



President's Message

Fall Conference 2011

At the end of October, we hosted our annual joint conference with ACRL-Oregon at University of Washington's Center for Sustainable Forestry at Pack Forest near Eatonville, Washington. The theme of the conference was "Live long and prosper: Sustainable solutions for today's academic libraries."

Lisa Janicke-Hinchliffe, Past-President of ACRL, opened the conference with her presentation "Engagement, Innovation, and Value: Principles for Sustaining Today's Academic Library." Eight breakout sessions and nine lightning talks covered a vast array of topics, from instruction to scholarly communication to marketing and website usability testing. A full list of the conference presentations can be found on the conference website: <http://acrwa.org/2011-schedule>. Presentations are being posted to Northwest Central, <http://nwcentral.org/>. Thanks to presenters and attendees alike for making this conference engaging and fun.

New Website

We are very excited to announce our new website (<http://acrwa.org>). On the new site, membership dues can now be paid online. A big thanks goes out to Julie Cook, our former webmaster, and Nicholas Schiller, our new webmaster for making this happen.

Educational Opportunities

This year, we have partnered with ACRL Oregon and OHSU Library to co-sponsor ACRL National webinars to support continuing education for academic librarians in Oregon and Washington. Members who are current with their dues will receive emails when the sessions are available. More information is available inside the newsletter on page 2.

Washington Library Snapshot Day

Washington Library Snapshot Day 2012 will take place during National Library Week, April 8-14. Your library will be able to pick a day that week to use for your snapshot day. Mark your calendars and make plans to join in this advocacy event.

To help organizers plan, please fill out the registration form on the Academic Libraries page (<http://walibrarysnapshot.wikispaces.com/Academic+Libraries>) You can also find out more about how you can participate on the wiki.

Parting Thoughts

It has been an exciting two years with many opportunities for collaboration and learning. I would like to thank my fellow board members for contributing to these efforts and for just generally being awesome. And thanks to all of the members for supporting this organization.

Best Wishes,

Erica Lynn Coe
ACRL WA President

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Editor's Note:

My sincere thanks to everyone who helped pull this issue together. A special nod of appreciation goes to Emily Keller and Lee Keene for writing up articles on topics I thought would be of interest to members.

Not surprisingly, there is some wonderful, creative work taking place at libraries across the state—just take a look starting on page 6.

Finally, I encourage you to consider keeping the newsletter in mind as you plan events and try new things on your campus. There is a great deal of inspiration to be found right here at ACRL WA!

Amy Stewart-Mailhot
ACRL WA Member-at-Large

Educational Opportunities: Partnering with Oregon to Offer Professional Development

As Erica mentioned, this year we are partnering with ACRL Oregon to offer a series of ACRL Continuing Education webinars to the membership. Each of the four 'live' sessions is open to anyone and can provide a good opportunity to connect with other academic librarians in your area. The two sessions being offered in Washington are:

Shifting Sands: How Small Changes in Policy, Culture and Technology are Determining the Future of Libraries

March 27, 2012 at Washington State University (Pullman), Terrell Library Ground Floor Room 20E

Discover how changes in national and international policy, the growth of the free culture movement, and the rapid evolution of technology are having big impacts on libraries, and what you can do to help turn the tide.

From Idea to Publication Part Three: Submitting for Publication

April 3, 2012 at University of Washington Tacoma Library, Room 239

Learn how to select an appropriate journal or publisher, learn how to prepare a manuscript for submission, and understand what the submission process will encompass.

Members who are current in their dues will be able to login to the Current Members section of the ACRL-WA website to access the archived webinars. More information is available online at <http://www.acrlwa.org/webinars>.

Professional Scholarship Essay: Surprises and Innovations at Pack Forest

By Dave Ellenwood

As a recent graduate of library school in the Midwest, a first-time professional librarian, and a new resident of Washington State, the ACRL-NW conference at Pack Forest was a much needed introduction to the field and the region. Held two months after my start date at the University of Washington Bothell / Cascadia Community College, the conference was an excellent way to get acquainted with my new colleagues and to learn about the challenges and innovative approaches that academic librarians in the Northwest are taking during times of austerity.

Although I was prepared to embark on a journey of immersion into the cultural intricacies of academic librarianship in the Northwest, I encountered a pleasant Midwestern surprise at the conference. Lisa Janicke Hinchliffe, the instructor of my graduate class on information professionals in higher education and the previous director of the Undergraduate Library at the University of Illinois where I was a graduate assistant, gave the keynote address. Ironically, I moved several thousand miles away to hear an inspiring talk given by an instructor from my alma mater, albeit in a more wooded context than Champaign-Urbana, Illinois could provide. This experience demonstrates the relatively small and interconnected nature of the academic librarianship community in the US.

