



# ACRL Washington Newsletter

Fall 2005, No. 57

## President's Message

*by Jessica Albano*

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In 1964, Bob Dylan called "gather 'round people wherever you roam and admit that the waters around you have grown...you better start swimmin' or you'll sink like a stone for the times they are a-changin.'" The academic waters in which we all swim/work seem to rise each day as new technologies emerge, resources become more and more expensive, students and faculty become interested in increasingly interdisciplinary research, librarians take on a multitude of diverse tasks...the list goes on and on. Many librarians in Oregon, Washington, and around the world face similar changes and challenges. While we may feel overwhelmed, we can be successful librarians who can swim rather than sink under our responsibilities. How?

We can begin by sharing our knowledge and expertise. The ACRL Washington Board sent a call to librarians working in any and every type of academic library in our two states, asking you to share your tricks of the trade. Twenty librarians accepted the challenge and presented 8 sessions that ranged from instruction to reference to collection development.

We also need to discuss the realities of academic librarianship. Yes, information literacy is important, but let's talk about how to make instruction sessions more fun for librarians and students. Yes, collections are the center of an academic library, but let's commiserate about how difficult it is to provide what our users want as the purse strings are pulled tighter and tighter.

97 librarians from a variety of academic institutions – 2 year and 4 year, public and private – gathered, presented, and discussed our realities at the 2005 joint conference of the Washington and Oregon ACRL chapters. The meeting rooms, dining hall, and party room vibrated with voices from registration to the final lunch as people connected and shared enthusiastic conversations with new and familiar colleagues.

While I regret that every academic librarian could not attend the conference, I won't attempt to describe what you missed. I encourage you to read the conference reports submitted by the two conference scholarship winners, [Jennifer Ander](#) and [Kiki Tommila](#), included in this newsletter issue. The membership meeting minutes, as well as the Power Point slides and notes

from several presentations have been posted to the [conference website](#).

On behalf of the Washington ACRL Board, I would like to take this opportunity to thank the 49 individuals who filled out the conference registration form. Here's a sampling of your responses, comments, and suggestions.

- How do you rate the conference facilities?  
12 – Excellent; 29 – Good; 7 – Average; 1 – Fair
- How do you rate the housing you stayed in?  
6 – Excellent; 32 – Good; 3 – Average; 2 – Fair
- 9 people wrote that they like Pack Forest. No one suggested that we find a new location for the conference.
- Several people commented about the food. Some said it was “so so” while two people appreciated the fact that Pack Forest will accommodate all special dietary needs.
- “Great conference. I had heard bad things about Pack Forest, but I \*loved\* it. The sessions were of a really high quality and the topics were great. I liked the absence of a keynote. The fun videos started the conference out on a high note. Closing keynote is a good idea.”
- “It would be great to diversity the speakers a lot more – bring in people from more different institutions, focus more on community college librarianship.”
- “Keep it at Pack Forest and Menucha – allow time between each session instead of a long break between the first and second and no break between the second and third sessions on Friday morning.”

The ACRL Washington Board values your comments and suggestions. We will make sure that the Board planning the conference in 2007 receives all of your feedback. The list of topics and speakers you recommended will be useful for years to come. Combine that with the conference planning toolkit that the Board is creating and planning the 2007 conference should be easier than ever before.

Speaking of planning the next conference, please consider running for Vice-President/President e-elect of ACRL Washington during the Spring election. Contact Maureen Nolan ([nolan@u.washington.edu](mailto:nolan@u.washington.edu)) if you're interested.

I will close by personally thanking all of you for attending the 2005 joint conference of the Washington and Oregon Association of College and Research Libraries, “Academic Librarians Unplugged: The Realities of Academic Librarianship.”

You climbed aboard, plugged yourselves in, and sent me back to work with renewed energy and inspiration.



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## Featured Library: The New Big Bend Community College Library *by Tim Fuhrman*

The new Big Bend Community College Library opened its doors for the first time January 3, 2005. Its construction cost 7.5



million dollars and it is the first new facility on campus built completely with state funds. The library was built simultaneously with the Grant County Advanced Technologies Education Center (GCATEC). The ATEC side of the complex, funded almost entirely with local donations, includes the Peterson Gallery, the Lauzier University Center, a conference and training center which can seat more than 300, and a new dining commons.

Big Bend Community College was authorized by the Washington State Board of Education in 1961. The college's service district includes Adams and Grant Counties, and the Odessa Consolidated School District in Lincoln County. Beginning fall quarter 1962 BBCC held its first regular classes at night in Moses Lake High School, it moved to a new facility located a short distance southeast of the city in 1963. Then in 1966, BBCC acquired a 159-acre tract of land on the former Larson Air Force Base, which became the permanent college campus in 1975.

The library had been housed in what was once the base's cafeteria; approximately 9,000 square feet. The new facility offers 27,000 square feet of space designed specifically for library services. Our staff spent many months researching all aspects of library design and worked closely with the architects and the interior designer in the development of the new facility and we believe it will serve BBCC staff, students and those living in the college's service district well for many years.

During the early planning phase I spent most of a summer

traveling to as many libraries as possible looking for ideas and advice. We were especially interested in what colleagues with new or recently remodeled libraries liked about their facilities and what mistakes they could help us avoid.

A major factor influencing our design was staffing. The library has a small staff, five full-time and three part-time. Maximum visibility with minimal running around was required. We have been pleased with the end result. Staff can see 90 percent of the library just by walking the length of the service desk. The new building also includes a camera system which is tied into the campus network so we can all view the entire library from our office computers.

One of the new features our users have been most excited about is the Computer Commons. There are eighty-four seats in the commons which mainly includes computers offering word processing, access to the library's online catalog, databases and the internet. We also provide test proctoring, scanning, media viewing, disability access equipment, a microform reader-printer and a typewriter (which gets a surprising amount of use) in the commons.

The service desk, a combined circulation and reference desk, is a long rounded "L" shape. The reference "desk" area at the "corner" is bumped out beyond the circulation point offering staff an easy



view and access to the security gate at the front door as well as being highly visible for users needing assistance.

Our new offices are larger and were designed to provide optimal access to library service points and each other. The library's cataloger spent many hours with the interior designer developing a work area that included plenty of workspace, storage and improved workflow. One of the highlights of this area is the large worktable tall enough to park bookcarts under. This was quickly discovered by the campus quilting group who utilized it to lay out one of their projects for an upcoming charity auction for the college. Their only negative comment was that it was too bad the table wasn't a bit larger

so they would lay out a king size quilt.

The new storage rooms have oversize doors and are located close to library receiving area. The general storage room was designed so pallets can go directly into storage without opening the doors into the processing work area. The media storage room was designed with the potential to serve as a workroom/office should we ever get a fulltime media person, which we did within six months of moving into the building.

Of course we couldn't let the opportunity pass us by and not to get a few things to make life a little more comfortable for ourselves. We now have a very nice staff room large enough for potlucks and a staff bathroom. No regrets there.

As with most libraries we had run out of shelf space long ago. The new library offers almost double the shelving space allowing for fewer shelves per section, easier access and more room for growth. Collections formerly located in storage due to lack of space are now accessible due to the additional space. The stacks were laid out so they run perpendicular to the service desk so staff can more easily spot users in need of assistance.



The south end of the library includes large banks of windows looking out onto our newly

relandscaped "quad." Sections of lounge seating, study tables and carrels are arranged along the windows. Our users seem to enjoy these warm bright spaces to study or relax and read a magazine or newspaper.

An area we were interested in improving in the new building was study rooms. Where we had previously had none, we now have ten study rooms, each seating four to six. Two rooms have folding walls so we can convert them from four to eight seat rooms. Each study room includes a whiteboard and a TV with a DVD/VCR combination unit. One room even includes a full size electric piano which has been very popular. At first our

patrons were a bit shy about using them. Now it can be hard to find an available room.

Two instructional rooms were included in the new facility. Both include a fully integrated sound system, an instructor station, ceiling mounted projectors and multiple light settings. One is a dedicated computer lab for library instruction and class use. The room has thirty-six seats and includes two projectors that display on large screens that flank the instructor's station. Built by the college's carpenter, the instructor's stations are both beautiful and incredibly functional. The large oak units include controls for the projectors, PC, document camera, etc., which are all manipulated using a built in touch screen. There has been unanticipated interest from groups outside the college clamoring to use the computer classroom for training.

The second classroom is our Multipurpose room, it is designed for maximum flexibility; including stacking chairs and tables with folding legs. It can seat thirty-two with the tables or forty-eight without. Intended to serve as a secondary computer lab or large group study room it is frequently booked for general instruction.

Faculty who have used either of the rooms love them and we've had to keep a close eye on our calendar to avoid double booking due to their popularity.

Yet another of the new features the library and ATEC building has to offer is wireless network access. We haven't had large numbers of our patrons using this service yet, but that is rapidly changing as the word gets out.

I had worked with Ellen Miller, who served as the project



manager for the Spokane County Library District when it built several new libraries. When I knew the project was a go I

immediately had the architects contact her and get the design for a padded floor behind the circulation desk. It is wonderful to stand there when you are working and even more fun seeing people's reactions when they step onto it during tours.

In our old facility the English Skills Center was located outside the library. To increase accessibility to their services and to keep students from walking out of the library with materials for "just a minute" the skills center and the Foreign Language Lab are now located in the library. Response to this move has been overwhelmingly positive.

