

President's Report: Taking Care in 2013

Reading over the evaluative comments from participants regarding the ACRL Washington and Oregon 2013 Joint Conference, I was reminded of how I came to choose the theme:

"This was my first ACRL WA-OR conference, and I really appreciated that it covered a theme we rarely hear much about at the larger conferences."

"I really liked the emphasis on an area of our work that often goes unattended."

While I find larger national conferences to be inspiring and fruitful (and the only opportunity to meet with other librarians who have my exact job), I get overwhelmed in two ways. First, the sheer scope and size is overwhelming. My agenda fills up with hours of competing presentations and socials, all flung far and wide in various parts of the city. Second, I often leave thinking that there is so much more that I should be doing in my job; that I must be failing my user communities because I am not using every good idea I witnessed in four days of non-stop posters, presentations and workshops. After such an event, I feel simultaneously energized and exhausted. I didn't realize it until our keynote speaker, David Levy, put the words into my head during the ACRL WA/OR Joint Conference, but that overwhelmed sensation stems from holding myself to the "more, faster, better" ethos of 21st century culture. I would walk around an enormous convention hall, taking in shiny examples of how librarians and vendors are doing more things, faster and better, and it made me feel like I should be doing more things, faster and better. And I would come home, and try to do more things, faster and better until it was time to go to another conference and learn about more things I think I should be doing, faster and better...

Wouldn't it be lovely to come back from a conference feeling refreshed?

Pack Forest, having a rustic summer camp vibe, provides a laid-back and casual environment, and I hoped to make the most of it this year by turning it into an actual *retreat*. I wanted to give myself and others the opportunity to stop, think, and talk about finding balance, reducing burn out and easing stress, and making the overwhelming daily work tasks (I'm talking to you, email) more manageable. Instead of soliciting new and exciting innovative approaches to librarianship, the board asked for ideas and experiences in preserving and promoting wellness in the library; asking, how do we take care of ourselves, our users, and our stuff? Instead of asking for "more, faster, better", we asked for slower, more reflective, and more caring.

The conference theme was also inspired by David Levy's course at UW's Information School, *Information and Contemplation*. I participated in the class in winter 2013, and the tools I learned have helped me be more productive and less stressed. I have since used the email meditation exercise to successfully bring my inbox from an overwhelming 5,000+ emails down to 20. And when I feel stuck, I close my door, close my eyes and meditate for 5 minutes to refocus, and it works like a charm. Gratefully, David Levy accepted the invitation as keynote speaker, and provided opening and closing keynote sessions, first reflecting on how the 21st century culture gives us "no time to think", and then facilitation a workshop and discussion regarding contemplative practices. Happily, one participant reported that they came back from the conference feeling refreshed:

"I enjoyed the whole thing the presentations were helpful, the keynote was great and it was just what I personally needed. I really felt overloaded -- after the conference now I don't."

One million thanks to the ACRL WA board, David Levy, the Pack Forest staff, and all the conference presenters and participants for sharing the experience.

Deb Raftus
ACRL WA President

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ACRL WA/OR Joint Conference Scholarship Essays

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

TAKING CARE AT PACK FOREST

By **Alex Rihm**, Graduate Student, University of Washington's Information School



Attending the ACRL WA-OR conference at Pack Forest as a scholarship recipient was such an honor. Being able to take a break from my hectic grad school schedule to take time to learn and bond with librarians and librarians-in-training was the perfect exemplification of the conference's theme of taking care and such a wonderful experience. David Levy's opening keynote of mindfulness helped to set the stage and the beautiful surroundings reminded us to value the time away from our regular lives and use it to learn as much as possible.

After a large and slightly overwhelming first professional development experience at the ALA midwinter conference in Seattle I was eager to experience a more manageable conference. When I heard about the ACRL Washington and Oregon joint conference I knew it would be a perfect opportunity to network with librarians in the region and learn from their experiences in libraries. It was so valuable to hear what is going on at institutions of all shapes and sizes throughout the region; the University of Washington Libraries are so large and it was nice to hear about what both large and small libraries are able to accomplish. I

had no idea of the collection development concerns facing community colleges until I heard Tony Greiner talk about his research and the partnership between campus living and the libraries at the University of Oregon gave me a lot to think about for the future of library integration and programming.

The lightning talks provided such an amazing window into what librarians are doing to serve their communities and care for themselves. The beauty and power of the daily sabbatical and the strength of the community of librarians interested in research immediately affected how I approach my work and I know what I have learned about micro-aggression and relieving student stress will be valuable when I am responsible for contributing to student well-being and success.

I have already been able to apply what I learned at the conference to what I'm learning in my classes and feel so grateful to have been able to have the opportunity to see how librarians approach and solve real challenges. I was so impressed by how much amazing content could be fit into a twenty-four hour conference without feeling rushed or over-programmed and there was a great mix of professional and social time. The keynotes on mindfulness and information overload have also been so helpful as I continue with grad school and look to the future. Taking the time to network and socialize in the greater PNW academic librarian community made me even more excited for the future.