During her address, Hinchliffe highlighted principles that academic libraries can use to be more sustainable, namely: engagement, innovation, and value. To address these issues, she argued, we have to be able to "honor our past and invent the future." One way to do this would be to borrow some influential ideas in the business world while maintaining the current economic, community-based, and social justice value(s) of academic libraries.

Continuing with the engagement, innovation, and value themes, the next day Hinchliffe led a lively exercise in the morning session called the "clearing circle" in which small groups of librarians gave their attention on a "focus person" who talked through a challenge that they were facing at their library. Participants were allowed to listen and to ask open-ended questions and could "mirror" what they were hearing back to the focus person, but they were not allowed to advise them. This was a unique approach to developing strong solutions to challenges facing libraries and to building trust among colleagues, and it gave librarians a chance to think creatively with the support of their peers. The ensuing conversations made for innovative ideas and enjoyable conversations.



One of the most disappointing aspects of attending any conference is that you cannot go to everything that appears interesting on the program. There were several presentations that I would have enjoyed attending but could not because I was preoccupied with a different interesting session. Among the creative presentations that I was able to attend was Off the RAILS!, presented by several of my colleagues from UWB/CCC, in which participants got the opportunity to engage in a rubric “norming” process for information literacy skills assessment. Additionally, Lightning Talks fulfilled my desire to view a wide variety of presentations, and it was during these that I saw the diversity of assets and innovations being developed by librarians in the Northwest. Overall, the conference represented a strong transition from a pre-professional role in the Midwest to a professional role in the Northwest, as it featured thoughts on sustainability from a librarian who had previously influenced me and from librarians who will influence my work in the future.

Student Scholarship Essay: Finding Resilience at the ACRL Washington-Oregon Conference

By Freeda Brook

Before attending the ACRL WA-OR conference this past fall, I was reflecting on the issue of sustainability in academic libraries. In my scholarship essay, I wrote about Karen Munro’s concept of the Resilient Library (from an August 24, 2011 blog post on InTheLibraryWithTheLeadpipe.org), which suggests that libraries need to be creative, diverse, adaptive, and resilient in order to persist in the future and weather the uncertainties of budget cuts, changing enrollments, and evolving patron expectations.



The Resilient Library proved to be a useful lens while attending the conference. All around me was evidence that librarians were creating new programs, adapting to changing environments, responding to the diverse needs and interests of their patrons, and remaining resilient through institutional changes. Throughout the breakout sessions, lightning talks, keynote address, and workshop librarians were able to share with their peers the stories of their struggles and successes, their quandaries and their wisdom.

The lightning talks in particular gave a broad overview of the new, exciting, and different programs that libraries are exploring. From popular fiction in an undergraduate library to lunchtime technology talks, from reference desk assessment techniques to collaborative services between community college, university, and public library systems, libraries are finding ways to improve their services and meet the varied needs of their patrons in new and inventive ways.

Yet for all the change, much about libraries has not changed. Libraries continue to offer access to valuable resources that enhance the education and the lives of our patrons. Libraries continue to be the hub of our communities, offering space for both quiet reflection and connections with others. Though they have adapted, evolved, and innovated, the fact of adapting, evolving, and innovating is not new—libraries have always found ways to be relevant and timely purveyors of information resources and services.

Looking around me at the conference it was clear that the strength of our resilience lies in each other. As a profession, we gain so much from these opportunities to step away from our lives and come together to reflect on our practices and to share with one another. It is in the halls of Pack Forest and other conference halls that we find new inspirations, develop new collaborations, and continue to advance librarianship.

As a student finishing up my MLIS and Master’s in Public Administration at the University of Washington, I think a lot about the future of libraries. As a library user, I’ve seen a lot of dramatic changes in libraries in the past several decades, and as a librarian I expect to see many more changes in the coming years. Though I have no doubt that we will have libraries 50 years from now, I think it is up to us to determine how libraries will look. As I start my career in librarianship, I find it incredibly heartening that I have this community of thoughtful, creative, lively colleagues around me. I look forward to future opportunities to come together and find ways to build resilient, sustainable, and enduring libraries.