All in all, it was a fascinating experience. A new campus library had been discussed for ten years and several "old timers" swore they'd be retired before it ever came to be. State funding for the building was allocated just prior to 9/11, withdrawn, then restated. Next came months of issues with architects that eventually left the project. Groundwork was hampered by the basements of former buildings on the site. Then, suddenly, there was a huge slab of concrete and brick walls seemed to spring up overnight. Next came a roof, windows and interior walls. Finally paint, carpet and then we were frantically moving in! Yes, there were times we thought this project would never begin, or end, but now those "old timers" are working in BBCC's new Library and GCATEC building, and we couldn't be happier.





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### Bellevue Community College Library

The Bellevue Community College Library Media Center is in its second year of a major remodel. In June of 2004 the staff, media equipment, reference collection and 6 student workstations were all moved, mainly to a large lounge area in a newer classroom building on campus, and the circulating books were put into storage in the rooms of another campus building. Immediately thereafter the roof was repaired and refurbished and asbestos was removed. The reconstruction process slowed then, as the design was revised because of rising construction costs, final plans were submitted to the city of Bellevue, construction bids were submitted and a construction company was selected. Since then the entire wing in which the library was and will be has been gutted. Library classes are being taught in computer classrooms. Other services continue to be offered without interruption. The temporary quarters allow us to be closer to most of the classrooms and faculty offices, so it seems we are more in the hub of the college activity. Nevertheless, the lack of study space for students, our own cramped quarters, and the inability to browse the stacks are all wearing a little thin, and we will be glad to move back into a newly remodeled building, hopefully in the summer of 2006.

We have added a fifth fulltime tenure-track librarian position: new to our staff this fall is **David Oar**, a former part-time librarian at Highline Community College.

The college has just completed the routine 10-year accreditation process. The Library Media Center was commended for its instructional program and was critiqued for the inadequacy of our book collection. Hopefully the recommendation to improve the collection will result in additional funds for books.

*submitted by Kate Bradley*

## Central Washington University

### *Personnel News*

**Jennifer Ryder**, previously a Library Technician III, was selected to fill the Library Specialist I vacancy in the Cataloging Department. She began her new responsibilities on April 16th.

The CWU Library welcomed the newly hired **Mari Knirck** to her position as Library Specialist I in the Reference Department on May 2nd.

**Kathleen Nelms** has been hired as a Library Technician III by the Cataloging Department. Kathy has worked in several libraries throughout the West, including the Washington State Library and City University. She began her job at CWU on August 1st.

**Michael Surginer**, Information Technology Systems Specialist, retired from his position in the Systems Department on July 31st, 2005.

### *Announcements*

**Thomas Peischl**, Dean of Libraries, and **Dieter Ullrich**, University Librarian, announced that the Rufus Woods Papers were being donated to the CWU Library Archives. Mr. Woods was instrumental in getting the Grand Coulee Dam built on the Columbia River. His family publishes the Wenatchee World Newspaper. A stipend for care of the papers will also accompany the donation.

**Zippy Nickerson**, Head of Circulation, and **Mary Wise**, Cataloging Department, published an article entitled "WALE Conference: Of Sand and Polar Bears," in the March, 2005 issue of ALKI.

**Patrick Owens**, Reference Librarian, **Anna Creech**, Serials and Electronic Resources Librarian, **Zippy Nickerson**, Head of Circulation, and **Mary Wise**, Cataloging Librarian attended the Washington State Library Conference in Spokane, April 20-23rd.

The CWU Documents Department, under the leadership of Department Head **Jan Jorgensen**, hosted the Spring 2005 NGIN (Northwestern Government Information Network) Conference on May 2nd.

**Mary Wise**, Cataloging Department, published an article entitled "Books, Hot Coffee, and a Comfortable Chair," in the March, 2005 issue of ALKI.

**Dieter Ullrich**, University Archivist, published an article in the West Tennessee Historical Society Papers, Volume 58, pages 55-85, entitled "What is all this war for any how": The Battle of Paris, Tennessee.

**John Creech**, Systems Librarian, published a review of the NOAA (National Oceanic and Atmospheric Administration) Arctic theme page in the Internet Reviews column of the May issue of College and Research Libraries News.

**Mary Wise**, Cataloging Department, published an article entitled "Benicia's Model ESL Program," in the July, 2005 (Vol 21, No. 2) issue of ALKI.

**Daniel CannCasciato**, Head of Cataloging, has been appointed to a position on the Library Philosophy and Practice editorial board. Daniel is also a member of the Summit Catalog Committee and a member of the Steering Team.

**Anna Creech**, Serials and Electronic Resources Librarian, has been appointed to the position of Webmaster for NASIG (North American Serials Interest Group).

**Kirsten Erickson**, Archives Department, has been appointed to the International Relations Roundtable Reception Committee for the ALA Annual Meetings. Kirsten also recently completed the Pacific Northwest Preservation Management Institute at the University of Washington which is offered by the NEDCC (Northeast Document Conservation Center).

**Mary Wise**, Cataloging Department, has been appointed Chair of the Editorial Board for ALKI.

**Patrick McLaughlin**, Collection Development Librarian and a member of the Collection Development and Management Steering Team for the Orbis-Cascade Alliance, attended the Annual CDMC meeting at the University of Portland on September 30, 2005.

Three new graduate assistants have been recruited this Fall for the Library Graduate Assistant Program inaugurated last year. There are now a total of seven in the program. They will study for a second graduate degree while working with the CWU Library faculty. One of the new graduate assistants is **Ramirose Attebury** who has a B.A. in history and received her MLIS from the University of South Carolina in 2005. While working on a masters in history Ramirose will work in the Government Documents Department and with the Daily Record Photography archives project. **Anne McDougal Taylor** has a B.A. in English and Comparative Literature and an MLS from the University of Illinois. Anne will be assisting in the Special Collections and Archives while working on her masters in English. **Christopher Dana Gwynn** has a B.S. in Sociology and an MIS from the University of North Carolina. Christopher will be working on a masters in the Resource Management program and will assisting in both the Serials and Reference Departments.

### ***CWU Friends of the Library News***

The Fall Meeting and Luncheon of the Friends of the Library is scheduled for The Palace Restaurant at noon on October 18th. The featured speaker will be **Marji Morgan**, the new Dean of the College of Arts and Humanities.

**Jim Brooks**, former President of CWU and the person who has led the Friends of the Library for the last ten years has decided to step down from his leadership role. The Friends and the library's faculty and staff thank Jim for continually championing the library within both the university and the larger community.

*submitted by Dr. Patrick L. McLaughlin*

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## Management

Emporia's School of Library and Information Management (SLIM) program in Oregon will now accept students and begin a new cohort every summer. The SLIM program in Oregon is delivered in a cohort model, meaning that students start the program together and take the classes together in a specific sequence. Classes are held on weekends about once or twice a month at Portland State University in downtown Portland. In between class sessions students and faculty communicate over the Web, using Blackboard software.

In the typical SLIM program, you will complete 42 credit hours spread out over 8 semesters, which is approximately 2 years and 8 months. Starting in Fall 2005, tuition will be around \$467 per credit hour. The next cohort will start in June 2006. The application deadline will be February 1, 2006.

The following links have helpful information:

General Information: <http://www.slim.emporia.edu>

Of particular interest to prospective students:

- <http://slim.emporia.edu/programs/distance.htm>
- <http://slim.emporia.edu/admission/admissionsmls.htm>
- <http://www.emporia.edu/grad/appinstr.htm>
- <http://slim.emporia.edu/studentsserv/financialaid.htm>

For further information, please contact Oregon Distance Education Program Director, **Perri Parise** -- 503-223-8280; 800-236-7302; [parisepe@emporia.edu](mailto:parisepe@emporia.edu).

*submitted by Karen Diller*

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## The Evergreen State College

The main news from Evergreen is that we are well into a \$21 million remodel of the library, media, computing and learning resources centers. It's the first remodel our library in 30 years! Demolition and construction started last March and will run into early June 2006. We have been successful so far in providing all of our main support services to students and staff. However, this fall almost half of our main book collection and all of our paper periodicals will unavoidably be closed stacks with our staff providing 'request and retrieval' services throughout the day. Our staff has been real champions in providing service even as they tolerate the noise and dust. The struggle is tolerated by the promise of our new spaces in which the staff played a key role with the architects in designing.

We will also be welcoming a new faculty level librarian, **Paul McMillin**, into the community. Paul comes to the Pacific Northwest from Cornell where was a reference & digital services librarian. Beside the MLIS he also has degrees in sociology and philosophy. I'll be asking Paul to join in on some of the ACRL-WA activities to learn more all of us about working and living in this part of the country.

*submitted by Lee Lyttle*

## **Green River Community College**

GRCC librarians **Jennifer Dysart**, **Marji MacKenzie**, and **Lee Semsen** attended the ACRL Information Literacy Immersion program at Sleeping Lady Lodge in Leavenworth, June 5-10 where they "listened attentively, labored tirelessly, and ate well."