FINDING DIRECTION IN A DISTRACTING WORLD

By **Lisa Euster**, Reference Librarian, Central Washington University

The overused word "irony" comes to mind as I try to find time and focus to reflect on the ACRL Washington and Oregon Joint Conference, "Taking Care: Ourselves, Our Users, Our Collections," with its emphasis on mindfulness, focus, and contemplation. Hey, dictionaries are readily available online! I can check the exact meaning, making sure of the precise meaning. I won't even have to get up from my seat to check a print dictionary, possibly derailing the train of thought I have yet to establish. Except my favorite free dictionary site isn't working somehow. But that's OK, because my library has a subscription to Oxford Reference...Now, where was I? Irony. Right. Oxford Dictionary of English says it is "a state of affairs or an event that seems deliberately contrary to what one expects and is often wryly amusing as a result" ("Irony"). I am fully on board for the wry amusement and the deliberate contrariness of the situation, but unexpected? I think it is pretty much what I expect...

What would be a better word then? Paradox? Oxford says it is "a seemingly absurd or contradictory statement or proposition which when investigated may prove to be well founded or true" ("Paradox"). This situation is not really a "statement or proposition."

I breathe deeply and give some thought to whether either word fits, and how much it matters. Am I contemplative now, or distracted? Probably distracted, since writing this report on the conference is the task at hand, and I am a good ways off from centered on that by now. I am mindful of the fact that I have wandered off, though. Is that a good sign, or bad?

David Levy, the speaker for both the opening and closing keynote addresses, suggested that attention needs to be exercised; like a muscle, it gets stronger with more use. In that case, mine will be tip top very soon, as I keep dragging it back from self-inflicted distractions, such as those already mentioned, and from what I have promised whom, what is required and not yet done, what really should be done – or should have been done – and hasn't been.

He describes attention as having three dimensions: focusing, monitoring, and choosing. Focusing is the ability to sustain attention on one thing, such as reading; monitoring is peripheral attention, which has obvious evolutionary advantages; choosing involves the conscious choice about what we will attend to. Mindfulness, being able to be present and to pay attention, involves exercising strong focus, making good choices for yourself and your situation, and managing your monitoring behavior.

While Levy's focus, to a large degree, was digital distractions, he emphasized that intentionality and awareness are much more key concepts than digital or not. While information technology is a powerful tool, it is, he notes, a means, not a cause of the acceleration, distraction, and overload that leads to our having "no time to think." The technology itself is neutral; the consequences derive from how the technology is used and how we interact with it. He suggests not rejecting digital tools, nor acquiescing to distraction and "more, faster, better" as inevitable consequences of digital tools. Rather, he advocates "contemplative balance." In "You're Distracted," Parry (2013) describes some of Levy's thinking and his teaching methods to help students combat the force of our technologically-fueled, culturally-reinforced internal imperative to be connected, distracted, busy.

Levy supports meditation and aikido – "meditation in motion" – as examples of ways to develop strong attention and to escape some of the pressures we face. Deliberately digital, and thus perhaps contrary to some expectations, he also suggests exercises such as "email mediation," which he described at the conference and is also described in the Parry article. This involves maintaining your focus on email for a period of time, while attending to the quality of your attention, your emotional and physical states, and your reactions to the email.

In terms of the conference theme of taking care of ourselves, our users, and our collections, all are immersed in the industrial model of education promoted by industrial leaders of the early 20th century (e.g. Cook, 1910). This factory-inspired model privileges productivity as reflected in measurable qualities, and considers all parts, human and otherwise, interchangeable and replaceable. Although already contested in 1911 (Bushnell, 1911), the industrial model of education took hold and continues to provide the underlying assumptions of much of the direction taken in education. Levy noted that it neglects humanity and the whole person. Levy did not, but one might assert that it discounts intrinsic value and much non-immediate value as well. Levy cites Ericksen's *Tyranny of the Moment* (2001) in remarking that deep thinking does not fit into the industrial model either.

One of the questions posed by participants drove home to me the power of the factory-inspired model of education and how it shapes even efforts to encourage contemplative balance in ourselves, our students, and our universities. The question was "Can we come up with a measurable outcome for this to measure and satisfy accreditors and standards?" Interestingly, Ngoc-Yen Tran, Lizzy Cantor and Cassandra Eggert of the University of Oregon, who addressed understanding student development, counter the trend to push for early declaration of majors. Early declaration is popular with some because it correlates with persistence and completion, which are measurable. (To the best of my knowledge, a causal relationship in either direction has not been shown.) They, however, described their desire to keep their second year students in the "focused exploration" phase as long as possible. They assert that prolonging this phase of frustration and transition gives the students more time to think, so they will make better choices in their educational paths.

Levy adds that mindfulness lowers stress and raises productivity. This would be a value to us and our users. I would suggest that productivity, focus, and thoughtfulness in our work benefit both our users and our collections. Further, modeling focus and mindfulness for our students and other library users may help them gain the benefits of lower stress, deeper thinking, and better productivity.