Intersections Libcamp: Putting Participants at the Center of the Professional Development

By Emily Keller, Political Science and Public Affairs Librarian, University of Washington



Last summer, the UW Libraries Teaching & Learning Group, in partnership with ACRL-WA, offered a modified “libcamp” workshop for librarians in the region. In the past, we’ve offered more traditional mini-conferences with the usual lineup of keynote speakers and presentations. But with shrinking budgets and increased workloads, we needed to rethink this expensive, time-intensive approach. We also wanted to offer a more informal setting that would put the experiences and interests of participants at the center of the event rather than defining the agenda ourselves. And as many of us have experienced during professional development gatherings, often the most engaging learning comes from interactions among colleagues in our communities of practice. We hoped to foster more of that energy as well.

Attendees began contributing before they even set foot on campus. We asked them to RSVP and submit topics they wanted to discuss and learn more about at Intersections. When they arrived, they were greeted with a whiteboard displaying the table layout, then encouraged to use sticky notes to choose topics to be discussed at each table. From online teaching and learning, to assessment and collaboration with faculty, participants drove the content based on their own experiences and affinities. During the roundtable discussions, participants were free to steer and redirect conversations, splinter off with groups of colleagues who shared their interests, or even move to another table to seek out a different discussion. After warming up during the first roundtable discussion, we regrouped in the lobby and did the whiteboard exercise once again, mixing and matching topics and colleagues.

We also had a “tech open mike” session where librarians offered to “show & tell” tools and technologies they were using in teaching and learning, productivity, or just for fun. In both the roundtable discussions and the tech open mike, these looser workshop formats allowed participants to talk and learn about what they were most interested in, but also required them to actively contribute to discussions and take greater responsibility for making the workshop useful to themselves and others. When asked what participants enjoyed most about Intersections Libcamp, one replied, “...the informal structure, not being put on the spot and still have the flexibility to put my ideas across on a certain topic.” For this librarian, providing a lower-stakes, interactive setting for conversations struck just the balance we were hoping for.

Of course, all of this required letting go of a large measure of control over the day’s events. But by putting a dynamic group of instruction librarians in control, we were tapping into a rich store of experience, interests, and enthusiasm, so why worry? Furthermore, in deploying these alternative conference formats, we’re mirroring what many of us are trying to do in the classroom. As we shift from thinking of teaching as “delivering content” to developing more learner-centered approaches, we let go of the “sage on the stage” model and instead create learning experiences in which students grapple with ideas together. As learners ourselves, we should expect no less from our own professional development events. There’s still a place for workshops focused on clearly pre-defined themes, but those of us who’ve been to our share of library conferences know there’s room for more engaging and interactive presentations and discussions. By tapping into the collective wisdom in any room full of librarians, you’re quite likely to succeed.

Many thanks to all of the Intersections Libcamp participants, and to the UW Libraries Teaching & Learning Group Professional Development Subcommittee: Alyssa Deutschler, Terry Ann Jankowski, and Amber Brock.

Primary Source Seminar: Archival Integration & Source Literacy at Whitman College

By Lee Keene, Head of Instructional Research Services, Whitman College

Archival collections hold unique research materials, but are often overlooked by undergraduate students. Some students are unaware that these documentary collections exist, while others don't think that they're allowed to use them. Our faculty acknowledge the Archives only in passing, but clearly the curriculum at Whitman College is rapidly evolving toward having students integrate primary sources in their research projects across the increasingly cross-disciplinary curriculum.

At the same time, our instructional program is moving from teaching students how to "find" resources to how to "use" them. I was also interested in more fully integrating the Archives and Special Collections into our overall Information Literacy program. In 2010 I attempted to pull all these loose strings together with a proposal for a grant from Whitman College's "Innovative Teaching and Learning Fund."

The grant proposal attempted to address these issues, and create a new avenue for students to work with archival materials. Our grant called for the creation of a new one-credit course called the "Primary Source Seminar", which would be restricted to 3rd year students and meet weekly throughout the semester. Limiting access to the class helps us to lead the seminar as a preparation for the senior thesis that most of Whitman's departments require as a capstone experience.

In general they describe primary sources as, "newspaper articles, correspondence, and interviews" which of course is correct, but it also illustrates an under developed understanding of source literacy.

Overall, the class addresses the three main issues that concern us at Whitman: the integration of the library's instructional program and the archives, the increased use of primary sources across campus departments, and the larger shift away from "finding materials" to an increased focus on using them in more sophisticated ways. The new seminar touches on each of these issues.

Integration of the archives into the classroom: Perhaps more accurately, we're integrating the classroom into the archives as the class is taught in our Archives Reading Room. By holding class in the archives, we're hoping to desensitize the students to the feeling that the archives are a restricted place that is "different" from the rest of the library. Most importantly, we're thinking of the archives as an active work space, but which serves as only one example of the kinds of primary sources that we discuss during the semester.