In response to significant noise issues in our Information Commons, home to over 100 computers, the library constructed an enclosed silent study area. It is extremely well used. Unfortunately some students now think the rest of the library is no longer a quiet area. This summer, the college's new Technology Building opened with over 100 computers. We hope things will be quieter in fall quarter as students discover the natural lighting and ventilation systems of this green building  
<http://www.greenriver.edu/facilities/TechnologyCenter/TechnologyCenter.htm>

As part of the campus Program Assessment and Improvement process, the library conducted a survey of students. The 880 responses were gathered by library staff attending classes, riding the shuttle between off-site parking and campus, and from students accessing the online version of the survey. Numerous students expressed a desire for more group study space. One student suggested we needed to decorate.

On the collection front, we recently added NetLibrary e-Books to our collection, started a music CD collection, and now allow students to check out most of our media collection.

*submitted by Brenda Philip*

## **Pierce College**

**Beth Thoms** has accepted a tenure-track position as Reference/Instruction librarian at Pierce College Puyallup. Pierce College Library was fortunate to welcome Beth last year on a temporary appointment, and we are grateful that we can continue to work with her on a more permanent basis. In addition to resuming her reference, collection development, and teaching responsibilities from last year on a tenure-track level, Beth will continue her work on the College's Distributed Writing Committee. Highlights of her first year with us included attending her first ACRL conference and Immersion. Prior to coming to Pierce College, Beth worked at the Washington State Library as a Library Information Associate. Beth has a BA in English from University of Maryland and earned her MLS from Catholic University. Before becoming a librarian she earned a Masters in Organizational Leadership and worked at Gonzaga University for five years, the last three as Assistant Dean of Undergraduate Admissions. Beth's unique education and experience will assist us all in preparing Pierce College students for success.

*submitted by Kathy Swart*

### **Renton Technical College**

**Eric Palo**, RTC Library Director, has just completed the course work for the Pacific Northwest Preservation Management Institute, funded by a grant from the Institute for Museum and Library Services. He continues to serve on the advisory committee for the Preservation Management Initiative of the Washington State Library.

Two part-time library specialists started in August: **Jayne Ahrens** and **Yueh-Lin Chen**. Jayne is a graduate of the Highline Community College Library Technician Program and has worked in Highline's Media Services Department. Yueh-Lin is a part-time student at the UW working on a master's degree in information management and has worked for 12 years at a small public library on the Oregon coast.

*submitted by Debbie Crumb*

### **Shoreline Community College**

**John V. James**, long time head of technical services, retired on December 31, 2004.

After a national search, the college has hired **Owen M. Rogers** as its new Technical and Web Services Librarian. Owen received his MLIS from the University of Washington in June of this year (2005). His baccalaureate degree (English/Philosophy) is from Westfield State College in Westfield, Massachusetts. He also has a Certificate in Content Management Systems from the University of Washington.

*submitted by John Backes*

### **University of Puget Sound**

Collins Memorial Library has joined the ranks of Illiad users with full roll out to our campus clientele with a publicity campaign set for the beginning of fall semester, August 29. We have also chosen to upgrade from Serials Solutions Journal Locator to the Article Linker open URL resolver. This product should make finding online full text journal articles easier for students to find and also provide us with useful statistics on which online journals are being accessed.

Our biggest news has potential for all academic institutions in Washington. In light of the change in Washington state law (ch. 46) and the Chaffee Amendment (federal public law 104-197) we want to create a repository of digitized educational materials called the University of Puget Sound Electronic Text Repository. College students needing accommodation under the Americans With Disabilities Act may contact

their campus disability services office to access materials in the Repository for them.

The purpose of the repository is to allow Washington nonprofit institutions of higher education to share items they have scanned to provide alternative format versions of college textbooks and course materials. In this way each institution will not have to duplicate the scanning work already done by another. Students needing alternative format accommodation will not have to wait as long for the required course materials to be produced for them.

Students who have been certified as needing accommodation would buy whatever print texts are required for their course and bring them to their disability services office. After agreements are signed, the student leaves the print copy of the text at the office and receives a CD version to use for the course. The student agrees in writing to return the CD at the end of the course in exchange for the print copy. The student is then free to resell the print copy during the campus book buy-back.

To participate in this program, have your Disability Services program manager contact Ivey West, Disability Services Program Coordinator, CMB 1096, University of Puget Sound, 1500 N. Warner St., Tacoma WA 98416-1096. [iwest@ups.edu](mailto:iwest@ups.edu) 253-879-2692

*submitted by Karen Fischer*

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## **University of Washington, Bothell/Cascadia Community College**

### ***Student Demographic Changes***

UWB/CCC librarians have begun discussions about the potential impact on services in anticipation of the proposed admission of students into a new lower division program at UW, Bothell in Fall quarter 2006. We are also gearing up for the new co-admission/co-enrollment program that enables students from Bellevue, Cascadia, Everett and Shoreline Community Colleges to concurrently take classes at UW, Bothell.

### ***September Project***

This year, the UWB/CCC Campus Library's participation in the September Project will focus on artists' responses to September 11 through writing, film, and music. We are inviting community participation through our project blog: <http://www.uwb.edu/library/theseptemberproject/index.html>

### ***ALA National Conference***

**Suzan Parker** and **Laura Barrett** (Undergraduate Services Librarian, UW, Seattle) presented a poster session, "A Picture Worth a Thousand Words: Visual Literacy Through Critical Inquiry" at the ALA National Conference, June 2005.

### ***ACRL Institute for Information Literacy: Immersion Program***

**Kaijsa Calkins**, **Suzan Parker** and **Julie Planchon Wolf** attended the

ACRL Institute for Information Literacy Immersion Program for Washington State community and technical college librarians held at the Sleeping Lady Resort in Leavenworth, Washington, June 2005. All three participated in the Program Track.

### ***ACRL National Conference***

**Mark Szarko** co-facilitated a roundtable discussion "Academic Libraries and Community Partnerships" with **Laura Barrett** at the 2005 ACRL Annual Conference in Minneapolis, April 2005.

### ***Plagiarism Workshops***

**Julie Planchon Wolf** co-presented "Plagiarism: Pedagogical Approaches to Prevention" along with **Angela Lee**, **Anne Zald**, **John Holmes**, and **Gus Kravas** of the UW Libraries Information Literacy Steering Committee at UW, Seattle. Julie also organized: "Academic Integrity at CCC and UWB: A panel discussion on the culture of academic integrity at Cascadia Community College and University of Washington, Bothell," February 2005.

### ***Promotions:***

- **Doreen Harwood**, from Senior Assistant to Associate Librarian July 1, 2005
- **Venta Silins**, from Senior Assistant to Associate Librarian July 1, 2005

### ***New Appointments:***

- **Leslie Bussert**, Ethics and Humanities Librarian July 1, 2005
- **Alyssa Deutschler**, Policy Studies Librarian July 1, 2005
- **Amanda Hornby**, Media and Technology Studies Librarian July 1, 2005

### ***Completed Service:***

- **Nicholas Schiller**, Policy Studies Librarian July 15, 2005

*submitted by Suzan Parker*

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## **University of Washington, Seattle**

### ***Exhibits, Programs and Conferences***

- September Project - The UW Libraries is once again participating in the September project. Information about displays and events on the Seattle campus for the September project can be found at the following site:  
<http://www.lib.washington.edu/about/events/theseptemberproject/>
- Research Libraries Leadership Fellows Institute - On June 30-August 4 the University of Washington served as host for the second institute (entitled "Complexity, Community, and Collaboration") of the Research Libraries Leadership Fellows. The institute is a new executive leadership program jointly designed and sponsored by five ARL member libraries: University of California at Los Angeles; Columbia University; University of Illinois at Urbana; University of



Texas at Austin; and University of Washington to develop leadership skills in current library staff who have the desire and potential to be directors at large academic libraries. Two UW Librarians are currently participating: **Cynthia Fugate** from Bothell and **Neil Rambo** from the Health Sciences.

- Tall Ships - as part of the Tall Ships visit to the Puget Sound region this past July the Undergraduate Library featured an exhibit of the photographer Thad Koza's pictures of the ships.  
<http://www.washington.edu/alumni/learning/libraries/2005tallships.html>

### **Grants**

- Washington Preservation Initiative (WPI) grants - The University Libraries received two grants. A \$28,993 grant to do a collaborative film preservation project to preserve film collections from eleven institutions and a \$30,000 "Preserving Washington's Newspaper Heritage" grant with two parts: 1) Microfilming a backlog of the Port Townsend Leader, a weekly newspaper published since 1889 and 2) Preservation of a deteriorating master negative microfilm of the Bremerton Sun rescued from a bankrupt microfilmer.
- UW Special Collections received a grant of \$5940 from the National Film Preservation Foundation of San Francisco.
- The Friends of the UW Libraries supported nine grants totaling approximately \$20,000 at their annual meeting held in July.

### **New Appointments, Promotions & Reclassifications**

**Stef Wright** was appointed Information Services Librarian in the Natural Sciences Library effective 1 July 2005.

**Cathy Burroughs** replaced Neil as Associate Director of the National Network of Libraries of Medicine, Pacific Northwest Region.