Dr. Levy noted the value of natural scenes in revitalizing fatigued attention so the idyllic, woodsy setting of Pack Forest in Eatonville is perfect for revitalizing, stepping back for a short time, and considering the effectiveness and the costs of perpetual busy-ness, lack of reflection, and pressure to perform, whether from without or from within. The evening activities of the overnight stay provided trivia competition for those who chose it. For me, it was more of an opportunity to sit by a roaring fire and toast the food for thought received from Dr. Levy, from a presentation on caring for ourselves, our users, and our collections through recognizing and supporting diversity, and from a talk centered on understanding student development as a way to care for them in their college experience. Oh, yes, and catch up on a bit of work.

Note: All of the references and resources, except the dictionary entries, were suggested by Dr. Levy in his presentations.

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Ready or Not, Here They Come

By Amy Stewart-Mailhot, Instruction Coordinator & Reference Librarian, Pacific Lutheran University

On college campuses across the country librarians and classroom faculty are witnessing the results of K-12 budget cuts brought on by the economic recession and the emphasis on standardized testing from more than a decade of No Child Left Behind. The effects of these policies on students can take many forms, including a lack of formal writing and research experience and less developed critical thinking skills – all key building blocks for college-level work.

In an effort to begin a dialogue about college readiness on our campus, the librarians at Pacific Lutheran University presented a session titled “College ready? Maybe not: How can we fill the void?” at the 2013 Fall Faculty Conference. The interactive session was well attended, with faculty actively engaged in the small group discussions that librarians facilitated. This article summarizes the data we shared and highlights the key points raised during the session.

The presentation was loosely framed around the work of David T Conley, a key researcher on the topic. Conley’s 2008 article, “Rethinking College Readiness,” highlights the ways in which the college and high school experience differ. The piece also offers a model on the *Facets of College Readiness* that addresses the range of skills and knowledge a student needs to develop in order to succeed in college – including the information literacy skills of searching for, evaluating, and analyzing information (pp. 4-11).

The librarians structured the session to allow faculty to explore available data about the incoming student population and to unpack expectations and assumptions about these students. The session began with the following series of questions:

- In your experience, do first year students arrive at PLU prepared to write multiple papers in a semester?
- Do first year students at PLU demonstrate the ability to select & evaluate sources appropriately & effectively?
- In your experience, do first year students at PLU exhibit effective time management and study skills?
- Do first year students at PLU demonstrate appropriate verbal & writing communication with professors

With the exception of a few outliers on either end, the vast majority of those responding answered ‘Occasionally’ or ‘Rarely’ to all four questions, indicating that first year students generally arrive on campus unprepared for college-level work. This was in keeping with the results from the 2012 ACT *National Curriculum Survey* which found that only 26% of college faculty found first year students well prepared, compared to 89% of high school teachers (p. 7) Both our results and those of the ACT Survey raise questions about *why* students are arriving underprepared for the academic rigor of higher education. Rather than search for answers during our presentation, the PLU librarians decided to highlight various data points to help the faculty better understand the K-12 environment that many of their new students had just left behind.

In selecting which data to locate and share, we opted to give only an obligatory nod to frequently touted measures of student ‘quality’ mentioned by Admissions offices – High school GPA and SAT/ACT scores. It seemed more valuable to look at the day-to-day realities of students and how that might impact the development of the skills and strengths outlined in Conley’s model. Our decision was reinforced during the discussion period, as faculty raised concerns about grade inflation and emphasized that a high average GPA does not directly translate into a cohort of prepared students.

Working with our Office of Assessment, Accreditation, and Research, we gathered information on the top feeder states for the incoming class at PLU and used these to focus our data collection. Of the approximately 650 first year students, 74% were from Washington, 7% were from Oregon, and 5% were from California.

TABLE 1: AVERAGE CLASS SIZE, 2007-8

	Self-contained classes	Departmentalized Instruction
U.S.	18.6	23.3
California	22.9	29.9
Oregon	22.9	26.3
Washington	30.8	25.5

Source: [2007-08 Schools & Staffing Survey](#), NCES

So what does the K-12 experience for public school students in Washington, Oregon and California look like? Well, for one thing it is crowded. Concerns about the number of students in public school classes are not new, but a look at the numbers illustrates how poorly our feeder states fare in this area compared to others. The most recent data for class size comes from the 2007-08 School & Staffing Survey from the National Center for Educational Statistics (NCES). As Table 1 shows, all three states had class sizes considerably larger than the national average.

During the past few years, as state and local budgets have been cut as a result of the recession, the issue of classroom overcrowding and the potential impact on student learning has been received considerable coverage in newspapers around the region (Dungca; Yamamura). These articles often highlight that students are more academically successful in smaller classrooms where teachers have more time to provide individualized attention. Despite the concerns raised, the trend in increasing class size has continued in each of the three states. In 2013, Washington, Oregon, and California ranked 48th, 49th, and 51st, respectively, in student-teacher ratio according the Washington Education Association.