Increased use of primary sources across the curriculum: Within the last several years, our reference librarians have noticed a trend of more students looking for primary sources to use in research papers. Some students have a pretty good idea of what primary sources are, but we also have others who may only have a general sense of what makes a resource primary. Our incoming first-year students clearly have been introduced to the concept of Information Literacy in high school, but their knowledge is limited. In general they describe primary sources as, "newspaper articles, correspondence, and interviews" which of course is correct, but it also illustrates an under developed understanding of source literacy.

In the Primary Sources Seminar, we teach the students that any source can be a primary source, and that it depends on the research question being asked. Once the students begin to understand how artificial the definition they were taught earlier in their school careers is, then they begin to construct more sophisticated research questions that lead them to interesting and more creative uses of primary sources.

Part of developing a more nuanced understanding of primary sources is observing how others use primary sources to make arguments, tell narratives, and reflect (either consciously or not) the cultural context in which they were created. We want students from the science departments to realize that data created in a laboratory is a primary source just like any other, and that it's as susceptible to manipulation and misinterpretation as any other source. The class is designed to appeal to all of our students, not solely history majors.

Shift from Finding to Using resources: The third way that we're trying to connect the archives to the classroom, is by an increased emphasis on teaching our students more about how to think about and use resources, while spending less time on the mechanics of finding sources. Insuring the students have the ability to distinguish between primary and secondary sources, and the distinctive role that each play in the research process, is a critical component of library's teaching mission as we move forward.

The class begins with a general introduction to locating primary sources, but by focusing on the relationship between the re-search question and sources, we try to break the artificial definition that most students learn early on. Many fail to see that primary sources don't have to be old, archival, or reserved for advanced research. We want them to understand how these sources are simply whatever data (broadly defined) that they are interrogating in their projects. Additionally we examine primary sources across the curriculum so students see how they are used differently in different disciplines based on a specific methodology. This segment of the class concludes with a discussion focused on how secondary research establishes the context from which the primary sources emerge.

Part two of the class is based on discussion of how scholars use primary sources in selected readings. By identifying the primary sources in these readings, they see the flexible nature of sources, and the central role they play in research. We also look at; how primary sources are used to tell narratives, difficulties associated with working from variant sources, what happens when secondary sources are used as primary, and the role of transcription and translation in the interpretation of data.

The remaining part of the class has the students using the archives as a laboratory. With guidance from the archivist each student selects an unprocessed (or minimally processed) collection, and is responsible for doing very basic arrangement and description. Their assignment is to create a modified finding aid for the collection, but most importantly, they're asked to construct a narrative for future users.

While wrestling with their collection, our students conduct secondary research to establish the cultural context from which the documents were created. Understanding that their finding aids themselves can be seen as primary sources, they're expected to write them taking into consideration all the issues introduced during the class.

Overall, the class is much more than finding materials in the archives. Our students learn how to use primary sources in research projects, and ideally, many will return to the archives for their senior thesis projects the following year.

Regional News: Campus Highlights from Around the State

City University of Seattle— Vi Tasler Library & Learning Resource Center

Upcoming Relocation Announced

In January, City University of Seattle (CityU) announced plans to move its headquarters from Bellevue to the Sixth and Wall building in Seattle's revitalized South Lake Union neighborhood. This move will take place by January 2013 and will include relocating the library to the new building.

This is an exciting move for the library, which is currently located in a building down the street from the main CityU building that houses classrooms, faculty offices and student services. The library will be moving to the first floor of the new Sixth and Wall building and will be surrounded by classrooms and student activity. As a precursor to the campus move to Seattle, the library has added "Learning Resource Center" to its name in order to reflect a renewed emphasis on learning resources for faculty and students no matter where they are teaching or learning. Part of this shift in library mission includes a focus on academic technology tools and their use in the classroom and online.

New Staff Member Welcomed!

CityU library welcomed a new library assistant, Ceradwen Bacon. Ceradwen has a BA in Visual Art from The Evergreen State College. There she studied studio and art history and completed a year-long independent project on small scale sculpture.

Submitted by Tammy Salman

Gonzaga University—Foley Library

In-SPUR-ational Reunion

On Saturday, October 22, the Special Collections Reading Room hosted the first ever reunion of the former members of the Spurs and Setons. Organized by the Alumni Association, about 30 former members attended the reunion. They came to meet other former members and view the exhibition called “ ‘In-Spur-ation’: Spurs and Setons Celebrate 60 years of Sisterhood and Service.” In attendance were members from the first group called the Zagettes.