**Andrea Ryce** was appointed Resource Sharing/Network Coordinator at the National Network of Libraries of Medicine, Pacific Northwest Region

**Mary Jensen**, new tech lead in the Music Library

**A.C. Petersen** joined the Development team as the new Events/Marketing Manager

**Sandy Tao**, incoming NLM Associate Fellow

**Lynn Sagami**, Program Coordinator, Administration, 5/16.

**Ryan McCrory**, Circulation Division, from Library Technician II to Library Technician III, 4/1.

**Nicole Bouché**, Pacific Northwest Curator, Special Collections Division, 6/1.

**A.C. Petersen**, Development Services Officer (Special Events & Marketing Manager), Administration/Development Office, 6/1.

**Jewel Evenson**, Library Technician II, Circulation Division, 6/1.

**Kathleen Larson**, Director, Budget Office & Business Operations, Administration/Accounting, 6/16.

**Anjanette Young**, Systems Librarian, Information Technology Services,

6/27.

**Stephanie Wright**, Natural Sciences Information Services Librarian, Natural Sciences Library, 7/1.

**Anne-Marie Davis**, Evening Access Services Librarian, OUGL, from Assistant Librarian to Senior Assistant Librarian, 7/1.

**Jessica Albano**, Communications Studies Librarian, Microforms/Newspapers, from Senior Assistant Librarian to Associate Librarian, 7/1.

**Nanette Welton**, Head, Information Resources, Health Sciences Libraries, from Senior Assistant Librarian to Associate Librarian, 7/1.

**Hyokyong Yi**, Korean Studies Librarian, East Asia Library, from Senior Assistant Librarian to Associate Librarian, 7/1.

**Keiko Yokota-Carter**, Japanese Studies Librarian, East Asia Library, from Senior Assistant Librarian to Associate Librarian, 7/1.

**Diane Grover**, Electronic Resources Coordinator, Collection Management Services, from Associate Librarian to Librarian, 7/1.

**Martha Tucker**, Head, Mathematics Research Library, from Associate Librarian to Librarian, 7/1.

**Thelma Joaquin**, Accounting Section, from Fiscal Technician III to Fiscal Specialist I, 2/28.

**Jennifer Rossie**, UWorld Express, from Library Technician II to Library Technician III, 5/16.

### ***Resignations***

**Darcy Pintado**, Library Technician III (75%), Monographic Services Division, 5/13.

**Bret Thompson**, Library Technician II, Foster Business Library, 6/16.

**Pat Chinn-Sloan**, Fiscal Specialist I (50%), Health Sciences Libraries/RML, 7/8.

**Steven Eichner**, Library Specialist I, Serials Services Division, 7/15.

**Randal Hertzler**, Reference Librarian/Coordinator for Media Services, OUGL, 7/22.

**Joyce Ogburn**, Associate Director of Libraries for Resources & Collection Management Services (to become director of the J. Willard Marriott Library at the University of Utah), 7/15.

### ***Retirements***

**Faye Martin**, Library Technician II, Circulation Division, 4/30

**Hilary Carkeek**, Library Technician III, Health Sciences Libraries, 6/10.

**Penny Maurer**, Library Technician Lead, Circulation Division, 7/15.

### ***Publications***

**Baskin S, Neher JO, Dodson S, Hoffman R.** Do TZDs increase the risk of heart failure for patients with diabetes? *J Fam Pract*, Aug 2005;54(8):723-724.

**Janet G Schnall, Terry Ann Jankowski, Leilani A St Anna** "Using Camtasia Studio to Enhance Web Instruction Pages and Tutorials" p77-81 This article describes HSL's experience with creating mini-videos to attach to our help sheets.

**Angela Lee, Nanette Welton, Colleen Weum** "Adopt-A-Book: Leave Your Imprint on the Library" p 99-103 This article describes HSL's campaign to encourage individuals to give books to the library.

### ***Presentations***

**Eileen Llona** conducted a workshop on GIS and text called "Slavic Digital Applications in the Social Sciences I and II" on July 7th at the Slavic Digital Text Workshop: Strategies for Humanists & Social Scientists held at the University of Illinois Urbana Champaign.

**Adam Schiff**, Principal Cataloger, and **John Mitchell**, Library of Congress, presented a workshop at the ALA Annual Meeting in Chicago to train the first group of new SACO mentors, who will be representing the SACO program and providing advice and guidance to new libraries who wish to contribute proposals for new and changed LC subject headings and classification numbers.

**Lisa Oberg** and **Gail Kouame**, Health Sciences Library, presented a poster at the Medical Library Association Meeting held in San Antonio, TX May 14-19, 2005 entitled "Or Perish in the Attempt: Medical Adventures of the Lewis and Clark and the Corps of Discovery" describing the preparation necessary for the expedition and some of the medical conditions they encountered during their 28-month 8,100 mile journey.

**Janet Schnall** presented 2 posters: "Beyond Google: Teaching Users to Search the Web More Effectively", with Ed Roberts and Andrew Hamilton (from OHSU Library), which described a variety of methods used at HSL to introduce other search engines and techniques beyond using Google. The second poster was co-authored with **Joanne Rich**: "Piecing Together the Research Puzzle: A Library Liaison Campaign for Customized Presentations to Researchers", describing an HSL marketing campaign offering customized presentations to update researchers on the latest and best methods of information searching through a rapidly expanding array of web-based tools and other resources.

**Terry Jankowski**, Health Sciences Library, taught an 8 hour CE course "Becoming an Expert Searcher" to 18 attendees at the Medical Library Association Meeting held in San Antonio, TX May 14-19, 2005

*submitted by Jennifer Sundheim*

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**University of Washington, Tacoma**

As part of the City of Tacoma's Tall Ships Festival in July, the UWT Library hosted a lecture and reception for Thad Koza, a renowned tall ship photographer. This event was co-sponsored by the UW Alumni Association and the UW Libraries Development Office. Over 200 people attended and enjoyed the informative slide show as well as an exhibit of Thad's photos in the library.



To enhance the atmosphere during the event, the Library's Exhibits Team created displays that provided additional history and information about the tall ships.

The University of Washington Tacoma, Library is again taking part in the September Project,

a grassroots effort to bring people together in libraries around the world in recognition of Sept. 11 to talk about democracy, citizenship and freedom. Library staff members have collaborated with UW Tacoma faculty, staff and students to produce an engaging array of displays and events with the goal of inspiring reflection and sparking discussion on important issues. This year the UWT Library will exhibit the following works:

- "From the Home Front to the Frontlines: 100 Years of Woman and Warfare." Compiled by a UWT reference assistant, this display explores the complex relationship between women and the military in light of the current questions surrounding female soldiers and combat.
- "We are Not the Enemy." In this interactive video display, recorded by UW Tacoma students, six enlisted personnel stationed at Fort Lewis share their thoughts, feelings and experiences of freedom and democracy.
- "Questions Without Answers...." In a video and text display, a staff member from UWT Media Services raises questions about paradoxical themes, including creation and destruction.
- "Peace. If not now, when?" This display, created by a UWT librarian, inquires about peace and who is responsible for change in the world. A whiteboard nearby gives viewers the opportunity to respond to the display and the September Project in general.

Also as part of the September Project, the Library will also host a film

series called "The Uncertain Eye" about the role of media in wartime. Following each film, a UW Tacoma professor will facilitate a discussion. Films in this series are:

- "Seeing is Believing: Handicams, Human Rights and the News." This film explores the growing influence of the camcorder and other consumer electronics in the hands of activists.
- "Breaking the Silence: Truth and Lies in the War on Terror." Journalist John Pilger juxtaposes the Bush/Blair administrations' official analysis of the situations in Afghanistan and Iraq with the view from ground level.
- "Al Jazeera: Voice of Arabia." In this documentary, go behind the scenes at Al Jazeera, the first 24-hour news channel in the Arab world, and explore the role of journalistic freedom in a culture that does not encourage dialogue.
- "Stranger with a Camera." This documentary seeks to answer why, in eastern Kentucky in 1967, a local resident shot and killed a Canadian filmmaker who was documenting poverty in Appalachia.
- "We are Not the Enemy." A documentary version of the video display mentioned above of interviews of Fort Lewis soldiers, directed by a student, with production and editing assistance from the UW Tacoma Independent Student Film club.

Three librarians from UW Tacoma presented at the recent meeting of ACRL-WA at Pack Forest. **Emily Keller** presented a session on Metaphors: practical tools for connecting with learners, **Jennifer Sundheim** presented on collection development in undergraduate libraries - Building for the First Two Years - what are the hallmarks of collections for first and second year college students? And **Anna Salyer** presented on the Research Docent program, a service learning program where students are trained in providing reference service in Not the Usual Routine: creative staffing to meet service demands.

Congratulations go to **Emily Keller** and **Jennifer Sundheim** who have been granted contract renewals and promotions to Senior Assistant Librarian rank.

In the Fall of 2005, a new vision of



orientation included an opportunity for incoming students to meet staff from all UW Tacoma departments and programs in an informal setting called "A Taste of UWT". Librarians **Anna Salyer** and **Carole Svensson** officially personned this table, handing out UW Tacoma Library magnets, informational flyers, and candy. Unofficially, a number of library staff hung out to meet, greet and eat the free food. Definitely the best part of this experience was meeting all the enthusiastic new students!

Librarian **Anna Salyer** participated in this years Faculty Fellows tour. This yearly trek around Washington State introduces new faculty to the people, cultures, businesses, and educational and economic concerns of our bountiful state. We learn about the communities where our students come

from, discover new opportunities for research, service and collaboration, and learn what the University of Washington means to people around the state. Anna reported that although the days were long and the itinerary hectic, it provided an amazingly rich experience - filled with informative tours, enjoyable and interesting people, and gorgeous scenery. It also offered Anna the opportunity to inform 35 new faculty members - a captive audience on the bus! - about the expansive resources and services of the UW Libraries.