An area of greater concern for those of us in academic libraries, is the increasing number of K-12 schools without a certified librarian or media specialist. As Table 2 illustrates, from 2008-2011, the librarian to student ratio increased in each of the three states.

TABLE 2: LIBRARIAN TO STUDENT RATIO

	2008-2009	2009-2010	2010-2011
Washington	1:838	1:898	1:921
Oregon	1:1499	1:1767	1:1837
California	1:5392	*no data available	1:8202

Source: Ratio calculated using 2010-2011 Common Core of Data, NCES

Another way to look at this trend is to examine the number of school districts in each state that lack any librarians or media specialists. Table 3 provides the statistics on this phenomenon for the 2010-2011 year. Again, one need only turn to regional newspapers to find evidence of districts cutting all or most of their professionally trained librarian staff (Currie, 2011; Owen, 2012; Riley, 2013.) When districts lose librarians, they also lose the champions of information literacy and it is even less likely that students graduating from those districts will possess the skills in researching and source evaluation that college faculty expect.

TABLE 3: SCHOOL DISTRICTS WITHOUT LIBRARIAN OR MEDIA SPECIALIST

	Total # of School Districts	Districts without librarian/media specialist
Washington	314	157
Oregon	221	133
California	1193	962

Source: 2010-2011 Common Core of Data, NCES

Having shared this data with our faculty, we broke into small groups to allow the audience members to discuss and process the information. To prompt the conversation, each group was provided excerpts of two articles on the topic (Bernstein; Brooks). After a period of lively conversation, a number of faculty members spoke about their frustration with 'the system', others expressed surprise at the extent of overcrowding and lack of librarians and wondered if the shift to the 'Common Core' would make a positive difference in the future.

We finished our presentation by uplifting the various departments supporting struggling students on campus. Members of the Office of Academic Advising, Division of Student Life, and the Academic Assistance Center were present to highlight their services and answer questions. We also took the opportunity to share the various information literacy options available from the library.

College readiness is not a simple concept. As Conley explains, being prepared to successfully transition from high school to college requires the development of cognitive strategies, meta-cognition, knowledge of college culture, and more. Preparing students to meet this challenge would ideally take place in the K-12 environment. The data, however, indicates that this is not realistic in the current climate and that college and university faculty and staff need to step in to fill the gap.

One concrete step that academic librarians can take is to step up efforts to collaborate with media specialist colleagues in area schools. This may take the form of outreach efforts to help bridge the high school to college transition or it may involve increased advocacy at the state and local level for funds to support libraries and librarians. By reaching out and connecting beyond the boundaries of our own institutions we can possibly make an impact on the college readiness of future students.

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RECOMMENDED READING

Burhanna, K. J. (2013). *Informed Transitions: Libraries Supporting the High School to College Transition*. Santa Barbara, CA: Libraries Unlimited.

Fast Facts for Quick Comebacks

By **Zoe Fisher**, Reference/Instruction Librarian, Pierce College Puyallup

I've been a full-time librarian for a little over a year now, which means I have a lot of conversations with family, friends, and acquaintances that sound something like this:

Them: "So what do librarians do these days, exactly?"

Me: [all the awesome stuff librarians do every day]

Them: "Hmm. It's too bad libraries are on the decline, what with the Internet and everything..."

Me: [ugh]

Maybe you've found yourself in a similar situation and you've wanted some awe-inspiring statistics to share with skeptics. Well, I did a little digging and found the following incredible numbers, which I invite you to share with colleagues, loved ones, and passersby. Spread the word! Libraries (especially those in the Pacific Northwest) are alive, well, and busy as ever.

- The Seattle Public Library circulated 11.4 million items in 2012. Keep in mind that the population of Seattle is only about 600,000! (Source: "Library Use in 2012" - www.spl.org and www.seattle.gov)
- In 2006, all of the academic libraries in Washington state combined circulated 3.7 million items. We also answered 17,000 reference questions a week. Our combined weekly gate count was 527,000. (Source: "Washington State Academic Library Statistics", www.sos.wa.gov)
- In 2012, all of the Oregon Public Libraries combined circulated 63.7 million items and were visited 22.1 million times. (Source: "Oregon Public Library Statistics", www.oregon.gov)
- According to their 2012 Fact Sheet, the University of Washington Libraries answer 50,000 reference questions in person annually. UW librarians teach 1200 instruction sessions reaching nearly 30,000 students. (Source: "Libraries Facts", <http://www.lib.washington.edu/assessment/stats>).
- In a typical week during Fall Term 2012, the University of Oregon Libraries had a door count of 52,398. Last year, UO Librarians taught over 1100 instruction sessions. (Source: "UO Libraries - Quick Facts", http://library.uoregon.edu/bmis/library_facts.html).

Hungry for more numbers? Check out ACRLmetrics.com, visit ARLstatistics.org, or ask your colleagues to help you pull reports at your own institution.