The highlight of the evening was going through the original scrapbooks that had been created by former historians for these organizations. All 18 scrapbooks were laid out for examination. These scrapbooks are housed in the Gonzaga University Archives vault and have been recently scanned by the Digital Team and are available on-line at: digital.gonzaga.edu.

Going Abroad? Go Online!

Fall 2011 brought exciting changes to Gonzaga-in-Florence’s Martin Library: an online catalog!

Over two years in development, the Gonzaga-in-Florence (GIF) library catalog is now searchable online. Utilized by faculty, staff and students working and studying under the Gonzaga Study Abroad program, the Martin Library in Florence, Italy houses close to 10,000 titles, including books, journals, videos, DVDs and ebooks. According to Emily Grayson, the GIF librarian, the Travel Resources collection is the most popular collection utilized by the students studying in Florence.

But students are not limited to searching just Gonzaga-in-Florence materials; from a single search box, they can search the Gonzaga print and online collections of Maryin Library, Foley Center Library and Chastek Law Library. Inter-library loan is even available for online journal articles, making it much easier for students studying abroad to do their research and stay connected to on-campus resources.

Story Time with Spike

On Monday, October 10, 2011, the Curriculum Center on Foley Center Library’s second floor was filled with the sounds of children. The library, in conjunction with the Little Zags Committee from the Spokane Chapter of the Gonzaga Alumni Association, hosted the first annual Story Time With Spike event. Gonzaga’s mascot Spike the Bulldog made an appearance, as did a handful of student athletes, representing the women’s tennis and cross country teams.



Alumni & children at storytime

About 40 kids, parents, and grandparents mingled with Spike as four children’s books were read, including *The Wide-Mouthed Frog* by Keith Faulkner and *If You Give a Mouse a Cookie* by Laura Numeroff and Felicia Bond. Following the event, the children and parents had a chance to enjoy cookies and explore the library.

Foley Library was really excited to host this event as a way to reconnect with alumni. Dues paying and lifetime members of the Alumni Association have borrowing privileges at Foley Library, although most alums don’t realize this. Eligible alumni can present their Alumni Association membership card at the Circulation Desk in order to receive a complimentary Community Borrowing Card. That card allows alums to borrow up to 25 items from the library at a time.



A couple Little Zags with Spike

Personnel

Foley Center Library welcomes **Zoe Mayhook**! Zoe officially joined the staff as of June 1 as the new Evening Public Services Assistant.

Originally published in the Foley Library *Front & Center Newsletter*, Nov. 2011

Pacific Lutheran University—Mortvedt Library

Fostering Library & Art Partnerships

Art displays in academic libraries tend to be of the two dimensional kind—photos or paintings hung on wall, sometimes current student work if you're lucky, but more often than not the art was chosen to match a university approved interior design color palette. At Pacific Lutheran University we've been moving toward collaborations with art department faculty to highlight student art by providing a well-trafficked public space—the library—for exhibiting student art.

In Spring and Summer 2011 a huge to-scale Formula 1 race car was on display in the library lobby. Fashioned out of corrugated cardboard, the car was the final group project of the foundations of 3-D art class taught by Associate Professor Spencer Ebbinga. The work is incredibly detailed and includes seat belts, a helmet, and even a nod to campus' architecture (note the rose window inspired hub caps).



A scale-model formula-1 race car in the PLU Library lobby

The library lobby was the perfect place to showcase this artwork. Thousands of people were able to view it--current students, perspective students and their parents on campus tours, campus visitors, alumni, faculty, staff and community members. To educate the viewers about the project, an explanation about the project and a photo of the class members was displayed on a podium the students made out of cardboard. More than a few visitors took photos, or posed for photos, with the car.

We've used this first success to design another partnership opportunity; students will create work integrated into the library. This spring the current foundations of 3-D art class is creating three installations for library study rooms. While this is a challenging design project for the students, because they have to respond to a particular space, library patrons will benefit by having a place to study that is visually interesting. Plus there is an acoustical benefit as students are integrating designs to reduce the leaking of noise between adjoining study room walls.

By working in partnership with the art department the library gains innovative temporary art projects and students gain the opportunity to exhibit their work in a public setting.

Submitted by Holly Senn

Room Reservation System

Study rooms in the Mortvedt Library are a hot commodity! While we can't be 100% certain if the increased popularity is due to our efforts in improving the spaces (adding computers, clocks, etc.) or if students are just getting more group assignments and need a place to meet up.

Whatever the reason, the demand for study rooms at PLU has been on the rise for the past 5 years. During the 2007-08 Academic Year there were 2,781 room reservations -- during the 2010-11 Academic Year that number reached a record 6,613.

