects, and musical instruments. With this exhibit came six public lectures on varied topics like “Gender and Indian Cinema” and “Tagore and the Space between India and Seattle.” One visitor of the exhibit writes, “Yesterday I stopped in to visit the South Asia exhibit and was absolutely overwhelmed by the varied and exquisite offerings, how tastefully they are displayed, and the breadth of coverage.”

Also this fall, Cass Hartnett (U.S. Documents Librarian and Gender, Women & Sexuality Studies Librarian) organized a Constitution Read Aloud, where dozens of people read the Constitution of the United States to over one-hundred listeners under the echoing ceiling of the Suzzallo Library. You can listen to members of the UW community reading Articles and Amendments at <http://kuow.org/post/listen-many-voices-bring-constitution-life>

Conor Casey, Labor Archivist, has continued to get the word out about the Labor Archives of Washington in creative ways. These past few months, he has appeared on KSVR’s radio show *We Do the Work* in a segment called “Learn Yourself,” where he has spoken about Carlos Bulosan (an activist, poet, and worker who was born in the Philippines) and the centennial commemoration of the Everett Massacre. He also appeared on UWTV’s *UW 360* to

talk about the history and importance of the Labor Archives of Washington in what will be a ten-episode segment. And at the Odegaard Undergraduate Library, librarians worked with Learning Technologies staff, student workers, and student volunteers to host a dance party during *Dawg Daze*, which is the UW’s week of welcome for incoming students. It’s astonishing but true: Over 2,000 students visited this event, and the word used most on social media to describe the Odegaard dance party was “lit” (perhaps followed by a little flame emoticon).

*Elliott Stevens, Assistant Research Commons Librarian, UW Libraries. ACRL-WA Campus Liaison.*

## UNIVERSITY OF WASHINGTON BOTHELL/ CASCADIA COLLEGE CAMPUS LIBRARY

### Staffing Updates

- A search for three new research and instruction librarians resulted in the hiring of Penelope Wood as Computer Science & Engineering Librarian and Laura Dimmit as Arts & Humanities Librarian. Former temporary librarian Chelsea Nesvig was hired as Global and Policy Studies Librarian.

-We said goodbye to Education Librarian Megan Watson and Library Circulation Lead Stacey Fullwiler as they departed for positions at other libraries.

### Campus Library Happenings

The Equity, Diversity and Social Justice Team hosted the fall quarter Community Reads conversation for Claudia Rankine’s *Citizen: An American Lyric*.

### Librarian Publications

- Belanger, J., & Hurst, L. (2016). Implementing a sustainable, long-term student learning assessment program. In R. Gammons & C. Ippoliti (Eds.), *User-Centered Design for First-Year Library Instruction Programs*. Santa Barbara: ABC-CLIO/Libraries Unlimited.
- Rowland, D. (2016). Strategies and tools for academic research: Using the STAR Project to build curricular coherence. In R. Gammons and C. Ippoliti (Eds.), *User-Centered Design for First-Year Library Instruction Programs*. Santa Barbara: ABC-CLIO/Libraries Unlimited.
- Watson, M., & Ellenwood, D. (2016). Starting Small: Practicing Critical Pedagogy Through Collective Conversation. In N. Pagowsky & K. McElroy (Eds.), *Critical library pedagogy handbook. Volume 1, Essays and workbook activities (203-206)*. Chicago: ACRL Publications
- Rowland, D. (2016). Fresh Techniques: Getting Ready to Use Hip Hop in the Classroom. In N. Pagowsky & K. McElroy (Eds.), *Critical library pedagogy handbook. Volume 1, Essays and workbook activities (233-238)*. Chicago: ACRL Publications
- Stonebraker, I., Maxwell, C., & Jerit, J. (2016). Critical Pedagogy for Business and Management Undergraduates: Evaluation of Marketing Information. In N. Pagowsky & K. McElroy (Eds.), *Critical library pedagogy handbook. Volume 2, Les-*

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## UW Bothell/CC Campus Library cont.

- —*Lesson plans* (139-146). Chicago: ACRL Publications.
- Ellenwood, D., & Berger, A. (2016). Fresh Techniques: Hip Hop and Library Research. In N. Pagowsky & K. McElroy (Eds.), *Critical library pedagogy handbook. Volume 2, Lesson plans* (197-206). Chicago: ACRL Publications.
- Berger, A., Rowland, D., and Villar, A. (2016). Culinary Snapshots: Assessing international student needs through photographs. In A. W. Dobbs (Ed.), *The Library Assessment Cookbook: 50+ recipes for effective assessment*. Chicago, IL: ACRL Publications.

## Librarian Presentations

- Curran, R. & Newcomer, H. (2016, November). “That’s Happening Here?!” Evaluating the Effectiveness of In-House Marketing and Communication.” Presented at Library Marketing and Communications Conference, Dallas, TX.

Chelsea Nesvig, *Research & Instruction/Global & Policy Studies Librarian, UW Bothell & Cascadia College Campus Library. ACRL-WA Campus Liaison.*