University of Washington Libraries Human Resources Wellness Walking Program

Editor's Note: This article is based on a presentation from the 2013 ACRL Washington and Oregon Joint Conference held at Pack Forest. The original presentation was entitled "Keep fit, bring Your kids, and yoga on" and presented by Jennifer Muilenburg, Heidi Nance, Patrick Osby, Barbara Petite from UW Libraries.

Submitted by **Barbara Petite**, Secretary Senior—Cataloging and Metadata Services, UW Libraries

The Wellness Walking Program is part of the University of Washington Libraries Human Resources Wellness Program. The walking program began earlier this year after Patrick Osby, Libraries HR Director asked for ideas for a wellness program from the Libraries Staff Development Advisory Committee (SDAC). As a member of the SDAC I suggested a walking program to Elaine Jennerich, Director of Organization Development and SDAC Chair, since I had experience in the Seattle Parks Departments Sound Steps group and contacts in the community to help model a program.

Patrick liked the idea for a walking program and requested I lead the pilot for summer 2013. I was delighted and organized a committee who quickly helped me put on a kick off event including speakers from the Seattle Parks Department Sound Steps program, Shoes 'n Feet, Super Jock 'n Jill and Feet First (a walking advocacy organization in Washington State). The kick off was open to all staff and created enthusiasm and momentum.

For the kickoff I produced an informational flyer and a website. The committee members planned walks for the group and facilitated communication with staff by sending out reminder email announcements in the Libraries Weekly Online News and calendar notices on the intranet Staffweb calendar.

Marketing the group to staff of all ages and fitness levels was the goal and participation has been good with groups for both walks almost every week. Since the UW main campus is large and spread out we try to incorporate walks to every corner of campus and encouraged walkers to suggest routes and bring a buddy or "walk one, bring one".

During the pilot staff feedback was solicited from a short online survey and by directly asking walkers. They said the kick off helped them focus and they appreciated walk leaders planning and leading walks and receiving weekly reminders. Participants said lunch time was a good time to walk (much better than after work) and appreciated being offered half-hour or hour-long walks to accommodate their work schedules. Best of all, staff responded to seeing colleagues from all around campus and felt supported by Libraries Administration who are behind the program and participate in the walks.

Staff members also expressed positive outcomes from their walks: lower stress levels and increased morale, positive interactions with colleagues, reaping the health benefits of exercise for those with sedentary jobs and just having a good time!

Keeping the program fresh while staying true to its purpose is a continuing challenge for committee members. We are developing destination walks to branch libraries and have taken history, art, architecture and plant walks as well as a special seasonal walk: the October 30 "Ghost Walk" for Halloween. The committee tries to vary the difficulty level and the half-hour walks are usually flatter and easier while the hour-long walks are more intense in speed, distance and elevation gain.

Some steps to starting a wellness program in your library:

Contact your HR department and solicit their support, organize a small committee to implement a pilot program; measure staff interest with a short survey; host a simple, fun kick off event inviting seasoned walking group experts (if available) to give potential participants information and inspire involvement; publish an informational website to convey important information; plan first walks; meet, walk and enjoy!

SCENES FROM PACK FOREST

To help bring the conference experience to you, here's a selection of photos from the 2013 ACRL Washington and Oregon Joint Conference which took place October 24-25 at Pack Forest. These photos were posted on the conference tagboard, located here: <https://tagboard.com/acrlnw2013>

For more information about the conference, visit this page: <http://acrlwa.org/2013PackForestProgram>





Library Spotlight: James E. Brooks Library at Central Washington University



Editor's Note: The James E. Brooks Library at Central Washington University has so much exciting news to share that I've featured them in this issue's Library Spotlight. This report was submitted by **Lisa Euster**, Reference Librarian, Central Washington University. If you'd like your library to be featured in the next issue's Library Spotlight, please email me at ewood@pierce.ctc.edu.

Mary Wise, catalog librarian, now serving as the head of the music library, presented "We'll Help You Handle It: Music Resources for Library Services" as part of a panel at the 2013 WLA/OLA Conference in April 2013. The slides from this fast-paced and informative session can be accessed at <http://www.wla.org/2013-conference-session-handouts>. Her inspiring article, "Participation in Local Library Associations: The Benefits to Participants" was published in the Fall 2012 PNLA Quarterly and is available at <http://www.pnla.org/assets/documents/Quarterly/pnlaq77-1fall2012.pdf>. She discusses the myriad benefits and opportunities of thinking and acting locally, in addition to nationally or globally, in the library world.

John Creech is acting head of reference during Gerard Hogan's sabbatical in China. John most recently published a review of "Smithsonian Ocean Portal" web site in College & Research Libraries News, Oct2013, Vol. 74 Issue 9, p497. It can be accessed at <http://crln.acrl.org/content/74/9/496.full.pdf+html>. He has published several other book and web resource reviews over the past year and published a thorough, interesting, and very useful article, "Biodiversity Web Resources," in the Fall 2012 issue of Issues in Science & Technology Librarianship. It provides an overview of diverse types of key, freely available, English language resources in bio-diversity for all levels and is available at <http://www.istl.org/12-fall/internet.html>.