To address this increasing need, Librarians & Circulation staff members have collaborated to implement Springshare's Room Reservation system (part of the Libcal package.) The system allows students to check availability and reserve rooms up to a week. On the Library side, the ability to easily generate statistical reports is a welcome change. Response from the students and staff has been very positive.

Black History Month

In an ongoing effort to establish and expand partnerships across campus, the Mortvedt Library partnered with the University's Diversity Center and Women's Center to develop programming and highlight PLU's black history resources.

Highlights of the month included:

- A screening of the documentary *Good Hair* in the Library lobby
- Creation of a resource guide by **Gail Egbers** to supplement a book discussion of *The Help* (<http://findit.library.plu.edu/thehelp>)
- Creation of an online & physical exhibit of images & documents culled from the PLU archives . The online exhibit also featured clips from recent oral history interviews of two African-American alumni who attended PLU during the 1960s & early 1970s. (<http://findit.library.plu.edu/blackhistorymonth>)

Submitted by Amy Stewart-Mailhiot

University of Puget Sound— Collins Memorial Library

Library Resources Renewed!

At the Collins Memorial Library we continue to find ways to support sustainability efforts on our campus. Lori Ricigliano, Associate Director, has been documenting the many ways that the library has demonstrated our commitment to recycling library materials and the result is a very “artful library.”

Like many libraries, we are often faced with an overabundance of books and periodicals weeded from the collection. While we make every attempt to distribute these materials to libraries through the Orbis/Cascade Alliance exchange or through vendors such as Better World Books, often the materials are not acquired by other libraries. Inspired by local artist and librarian, Holly Senn, who uses discarded books to create unique works of art, as well as several recently published books on the topic of the “recycled library”, library staff have embraced the concept of renewing library resources.



This decorative object was made from book jackets by UPS student staff.

Lori's webpage highlights many of our favorite projects! Take a look (<http://alacarte.pugetsound.edu/subject-guide/151-Library-Resources-Renewed>)

Artists' Books As Inspiration for Reflection

In this age of digital resources and social media gone viral, unique and special collections offer our students the opportunity to engage in the examination of a physical object in a way that requires more focused reflection. This spring students in Dr. Julie Christoph's English class partnered with librarians Peggy Burge and Jane Carlin in a project that put students in touch with our growing artists' book collection.

Students were introduced to the collection and have used the books, many that have been produced by local artists such as Jessica Spring and Chandler O'Leary, as the basis for an article that will be published in our alumni magazine, *Arches*, later this year. Students have selected artists to interview and also conducted focus groups with elementary, high school and college students about the experiences of handling, viewing and reading these unique materials. Not only has this class provided the opportunity for students to be actively engaged with using our special collections, but it has also opened their eyes to the unique resources in our library in a new and exciting way!

Submitted by Jane Carlin

University of Washington— Bothell Campus & Cascadia Community College

Professional Activities

Michelle Batchelor, “Mobile Madness : Mobile Apps for Access Services” presented at FEAST : Future and Emerging Access Services Trends, sponsored by LLAMA/SASS Access Services Committee at ALA Annual 2011, New Orleans LA. <http://www.slideshare.net/eprahs/feast-11-future-emerging-access-services-trends-8463285>

Michelle Batchelor and Cindy Romaine “Future Ready 365 and the Future Ready Job Search,” Special Libraries Association, Seattle Chapter Student Night, April 2011. <http://futureready365.sla.org/05/15/the-future-ready-job-search/>

Jackie Belanger, Nia Lam, Amanda Hornby, Dani Rowland, & Beth Sanderson (2011). Off the RAILS! The Rubric Assessment of Information Literacy Skills (RAILS) Project at UW Bothell. Presented at the *ACRL Washington and Oregon Fall Conference*. Pack Forest, WA, October 2011.

Jackie Belanger and **Rebecca Bliquez** presented a poster entitled “Assess for Success! Librarian and faculty partnerships to improve student learning” at the AAC&U General Education and Assessment: New Contexts, New Cultures Conference, New Orleans, February 23-25.

Jackie Belanger; Jametoria Burton (Florida State College-Jacksonville); Jenny Rushing Mills (Belmont University); Megan Oakleaf (Syracuse University); Carroll Wilkinson (West Virginia University); and Ning Zou Dominican University presented a panel session entitled “From Holistic to Analytic: Adapting VALUE Rubrics to Individual Campus Contexts” at the AAC&U General Education and Assessment: New Contexts, New Cultures Conference, New Orleans, February 23-25.