The 2005 UWT Library's Staff Retreat was titled "2011 - Welcome to the World of Tomorrow". The theme of the day investigated the changes that will shape the library and its services as UWT begins the transition to a four year institution in the Fall 2006. The guest speaker was the new Chancellor, **Patricia Spakes** who took the opportunity to get to

know the staff and become more informed on critical issues regarding the library.

*submitted by Anna Salyer*

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## **Washington State University**

### ***WSU Vancouver to Admit Freshman Students***

In Fall 2006, WSU Vancouver will be admitting freshman students and offer freshman level courses.

With the passage of legislation in the 2005 Legislative session, WSU Vancouver is now positioned to assist our citizens in obtaining a bachelors degree along with improving the baccalaureate attainment rate in Southwest Washington. For more information please see, [http://www.vancouver.wsu.edu/gen\\_ed/](http://www.vancouver.wsu.edu/gen_ed/)

### ***Electronic Resources Management***

During the last year the Washington State University Libraries have been implementing III's Electronic Resources Management module (ERM). This has allowed the library to batch load links within the catalog without individually editing each record and for the first time date information for WSU large number electronic holdings available in the catalog.

This process started in the summer of 2004 when the electronic resources team received training, spent time learning how ERM could be used at WSU. Then they developed workflows for ERM. Janet Chisman the Head of Serials and Electronic Resources stresses that it is crucial for Serials, Acquisitions and Cataloging to work together closely to make the implementation of ERM a success. In January 2005 the Libraries started loading ERM. The links for these initial loads were verified individually to catch problems, but currently the update loads no longer require such handling. Usability testing was conducted to improve the look and feel of

the final product.

The WSU Libraries are now participating in an OCLC pilot project to load Electronic Holdings and continues to work on license records to better facilitate Electronic Reserve functions and Interlibrary Loans.

***Departures:***

**Virginia (Ginny) Steel**, Director of Libraries, has taken the position of University Librarian at the University of California at Santa Cruz. Ginny has lead the Washington State University Libraries through a period of great changes with graciousness, strength and impartiality.

**Ryan Johnson**, Head of the Humanities and Social Sciences has taken the position of Head of Information, Outreach and Delivery Services for the Williams Library at the University of Mississippi.

***Arrivals:***

**Alex Merrill** has accepted the position of Digital Initiatives Librarian. Alex received his MLS from the University of Arizona.

**Erica Carlson** has accepted the position of Electronic Resources and Humanities Librarian. Erica received her MS(LIS) from the University of Illinois.

**Rachel Bridgewater** has accepted the position of Reference Librarian at WSU Vancouver. Rachel received her MLS from Emporia State University.

***Transfers:***

**Kay Vyhnanek** has taken the position of Scholarly Communication Librarian. Kay's previous position was the Head of Interlibrary Loan.

*submitted by Joel Cummings*

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## Tailoring Information Literacy to Information Need: Thoughts on Supporting Undergraduate Research

*by Genevieve Williams*

### Undergraduate Research Librarian

As is common at smaller libraries, my title only describes part of my job. I and my new colleagues at my first professional situation wear many hats over the course of our working day, and the next day may exchange those hats for different ones. But of all the hats I wear, this is the one I find most personally intriguing, perhaps because I'm still not sure of its shape, or even what it looks like.

Doing one's own research, versus completing an assignment derived from a class curriculum, requires a sophisticated command of information literacy skills. While students performing research at the undergraduate level may have more curricular, library, and even faculty support and assistance than graduate students, they are still required to formulate their own topics, do their own background reading, synthesize their own ideas, and write their own reports. Librarians can help at each stage of the process, but our task is necessarily more specialized than when teaching instructional sessions geared toward class assignments. Just as undergraduate research is intended to culminate and synthesize what students have learned in their courses, information literacy tailored to undergraduate research must not consist merely of a review of basic skills. Rather, it should build on and extend them, providing the maximum benefit to the student.

### Undergraduate research

Undergraduate research programs are not new, though they seem to be gaining in popularity. The Council on Undergraduate Research (CUR), an umbrella organization for institutions engaging in undergraduate research programs across the United States, was founded in 1978, and within the past decade has increased its institutional membership ninefold (CUR website, August 2, 2005). Many of its members are universities like mine, small, private, without the massive funding available to larger universities. Complementing CUR is the National Conferences on Undergraduate Research (NCUR), primarily concerned with staging events at which undergraduate researchers can present their work.



Despite the growing popularity of undergraduate research programs, there is a dearth of literature about how libraries and librarians can support such programs. For institutions that are already research-oriented, little change may be necessary. However, many of the schools at which these programs have been established are not traditionally research-oriented. In addition, the research needs of undergraduates are arguably different enough from those of graduate students to require special consideration.

The programs themselves vary from institution to institution, but may take one or more key forms. One of these is a capstone project in the student's major, which at PLU is completed during the student's final semester. Capstone projects are formulated by the student with advice and approval from a faculty mentor, and by their nature require the student to do background research in the subject area.

Summer research is another form of undergraduate research program. At PLU, students in the summer research program work closely with faculty and one or two fellow students on original research projects. They may assist faculty members with their research, or work on projects of their own. These students are more likely to be provided research literature by faculty mentors, but may need to do additional independent reading.

In addition to these projects, upper-division students may have course assignments geared toward preparing them to complete their capstones. While not part of the undergraduate research program per se, these projects may require specialized assistance and instruction from librarians.

The information needs of these students and the assistance they require may well be unique in form, if not in nature. As upper-division students, many of them have already had basic instruction in library skills and information literacy. However, as undergraduates, they do not yet have expert familiarity with the literature of their field, nor the advanced level of access to the journals, professional organizations, and conferences that help confer that expertise. Their access to the literature is still chiefly through the library, and the tools the library provides for searching and browsing. In "Desperately seeking citations: Uncovering faculty assumptions about the undergraduate research process," Gloria J. Leckie underlined some of the problems these students encounter, particularly when faculty expect research expertise from students who have yet to develop it (1996).

### **Library support of undergraduate research**

PLU's library collection and services have traditionally

supported the university curriculum. This is not unusual for an undergraduate or mostly undergraduate institution, particularly a smaller one, but it does mean that as the undergraduate research program becomes part of the institutional culture, adjustments will be required.

A traditionally non-research-oriented institution will be limited in the number of resources it can provide, and even large universities are forced to pick and choose among resources due to expense. This heightens the importance of librarians ourselves as resources, who can help students wring the most meaningful information possible out of the databases, journals, and monographs that we do own or have access to. In addition, the PLU library has made fast, efficient interlibrary loan service a priority, and taken advantage of the lower costs and greater access afforded by consortial membership.

It is in reference and instruction, however, that our key support of undergraduate research may be achieved. These students require advanced information literacy skills that build on their basic understanding of database searching and critical evaluation of the results. So far, I have found that while these students are fast searchers and quick evaluators of results, they are often unaware of the more sophisticated features of a research database, such as the use of controlled vocabularies, the ability to restrict searches to specific types of literature or resource availability (such as review articles, or documents available directly through the PLU library), and the use of citation chaining in finding additional resources, particularly on narrow topics. My personal experience also reflects that of Leckie, as well as Huerta and McMillan (2004), in that students are often stymied at the outset by the problem of topic selection.

A possible danger is that these students will equate computer literacy with information literacy. Having mastered the basics of searching and acquired a familiarity with the interface, they may feel that they already know everything they need to know. Students with passable searching skills have been shown to turn to familiar measures when they encounter difficulties with more sophisticated resources and techniques (Brown, Murphy, and Nanny, 2003). Therefore, the advantage and relevance of advanced skills must be demonstrated. Students may not realize that the ability to distill a valid topic from the research literature is also an information literacy skill, one that may depend more on knowing where, what, and when to browse than on one's ability to construct a sophisticated search.

Another instructional model might be called discussion-based. A discussion session with a faculty mentor and roughly a dozen students in a research seminar earlier this fall proved to be an

interesting and potentially very constructive way of tailoring library support. With the professor's encouragement, students asked direct questions about how to improve their literature searches, as well as more service-oriented questions such as how to deal with network outages and glitches in subscription databases and ILL delivery. This arrangement placed the students on more equal footing with the librarian, and allowed them to take direct control of their information needs.

This is also an example of a librarian going to the patrons, rather than the other way around. PLU's campus is geographically divided into two distinct areas, its library located in a corner of the campus distant from some classroom buildings. In addition to going to the seminar meeting to talk with the students, I also walk to lower campus twice a week with a laptop to provide reference service to students and faculty there, a practice begun by my predecessor at PLU. While this serves the needs of the student population as a whole, not only students engaged in undergraduate research, it also puts a librarian physically closer to the students at their point of information need.

Participatory instruction sessions, particularly including structured opportunities for students to work on their chosen topics or to ask specific questions in a supportive environment, may be helpful, as they were in the case study cited above. However, as budding expert researchers, these students will soon discover—if they haven't already—the iterative nature of the literature review process. One-on-one consultancy sessions with individual students may be more fruitful, particularly since different students are likely to be at different stages of their projects, depending on the discipline, the student's preparedness, and the amount of library research required. These sessions are also closer to what they'll encounter in the professional world if they continue as researchers.