Talea Anderson served two years at Brooks Library as a graduate assistant and won multiple awards including CWU's SOURCE Graduate Scholar of the Year and the Phi Alpha Theta Conference's Best Graduate Presentation Award. This summer she joined the library faculty and has since been making herself invaluable in both the archives and reference.

Our head of Government Publications, Maps, and Microforms **Jan Jorgensen** retired last September. We thank Jan profusely for almost 15 years of dedicated and excellent service at Brooks Library. She spent 35 of her total of 40 years in library work in Government Documents. Her positions included public, school district, and academic libraries. Her mentorship, leadership, collegiality, expertise, and dedication to public service are missed very much.

The library welcomes **Michele Reilly**, who comes to us from the University of Houston and will serve as the head of Government Publications, Maps, and Microforms as well as serving as Associate Dean and serving a central role in the digital repository initiative.

Our head of cataloging, **Daniel CannCasciato**, continues as co-listowner of the library cataloging and authorities discussion group, Auto-cat. His most recent publication, "Wikipedia-type disambiguation functionality in LCSH: a recommendation" (Library Philosophy and Practice, Oct. 2013, Paper 1022, <http://digitalcommons.unl.edu/libphilprac/1022>), shows his usual depth of knowledge, thoughtfulness, and consideration of the user perspective.

Our Circulation staff member **Erin Bledsoe** recently became a member of the Summit Planning and Operations Team. Erin's knowledge of Summit and her commitment to serving our local community, as well as the library community at large, through resource sharing will be a great asset to Summit.

Under the very capable leadership of our Academic & Research Commons librarian, **Courtney Paddick**, we successfully welcomed well over 50 classes of incoming freshmen this fall by providing tours and brief instruction on library resources to all of CWU's University 101 students. We enjoy this initial introduction to our new students and look forward to working with them in their academic endeavors throughout their tenure at Central. Courtney also participated in the PNLA Leads Leadership Institute and has been busy with her activities associated with the ACRL "Assessment in Action: Academic Libraries and Student Success" program.

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ADDITIONAL RESOURCES

Center for Contemplative Mind in Society <http://www.contemplativemind.org/>

David M. Levy (faculty page) <http://dmlevy.ischool.uw.edu/>

Campus News: People, Collections, Happenings

CITY UNIVERSITY OF SEATTLE

The City University of Seattle Library & Learning Resource Center welcomes new instruction librarian **Carolyn Begin**. Carolyn brings a diverse skill set, having worked in the academic environment of universities and community colleges in Oregon and Washington. Carolyn received a Master of Library Science from Emporia State University in Portland in August 2013 and is enthusiastic about librarianship at CityU. Carolyn is assuming responsibility for the School of Management programs and looks forward to using her background and experience to deliver library instruction.

EASTERN WASHINGTON UNIVERSITY

Nadean Meyer, Retiring January 2014, Earns Five Merit Awards
Congratulations to **Nadean Meyer**, Learning Resources Librarian for the EWU Libraries since 2006. Nadean was the recipient of not one, but five Merit Awards for 2012. The Merit Award program recognizes and rewards outstanding contributions made by EWU faculty in teaching, scholarship, creative endeavors and services. The winners are chosen by the Research, Service and Scholarship Committee. Nadean was selected as one of ten recipients of: 1) the Outstanding Faculty Award in Teaching 2) the Outstanding Faculty Award in Service and 3) the Outstanding Faculty Award in Scholarship/Creative Works. These awards recognize excellence in the relevance, significance, and positive impacts of teaching, service, and scholarship/creative work practices.

In addition, she was named as one of the Professor of the Year award winners, honoring faculty who have made the greatest contributions to the university through outstanding performance in two or more categories of teaching, scholarship/creative works, and/or service.

Nadean Meyer will be retiring from EWU this year on a high note, knowing that her contributions to the university and student success are widely recognized on campus and appreciated by all her colleagues in the library and the department faculty with whom she worked closely. EWU wishes Nadean success in all future endeavors.

GONZAGA UNIVERSITY

- **Michelle Bowie** was hired in February as a new cataloging assistant.
- **Anji Mertens** was promoted to being our library's new IT and Web Manager
- **John Spracklen** was promoted to Interlibrary Loan Supervisor
- **Mary Watkins** was hired in September as our new Evening/Weekend Reference Assistant

LOWER COLUMBIA COLLEGE

The Lower Columbia College Library Learning Commons recently added instructional technology tool promotion and support to their menu of library services. Faculty development workshops entitled "Tech Tools for Instruction: Web 2.0 Basics" have been introduced to promote digital literacy in conjunction with information literacy. A librarian-created website was designed to support the workshops and uses one of the free Web 2.0 tools featured in the sessions (Wix.com). The workshops are done in a computer lab where faculty are introduced to a sampling of basic tools through guided demonstration and exploration. Some of the tools covered are Polleverywhere.com, real-time classroom polling via text messaging; Bubbl.us, a simple concept-mapping tool; and Screenr.com, a quick and easy five minute screencast creator.