Rebecca Bliquez and Ian Porter (Learning Technologies Specialist) facilitated a roundtable on “Increasing Social Presence and Engagement Online” at the Northwest eLearn conference in Vancouver, WA, October 2011.

Rebecca Bliquez presented a best practices session with UW Bothell colleagues Andreas Brockhaus, Carol Leppa, David Goldstein and Ian Porter titled “Hybrid Learning and Faculty Development: Using a ‘Community of Inquiry’ Framework to Foster Hybrid Teaching and Learning Success” at the Association for Advanced Computing in Education E-LEARN conference in Honolulu, HI, October 2011.

Rebecca Bliquez and **Jackie Belanger** presented a poster session entitled “Everything but the Kitchen Sink! Innovations in Information Literacy (IL) Assessment” at ALA Annual conference in New Orleans, June 2011.

Rebecca Bliquez, Nia Lam, Julie Planchon Wolf and **Beth Sanderson** participated in “Dipping into ACRL Immersion: Advancing Information Literacy Through Good Teaching and Program Design,” Eatonville, WA, July 30-Aug 1, 2011.

Leslie Bussert. (2011). Millennial students’ online search strategies are associated with their mental models of search [Peer commentary on the paper “Millennial students’ mental models of search: implications for academic librarians and database developers” by L. Holman]. *Evidence Based Library and Information Practice*, v6 n3, 77-81.

Leslie Bussert. (2011). The presence of Web 2.0 applications is associated with the overall service quality of library websites [Peer commentary on the paper “A study of Web 2.0 applications in library websites” by A.Y.K. Chua and D.H. Goh]. *Evidence Based Library and Information Practice*, v6 n1, 61-63.

Leslie Bussert and **Danielle Rowland** participated in the ACRL Immersion Program Track, Seattle, July 24-29, 2011.

Denise Hattwig, Burgess, J., Bussert, K., & Medaille, A. (2011). ACRL Visual Literacy Competency Standards for Higher Education. Association of College & Research Libraries. Retrieved from <http://www.ala.org/acrl/standards/visualliteracy>.

Beth Sanderson presented a tech open mike presentation on “Free online photo editing tools for use in reference, teaching and displays” at the Intersections Unconference in Seattle, July 22, 2011.

Danielle Rowland, Kris Kellejian (UWB Director of Composition), and Jozlyn Pelk (sophomore student) presented and conducted a round robin discussion on “Building an Information Literacy Bridge between High School and College,” engaging high school librarians from across the state at the WLMA Annual Conference in Spokane, October 15, 2011.

Personnel

Rebecca Bliquez, permanent tenure-track appointment as Research & Instruction / Online Learning Coordinator, 7/1/11

Dave Ellenwood, permanent tenure-track appointment as Research & Instruction / Social Sciences Librarian 8/24/11

Beth Sanderson, permanent tenure-track appointment as Research & Instruction / Science & Technology Librarian 7/1/11

Margarete Walden, temporary appointment as Research & Instruction Librarian (12/27/11)

We bid farewell and send our very best wishes to **Venta Silins** as she embarks on new adventures.

Submitted by Beth Sanderson

University of Washington— Seattle Campus

Odegaard Renovation

Beginning in June 2012, Odegaard Undergraduate Library will undergo a multi-phase renovation project to provide flexible and multi-use studying, classroom and learning spaces. Completion is anticipated Autumn Quarter 2013. For more information and regular updates, visit <http://www.lib.washington.edu/ougl/renovation>

Digitized Yearbooks

Libraries Digital Initiatives has completed a project to digitize the University of Washington Tyee yearbooks, the most requested items in Libraries Special Collections. It took several years to digitize then page by page, and now this popular collection is freely available and searchable by name or keyword. For more information, see <http://content.lib.washington.edu/uwdocswb/index.html>

Appointments

Tania Bardyn, Associate Dean of University Libraries, Director of the Health Science Library, and Director, National Network of Libraries of Medicine (NN/LM) Pacific Northwest Region

Christine Tawatao, Systems Librarian, Information Technology Services

Retirements

Paula Walker, Director, Libraries Space Planning and Special Assistant to the Dean

Gary Menges, Preservation Administrator

Ellen Howard, Information Management Librarian, Health Sciences Library

Submitted by Emily Keller

University of Washington— Tacoma Campus

People

Dan Mandeville, the UW Tacoma Library's Reserve/Circulation Technician is completing his MLIS degree from UW Seattle's i-School in March. Dan has attended school part time for several years while continuing to work fulltime. He and his lovely wife, Melissa, are currently celebrating by taking a well-earned vacation in Hawaii! Heartiest congratulations Dan!