These individual appointments go by many names at many institutions. My favorite term is the personalized research consultation (gleaned along with other names from Cardwell, Furlong, and O'Keeffe, 2001). Cardwell, et al describe three institutions that use a formal process for scheduling research consultations with students. PLU's process is less formal, but the applications of a consultation model to a student research program are obvious: not only can such consultations be tailored to individual student projects, but they take a form that we hope to encourage in the worlds of academic and corporate research. Obviously, this is the most time-consuming of the three models, but it may be the most effective means of assisting students beyond the classroom. Collaboration with faculty, which has often been championed in literature on information literacy in academic libraries, can help ensure the best use of the student's and the librarian's time, especially in

cases where the librarian co-teaches the course (Huerta and McMillan, 2004).

These are obviously only the first steps in exploring this issue, slight adaptations from existing practice on a campus that already has a strong tradition of faculty-librarian collaboration and a library that sees heavy student use. The dearth of research literature on library support of undergraduate research suggests that this is an area which deserves systematic investigation, particularly if the trend toward widespread implementation of undergraduate student research programs continues.

*Genevieve Williams is a librarian at Pacific Lutheran University.*

Brown, Cecelia, Murphy, Teri J., and Nanny, Mark. (2003). Turning techno-savvy into info-savvy: Authentically integrating information literacy into the college curriculum. *The Journal of Academic Librarianship*, 29, 6, 386-398.

Cardwell, Catherine, Furlong, Katherine, and O'Keeffe, Julie. (2001). My librarian: Personalized research clinics and the academic library. *Research Strategies*, 18, 97-111.

Council on Undergraduate Research. (2005). CUR website. Retrieved October 18, 2005 from <http://www.cur.org>.

Huerta, Deborah, and McMillan, Victoria. (2004). Reflections on collaborative teaching of science information literacy and science writing: Plans, processes and pratfalls. *Resource Sharing & Information Networks*, 17, 1/2, 19-28.

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## Night O'Craft: an unexpected librarian network by Carole Svensson, Jennifer Sundheim and Brenda Philip

Judging by the number of knitting projects seen at the recent ACRL-WA conference, librarians are obviously interested in crafting!



Gunnel Svensson and Deanna Sukkar

Once a month, a small group of librarians and other library employees, University of Washington Information School students, and assorted family and friends convene to

craft. Carole Svensson, who started Night O' Craft, wanted an opportunity for friends to come together and be creative in whatever way made sense to them. Knitting and crocheting remain standard activities; however, beading, jewelry making, basket weaving, decoupage, English smocking, scrap booking, button flowers, embroidery, cross-stitch, and rug making have also become popular. But we also consider simply looking through piles of public library craft books, while enjoying the homemade food goods that appear at each event, as crafting. The down time between projects and chatter around the 'buffet' has allowed for space to not only brainstorm about craft projects but to think creatively and collaboratively about projects in general, including librarianship. A natural sort of networking has developed.

The brainstorming, collaboration, and networking has taken many forms. Resumes have been reviewed, a book review for the Journal of Business and Finance Librarianship was critiqued, and a new member found a position as a reference assistant. Night O' Craft has even had an impact on the Washington State Chapter of ACRL. For example, meal

selection for the annual Fall conference was discussed and proofreading for one of last year's newsletters was done at a Night O' Craft evening.

Night O' Craft also provided the perfect opportunity for a graduate school project. Crafter and I-School student Serin Anderson is working on a website that will help facilitate Night O' Craft with a calendar of events, driving directions, participant contacts (hopefully Web security measures are being taught at the I-School), links to crafting resources and favorite Night O' Craft recipes. The website creation itself will probably turn into a collaborative exchange of ideas, as there are a few web designers who attend Night O' Craft.

Our group meets monthly and we informally rotate hosting duties. Seeing other people's home



Anna Salyer

improvement projects also provides members with ideas and motivation for their own home "crafting" projects. Another benefit to group members is an exchange for no-longer-wanted crafting (and other) supplies. While Night O' Crafters would love to believe themselves avant garde, craft and other home-based hobby gatherings have been growing in popularity across the country for the last several years. If you are interested in starting your own group, but want to focus on something else besides crafts (although you can see from this article crafting is not the most important thing about our group... it's the food!), check out "THE UN-BOOK CLUB" an article in the November 2003 Real Simple magazine (available via Proquest to all the libraries in the Washington Cooperative Library Project) on different kinds of gatherings that can be created.

And what article in a library publication would be complete without a bibliography? Here is a look at some members' favorite craft resources, some of which will probably find their way onto our forthcoming website:

**Books:**

*Wild with a glue gun: Getting together with crafty friends.* Kitty Harmon and Christine Stickler (North Light Books, 2004). Both authors are from Seattle.

*Get crafty: Home ec for hipsters.* Jean Railla (Broadway Books, 2004).

**General Websites:**

<http://www.notmartha.org/index.html> (Be sure to look at the vegan fox: <http://www.notmartha.org/tomake/veganfox.html>)  
<http://www.joann.com/index.jhtml>  
<http://www.churchofcraft.org/>  
<http://www.diy.net.com/diy/crafts>  
<http://www.craftster.org>

**Knitting Websites:**

<http://www.knitty.com/ISSUEfall05/index.html>

**Beading Websites:**

<http://www.shipwreckbeads.com/>  
<http://www.beadandbutton.com>

Listed last, but at Night o' Craft, food comes first! Two of our favorite recipes:

**Smokey Salmon Spread** (contributed by Gunnel Svensson)

1 (15 1/2 oz) canned salmon - drained and flaked  
1 tablespoon lemon juice  
2 teaspoons grated onion  
2 teaspoons prepared horseradish  
1/4 teaspoon liquid smoke (if you use smoked salmon omit this)  
1/8 teaspoon salt  
3 drops bottled hot pepper sauce  
1 (8 oz) package cream cheese - softened  
1/3 cup chopped pecans  
2 tablespoons minced parsley or dill

Combine salmon, lemon juice, onion, horseradish, liquid smoke, salt and pepper sauce with cream cheese, blend well. Chill several hours.

Combine pecans and parsley or dill.

Shape salmon mixture into a ball or fish shape. Cover entire surface with nut mixture.

Chill.

Serve with crackers - makes about 2 1/2 cups.

**Anna's Almond Bars**

(adapted from the *Alice Bay Cookbook*)

2 cups oatmeal  
1 cup brown sugar  
1 cup butter

2 cups unbleached flour  
½ teaspoon salt  
½ teaspoon baking soda

Filling:

2 cups sugar  
4 egg yolks  
¾ cup flour  
½ cup milk  
6 teaspoons almond extract (I put in more!)

Preheat oven 350 degrees.

Combine oatmeal, brown sugar, flour, butter, salt and soda in a large bowl and work together until crumbly.

Put ½ of this oatmeal mixture in a 9x13 baking pan.

Mix filling ingredients and spread over oatmeal mixture.

Top with remaining oatmeal mixture.

Bake for 30 minutes. Cool and cut into bars.

--Anna Salyer





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## Artist/Librarian Exposes "Lost Libraries, Lost Memory" by Holly A. Senn

As a sculptor, I create works that combine and juxtapose books and plant materials as I explore questions about the life cycle of ideas (examples at [www.ryksenn.com/sculpture.htm](http://www.ryksenn.com/sculpture.htm)).

I also work part-time as a librarian at Pacific Lutheran University (Tacoma, WA) so that I can pursue my artistic interests. Based on my dual professional interests, the library director asked me to bring in



sculptures for display in the library lobby. The large space in front of the library's espresso stand was offered up to me as well. Little did my colleagues know that I'd recently become interested in installation art and found this to be a perfect opportunity to create a large scale work.

For the uninitiated, installation art seeks to engage the viewer in an interaction with the piece, generally by creating an environment the viewer enters and experiences. Site-specific installations are inextricably linked to the site and thus can never be replicated; a recent noteworthy example is Christo and Jeanne-Claude's "The Gates" created for New York City's Central Park.

"Lost Libraries, Lost Memory" is the site-specific installation I exhibited in the library during September and October 2005. The work sought to expose the great number of libraries that have been destroyed during the 20th and 21st centuries by natural causes, such as earthquakes and flooding, and human intervention, including riots and wars. (See [www.ryksenn.com/LostLibrariesDone.htm](http://www.ryksenn.com/LostLibrariesDone.htm) for complete details.)

### Idea Formulation

After viewing the installation, people were surprised to learn that I went into the project without a preconceived notion of what I would create. Few realize that art is a combination of concept, research and production.

The more I thought about the fact that the site is a library, that I'm a librarian, and that my job is to support students' successful research, I realized that the installation was going to have to be about libraries. While this realization was settling in, I began to study the space, searching out its key elements.

### **Studying the Space**



To gain a better sense of the space I measured and photographed all the structural elements and visited the area often. I also used a photo of the space as my Windows desktop background so that I could continually

re-visit the space.