"The tech tools workshop introduced me to a variety of new technology tools that I have implemented with great success in my classroom. The library staff is truly moving LCC forward with these innovative ideas," said LCC Communications Instructor Stefanie Neill. "I look forward to the continued use of these resources to enhance my learning environment."

The library's strategy is to introduce these helpful tools to faculty through a gradual, guided approach. The goal is to keep faculty from feeling overwhelmed or intimidated by the amount of existing and emerging technologies available to them. Faculty were invited to join an email distribution list for a bi-monthly "Tech Tools" email. Each email features a link to one tool with a brief explanation, suggestions for use, helpful tips to get started, an example or tutorial, and a link to the Wix.com tech tools site (www.mellweatherford.wix.com/techttools). As each tool is featured, a link is saved to the site for future reference. Over 60 faculty and staff have joined the email list, and the number continues to grow. The collaborative environment of the workshops and the email community fosters opportunities to learn, and exchange ideas in order to make teaching more engaging and embed digital literacy into the curriculum.

PIERCE COLLEGE

This fall Pierce College Library welcomes three librarians into full-time faculty positions.

Lesley Caldwell is serving as the full-time Technical / Systems Librarian for the 2013-2014 academic year. Lesley comes from Austin, Texas where she most recently worked as the Technical Services Librarian at Austin Presbyterian Theological Seminary. While in that position, Lesley was responsible for integrating a nearby, partner library into the seminary's Voyager system and creating a shared online public access catalog (OPAC) for both collections. Lesley received her MSIS from the University of Texas at Austin, and presented her capstone project on digital repositories at the 2012 Texas Conference on Digital Libraries. Prior to being a librarian, Lesley worked as a project manager in e-

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learning and digital marketing.

Emma Clausen is serving as a full-time Reference/Instruction Librarian at Pierce College Fort Steilacoom for the 2013-2014 academic year. Emma received her Master of Library & Information Science from the University of Illinois at Urbana-Champaign in May of this year and has an undergraduate degree in English. Most recently Emma served as a graduate assistant in the Office of Information Literacy Services & Instruction and reference unit at the University of Illinois. Prior to pursuing her degree, Emma worked in writing instruction for an online university. Emma is very excited about developing as a teacher and thrilled to have the opportunity to learn and grow with her colleagues at Pierce College.

Rachel Goon is the new full-time tenure-track Reference/Instruction Librarian at Pierce College Fort Steilacoom. Rachel comes most recently from Tacoma Community College, where she has been a Reference and Instruction Librarian for 10 years. During that time, she developed a particular interest in helping at-risk students to hone and develop academic and life information skills. Rachel recently partnered with other faculty and other academic resource departments to found a Writing, Reading, and Research Across the Curriculum Program at TCC. She values the collegiality and passion for teaching found at community colleges, and is looking forward to learning from her colleagues at Pierce and continuing to contribute to student learning, and to her discipline and to the College.

PACIFIC LUTHERAN UNIVERSITY

PLU Archivist, **Kerstin Ringdahl** received a Pierce County Preservation Grant to support efforts to digitize Norwegian and Swedish newspapers published in Tacoma in the 1890's and early 1900's. When the project is complete the collection will be available on the Archives & Special Collections' website (<http://www.plu.edu/archives>).

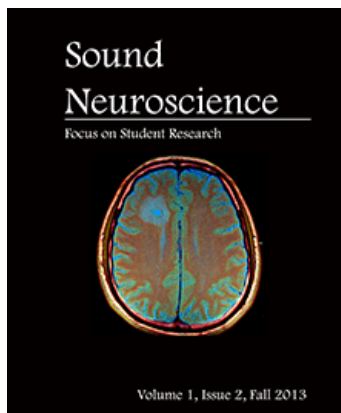
The PLU community was pleased to welcome **Lizz Zitron** to the faculty of Mortvedt Library. Lizz is serves as an Instruction & Reference librarian and is already active in campus outreach. Before taking the position at PLU, Lizz worked at Carthage College in Kenosha, WI. Lizz is also a member of the ALA Emerging Leaders Program class of 2010 and was recently elected to ALA Council.



Genevieve Williams is on sabbatical until the end of May 2014, to complete her MFA in Popular Fiction through the University of

Southern Maine's Stonecoast program. Her projects include short fiction, a novel, and a modern-mythology, old-time radio-style podcast titled [The Hermes & Hekate Road Show](#), which is available on iTunes and other podcast distribution networks.

UNIVERSITY OF PUGET SOUND



The [Neuroscience Program](#) at the University of Puget Sound, in collaboration with [Collins Memorial Library](#) has published its second issue of its electronic journal [Sound Neuroscience: An Undergraduate Neuroscience Journal](#).