Jennifer Sundheim has been appointed as Assistant Director. In addition to her responsibilities as the Head of Collections and Access Services, Jennifer will provide leadership support for daily operations and management. Congratulations Jennifer!

Megan Saunders, one of our student employees, won one of eleven UW Libraries student employee scholarship awards this year. Megan's essay about what she has learned working in the UW Libraries was fun and creative. She learned that the UW Libraries' resources are readily available to help her on her educational, intellectual, and recreational pathways. Megan read her essay at the annual reception hosted by Dean Betsy Wilson.



Marcia Monroe, Megan Saunders, Serin Anderson & Anna Salyer celebrating Megan's award

Brittany Honan, one of our Research Docent volunteers, has been accepted to the UW Seattle i-School's online program. Brittany is excited for her opportunity to work from home and prepare herself for a career working with children and young adults.

New Library Building



A view of the construction of the new Tioga Library Building

The Tioga Library Building is rapidly rising behind the current Library with a sky bridge connecting the two buildings. Due to open in August 2012, the Library will move collections and staff into the basement and 1st and 2nd floors of the four story building. Quiet study spaces will look out over a view of Mt. Rainier! The 3rd and 4th floors will be finished as funds become available and might be used for other campus purposes.

Submitted by Anna Salyer

Walla Walla University - Peterson Memorial Library

Mayhem at Midnight

This year, the university's student association (ASWWU) requested that the library host a student association-sponsored Saturday night event. After some coordination with campus administration over safety issues, the library enthusiastically agreed. On Saturday night, November 12, ASWWU sponsored Mayhem at Midnight in the library. Records show that around 130 students participated, although with so many crowded into the lobby, it felt like more.

The library was darkened except for the security lighting as music played in the background. The game began in the lobby where participants were assigned roles. Students were then released to wander the darkened library until one of a group of designated but unknown persons tapped a student on the shoulder. At that point, the student was to lie quietly, incapacitated until someone else happened upon him/her. The finder yelled “mayhem”, which was the signal for others to yell “mayhem,” all the incapacitated were “resurrected,” an ASWWU rep blew a plastic trumpet or “vuvuzela,” and everyone raced back to the lobby where they voted for who they believed to be the “incapacitating” culprit. One-by-one, suspected students were eliminated until the correct accomplices were all identified.

Students seemed to have so much fun that the event ran beyond dormitory curfews and the game had to be stopped so that students could call and report in to the residence deans. Carolyn Gaskell, library director, said of the event: “a number of students told me they had a blast and that we should do this again next quarter.” The event got a “thumbs up” in the Collegian, the student newspaper, with reporters using terms such as “fantastic,” “fun,” and “ASWWU social rocks.”

Those of us who staffed the library during the event had a rather short night of sleep, with the event ending at 1:30 am. But we and the students had a great time. As suggested on page 9 of the November 17 issue of the Collegian, hopefully [it] will become a yearly tradition.”

Goodbye and Welcome at Peterson Memorial Library

The library is sad to say goodbye to our former Access Services Technician, Jason St. Claire. Jason and his wife, Becky, moved to the Vancouver, WA-Portland, OR, area in December to pursue job opportunities there. Jason, who had completed his MLS degree, will be sorely missed.

As a result of Jason’s departure, the library is pleased to welcome Meghan Williams to the position. Before accepting this position, Meghan served in our library as Interlibrary Loan Technician, a position she held since September 2009 after she graduated from Walla Walla University with a BA in English. Meghan brings significant experience to this new position. In addition to her experience in Interlibrary Loan, Meghan worked in our Circulation Department for more than two years while she was a student. She will be able to refer back to that as she now supervises Circulation student employees. Meghan’s long-term goals include pursuing her MLS. She is particularly interested in interlibrary loan, youth librarianship and the intersection of electronic media and library services.



Andra Aaby

Andra Aaby has been serving as temporary, full-time reference librarian for Peterson Memorial Library, the main library for Walla Walla University, since November. She will continue as part-time temporary reference librarian while a tenured faculty member is on a reduced schedule. A 2010 graduate from the University of Washington’s Information School in Seattle, Andra has embraced the opportunity to keep her reference skills sharp, perform collection management, create book displays, and delve into instruction. After June, Andra will be seeking a librarian position with preference given to reference and circulation. If you have an opening, or are anticipating one, don’t miss this opportunity to get a capable, quality professional. Contact Andra at andra.aaby@wallawalla.edu.

Submitted by Bruce McClay

Look for Election Information!

ACRL Washington elections will be taking place soon. Watch for information in your inbox in the coming weeks.