The entrance to the 325 square foot area, although well traversed (on the direct route from the lobby to the espresso stand), requires patrons to navigate right or left around a large structural column. The column is two feet in diameter, hexagonal, made of cement and covered in beige wall paper. The column nagged at me—it was in the way, it was large, and it reminded me of the downside of 70's interior design. The rest of the space, which borders the open computer lab, has no walls, its floor is beige linoleum, and the ceiling consists of off-white acoustical tiles.

### **Research**

While the space's vastness and beige-ness challenged me, I began to consider what was there to say about libraries that hadn't already been said? I remembered a new book that had recently been added to our collection, *Libricide: The Regime-Sponsored Destruction of Books and Libraries in the Twentieth Century*. I retrieved the text, found more sources, and developed my topic. Because of the large number of libraries that have been destroyed throughout the ages, I decided to narrow my scope to the 20th and 21st centuries. I began compiling a list of the libraries, their location, the date and reason for their demise. I imposed parameters about what constituted "destroyed" (60% collection or more was lost), what the cause was (if there was an earthquake followed by a fire, I noted earthquake), how to name them (English translation and simplifying the name for readability).

In my research I identified 125 representative libraries destroyed

since 1900. For instance, hurricane Katrina hit just days before I put my installation up and I was able to identify 5 destroyed libraries. As the weeks passed, more libraries were reported destroyed but I did not add them to the installation. Also, I had found the names of two libraries destroyed by last year's tsunami, but I suspect that number is vastly under reported. Due to the other parameters I used, the list was further reduced.

### Concept

As my research progressed, I struggled with how to represent my topic. The troublesome column seemed a huge obstacle to any idea I came up with. And then one day, after saying the word "column" over and over in an effort to possibly find some iteration I could work off of, I had a conceptual breakthrough. I could make the column look more classical, and since columns are often found on monumental buildings (e.g., libraries, government institutions) and hark back to ancient times, I decided I could use them as a metaphor for libraries, history, and foundations of society.

### Production



I transformed two existing columns, the one at the entrance and another 23 feet further back, into very classical-looking columns. I created a base and Ionic capital for each, covering those structures with yellowing book pages from paperback Penguin classics left over from my undergraduate work

20 years ago. In the space between the intact, pristine columns, I created a fragmented column in ruins. The destroyed column was surrounded by a scattered sea of books. A dissipating cloud of column silhouettes hung above the ruins. Printed on the silhouettes was the name of the library, its city, country and date destroyed, with the verso stating the way it had been destroyed (war, riot, earthquake, flood, fire, hurricane, tsunami). They twisted and turned with the circulation of air, so at any given time viewers saw either the name or the cause of its destruction. I arranged them from most recent at the entrance to the oldest toward the rear.

I spent 150 hours creating the work. Among the materials I used were: three gallons of white school glue, six tubes of styrofoam glue, nine styrofoam sheets measuring eight feet by four

feet, 18 paperbacks,  
and 500 toothpicks.

### **Reactions**

During the 13 hours it took me to put up the installation, a couple of students approached me and said, "That's cool. I really like it." Later, a number of students shared with me that they had never

before thought about a contemporary library being destroyed and how that would affect a community or university. When I explained the installation to four passing nursing students, one remarked, "Oh, that's interesting, I thought it was some sort of anti-war statement." (In fact, the majority of libraries have been destroyed due to war.) I had a hard time not engaging the student in a lengthy discussion about art making the invisible visible and how that might change one's perceptions.

My colleagues liked the change in architecture I had accomplished and wanted me to make it permanent. Some remarked that the yellowing book pages I used made the columns look like marble from a distance. They liked that it was library-themed and timely, as news reports were full of the destruction caused by hurricane Katrina. Although the library has rotating exhibits, no one had ever done one on libraries. Many colleagues were also interested in hearing about my conceptualization, research and production process.

The student newspaper ran a lengthy and favorable article about the installation which explained the concept and production. The reporter was profoundly struck by the way that research had informed the artwork.

### **Epilogue**

When I took down the installation, several concerned looking students working at nearby computers observed me warily with sideways glances. I don't think the students realized that I was the artist and the exhibition had come to an end. Study tables and chairs once again occupy the space. On any given day students use the area to meet in groups and work on their research projects.



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# ACRL Washington Newsletter

Fall 2005, No. 57

## Conference Report: First-time Attendee by Kiki Tommila

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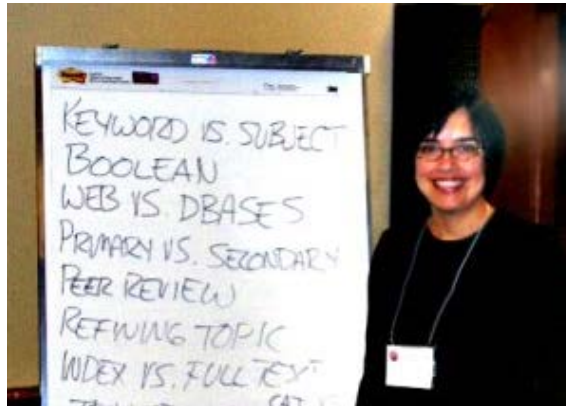
Kiki Tommila, first-time attendee winner

I am back in my office after my whirlwind experience and, fortified with leftover Halloween candy, am contemplating all the exciting ideas and insights and, yes, epiphanies that I experienced at the ACRL Washington and Oregon Fall Conference this year. I would like to begin by thanking you, ACRL members, for allowing me the opportunity to attend the conference this year

on a scholarship. As it turns out, we were short-staffed at our library that week and only one librarian was available to attend the conference. Since this scholarship was offered to me, I trumped the other librarian who was planning on attending. On my return, however, I made the suggestion that we always plan on having at least two of our librarians attend because I wish I could have participated in all of the sessions and been in two places at once. I realized that all of the ideas and exchanges that occurred when I thought I was just having fun were actually relevant ideas and exchanges that I needed to share with my library. It was a very positive experience.

The conference schedule and the environment at Pack Forest had all the makings for a relaxing, contemplative two days. I did not say boring! There were so many interesting people to meet, so many issues to discuss, and so much good information to digest that I am thankful that I had those moments to walk to my room, take a stroll around the grounds, enjoy the crisp, sunny fall day, the misty morning and the chilly night walk back to my room. But, by far, my favorite part of the conference were the organizers, presenters, participators in my discussion groups, total-stranger roommates, board game partners, past scholarship winners and ACRL position recruiters. It is a rare trick to be able to

talk shop in a social setting and not come off as boring, but we do share interests and I was interested to hear about how other libraries function and struggle and thrive. And no, you are not boring.



Emily Keller

I chose to attend the first session on Information Literacy from two-year to four-year educational institutions. At our two-year institution we have been asking the same questions that this session presented. What Information Literacy requirements do students have in their first year? What

competencies should we require of students completing their second year? What competencies will they need to continue on to a four-year educational institution? The answer is....we need to have more dialogue between two- and four-year educational institutions before we are comfortable with an answer. I attended this session hoping that I would be given an answer, but what I received was actually better than that. Instead, the presenters facilitated group discussions that were meant to identify the competencies that we felt were appropriate for second-year students. Our comments were then presented at the end of the session and, while there were good comments that I am still considering, ultimately, the results illustrated the need for Information Literacy professionals, at all levels of education, to communicate with each other about how to measure the impact of Information Literacy instruction.

The second session I attended was called "Tale of Two Classes" and I really had no expectations for this one. I was wowed. I highly recommend you visit both of these instructors' webpages:



Theresa Mudrock and Heather Ward

Theresa Mudrock from UW and Heather Ward from UO (there should be a link from the conference webpage). Let me just say, the day I

returned from this conference, I was asked to teach a class that I probably would have hesitated to accept a week ago. I accepted it. Theresa and Heather reminded me how creative and fulfilling teaching can be and I am looking forward to taking some risks and taking some ownership in my teaching. It might just be the invigoration that comes after a conference, but I really don't think I will look at Information Literacy classes in the same way.

The chapter meetings were held the evening and this was an opportunity to put faces to the names of the movers-and-shakers and the Washington ACRL chapter. Seriously, the chapter meetings are a good place to recognize peers and professionals in your state and to hear about some of the events and issues that are relevant to your area. I would like to add that I appreciate those of you who are willing to participate so that events like the fall conference happen.

The evening ended with a party in Pack Hall. Pack Hall is a large but intimate room and this is where the debriefing from the day happens. When you get a large group of individuals together, especially professionals, you sometimes need an "icebreaker" event to get people to mingle. That was not the case here.

I don't know how many of the members of ACRL are old friends, but I am new, and I felt as comfortable as if I were



with old friends. There was food, "spirits," competition (board games) and conversation. On top of everything that I learned on this day, I also learned to always pick the librarian to be on your team if you are playing a board game.

The first session I attended Friday morning was titled "What are Hallmarks of Collections for First and Second Year College Students?" Good question! Once again, this is a question I had been wondering about and was planning on researching and, once again, I had expectations of a definitive answer, a list, that I could walk away with. I didn't walk away with a "core collection" list, but I am grateful that Natalie and Jennifer researched the question for me. Basically, the core collection list does not exist, because every library needs to identify who they serve, what curriculum they support and what the library's collection mission is. I do feel more comfortable and



knowledgeable about my approach to collection development after their presentation, which included an opportunity for other librarians to share what they do and have in their collection.