The journal of highlights the work of undergraduates at Puget Sound in the field of neuroscience. Under the supervision of program chair Siddharth Ramakrishnan, this issue was edited by undergraduates. The journal is hosted on [Sound Ideas](#) (the University's institutional repository), which is managed by liaison librarian, **Ben Tucker**.

UNIVERSITY OF WASHINGTON BOTHELL / CASCADIA COMMUNITY COLLEGE

The University of Washington Bothell & Cascadia Community College Campus Library is happy to celebrate the recent promotions of **Alyssa Deutschler** and **Chelle Batchelor** to Associate Librarian. We are also excited to welcome two new librarians on temporary appointments, **Ana Villar** and **Shardé Mills**, who joined our team this August.

The Campus Library has recently been involved in some meaningful assessment projects, under the leadership of our Assessment Coordinator, **Jackie Belanger**. Over the summer we completed our 2012-13 student learning assessment which focused on a 100-level Research Writing course we target for instruction. Seven different librarians collaborated with six faculty members teaching a total of twelve sections of the course to gather student work we could use to assess our "[Conduct effective searches using appropriate tools](#)" outcome. A rubric was used to review fifty pieces of student work, and the majority of students' demonstrated "developing" or "accomplished" performances which were in line with our expectations. We are now sharing our findings and recommendations with faculty and other campus stakeholders, and are also working to improve our teaching practices based on what we learned through this process. Our student learning assessment work for 2013-14 will be focused on upper division courses for which we offer instruction in the Business and Environmental Science degrees. Also, just underway, is an assessment project focusing on International Stu-

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dents. The Campus Library's Assessment Team is planning to use a variety of information gathering methods to better understand the experiences of International students and their use of our library services, resources, and spaces.

Several librarians and staff presented at the recent ACRL-WA/OR Joint Conference; they appreciated seeing fellow ACRL-NW librarians there and they thank the attendees for their engagement and interesting new ideas. **Chelle Batchelor, Rob Estes, Suzan Parker, and Tami Garrard** presented *CAREful change: Supporting users and each other through times of significant change*. Their presentation described how our library's Public Services Team prepared library staff for the challenges of implementing our new integrated library system (ILS). Topics covered including understanding and being able to articulate the need and benefits of significant changes, and developing strategies for minimizing stress so we are able to work more effectively with our patrons. **Julie Planchon Wolf**, presented with her colleagues Loree Hyde (OHSU), and Sue Phelps (WSU-Vancouver) *Sharing is caring: Creation of information literacy standards for the nursing community*. Julie, Loree and Sue discussed their process in developing information literacy standards for nursing education, and how their process could be translated into other disciplines. Finally, **Dave Ellenwood, Tami Garrard, Althea Lazzaro, and Megan Watson** presented *Learning to care for our community: diversity work and cultural competency*, which detailed how our library's Diversity Team conducts cultural competency trainings which encourage the development of healthy coworker relationships around inquiry, empathy, and a commitment to social justice.

UNIVERSITY OF WASHINGTON SEATTLE

New ILS, New Website

In June, we were part of the first cohort to go live with a new ILS and discovery layer as part of the Orbis Cascade Alliance shared ILS project. Library staff have been working hard on improving the operations of the new system and helping patrons adjust. We also launched a redesigned website in September 2013. This streamlined site has a clean, modern look and feel and was informed by extensive user testing. It is also designed to work on any display size, from phones to desktop computers.

Odegaard Grand Re-Opening

The first phase of the Odegaard renewal project was completed and all floors were re-opened on June 24, 2013. A grand re-opening event was held three months later on September 24th to welcome students to the beautiful new space.

People

NEW HIRES:

- **Sheryl Stiefel**, Director of Advancement
- **Jessica Jerrit**, Business Research and Instruction Librarian
- **Robin Chin Roemer**, Instructional Design and Outreach Coordinator

dinator

- **Jason Sokoloff**, Business Research and Instruction Librarian
- **Azusa Tanaka**, Japanese Studies Librarian
- **Justin Johnson**, Senior Conservator
- **Chloe Horning**, Assistant Research Commons Librarian
- **Kari Kunst**, Special Projects Librarian
- **Charlene Chou**, Head of Technical Services/Chinese Studies Cataloger, East Asia Library
- **Anya Bartelmann**, Physics, Astronomy & Mathematics Librarian

RETIREMENTS

- **Diane Grover**, Electronic Resources Coordinator
- **Alvin Fritz**, Germanics & Philosophy Librarian
- **Pam Yorks**, Head, Physics-Astronomy Reading Room

Awards and New Positions

Glenda Pearson, Head, Microforms and Newspapers Collection, was the recipient of the 2013 Distinguished Librarian Award. In addition to her current responsibilities as Dean of the Libraries, **Betsy Wilson** was appointed Vice Provost for Digital Initiatives in August 2013. Congratulations!