I was also looking forward to gathering some ideas and insights about how to collaborate more/better with faculty at my college. The second session I attended on Friday was titled "The Collaborative Environment" and was presented by librarians and faculty from Western Washington University. Cecilia and Margaret shared some of the strategies they use to establish partnerships on campus and outside the library. They also invited a faculty member, Dr. Keith Hyatt, to give insight from the faculty's point of view. It is very helpful to see ongoing and successful collaborations between librarians and faculty and I wrote copious notes with all of the ideas appearing in this session. Once again, the discussion time set aside to offer other librarians an opportunity to discuss and compare their unique experiences was very helpful.



The closing session was a memorable presentation titled "Information and the Quality of Life" and I was open to hearing what David Levy had to say. Ultimately, I was reminded, I needed to take all of the information that I had absorbed in the past two days and make it relevant and meaningful in my life. It was good to acknowledge that

most of us struggle with balancing what is urgent with what is important, and that we need to be conscious about the quality of our lives. As educators that deal with frantic students every day, maybe we should look into this concept a little deeper, for our students as well as for ourselves. I have been peppering my discussions with the words "contemplate" and "zen" since I've gotten back to work.

I am very appreciative of the opportunity to attend the ACRL Fall Conference, and I highly recommend the experience to all of you out there who have not gone to one yet and think that this writing will suffice. There is really no way to give the experience justice in a concise manner. I am looking forward to see you again next year (on my dime). Next time I will bring a colleague with me and I hope to see new faces as well.



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## ACRL WA/OR Joint Conference 2005: One Student's Perspective

by Jennifer Ander



Jennifer Ander, student scholarship winner

The Center for Sustainable Forestry at Pack Forest provided the perfect backdrop for the annual joint conference of ACRL WA/OR. In late October, the hint of rain and mischief (Halloween being just on the horizon) was in the air, and the rustic setting enabled many of the states' academic librarians (and budding academic librarians) to converse, collaborate, and cut loose! Having entered the i-School at the University of Washington with the ultimate goal of working to improve

universities' library instruction, I have sometimes been overwhelmed by the daunting tasks involved in achieving this goal. The conference provided me with a wealth of professional inspiration, encouragement, and solace to draw from by reminding me that these tasks are made more manageable by the teamwork that is so much a part of the library profession.

The first day of the conference was a whirlwind. After getting settled in bunk bed-filled rooms<sup>1</sup> and partaking of a tasty taco bar lunch<sup>2</sup>, we settled in for a short film fest. The theme was university libraries, and the films were creative<sup>3</sup>, hilarious<sup>4</sup>, and (having been written, produced, directed, and acted by librarians) informative. As the laughs died down and it became time to make our way to the first session, I was paralyzed by indecision<sup>5</sup>.

I opted for  
"From Here  
to Eternity:  
the long road  
to  
information



Anna Salyer

literacy/competency for students in higher education” and was glad I did (although I heard nothing but raves from attendees of the simultaneous session, “Mine, Yours, Ours: Collaborating in a Combined Library/Computing Lab”<sup>6</sup>). John Holmes, Mary Ann Goodwin, Sarah Leadley, Kelley McHenry, Jeff Purdue, and Francine Walls discussed moderated small group discussions seeking to identify ways by which we, as librarians of two- and four-year universities, could help provide a bridge for students leaving one for the other? Each small group compiled a list of competencies appropriate for students to have achieved by the two year mark, and then discussed ways in which community and technical colleges might collaborate with neighboring four year institutions. The whole group conversation at the end of the small group discussions was lively and full of great ideas. The list of competencies echoed those articulated at the national level by the ACRL, but prompted us also to examine the need for a bridge between high school and university work. Beginning the conversation helped those of us working at two- and four-year universities make steps toward more lasting collaborative relationships.

After a break for fruit and cookies, I made my way to Session Two<sup>7</sup>: “Tale of Two Classes: Taking Different Paths to a Common Goal.” Presenters Theresa Mudrock and Heather Ward shared their personal experiences developing and executing unique library research classes. Both Theresa and Heather created their courses out of a desire to genuinely engage students in the research process. Theresa’s “Teaching 1918” offered students a chance to role play from the perspectives of (fictional) historical figures of the era by researching their characters’ experiences and fates. Heather sought to make archival research come alive for her students in her “Primary Sources from the Inside Out.”

One activity entitled “Evidence of Your Life” asked students to list the artifacts people might discover about their lives in the wake of a Pompeii-style natural disaster. Their classes were a hit with students, but students’ level of engagement was no match for the librarians’! All of us were reminded of

the pure joys of the research process, and the importance of instilling those joys in our students.



Theresa Mudrock

The break before dinner left time for hikes in the surrounding Pack Forest trails, and many librarians donned their safety orange (it was open season) to hunt for mushrooms, look at trees, and catch up with colleagues. Upon returning to the Center, we warmed up with rousing games of Apples to Apples and then made our way to the cafeteria (following our noses and the smell of fresh-baked bread) for a hearty dinner. Chapter meetings convened and then disbanded for the ACRL WA/OR annual joint party! Groovy tunes and an endless<sup>8</sup> supply of spirits, snacks, and candy helped librarians get in touch with their vast stores of trivial knowledge. Teams competed in a Halloween Trivia Quiz for various prizes. The crisp air and full day made for a peaceful night's slumber.

The second day of the conference began bright and early with an "everything you could possibly imagine wanting to eat before noon" breakfast bar and piping hot coffee. Our stomachs full, we made our way to Session Three<sup>9</sup>. I chose to attend "Building for the First Two Years—What Are the Hallmarks of Collections for First and Second Year College Students?" Natalie Delker Beach and Jennifer Sundheim provided a history of the undergraduate library, and shared their struggles to identify a core collection for users of such libraries. They wondered whether a core collection for these users must necessarily be prescriptive, and then offered a list of the collection tools they rely on for their own libraries.



Jennifer Sundheim and Natalie Beach

The session ended with a lively discussion about the questions facing collection development. For example, is the role of the core collection to provide a context for the disparate bits of information students receive in increasingly specialized fields? Is a core synonymous with a canon? What role do digital resources play in core collections? Do textbooks belong in undergraduate collections? What about “non-curricular” materials (And what do we mean by “non-curricular”)? The session was eye-opening and encouraging—especially given the precarious position many undergraduate libraries currently find themselves in (my own Odegaard Undergraduate Library included).

The final session<sup>10</sup> I attended was Leza Madsen and Hazel Cameron’s controversial<sup>11</sup> “Mythbusters: A new look at Millennials.” The millennial has received a lot of attention in academia, and this attention is lauded by some, but resented by others.



Leza Madsen and Hazel Cameron

This session was attended by members of both camps. While some of the characteristics of the millennials are not unique to this particular generation, the take-away lesson that Leza and Hazel conveyed strongly is that the library, as a major player in academia must make a concerted effort to keep up with the demands of our increasingly tech-savvy, multi-tasking, remote-access-needing users—or we risk losing them. This final session led perfectly into David Levy’s closing address.

The irony of David Levy’s having to jet immediately following his “Information and the Quality of Life: Environmentalism for the Information Age” only served to underscore the significance of addressing issues of quality of life in a technological age. Coming on the heels of a discussion about an entire generation of people weaned on the Internet and cell phones, the question of where to find contemplative moments in everyday life was front and center. Levy discussed Aristotle’s view of scholarship as resulting from this contemplation or reflection, and appointed librarians and libraries as the protectors of the reflective realm. Levy’s interactive and thoughtful presentation was the perfect way to end a conference centered on addressing the realities of academic librarianship by reminding us that each of our days are in reality, a tapestry of moments.

The ACRL WA/OR conference was, to me, one of the more

significant tapestries of moments that I am to encounter during my time at the Information School and I would like to thank ACRL WA/OR for granting me the scholarship which made it possible for me to attend; the presenters who worked to get at the realities of academic librarianship; the conference organizers who worked to make the experience meaningful and valuable; and all of the attendees who contributed their time, thoughts, and energy toward improving a profession I couldn't be more proud to join!

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<sup>1</sup>Though some bemoaned the lack of an in-room bathroom, my bunkmates and I had a glorious, "one time, at summer camp..." experience!

<sup>2</sup>This was the first of many delicious meals. I was among the "dietary restriction" crowd, being a vegan, and while I had braced myself for PB&J, I was pleasantly surprised to find thoughtful accommodations made at every meal!

<sup>3</sup>Pierce College's in-library bowling and LC call number bingo were stellar!

<sup>4</sup>A "Simpsons"-worthy line from the UW's Map Collection: "It's a world of maps—of the world!"

<sup>5</sup>A character trait of the millennials? Who knows.

<sup>6</sup>Think nothing, Gentle Readers, of the fact that Kathleen Collins is my boss. She assured me that my absence at her session would have no long term repercussions on my job prospects.

<sup>7</sup>The simultaneous session was "Not the Usual Routine: Creative Staffing to Meet Service Demands."

<sup>8</sup>Seriously—they were giving it away the next day!

<sup>9</sup>The other option was "Metaphors: practical tools for connecting with learners."

<sup>10</sup>Simultaneously held was "The Collaborative Environment: Successful Librarian-Faculty Partnership at Western Washington University Library."

<sup>11</sup> I don't use this term lightly. This session sparked a lot of debate among my colleagues, and fueled discussion for most of my carpool back to Seattle.

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